4-DAY
TRAINING OF TRAINERS (TOT)
IN
COUNSELLING SKILLS

A TRAINER’S GUIDE

This guide includes notes for the trainers and ToT reference materials that have been prepared as handouts for participants.
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ACKNOWLEDGEMENTS

Preparation of the Training Curriculum for the Training of Counselling Skills Trainers was the combined effort of many individuals.

The training materials were developed by AVSC International and piloted through a series of workshops in Lucknow and Kanpur between September 1997 and May 1998. Suggestions for modifications in the content were accepted from trainees and trainers who were involved with these workshops. The curriculum was pretested to ToT workshops held in Lucknow in September and November 1997 and in Kanpur in May 1998.

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Asadhana Johri, IAS
Executive Director
SIFPSA
PREFACE

The Government of India, (GOI) the Government of Uttar Pradesh (GUP) and the United States Agency for International Development (USAID) have embarked upon the Innovations in Family Planning Services (IFPS) project in Uttar Pradesh for the improvement and expansion of family planning and related reproductive health services in the public and private sectors. To undertake this project, the State Innovations in Family Planning Service Project Agency (SIFPSA) has been created as an autonomous society. As part of their work in strengthening training, SIFPSA and the Department of Health and Family Welfare of Uttar Pradesh have collaborated with AVSC International and INTRAH/PRIME to strengthen the service delivery skills of family planning service providers. Counselling, a key component of family planning service delivery, is one of the core training activities for health workers and their supervisors, in the public health sector.

The 4-days Counselling Skills (CS) course is conducted by a pair of trainers using a participatory team teaching approach. It is for such training teams that this training of trainers package is designed.

The four day Training of Counselling Skills Trainers (CS – ToT) course helps participants acquire a background on the principles of learning, training and follow-up techniques, and also provides them with practice training sessions to gain the skills and confidence needed to conduct CS training sessions.

The curriculum includes a Training of Trainer’s Guide for Training of CS Trainers, Training Reference Materials in the form of Handouts and Counselling Skills Trainers’ Guide for the Participants. The training of trainer’s guide, which is for the course facilitator/trainer, contains the session guides, the training reference materials and exercises.
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<tbody>
<tr>
<td>9:30 am</td>
<td>Introduction, Participants expectations, workshop schedule and objectives, Workshop norms Pre Test</td>
<td>9:30 am</td>
<td>Recap and warm-up</td>
</tr>
<tr>
<td>11:00 am</td>
<td>10:00 am</td>
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<tr>
<td>11:00 - 11:30</td>
<td>Tea</td>
<td>10:00 am</td>
<td>Session-III Attitude, Knowledge and Skills for Counselling</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Session-I Principles of Learning</td>
<td>10:30 am</td>
<td></td>
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<tr>
<td>1:00 pm</td>
<td>11:45 am</td>
<td>Session-IV Training Methods</td>
<td></td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch</td>
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<tr>
<td>2:00 pm</td>
<td>11:45 am</td>
<td>Tea</td>
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<td>2:00 pm</td>
<td>12:00 am</td>
<td>12:00 am</td>
<td>Session-V Dealing with Problem Participants</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>12:30 pm</td>
<td>4:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Tea</td>
<td>4:15 pm</td>
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<tr>
<td>4:15 pm</td>
<td>1:30 pm</td>
<td>3:00 pm</td>
<td>Session-VII Team Work</td>
</tr>
<tr>
<td>4:15 pm</td>
<td>Wrap Up</td>
<td>3:00 pm</td>
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<tr>
<td>4:45</td>
<td>4:15 pm</td>
<td>4:15 pm</td>
<td>Assignment of Training Practice</td>
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<td></td>
<td>4:30 pm</td>
<td>Wrap Up</td>
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<td>4:45 pm</td>
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<tr>
<td>SESSION</td>
<td>DAY THREE</td>
<td>DAY FOUR</td>
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<tr>
<td>Recap &amp; warm up</td>
<td>9:30 am</td>
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<td>10:00 am</td>
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<tr>
<td>Training Practice and Review</td>
<td>10:00 am</td>
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<td></td>
<td>Lunch</td>
<td>1:00 pm</td>
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</tr>
<tr>
<td>Lunch</td>
<td>1:00 pm</td>
<td>2:00 pm</td>
<td></td>
</tr>
<tr>
<td>Training Practice and Review</td>
<td>2:00 pm</td>
<td>2:00 pm</td>
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<tr>
<td>Session-IX</td>
<td>4:30 pm</td>
<td>2:30 pm</td>
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<tr>
<td>Setting Personal Goals</td>
<td>2:30 pm</td>
<td>3:30 pm</td>
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<tr>
<td>Post Test</td>
<td>3:30 pm</td>
<td>3:30 pm</td>
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<tr>
<td>Program Evaluation</td>
<td>4:00 pm</td>
<td>4:00 pm</td>
<td></td>
</tr>
<tr>
<td>Wrap up</td>
<td>4:45 pm</td>
<td>5:00 pm</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONS FOR USERS

PURPOSE 1:
The purpose of this guide is to help trainers prepare to conduct a Training of Counselling Skills Trainers workshop. The curriculum is designed to develop or improve training skills among counselling skill trainers. The focus is on providing these inservice trainers an overview on training methods and skills to impart training. The curriculum assumes that the selected participants (trainee trainers) have undergone the basic counselling skills training course.

PURPOSE 2:
The guide provides basic training methodology to enable the Master trainers to conduct the TOT workshop.

Audience for the training:
This curriculum is intended for people who have already undergone the basic counselling skills training course and who have been selected by the district to conduct such training for health service providers. A desire to help people, an ability to work with others as a team and a willingness to learn and share the newly learnt knowledge or skills is a prerequisite that helps to develop potential candidates to become effective trainers.

Curriculum structure:
The curriculum is divided into modules/sessions, each of which focuses on an aspect of family planning counselling. The curriculum begins with general topics, then progresses to the specifics.

Each session begins with the critical information you, the trainer, will need to conduct the session: objectives for the participants, estimated time required, and advance preparation needed. An instructional grid summarises the content of each training step, the time estimated for the step, the training techniques, and any special aids that are needed. Before using this curriculum, you should familiarise yourself with the content of each session.

Time allocation:
The time assigned to each session are estimates and should be used as a guide for planning the training. The training of trainers is estimated to last four days, if the curriculum is followed without major modifications.

How to use this guide:
Adapt the curriculum to reflect the participants’ expectations. Use the results of the small group exercise about participants’ expectations. Although you may not always be able to meet all of the participants’ needs, knowing what they want and expect will help you tailor the training and add relevant information and examples to the training sessions.

Language:
The language used in this curriculum is, as much as possible, intentionally non-technical, so that participants are exposed to and can gain practice with simple terminology that can be used with clients.

Materials for the trainers:
In addition to this trainer’s guide and the counselling skills reference materials that accompany this curriculum, you will need the items listed below to conduct training.
• flip chart and markers
• writing paper and pens for participants
• drawings of the male and female reproductive system.
• samples of informational materials counsellors use with clients: brochures, posters, illustrated flipcharts
• boxes containing samples of commonly available contraceptives

Materials for the participants:

Besides the workshop schedule, the key content covered in the sessions is provided to trainees in the form of handouts which they will receive at the end of the respective session.

Evaluation

Evaluation is a fundamental part of training that donors, host organisations, and trainers should plan and budget for in advance of each training. Proper evaluation helps ensure that the counselling training is not merely a one-time intervention, but part of a broader strategy to develop participants’ skills and to help them apply those skills upon return to their work-sites. Evaluation can also help to improve future counselling training activities. Evaluation of counselling training can include:

• an assessment of participants’ needs and abilities, before training
• a pre and post-test of participants’ knowledge and attitudes
• continuous assessment of the training
• an assessment of the training course by the trainer
• an assessment of the training course by the participants
• a follow-up assessment of the application of skills and attitudes acquired during training
• an evaluation of the impact the training has had on participants, their work-sites, and their clients (variables that can be studied include changes in quality of services, number of clients served, client satisfaction, clients’ rates of contraceptive continuation, and numbers of referrals)

This curriculum does not comprehensively cover either counselling evaluation or training evaluation. It does provide prototype evaluation instruments for the period of the training itself. Pre and Post-test, sample daily feedback exercise, and a participants’ program evaluation.

Training Practice:

Training practice is crucial to building confidence and skills in potential trainers. The curriculum provides time for this activity to take place.

IMPORTANT TIPS FOR THE TRAINER:

1. Familiarise yourself with the contents of each module

2. Advance preparation is key to a successful session. So use the guide to prepare thoroughly in advance and avoid using the trainer’s guide as a reference during a session. Reason - when trainers constantly refer to the guide during the training sessions, it hinders concentration and the messages too, do not carry much impact for the trainees.

3. As far as possible trainers need to work together as a team - subtly supporting each other in every session. This will also set the tone for teamwork among the participants in their assignments.
4. The key content covered in the sessions is provided to trainees, in the form of handouts. Trainers are requested to ensure that the participants receive the handouts only after the session is completed. The learning process is hindered if trainees receive the handouts before or during a session because they would be distracted and may not pay much attention to what is going on.

5. Every day ends with a wrap-up session and is followed by a re-cap session the next day to provide continuity in the workshop. Only one sample session for each has been provided here, trainers are requested to adapt these sessions for the other days.

6. The seating arrangement should be informal preferably in a semi circle without any dias for the trainers. Training is most effective when trainers adopt a warm and friendly attitude towards the participants and take care not to ridicule any trainee.

7. Through discussions, and the use of leading questions, draw from participants the information you are trying to impart and where necessary fill in the gaps. That way, trainees will find it easier to assimilate the knowledge and experiences.
INTRODUCTION

ADVANCE PREPARATION:
- Prepare the objectives/schedule on the flip chart
- Make sufficient copies of the objectives and schedule for distribution to participants
- Ensure that you have sufficient copies of the pretest (one for each participant)

<table>
<thead>
<tr>
<th>Estimated time</th>
<th>Content</th>
<th>Training Techniques</th>
<th>Materials required</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Introduction of participants</td>
<td>Partners exercise</td>
<td>None</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Participants' expectations</td>
<td>Discussion</td>
<td>Flip chart</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Objectives &amp; Schedule</td>
<td>Presentation</td>
<td>Flip chart, Handouts</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Workshop norms</td>
<td>Discussion</td>
<td>Flip chart</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Pre test</td>
<td>Written test</td>
<td>Pre test forms</td>
</tr>
</tbody>
</table>
FACILITATOR'S NOTES

INTRODUCTION:
Introduce yourself, and then tell participants that to facilitate informal introductions you are splitting the group into pairs. Split the group into pairs and tell them that they will be given 3 mins. to find out about each other before they introduce each other to the entire group. Pair the facilitators/organisers too. To lead the introductions, introduce your partner. Moving clockwise allow every pair in the room to introduce each other very briefly.

PARTICIPANTS' EXPECTATIONS:
Ask participants what they expect to get out of this training program (a) as professionals and (b) as individuals. Write out their needs and expectations on the flipchart and post it on the wall, where they can be referred to periodically to see if participants' needs are met.

OBJECTIVES & SCHEDULE:
Explain the general objectives/goal of this workshop and the participants' responsibilities. Ask participants to take out their copy of the workshop schedule from their kits. Review the workshop schedule and relate to participants' expectations. Explain that in order to complete the sessions effectively, everyone is expected to be on time for the workshop everyday.

Explain:
- Participation is key to the workshop's success and that each of them is expected to actively participate in all the sessions.
- Through exercises and role-plays, participants will have many opportunities to try out and improve their skills.
- They should consider each other as well as facilitators as resource persons.

WORKSHOP NORMS:
Explain that for everyone to get the best out of the workshop, it is necessary to work within unanimously agreed upon norms. Help participants to set the norms for the workshop. Post a chart containing the workshop norms on the wall, where they can be referred to during the training program. Ensure that all participants receive a copy of the guidelines regarding the logistics. Let them know that any queries will be answered during lunch or after the day's sessions are over. Identify the person who will deal with the logistics and ensure that he/she will be there as explained to take care of any problems.

PRETEST:
Explain that participants will be required to undergo a pretest which will help both the participants and the organisers to gauge the level of knowledge prior to training (explain that it will also help facilitators to identify the weak areas that need more attention during the sessions). Tell them that they will undergo a similar test at the end of the workshop, which will be used to gauge their gain in knowledge through the training. Explain that throughout the workshop they will be observed during the exercises on their counselling skill development. Give participants 40 mins. to finish the test and return their test books/sheets to you.
4-DAY TRAINING OF TRAINERS

STATE INNOVATIONS IN FAMILY SERVICES PROJECT AGENCY
UTTAR PRADESH

PRETEST/POST-TEST

NAME: ___________________________ DATE: ____________

1. Instructions: Read each statement. Circle T if the statement is true. Circle F if the statement is false:

   T   F   When training, you should stand in a fixed position, so the trainees will know where you are

   T   F   If several trainees display signs of boredom, a good trainer will ignore them, and concentrate on the others in the group

   T   F   When training, it is good practice to scan the group with your eyes quite frequently

   T   F   When asking questions, a good trainer will frequently ask ‘trick’ questions to keep the trainees alert

   T   F   When asking questions, a good trainer will always direct his question to an individual in the group

   T   F   If a trainee answers a question incorrectly, the first thing a trainer should always do is to give the correct answer

   T   F   When training, it is important to avoid eye contact with individuals

   T   F   The most effective training ‘method’ is often a combination of different learning approaches

   T   F   It is important to consider experience that adults bring to training sessions

   T   F   Adults learn best by observing

   T   F   It is important to give adults positive reinforcement while learning

   T   F   The main purpose of games and exercises is to fill in time when a session ends early

2. Give an example of a closed question
3. Give an example of an open question


4. Give an example of a probing question


5. List the four types of facilitation skills used when conducting training

- 
- 
- 
- 

6. List the two key steps in active listening

- 
- 

7. For each of the following training methods, give one advantage and one disadvantage

<table>
<thead>
<tr>
<th>TRAINING METHOD</th>
<th>ADVANTAGE</th>
<th>DISADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td></td>
<td></td>
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<tr>
<td>Case study</td>
<td></td>
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<tr>
<td>Presentation/lecture</td>
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<tr>
<td>Demonstration</td>
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<tr>
<td>Group discussion</td>
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</tr>
</tbody>
</table>
### Session 1: PRINCIPLES OF LEARNING

**ADVANCE PREPARATION:**
- Prepare the objectives/schedule on the flip chart
- Make sufficient copies of the objectives and schedule for distribution to participants

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Content</th>
<th>Training Technique</th>
<th>Materials required</th>
<th>Key messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 mins.</td>
<td>Principles of Learning</td>
<td>Presentation, Discussion</td>
<td>Flip Chart, Handouts</td>
<td>- Adults are voluntary learners and usually come with an intention to learn</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- When the learning is relevant, adults learn better</td>
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<td></td>
<td></td>
<td>- Adults have experience and can help each other learn</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Adults learn best in an atmosphere of active involvement and participation</td>
</tr>
<tr>
<td>45 min.</td>
<td>Qualities of a good trainer</td>
<td>Discussion</td>
<td>Flip Chart, Handouts</td>
<td>A good trainer is one who has</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- A warm personality With an ability to show approval and acceptance of trainees</td>
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<td></td>
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<td></td>
<td></td>
<td>- Social skills with an ability to bring the group together</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- A manner of teaching which generates and uses the ideas and skills of participants</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Skill in noticing and resolving participants problems</td>
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<td></td>
<td></td>
<td></td>
<td>- Knowledge of the subject matter and capacity to put it across in an interesting way</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Flexibility in responding to participants' changing needs</td>
</tr>
<tr>
<td>5 mins.</td>
<td>Summary</td>
<td>Presentation</td>
<td>Flip Chart</td>
<td>Key messages</td>
</tr>
</tbody>
</table>


**FACILITATOR'S NOTES**

Present the objectives to the participants.

**OBJECTIVES:**

- Describe principles of learning
- Apply these objectives in training programs
- Enlist the qualities of a good trainer.
- Become a good trainer.

**PRINCIPLES OF LEARNING:**

Use the folding arms or hand clasp game to bring home the point that change is difficult.

Ask the participants to remember good training programs that they might have attended. Query them further on why they thought that program was good. List the reason given on a flipchart. Using these reasons, highlight the principles of learning envisaged in them. Make a presentation on laws of learning and summarise.

Next, use the reasons listed by the participants for liking the trainers of the good training programs that they had attended. List the qualities they thought were present in those good trainers. Summarise the qualities.

Urge the participants to use these principles of learning and qualities of a good trainer in the training practices they will be doing later in the workshop as well as in the future training program.
Participants' Handout: PRINCIPLES OF LEARNING

Learning is a life long process in which experience leads to changes within the individual. It has also been defined as self-development through self activity. Learning is a change in behaviour resulting from experience. In brief, learning means change!

Purpose of this chapter is to look at the field of adult learning in a very basic way and present to you, in a practical manner the way we learn.

1. PRINCIPLES OF ADULT LEARNING ARE:

The need to know

Once the adults are convinced about why learning the new skill, knowledge, or attitude is important; the motivation to learn follows. Without this knowledge, resistance could result. The more adults can understand the importance of the "need to know", the more effective and positive will be the learning experience.

Readiness to learn

Adults must be ready to learn. This means that our participants must be ready, able and willing to learn before we can ever hope to teach them. Unless there is an inner motivation and an acknowledged readiness on the part of the learner, even the most articulate, eloquent presentation will not fulfil its goal. This further pinpoints the importance of the practicality in the training programmes. Your participants have every right to be told why this particular topic or session is included and why they are expected to learn this skill, knowledge or attitude. Without this information, it may be difficult for some trainees to recognise the value of a session or to prepare themselves for learning.

The need to be self directing

Most participants in any training programme want to be self-respecting, responsible for their actions and activities and involved in directing them. We have a strong need to take responsibility for our own lives. If possible, we want to have a hand in designing necessarily means learning without help. Self-directed adult learners use our learning activities. This self directed learning, however, does not networking and secure assistance whenever needed. Because participants come to our programs with this experience, they are a keen resource for the astute trainer. Correctly used, these areas of background and expertise can enrich the training effort.

Experience

Adults have more experience. Adults can help each other learn. In fact, this type of supportive learning can be very effective. If we can search for this experience and make it an integral part of the learning process, then we indeed are learning from each other.

Orientation to learning

While there may be some training sessions where the memorisation of facts and figures is critical, certainly the majority of training situations call for "real world” attitudes and values. Case studies or role-play techniques allow the participants to “plug in” to realistic problems. Learning is the best when this closeness to the actual job or task is apparent. Transfer of learning, likewise will also be easier when this ready application to real problems can be shown to the learner. Remember, children are usually, “taught” with a teacher-centred approach; adults are best “taught” with a real-world approach.
2. HOW DO ADULTS LEARN?

(i) Adults are voluntary learners.
They are self motivated. They perform best when they have decided to attend the training for a particular reason. They have a right to know why a topic or session or the whole learning activity is important to them.

<table>
<thead>
<tr>
<th>Help motivate them by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explaining to them the objectives of this training.</td>
</tr>
<tr>
<td>• Explaining to them the Jobs and Tasks of MHW and MHS in the performance of quality FP services.</td>
</tr>
<tr>
<td>• Explaining to them the objectives of each session in the training.</td>
</tr>
</tbody>
</table>

(ii) When the learning is relevant, adults learn better.
People learn fast when it is clear that the context of the training is close to their own tasks or jobs. They are best taught with a real-world approach.

People also learn fast when the new information or skill is related to what they already know or can do.

<table>
<thead>
<tr>
<th>Make learning relevant by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explaining how the knowledge and skills acquired during the training will be useful to them in their future work.</td>
</tr>
<tr>
<td>• Find out what the trainees already know.</td>
</tr>
<tr>
<td>• Ask yourself ‘What do they need to learn’?</td>
</tr>
<tr>
<td>• Make the connections between the existing knowledge and the new knowledge, eg, if one already knows the principles and techniques used in DPT immunization, then one can learn about measles immunization faster. Often, a major part of training is not so much giving new information, but drawing out, organising and building on what the trainees already know.</td>
</tr>
</tbody>
</table>

(iii) Adults have experience and can help each other learn
Encourage the sharing of that experience and build on it. Your sessions will become more effective.

<table>
<thead>
<tr>
<th>Help them to share their experience by:</th>
</tr>
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<tbody>
<tr>
<td>• Understand the background of your trainees from their completed biodatas.</td>
</tr>
<tr>
<td>• Put questions to them that draw out their experience and build on it to get your message across eg. ‘Do you know of anyone who had a baby before she was 18 years old? Were there any complications?’ Then generate a discussion on malnutrition and the dangers on adolescent pregnancies. Add demographic data.</td>
</tr>
<tr>
<td>• Organise group activities which require them to share their experiences eg divide the trainees into 3 groups and ask each group to discuss and list rumours associated with the use of condoms, oral pills and sterilizations.</td>
</tr>
</tbody>
</table>
(iv) Adults learn best in an atmosphere of active involvement and participation
This may be using a variety of learning methods including discussions, games, individual/group activities, questioning and feedback, role plays, and audio-visual aids. As they are ‘doing’, self confidence increases and trainees will be better able to adapt what they are learning to their own circumstances

Develop positive learning atmosphere by:
- Never talk longer than the average age of your group.
- Active bodies equal active brains. Get trainees moving out of their chairs or talking or writing at regular intervals.

(v) Adults have usually come with an intention to learn.
If this motivation is not supported, they may switch off or stop coming.

Remember:
- Keep the trainee motivation alive by following all these principles of learning and maintaining a positive learning climate.

TIPS FOR TRAINERS

Trainers should remember to apply -

**Principles of Adult Learning**  
**Programme**
- Adult learners have many individual differences.
- A good training programme does not rely much on lectures and other such didactic methods of training. A combination of many methods is highly desirable to allow the learners to learn knowledge and skills and develop the right kind of attitudes.
- Positive environment in a training programme enhances learning.
- Adults learn better if the training is relevant to the actual work to be done by them on the job.
- A good trainer always utilises the experiences of the trainees to make the training more meaningful.
- Practice is valuable. It reinforces skills. Practice should always be built into the training programme.
**Session 2: BASIC TRAINING SKILLS**

**ADVANCE PREPARATION:**
- Prepare the objectives/schedule on the flip chart
- Make sufficient copies of the objectives and schedule for distribution to participants

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Content</th>
<th>Training Technique</th>
<th>Materials required</th>
<th>Key messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>110 mins.</td>
<td>Basic Training Skills</td>
<td>Presentation with discussion</td>
<td>Flip Chart, Handouts</td>
<td>Four basic types of facilitation skills are used when conducting training. They are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Attending</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Questioning</td>
</tr>
<tr>
<td>10 mins.</td>
<td>Summary</td>
<td>Presentation</td>
<td>Flip Chart</td>
<td>Key messages</td>
</tr>
</tbody>
</table>

Objectives:
- Orient participants to the four basic facilitation skills: Attending, Observing, Listening and Questioning
- Explain the dos and don'ts for each facilitation skill in training workshops

Basic Training Skills:
State that as trainers for inservice training programs, the trainer/facilitator needs to be aware of the trainer/facilitator behaviour that enables the learner to participate comfortably to achieve the learning goals.

Present the background for the four basic skills (refer to the handout for content). Now ask participants to reflect on the previous week’s training sessions and point out how these skills subtly employed by the trainers had helped them in their learning process. Spend a few minutes on this with the participants and then move on to presenting the content on Attending Skills. Encourage participants to discuss the use of the skill in the training session and then present the guidelines on how to use it. Repeat the same process for Observing, Listening and Questioning skills. Spend about 15 on each skill.

Summary
Ask a volunteer from the group to summarise what they learnt during the session. State that during their practice sessions they would be given opportunity to display their use.
Participants' Handout: BASIC TRAINING SKILLS

Learners learn best when they participate in the training process. When you use facilitation skills, you encourage involvement by showing interest in the learners and allowing them to feel free to comment and ask questions. Facilitation skills also help you to obtain feedback from the learners about how the training is being received. This enables you to respond to learners' needs most appropriately.

Facilitation is an approach to communication that employs techniques of listening questioning, sharing problem-solving, resolving conflict, using a participatory style, accepting others, empathising and leading.

Four basic types of facilitation skills are used when conducting training. They are:

A. Attending
B. Observing
C. Listening
D. Questioning

A. ATTENDING SKILLS

'Attending' means presenting yourself physically in a manner that shows you are paying attention to your learners. You are communicating that you value them as individuals and are interested in their learning.

Attending helps you gather information from learners. Your physical positioning enables you to observe learner behaviour, important sources of information in assessing how the training is being received. It also encourages the learners to interact verbally with you.

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Position your body so you face all the learners.</td>
<td>• Talk to visual aids (eg the board or flip chart).</td>
</tr>
<tr>
<td>• Continually scan the group with your eyes.</td>
<td>• Turn your back to part of the group.</td>
</tr>
<tr>
<td>• Walk toward learners.</td>
<td>• Stare at individuals</td>
</tr>
<tr>
<td>• Smile at individuals.</td>
<td>• Avoid eye contact or scan the group too frequently or too rapidly.</td>
</tr>
<tr>
<td>• Nod affirmatively</td>
<td>• Put too much distance between you and your learners.</td>
</tr>
<tr>
<td>• Circle the room during exercises to check learner's progress.</td>
<td>• Stand in fixed positions.</td>
</tr>
<tr>
<td>• Use natural facial expressions in talking with learners.</td>
<td>• Shuffle papers or look at your watch while learners are talking.</td>
</tr>
</tbody>
</table>
B. OBSERVING SKILLS

Observing skills help you assess how the training is being received. Based on your observations, you can make decisions to continue the learning process as planned, or to modify it in response to learner needs.

The following table provides a list of non-verbal behaviours and some inferences you might make about the learner's feeling when you observe them.

**LEARNERS' NON-VERBAL BEHAVIOURS AND THEIR POSSIBLE FEELINGS**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling</td>
<td>Enthusiasm/Understanding</td>
</tr>
<tr>
<td>Nodding affirmatively</td>
<td></td>
</tr>
<tr>
<td>Leaning forward</td>
<td></td>
</tr>
<tr>
<td>Eye contact</td>
<td></td>
</tr>
<tr>
<td>Yawning</td>
<td>Boredom</td>
</tr>
<tr>
<td>Vacant stare</td>
<td></td>
</tr>
<tr>
<td>Shuffling feet</td>
<td></td>
</tr>
<tr>
<td>Leaning back in chair</td>
<td></td>
</tr>
<tr>
<td>Looking at the clock/wrist watch</td>
<td></td>
</tr>
<tr>
<td>Frowning</td>
<td>Confusion</td>
</tr>
<tr>
<td>Scratching head</td>
<td></td>
</tr>
<tr>
<td>Pursing lips</td>
<td></td>
</tr>
<tr>
<td>Vacant stare</td>
<td></td>
</tr>
<tr>
<td>Avoiding eye contact</td>
<td></td>
</tr>
</tbody>
</table>

You can add a few more to the list that best match the behaviour and feelings per the local culture.

Although a single behaviour can serve as an indicator of a feeling, your inferences will be based on all your observations. Whether you decide to take action or not will depend on the situation as you view it – how many learners are experiencing the feeling. The depth and the possible duration of it, the impact it will have on present and future learning, etc. If the situation warrants action in your judgement consider the following possible actions:
C. LISTENING SKILLS

Listening as we define it, means obtaining verbal information and verifying that you understand the information. Listening skills enable you to demonstrate your understanding of learners’ perspective. They also provide you with feedback about how the training is being received. You can use this feedback in considering how you need to proceed in conducting your training.

Listening involves two key steps. They are:

1. Listening to the words being expressed, which means maintaining concentration on what the learner is saying. (Accompanying body language provides additional clues).

2. Paraphrasing what was said to demonstrate understanding, which means interacting with the learner to ensure accurate understanding of the learner information.

Each step is discussed in more detail below:

Step 1

Listen to the words being expressed, try to grasp both the content and the meaning of the words from the learner’s perspective. While this may sound simple, you will find that the major roadblocks to
listening to the learner’s words are the internal and external distractions that compete with good listening habits.

Internal distractions are the competing thoughts that develop inside you while the learner is talking. Sometimes they are related to what the learner is saying; sometimes they are mental excursions to unrelated topics. You must eliminate these internal distractions that keep you focussing on what the learner is saying.

External distraction are things that happen in the learning environment that compete with your attention on the learner. They can be sights or sounds. Exclude them, or at least, put them out of your mind until the learner has finished speaking.

Once you have focussed on the learner’s message, you can then proceed to the next step - demonstrating your understanding of what the learner said.

Step 2
Paraphrase what was said to demonstrate understanding. Paraphrasing to demonstrate understanding requires you to verbally interact with the learner. The interaction is either to:

- Get additional information you’re missing, or to
- Verify with the learner what you think was said.

Use a phrase such as ‘You’re saying ....’ Or ‘As I understand it ....’ Before paraphrasing what the learner said. If you then paraphrase the information accurately, the learner can confirm that you have demonstrated understanding. If you paraphrase inaccurately or miss important details, the learner can add the information needed for you to understand.

D. QUESTIONING SKILLS
Questions play a major role in training. Questions can:

- Help you determine what the learners already know about a topic, so you can focus your training on what they need to learn.
- Invite learner participation and involvement in the training process.
- Provide you with feedback about how the training is being received.
- Enable your learners to evaluate what they know and don’t know, and fill in the gaps.

There are three skills associated with the questioning process. They are:

1. Asking questions
2. Handling answers to questions
3. Responding to questions

1. Asking questions

Asking effective questions is one of the most important skills you can develop. Asking effective questions means selecting the right type of question, phrasing it so it elicits the response you are after, and then directing the question appropriately.
There are two basic types of questions from which to choose – open questions and closed questions.

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
</table>
| Open             | • Requires more than a ‘yes’ or ‘no’ or one word answer.  
• Stimulates thinking.  
• Elicits discussion  
• Usually begins with ‘what’, ‘how’, ‘when’, ‘why’. | ‘What ideas do you have for explaining the changes to our clients?’ |
| Closed           | • Requires a one-word answer.  
• Closes off discussion.  
• Usually begins with ‘is’, ‘can’, ‘how many’, ‘does’. | ‘Does everyone understand the changes we’ve discussed?’ |

2. Phrasing Questions
There are important considerations in phrasing questions so that the learner is focused on the precise information you are trying to obtain.

GUIDELINES FOR PHRASING QUESTIONS

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask clear concise questions covering a single issue.</td>
<td>• Ask rambling, ambiguous questions covering multiple issues.</td>
</tr>
<tr>
<td>• Ask reasonable questions based on what the learners can be expected to know at this point in the training.</td>
<td>• Ask questions that are too difficult for the majority of the learners to answer.</td>
</tr>
<tr>
<td>• Ask challenging questions that require thought.</td>
<td>• Ask questions that are too easy and provide no opportunity for thinking.</td>
</tr>
<tr>
<td>• Ask honest, relevant questions that direct the learners to logical answers.</td>
<td>• Ask ‘trick’ questions designed to fool the learners.</td>
</tr>
</tbody>
</table>

Directing Questions
The final consideration in asking effective questions is how to direct your question. During training there are two ways to direct questions:

• To the group.
• To the individual.
CHOOSING HOW TO DIRECT QUESTIONS

<table>
<thead>
<tr>
<th>If you want to...</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulate all your learners to think, allow learners to respond voluntarily.</td>
<td>Direct the question to the group.</td>
</tr>
<tr>
<td>Avoid putting an individual learner on the spot.</td>
<td>Example:</td>
</tr>
<tr>
<td>&quot;What experience have you had on this issue?&quot;</td>
<td></td>
</tr>
<tr>
<td>Stimulate one learner to think and respond.</td>
<td>Direct the question to an individual</td>
</tr>
<tr>
<td>Tap the known resource of an ‘expert’ in the class.</td>
<td>Example:</td>
</tr>
<tr>
<td>‘Sharma you have had a lot of experience in applying these regulations with clients. What would you do in this case?’</td>
<td></td>
</tr>
</tbody>
</table>

Handling Answers to Questions

The second skill associated with the questioning process involves the way in which you handle responses to your questions. To ensure maximum learning, you need maximum participation by your learners. The way in which you respond to a learner’s answer has an impact not only on the individual learner but also on the amount of future participation you will receive from all learners.

Some ways to handle responses and still maintain a high level of learner participation are to:

- Use positive reinforcement for correct answers.
- Acknowledge the effort of the respondent, regardless of whether the answer is right or wrong.
- Minimize potential learner embarrassment for wrong or incomplete answers.

TIPS FOR HANDLING RESPONSES

If the learner’s response is:

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>Partly correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Positive reinforcement</td>
<td>• Acknowledge the effort</td>
<td>• Reinforce the correct portion</td>
</tr>
<tr>
<td>Then</td>
<td>• Redirect the question to others or answer it yourself.</td>
<td>Then</td>
</tr>
<tr>
<td>• Redirect the question to others or answer it yourself.</td>
<td></td>
<td>• Redirect the question to the same learner, or to another learner or address it yourself.</td>
</tr>
</tbody>
</table>

Examples:

- "Yes"
- "Good Point"
- "That’s right"

Examples:

- "I can see how you might come up with that. Who else has an idea?"
- "That’s not exactly what I was looking for. What I was looking for was..."

Examples:

- "You’re on the right track. What other ideas do you have?"
- "That’s one good point. Gupta. Who else has some idea?"
3. Responding to Questions

The third skill associated with the questioning process involves responding to questions from the group. Questions provide an opportunity to enhance the entire group's learning, as well as that of the individual asking question. The way in which you respond to learners' questions also affects whether learners feel free to ask future questions during training.

There are three acceptable ways to respond to questions. They are:

1. Provide the answer yourself.
2. Redirect the question to a learner.
3. Defer the question.

### RESPONDING TO QUESTIONS

<table>
<thead>
<tr>
<th>Choose the following way to respond:</th>
<th>When...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the answer yourself</td>
<td>You are the only person who can provide the answer.</td>
</tr>
<tr>
<td>Redirect the question back to the same learner, or to another learner.</td>
<td>There is a high probability that the person will be able to come up with the correct answer.</td>
</tr>
<tr>
<td>Defer the question</td>
<td>- The question is beyond the scope of the course.</td>
</tr>
<tr>
<td></td>
<td>- The question cannot be handled in the allotted time frame.</td>
</tr>
<tr>
<td></td>
<td>- The answer will be provided by material covered later in the course.</td>
</tr>
<tr>
<td></td>
<td>- You need time to get the correct answer and get back to the learner.</td>
</tr>
</tbody>
</table>

### USING FLIP CHARTS

Flipcharts consist of an easel and blank pages that can be written on. The information can be prepared ahead or recorded during training.

Filling out the chart in advance is neater and more efficient. Recording during training allows you to respond to the immediate learning situation.

There are certain guidelines that should make your flipcharts readable and appealing to learners such as:

- Highlight key points by using: Colour, Graphics, Lines, Diagrams, Boxes, Pictures
- Use as few words as possible.
- Leave two or more spaces between the lines.
- Make letters at least 1-1/2 inches high.
- Check readability by going to various parts of the room.
- If the pages are very thin, then leave a blank page between each pre-prepared page, so that the writing on the next page does not show through and distract learners.
## FLIPCHART TIPS

<table>
<thead>
<tr>
<th>IF</th>
<th>THEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are recording learner input</td>
<td>Record words quickly</td>
</tr>
<tr>
<td>You wish to have learners compare and contrast data.</td>
<td>Check with learners to be sure you are reflecting their ideas accurately</td>
</tr>
<tr>
<td>You want to display information for a period of time.</td>
<td>Alternate colours when listing the group's ideas</td>
</tr>
</tbody>
</table>
| You want to look especially professional in the front of the group. | • Use two flip charts  
• Hang pages on wall  
• Lightly write memory joggers in pencil in margin of flipchart page, and use presentation notes.  
• Practice tearing out pages neatly, before trying it on front of the group.  
• Tab specific pages ahead of time.  
• Cover errors with paste-on-labels, then write correct information on the labels. |

## WAYS TO DEAL WITH NERVES


2. There is no need to become defensive in you preparation. The audience will read it and react by becoming hostile.

3. Start talking to participants as soon as they begin to arrive. Smile and be relaxed. Get to know a few names and faces and if possible do an introduction game soon. This sets an informal tone for the entire session. Mingle with the trainees outside the training sessions during lunch breaks.

4. A good way to calm yourself and slow your heartbeat is by inhaling and exhaling deeply several times. You can do this whenever you get a spare minute during the session. Get your spare minutes by making the participants talk.

5. Rest assured. Even experienced trainers feel nervous before beginning a training course.
Session 3: **ATTITUDE, SKILLS & KNOWLEDGE FOR C.S. TRAINERS**

**ADVANCE PREPARATION:**
- Prepare the objectives/schedule on the flip chart
- Make sufficient copies of the self-assessment form so that each trainee gets two copies.

<table>
<thead>
<tr>
<th>Estimated time</th>
<th>Content</th>
<th>Training Techniques</th>
<th>Materials required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins.</td>
<td>Introduction</td>
<td>Presentation (brief)</td>
<td>None</td>
</tr>
<tr>
<td>20 mins.</td>
<td>Attitude, Skills &amp; Knowledge</td>
<td>Discussion (Brainstorming exercise)</td>
<td>Flip chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants' Self-assessment exercise</td>
<td>Self-assessment forms</td>
</tr>
<tr>
<td>5 mins.</td>
<td>Summary</td>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>
FACILITATOR'S NOTES

INTRODUCTION:
State this session is designed to help participants identify the attitude, skills and knowledge they would require as counselling skills trainers, and also will provide opportunity to participants to assess their current status.

OBJECTIVES:
- Help participants identify the attitude, skills and knowledge that counselling skills trainers require.
- Help participants self-assess their current status with respect the attitude, skills and knowledge required of counselling skills trainers.

ATTITUDE, SKILLS AND KNOWLEDGE:
Ask participants to reflect on the counselling skills training that they had been through as well as yesterday's sessions on principles of learning and basic training skills. Give them a few moments, then using the brainstorming technique get participants to list the attitudes, skills and knowledge that counselling skills trainers must have to be effective in conducting training. Write out the items on a flip chart under three headings - Attitudes, Skills and Knowledge. At the end of ten minutes stop the exercise and review the lists with the participants. For items that they have missed and that you feel are important, ask leading questions to get the appropriate answers. Highlight the items that all participants are agreed upon under Attitude, Skills and Knowledge.

SELF-ASSESSMENT:
Distribute two copies of the self-assessment checklist to each participant. Explain that they will use only one copy now and the other they will use to assess themselves now and then when on the job, to help improve their performance and self-confidence as a trainer.

Ask participants to copy the highlighted items from the flip chart to their self-assessment forms. Tell them that now using that as a checklist they can mark their current status. Assure them that this is not a formal examination but a self-reflection exercise that is necessary for each individual to go through in order to be focussed in their learning process. Also explain that they will use the other copy of the form to self-assess later to see how much they have gained and how much more they have to take care about. Give about five to eight minutes to do this.

SUMMARY:
Ask volunteers from the group to express how they felt during the self-assessment process and whether they feel it is useful to do it to help them improve themselves.
SELF ASSESSMENT FOR COUNSELLING TRAINERS

The list is to be first developed through a brainstorming session before participants rate themselves accordingly. The participants should fill the first columns as per the agreed upon list. Example for one in each type is given.

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Already good</th>
<th>Okay</th>
<th>Need to develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Friendly &amp; Approachable</td>
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<td>2.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Already good</th>
<th>Okay</th>
<th>Need to develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem solving</td>
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<td>2.</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Already good</td>
<td>Okay</td>
<td>Need to develop</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1. <em>Anatomy &amp; physiology of the reproductive system</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>9.</td>
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</table>
Session 4: TRAINING METHODS

ADVANCE PREPARATION:
- Prepare the objectives/schedule on the flip chart
- Make sufficient copies of the objectives and schedule for distribution to participants

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Content</th>
<th>Training Technique</th>
<th>Materials required</th>
<th>Key messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins.</td>
<td>Training Methods Discussion</td>
<td>Discussion</td>
<td>Flip Chart, Handout</td>
<td>• A very important and useful training method.</td>
</tr>
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<td></td>
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<td></td>
<td>• Can involve all participants if conducted properly and encourage active learning</td>
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<td></td>
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<td>• Makes training programs participatory.</td>
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<td>• Make advance preparation for conducting a discussion.</td>
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<td></td>
<td>• Use “fish and bowl” technique to drive home the points for conducting a good discussion.</td>
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<td></td>
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<td></td>
<td></td>
<td>• If not conducted properly, this method can be a real waste of time and efforts.</td>
</tr>
<tr>
<td>15 mins.</td>
<td>Case Studies &amp; Role Plays</td>
<td>Discussion</td>
<td>Flip Chart, Handouts</td>
<td>• Powerful tools in training program for teaching - learning of skills and attitudes.</td>
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<tr>
<td></td>
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<td>• Simulate real life situations for learners.</td>
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<td></td>
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<td></td>
<td>• Should be written very carefully so as not to appear artificial.</td>
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<tr>
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<td>• Good tools for concurrent as well as summative assessment/evaluation.</td>
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<td></td>
<td>• Role-plays in particular allows the learners to experience different emotions and empathise with the clients.</td>
</tr>
<tr>
<td>15 mins.</td>
<td>Presentation</td>
<td>Discussion</td>
<td>Flip Chart, Handout</td>
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</table>
| • A good presentation has to have  
  - a beginning  
  - the body  
  - summary  
• A good beginning:  
  a) captures the attention of the participants  
  b) gives the trainer confidence  
  c) sets the tone for the rest of the presentation  
• Make good, advance preparation for a presentation.  
• Use suitable A.V. aids.  
• Vary the tone of voice; speak clearly; have eye contact with participants; give suitable pauses; have a good body language and class room mannerisms; keep asking questions and take feedback; make learning meaningful.  
• Summarise the key points. |
| 15 mins. | Brainstorming | Discussion | Flip Chart, Handout |
| • An effective training method when lot of ideas/opinions have to be generated in a short time.  
• The participants are encouraged to express their views and opinions freely on a given subject. There are no right or wrong opinions. All ideas are listed on a blackboard / flip chart and finally a consensus is arrived at on a given subject.  
• Good training method for conducting session on subjects like values and attitudes. |
<table>
<thead>
<tr>
<th>15 mins.</th>
<th>Small group work</th>
<th>Discussion</th>
<th>Flip Chart, Handout</th>
</tr>
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<tbody>
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</table>

- A very effective and important training method for ensuring participatory training and effective learning.
- A group should ideally not have more than 3-4 persons.
- Make sure that groups are constituted in such a way that no single individual is able to dominate the group work.
- Every one should be made to participate in group work.
- If conducted properly, this method also encourages team work.
### Facilitator's Notes

State that during this session four main training methods will be covered and the specific objectives for each will be presented as each method is presented.

#### (Discussion) Objectives:
- Describe Discussion, its advantages and limitations in a training program.
- Use Discussion as a training method in training programs.

The trainer should refer to sessions conducted during the previous week and ask participants to name the sessions in which they think that 'Discussion' was used as a training method.

Focus the attention of the group on "discussion" and ask them to describe the features of good discussion. Discuss the merits and limitations of discussion. List them on the flip chart and summarise.

#### (Case Studies and Role Plays) Objectives:
- Describe Case Studies, their advantages and limitations in a training program.
- Use Case Studies as a training method in training programs.
- Describe Role-plays, their advantages and limitations in a training program.
- Use Role-plays as a training method in training programs.

The trainer should refer to sessions conducted during the previous week and ask participants to name the sessions in which they think that 'Case Studies or role-plays' were used as a training method.

Focus the attention of the group on "Case Studies" and "Role-plays and ask them to describe the features of good Case Studies and Role Plays. Discuss the merits and limitations of Case Studies and Role-plays. List them on the flip chart and summarise.

#### (Presentation) Objectives:
- Describe presentation, its advantages and limitations in a training program.
- Use presentation as a training method in training programs.

The trainer should refer to sessions conducted during the previous week and ask participants to name the sessions in which they think that 'Presentation' was used as a training method.

Focus the attention of the group on "presentation" and ask them to describe the features of good presentation and qualities of good presenter. Discuss the merits and limitations of presentation. List them on the flip chart and summarise.

#### (Brainstorming) Objectives:
- Describe Brainstorming, its advantages and limitations in a training program.
- Use Brainstorming as a training method in training programs.

The trainer should refer to sessions conducted during the previous week and ask participants to name the sessions in which they think that 'Brainstorming' was used as a training method.

Focus the attention of the group on "Brainstorming" and ask them to describe the features of good Brainstorming. Discuss the merits and limitations of Brainstorming. List them on the flip chart and summarise.
(SMALL GROUP WORK) OBJECTIVES:

- Describe Small Group Work, its advantages and limitations in a training program.
- Use Small Group Work as a training method in training programs.

The trainer should refer to sessions conducted during the previous week and ask participants to name the sessions in which they think that 'Small group work' was used as a training method.

Focus the attention of the group on "Small Group Work" and ask them to describe the features of good Small Group Work. Discuss the merits and limitations of Small Group Work. List them on the flip chart and summarise.
METHODS OF INSTRUCTION:

By exploring several of the more commonly used techniques and methods of training, you will be able to decide which method may be best for a given lesson. While several techniques are listed, it is important to recognise that you as a trainer should have a working knowledge of all of them. In some cases, one or two techniques will be preferable, depending upon the objectives of the session and the background and interest of the people involved.

What is the most effective method?

There is no simple answer. To help you make your decision, though, let’s discuss the pros and cons of each. Certainly, good trainers will have a variety of techniques in their repertoires. As trainers gain experience, they tend to favour one or two methods and then continue to use only those. “Because this one is easier”, is a weak reason to select a method. Unfortunately, however, even senior trainers have fallen into that trap.

There are some important items to consider in choosing a particular method:

Obviously, there is merit in picking one with which we feel comfortable. We should, of course, consider first the objectives of that particular session. How about cost? Time, of course, is also important. For example, while we know that discussion may be better for learning, it may be that we simply cannot afford the extra time and must settle instead for the lecture method. The size of the group and type of room are also relevant considerations in choosing appropriate methods.

Here, then, are some commonly used methods.

(I) LECTURE

Without question, the lecture methods is both the most widely used and the most abused technique of training. It is primarily a one-way communication: one person presents a prepared talk or a series of facts or information of a particular subject. The lecture is very economical in that little time is wasted with discussion. If it is properly prepared, the meaning of a message can be clearly stated and illustrated.

Advantages:

*Time saving
When there is a lot of material to present to a group, the lecture is often the best choice since it allows the entire group to be given the information in a relatively short period of time.

*Control of topic
The trainer is in complete control of the session since all of the information is presented with little if any time for questions or feedback. This enables trainers with well prepared lesson plans to gauge accurately the time elements of their presentations.

*Repetition
Because the trainer is in such control of the meeting, points can easily be repeated for emphasis and clarification.
*Economy*
As suggested previously, the trainer can present a lot of new material to most any size group, this saving time and talent. Assuming that the trainees are listening to the material being presented, it is easy to see that giving large groups the same information is an economical training method.

*Flexible group size*
The lecture is applicable to any size group. With appropriate audio and visual aids, the lecture can be used with large groups.

Disadvantages:

*One-way communication*
Without same method of testing or evaluation the trainer has little assurance that the message is really being understood or received properly. Because of a lack of participation, there is not feedback or no real reinforcement of the learning process.

*Boredom*
Too many trainers or teachers forget that a lack of variety of voice style and methodologies will undercut the effectiveness of the session. A dull, dreary monotone makes it extremely difficult for the trainees to listen to what is being presented.

*Attention span*
Most people listening to a lecture have an extremely limited span of attention. Studies indicate that immediately after hearing something, the average person will have forgotten 50 percent of that material! The lecturer must repeat and summarise frequently to overcome this drawback.

*Lower retention rate*
Because of the lack of involvement or participation, the lecture has a much lower rate of learning as measured by long and short-term retention.

*The “canned” talk.*
Too many trainers forget the individualisation of their trainees and are too prone to “pull” a session out of the file drawer and merely redo it for that “new group”. The canned talk is inherently boring and contributed to lack of attention on the part of the trainees. Listeners can quickly see through canned talks and hence they lose any value for the individual.

*Feedback*
Because of the one-way communication of the lecture, the speakers or trainers have no way of knowing whether they are staying on track or going completely afield in regard to the interests of the group. They may be expanding on a point that is of no interest whatever to disadvantage of the lecture, trainers must be assured and that their content and presentation are such as to overcome this negative point.

(ii) LECTURE DISCUSSION

The lecture discussion is a modified version of the lecture, combining the content session with some discussion on the part of the trainees. This easy modification helps to overcome some of the earlier disadvantages of the lecture technique used by itself.

A lecture can be improved by asking questions that make the audience think about your ideas or concepts. The following questions can be adapted to this purpose:

How does this compare with what you used to do?

What do you think the reason for this is?
What do you think the outcome will be?

What are the alternative methods that could be used?

A discussion allows individual participation even with large training programs. As implied by the term, discussion involves the people in either large or small group sessions to further comment on the training session at hand.

Discussion brings many views into plays and brings out details required for understanding. By promoting a free exchange of ideas, the members take responsibility for learning. The purpose is to explore a subject and permit questioning that will bring out the unclear areas so they can be cleared up. The advantage of discussion is that you get immediate feedback and can, therefore, immediately correct any misunderstanding. One of the disadvantages is that the group may stray away from the intended topic. More time is required than for the lecture.

Discussion can be made more effective by careful preparation. Prepare questions and statements in advance to guide trainees in case they get off track. Watch the time each participant takes and don't let one person monopolise the conversation. Be prepared to redirect the conversation to the intended topic.

(iii) BUZZ GROUPS

Large group discussions often used to allow for questions and feedback but a far preferable approach is the used of what is termed the buzz group. Buzz groups are subdivisions of a large group – they are small groups of five to ten people formed for the purpose of discussing a chosen or selected topic. A variation of the buzz group method is the “66” technique, wherein six people are given six minutes to discuss the topic at hand.

Advantage:

*Involvement for everyone*

Whereas in a large group session or large discussion, only a few voices may be heard, the small group session allows almost everyone to express his or her opinion or thinking on the topic.

*Reduced peer pressure*

People are often hesitant or reluctant to express their opinion in a large group because of fear of what their fellow trainees may think. In a small group session, of course, this pressure is far less apparent and individuals may be much more willing to express their opinions.

*Variety of experience*

The small group session allows for a tremendous variety of experience, knowledge, and background to come to the fore. Whereas in large groups only a few voices are heard, the use of buzz groups in a training session allows a large number of ideas to come forward. This greater volume of ideas, comments, and opinions is of real value to learning process.

*Exchange of ideas*

Visualise two people seated across the room from one another. One person walks over to the other and hands that person a rupee note. Before leaving, however, she takes from that person a different rupee note and then returns to her place. The net result of this, of course, is that each person started with a rupee, and while it is a different rupee person also finished with a rupee. Contrast that scene with the exchange of an idea rather than a rupee. The net result, of course, is that the person has two ideas instead of the one that he or she had initially. This is one of the most important advantages of the discussion technique because it does allow for a free flow of ideas, this enhancing the totality of all ideas. A far greater volume of ideas can be gathered in a short period of time.
Disadvantages:

*Unfamiliarity*
Depending upon the time constraints of the program, it may take some time for the trainee to become acclimated to this technique. For some people, it may be a brand new method and may take some getting used to.

*Volume participation*
While it is felt that most people will contribute to the small group discussion, there is no rule that they must do so and some individuals may still feel no desire to participate. While this is a limited drawback, it should be recognised as a possibility.

*Lack of leadership*
Unless the buzz group leaders completely understand their responsibility, the buzz group is nothing more than the proverbial “blind leading blind.” The discussion leader must have been oriented to the situation and should be given some hints as to how to best use the group for participation. Sometimes the buzz group is both leaderless and without direction. The net result is a large waste of time.

*Lack of organisation*
Without proper coaching, the individual participant may feel both lost and disorganised. This, of course, hampers the entire training effort.

(jv) ROLE PLAY
The role-play technique allows participants to “play” the role of one or more individuals in a real life situation.

Advantages:

*Participation*
By definition, the role play directly involves the individuals in the training session. It is usually best to ask volunteers from the group to take part; at times, however, it may be necessary for all the members to participate. Rather than select 2 or 3 volunteers, form triads and have each person rotate roles, with the third person acting as an observer who assists in the critique.

*Increased self-confidence*
When the role play involves situations that individuals are likely to encounter, the methods can build self-confidence in training situation. When the real case occurs, individuals can be more confident knowing they have met and conquered similar situations and are better prepared to deal with such incidents.

*Empathy*
Since the role play involves case studies, individuals have a chance to put themselves in the other person’s position. By so doing, they can empathize with both sides of the role.

*Variety of solutions*
Although there may be a “school solution” as such for the role-play method being used, it is far preferable to let the individuals work out the actual solution. Often a variety to possible answers will evolve that can be used in this and future training programs.

*Real world solutions*
The end result of the exercise is typically a practical usable answer.
Disadvantages:
Like other methods, the role play is not without its disadvantages as well. Some of the more important items to consider are these:

*Artificiality of situation
Since the role play is done in an unreal or artificial atmosphere, some participants may have difficulty imagining themselves in the real situation. A classroom or training situation is not the same as a customer's office or other place where the situations being portrayed really will take place.

*Discomfort of participants
There may be trainees who feel very uncomfortable portraying any type of a role. If the role play involves other trainees acting as observers, some participants may simply go through the motions and the result is far from ideal. If participants are forced to play roles, the play many times overtake the real work of the program.

*Lack of productivity
Without proper counselling in advance, the role play is nothing more than a game. If the participants are not convinced that this is a viable and important technique for training, the role play loses all value.

*Time-consuming
Since this method takes much more time than other types of training, the cost-conscious trainer must be certain that the time is worth the effort. If the role play is given too much time, the participants may lose interest and again all value is lost. Within specified time periods, however, role play performs a function. Role play may be made more effective if the participants are given time to prepare with the help of other group members. They practice before their own group prior to playing before the larger group. Make it a team effort rather than an individual one.

(v) CASE STUDY
The case study is another important technique that trainers should become familiar with and know how to use properly. The case study is an actual presentation, either written or verbal, of an incident that either did or could happen in a related area. Some schools of business administration rely primarily on the case study as a method of instruction. As with all the other techniques, we should consider both its pros and cons.

Advantages:

*Participation
After having read or being given the case, small groups typically spend a prescribed period of time discussing it and its possible solutions fully.

*Applicability
Since the case should be an incident of relevance to the training situation, its “real world” application is obvious. Often the trainee may encounter a similar type of situation after the training program has been concluded.

*Specificity of case
Since the case should be directly related to the training situation, the training administrator can select or can write those cases that are of real relevance and concern to the group at hand.
may feel are crazy, outlandish ideas. In fact, as outlined by rule 3, the more, the better. Don’t even concern yourself with quality-only quantity.

The last rule prompts us to keep building or “hitch hiking” on previous ideas.

Proponents of brainstorming declare it an excellent way to bring forth new ideas in a creative atmosphere. Critics cite the time-consuming element as wasteful of time and money.

Let’s return to our earlier question. Which method is best? There is no one best method. It depends on the objectives, size of group, time frame, and comfort zone of both trainer and learner.

The preceding list of methods is not intended to be a complete list of methodologies. In fact, there are probably dozens of different methods and techniques available. Our intent was to enumerate some of the more commonly used methods and provide our readers with some pros and cons to consider. Whatever your choice, don’t rely only on one!
<table>
<thead>
<tr>
<th>Training Method</th>
<th>Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASE STUDY</td>
<td>Learners given hypothetical situation and asked to make a decision</td>
<td>Involves learners actively</td>
<td>Precision needed</td>
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<td></td>
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<td>Simulates &quot;real world&quot;</td>
<td>Can over-focus on content</td>
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<td>Can observe learning</td>
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<tr>
<td>DEMONSTRATION</td>
<td>Learners shown correct steps in completing task.</td>
<td>Aids understanding</td>
<td>Needs accuracy</td>
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<td></td>
<td></td>
<td>Adds interest</td>
<td>Preparation time</td>
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<td></td>
<td></td>
<td>Provides model</td>
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<tr>
<td>GROUP DISCUSSION</td>
<td>Trainer leads the group in discussing a topic</td>
<td>Involves learners</td>
<td>Can be confusing</td>
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<td></td>
<td></td>
<td>Experiences are shared</td>
<td>Domination by one person possible</td>
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<tr>
<td></td>
<td></td>
<td>Can observe learning</td>
<td></td>
</tr>
<tr>
<td>ROLE PLAY</td>
<td>Learners 'act out' situations</td>
<td>Involves learners</td>
<td>Can 'overact'</td>
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<td></td>
<td></td>
<td>Can practice real situations</td>
<td>May be resistance to method</td>
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<tr>
<td>STRUCTURED EXERCISE</td>
<td>Learners take part in exercise using new skills</td>
<td>Aids retention</td>
<td>Preparation time</td>
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<td></td>
<td>Involves learners</td>
<td>Time consuming during training</td>
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<tr>
<td>TRAINER PRESENTATION</td>
<td>Trainer orally presents new information</td>
<td>Keeps group together</td>
<td>Can be dull</td>
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<tr>
<td>(LECTURE)</td>
<td></td>
<td>Time control</td>
<td>Limited retention</td>
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<td></td>
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<td>Can use with large group</td>
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Training Method: PRESENTATION

DESCRIPTION
A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentations can range from simple lecture to involvement of the trainer for content than does any other training technique.

USES
- To introduce participants to a new subject.
- To provide an overview.
- To convey facts, statistics.
- To address a large group.

Advantages
- Covers a lot of material in a short time.
- Useful for large groups.
- Can be adapted to any kind of learner.
- Can precede more practical training techniques.
- The trainer has more control than in other situations.

Things to be aware of before deciding to use a lecture/presentation
- Emphasizes one way communication
- Is not experimental in approach.
- Learner’s role is passive
- Trainer needs skills to be an effective presenter.
- Inappropriate for changing behaviour or for learning skills.
- Learner retention is not as great unless it is followed up with a more practical technique.
- A presentation is common in more formal situations.

Process
- Introduce the topic - tell the participants what you are going to tell them.
- Tell the participants what you want to tell them – present the material/information using flip charts or visual aids
- Summarize the key points you have made – tell the participants what you have told them
- Invite the participants to ask questions.
Training Method: DEMONSTRATION

DESCRIPTION
A demonstration is a presentation of a method for doing something.

USES
- To teach a specific skill or technique
- To model a step-by-step approach

ADVANTAGES
- Easy to focus learner's attention
- Shows practical applications of a method
- Involves learners when they try the method themselves

THINGS TO BE AWARE OF BEFORE DECIDING TO USE A DEMONSTRATION
- Requires planning and practice ahead of time
- Demonstrator needs to have enough materials for everyone to try the method
- Not useful in large groups
- Requires giving feedback to learners when they try themselves

PROCESS (REFER TO THE CHECKLIST ON DEMONSTRATION FOR PRACTICE)
- Introduce the demonstration – what is the purpose?
- Present the material the trainer is going to use
- Demonstrate – ensure that the participants can observe each step clearly or arrange to demonstrate in smaller groups
- Demonstrate again, explaining the purpose of each step and the relationship of some steps to each other
- Invite the learners to ask questions
- Have the learners practice themselves
- Provide supportive feedback and correct the participants if wrong by explaining and demonstrating again (or have another participant demonstrate who has done the procedure correctly)
- Discuss how easy/difficult it was for them.
- Summarize
Training Method: ROLE PLAY

DESCRIPTION
In a role play, two or more individuals enact parts in a scenario related to a training topic.

USES
- Helps to change participant’s attitude
- Enables participants to see the consequences of their actions on others
- Provides an opportunity for learners to see how others might feel/behave in a given situation
- Provides a safe environment in which participants can explore problems they may feel uncomfortable about discussing in real life
- Enables learners to explore alternative approaches to deal with situations

ADVANTAGES
- Stimulating and fun
- Engages the group’s attention
- Simulates the real world

THINGS TO BE AWARE OF BEFORE DECIDING TO USE A ROLE PLAY
- A role play is spontaneous – there is no script to follow
- Actors must have a good understanding of their role for a role play to succeed
- Actors might get carried away with their roles

PROCESS (REFER TO THE CHECKLIST OF ROLE-PLAY FOR PRACTICE)
- Prepare the actors so they understand their roles and the situation. To have an ad hoc response of the service provider during a FP counselling skills role play, the situation may not be told to serve provider and only the client in briefed regarding his role and situation.
- Set the climate to the observers know what the situation involves
- Arrange the stage so that everyone can see clearly. Ensure that the actors speak loud and clear enough for everyone to hear clearly
- Observe the role play (checklists) to manage role play and counselling/clinical skills that can be used
- Thank the actors and ask them how they feel about the role play – be sure that they get out of their roles and back to their real selves
- Share the reactions and observations of the other participants (observers)
- Discuss different reactions to what happened
- Ask the learners what they have learned and develop principles
- Ask the learners how the situation relates to their own lives or job experience
- Summarize
Training Method: SMALL GROUP WORK

DESCRIPTION

A small group work is an activity that allows learners to share their experiences and ideas or to solve a problem.

USES

- Enhances problem-solving skills
- Helps participants learn from each other
- Gives participants a greater sense of responsibility in the learning process
- Promotes teamwork
- Clarifies personal values

ADVANTAGES

- Learners develop greater control over their learning
- Participation is encouraged
- Allows for reinforcement and clarification of lesson through discussion

THINGS TO BE AWARE OF BEFORE DECIDING TO USE A SMALL GROUP WORK

- The task given to a group needs to be very clear
- The group should be aware of time limits for the group work
- Participants should be able to listen to each other, even if they do not agree
- Group work should not be dominated by any one or two people
- Everyone should be encouraged to participate

PROCESS

- Arrange the learners in groups of three or four
- Introduce the task that describes what should be discussed
- Ask each group to designate a facilitator and a person to present the result to the larger group
- Check to make sure that each group understands the task
- Give groups time to work – this should not require the trainer’s involvement unless the learners have questions for the trainer
- Have one participant from each summarize the result of the group work (this could be a solution to a problem, answers to a question or a summary of ideas)
- Identify common themes that were apparent in the groups’ presentations
- Ask the participants what they have learned from the exercise
- Ask the participants how they might use what they have learned
Training Method: CASE STUDY

DESCRIPTION
A case study is a written description of a hypothetical situation that is used for analysis and discussion.

USES
- To discuss common problems in a typical situation
- Provides a safe opportunity to develop problem-solving skills
- To promote group discussion and group problem-solving

ADVANTAGES
- Learner can relate to the situation
- Involves an element of mystery
- The hypothetical situation does not involve personal risks
- Learners are involved

THINGS TO BE AWARE OF BEFORE DECIDING TO USE A CASE STUDY
- The case must be closely related to the learners’ experience
- Problems are often complex and multi-faceted
- There is not always just one right solution
- Requires a lot of planning time if the trainer wants to write the case herself/himself
- Discussion questions need to be carefully designated

PROCESS
- Introduce the case
- Give the participants time to familiarize themselves with the case
- Present questions for the discussion or the problem to be solved
- Give participants time to solve the problem/s
- Have some participants present their solutions/answers
- Ask the participants what they have learned from the exercise
- Ask them how the case might be relevant to their own environments to their job experience
- Summarize
Session 5: DEALING WITH PROBLEM PARTICIPANTS

ADVANCE PREPARATION:
- Read the facilitator’s notes and the handout for this session.
- Prepare flip charts for the objectives

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<thead>
<tr>
<th>Estimated time</th>
<th>Content</th>
<th>Training Techniques</th>
<th>Materials required</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Introduction</td>
<td>Presentation</td>
<td>Flip chart</td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Dealing with Problem Participants</td>
<td>Brainstorming and discussion</td>
<td>Flip chart</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Summary</td>
<td>Presentation</td>
<td>Flip chart</td>
<td></td>
</tr>
</tbody>
</table>
FACILITATOR’S NOTES

INTRODUCTION
State that every training program will have trainees who might prove to be difficult. No matter how difficult the participant, the training must go on. How to deal with such participants is what this session is all about.

OBJECTIVES:
- Identify problems that trainers face through participants in workshops.
- Identify ways to deal with such problem participants.

DISCUSSION:
Use the brainstorming technique to elicit from participants the various types of problem participants that they have come across or they can imagine. Help them list this on the flip chart and then start a discussion on how to deal with these problem participants.

Highlight the approaches that all participants are agreed upon and emphasize that people gain experience in training they may develop their own styles of dealing with such problem participants that may work better than those discussed here.
# Session 6  COUNSELLING SKILLS FOLLOW-UP OF TRAINED SERVICE PROVIDERS

## ADVANCE PREPARATION:
- Read the facilitator’s notes and the handout for this session.
- Prepare flip charts for the objectives, the content as needed and the key messages.
- Ensure sufficient number of copies of the follow-up checklists and handouts are ready for distribution.

<table>
<thead>
<tr>
<th>Estimated time</th>
<th>Content</th>
<th>Training Techniques</th>
<th>Materials required</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Introduction</td>
<td>Presentation</td>
<td>Flip chart</td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Explain the importance of Follow-up after training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Explain how to use the checklist during a follow-up session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Explain the role of constructive feedback in supervision</td>
</tr>
<tr>
<td>50 mins</td>
<td>Follow-up</td>
<td>Presentation</td>
<td>Flip charts</td>
<td>Follow-up after training is designed to reinforce the skills learned in training, ensure that these skills are used on the job, and help the trained service provider implement the desired changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with brainstorming and discussion, and demonstration by trainers</td>
<td>Copies of the Follow-up checklist for counselling observation</td>
<td>Follow-up should not be used as an inspection but as an opportunity to nurture desired, positive behaviour and attitude changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>While observing a counselling session, the observer should not try to interfere in the exchange between client and provider. However, in a situation where the provider is making a grave mistake, the observer should intervene gently without causing embarrassment to provider and client.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remember that the service provider has to work with the community. Nothing can be gained by making her feel small in front of her clients.</td>
</tr>
</tbody>
</table>

| 5 minutes      | Summary                       | Presentation        | Flip chart          | Key messages                                                                 |
|                |                               |                     |                    |                                                                              |
FACILITATOR’S NOTES

Begin by stating that in this session, the participants would learn about the importance of follow-up, how to use the follow-up checklist, and their role in providing this service as part of their duties as a supervisor.

OBJECTIVES

Using the flipchart you have prepared, present the objectives of the session to the participants.

- Explain the importance of Follow-up after training
- Explain how to use the Follow-up checklist during a follow-up session
- Explain the role of constructive feedback in supervision

FOLLOW-UP

Ask participants what Follow-up after training means to them. Give each person a chance to express her opinion. Present what Follow-up after training is designed to be.

Ask participants to think about themselves as newly trained persons and to express their expectations from a follow-up visit after their training. (It does not matter that they are service providers or supervisors or managers. What matters is what kind of treatment and support would they as newly trained persons want from the person who is conducting the follow-up). Using a brainstorming technique, get participants to list their expectations on the flipchart. Keywords would be Supportive, Respect, Understanding, Help, Suggestions for improvement, and Demonstration of correct process (if needed). Tell them that their service providers too feel the same and expect to be treated with respect by those who supervise/coach them.

USING THE COUNSELLING SKILLS FOLLOW-UP CHECKLIST

Distribute a copy of the counselling follow-up checklist to each participant. Explain that the follow-up checklist focuses on attitude skills and knowledge. Since counselling should be tailored to meet the client’s need, the checklist does not have a sequence of steps that may be followed in a counselling process, but focuses on the whole picture.

State that the training team will demonstrate a follow-up session for the participants. Ask a volunteer to play the role of an FP client, and one of the trainers should play the role of service provider while the other trainer takes the role of the observer/follow-up person. State that you are going to role play and that everyone will observe very carefully what is going on and later will be asked to record their observations.

(Note: It is a good idea to introduce an error in the information being exchanged with the client, so that the participants can observe how the observer intervenes without causing too much discomfort. For example:

Provider to the pregnant woman: You can also start taking the pill three weeks after you deliver the baby.

Observer: Yes that may be suitable for some women, but not for those who are breastfeeding. Though the pill will work as a good contraceptive, it can reduce the amount of breastmilk and so it would be better if you use some other method when you are breastfeeding your baby. Breastmilk is the best for the health of the baby.)
All the while show the observer listening and watching attentively the exchange between client and provider. After the client leaves, while the service provider completes her entry in the counselling service register, the observer should take out her sheet and mark the sheet as per her observations. Then, the observer should commend the service provider on the areas that she performed well and gently bring out the areas that need improvement. For example (focusing on the error in information): While focusing on contraception, we need to remember that during the postpartum period, a woman must give priority to breastfeeding and therefore choose a method that does not affect breastfeeding. Timing for initiating contraception is important and varies from method to method.

It would be best to walk the participants through the checklist with reference to the counselling session they had just observed. Discuss differing opinions as you go. Help participants understand that counselling must be tailored to the client’s needs and preferences and that it is difficult to mark the checklist and observe the interaction at the same time.

Draw the participants’ attention to the suggested format for the counselling service register. Explain that it is important to keep a record of persons who received counselling, in order to help plan follow-up of the client as needed. The column FP counselling should contain in brief whether general FP counselling/post partum/post abortion method specific counselling was provided. The ‘action taken’ column needs special attention as service providers are more used to mentioning the method provided in this column. This column should contain information such as: client is keen on temporary non-hormonal methods for spacing or accepted … method or will discuss with spouse before making a decision, etc. The follow-up of the client at home can be planned using the above information.

ROLE OF CONSTRUCTIVE FEEDBACK IN SUPERVISION

Ask participants to reflect on how constructive feedback was demonstrated in the role play. Ask for their opinions on the role constructive feedback has in their work as supervisors. Help them to list the benefits that they would accrue for giving constructive feedback to their workers and how in the long term it would help improve the quality of work.

Remember: If you are unkind or disrespectful to your juniors, you will not be able to bring out their best. They may do their work out of fear but it will not have the quality that comes with work done cheerfully.

SUMMARY

Ask one of the participants to sum up what they had learnt during the session. Wind-up by reinforcing the key messages.
Participant's Handout: COUNSELLING SKILLS FOLLOW-UP
OF TRAINED SERVICE PROVIDERS

FOLLOW-UP AFTER TRAINING
Follow-up after training is designed to reinforce the skills learned in training, ensure that these skills are used on the job, and help the trained service provider implement the desired changes. Follow-up should not be used as an inspection but as an opportunity to nurture desired, positive behaviour and attitude changes.

PLANNING FOR A COUNSELLING SKILLS FOLLOW-UP
Follow-up of the trainees who have completed the CBFPT and Counselling skills training are a regular part of your duties as trainers in the IFPS project.

The counselling follow-up checklist is organised according to attitude, knowledge, skills and services provided and not according to a sequence of activities that the counselling process might take. It is therefore easier to observe the counselling session and then mark the checklist accordingly.

When accompanying the service provider, let her know you are there to help her and not to find faults. Explain that in order to help her, you need to observe her work so that you can identify areas where she is doing well and areas where she needs to improve.

Before a counselling session, ensure that the client does not mind you being present during their discussion. Assure the client that anything she may discuss with the provider will remain confidential.

You may keep a note pad ready incase you want to note down any points that need to be discussed later. (Please note: Writing notes during an observation should be avoided unless very, very necessary. It is difficult to write or read while trying to observe how and what is being communicated during a counselling session).

IMPORTANT TIPS FOR THE OBSERVER

- While observing a counselling session, the observer should not try to interfere in the exchange between client and provider. However, in a situation where the provider is making a grave mistake, the observer should intervene gently without causing embarrassment to provider and client. Remember that the service provider has to work with the community. Nothing can be gained by making her feel small in front of her clients.

For example:

Provider to pregnant woman: You can also start taking the pill three weeks after you deliver the baby.

Observer: Yes that may be suitable for some women, but not for those who are breastfeeding. Though the pill will work as a good contraceptive, it can reduce the amount of breastfeeding and so it would be better if you use some other method when you are breastfeeding your baby. Breastmilk is the best for the health of the baby.

- Mark the follow-up checklist as per your observations, after the client has left.
- Take a minute to discuss your observation with the service provider. Condemn her for good performance, then highlight the weak areas, and provide suggestions where appropriate.

Now look at the entry in the counselling service register. It is important to keep a record of persons who received counselling, in order to help plan follow-up of the client as needed.

The ‘FP counselling’ column should contain in brief whether general FP counselling/ post partum/post abortion/ method specific counselling was provided. The ‘action taken’ column should contain information such as: client is keen on temporary non-hormonal methods for spacing or accepted ... method or will discuss with spouse before making a decision, etc. The follow-up of the client at home can be planned using the above information.

For example: In case a client has received counselling during the antenatal period for postpartum contraception, then the FP counselling column should indicate that postpartum contraception was discussed and the Action taken column should indicate client expressed interest in .... method. Follow-up date/week should also be mentioned. (Follow-up here may be before delivery to reinforce messages and to help the woman prepare for exclusive breastfeeding).

If the counselling session took place in a district hospital or PPC, then the register can be checked at the site. Nevertheless, the ANM should note such details in her diary when she conducts a counselling session in the field.

CONSTRUCTIVE FEEDBACK

Constructive feedback is designed to give the person who is observed, suggestions for improvement as well as commend the good points in the performance observed so far. In addition to being an opportunity for coaching the worker, it provides opportunity to increase rapport and trust between supervisor and worker.

Here are a couple of examples of feedback

<table>
<thead>
<tr>
<th>Negative Feedback</th>
<th>Constructive Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are rude in your manner towards that client</td>
<td>It will help to be kind and friendly to the client</td>
</tr>
<tr>
<td>Information provided to the client is not correct</td>
<td>Refreshing your knowledge about the contraceptives will help you avoid giving outdated or incorrect information such as .... As a health service provider you must have up to date information. In order to do this, reading the material given during recent trainings and discussing or clearing doubts with supervisors and colleagues will help you.</td>
</tr>
<tr>
<td>You did not look at the client while counselling</td>
<td>When you look at the person you are counselling, you will be able to see her expressions while she listens to you or while she is talking to you. This is important because the client’s feeling about FP and the issues you are discussing is very important. Clients feel neglected if you don’t look at them when talking.</td>
</tr>
</tbody>
</table>

Note: Think about how you would like to be treated by your supervisor and think about how you would like to receive help to improve your performance on the job. This will help you treat the workers with greater understanding of their needs.
FOLLOW-UP PLAN FOR ASSESSING THE ANM’S COUNSELLING SKILLS PERFORMANCE AT HER WORKSITE:

The ANMTC tutor with supervising LHV will visit the trained ANM at her workplace sometime after 1 month of training. (She would use the CBFPT specific checklist # 2-6 to assess the skills required for counselling for various contraceptives). To assess the counselling skills per se of the service providers she will use the counselling skills checklist developed by AVSC. The purpose of counselling skills checklist is to make overall assessment of attitude, skills, knowledge and service component of counselling ability of service providers. The person conducting the follow-up should use the checklist to observe the service provider while counselling the clients.

At the end of the assessment the observer will discuss the observations with the service provider giving positive feedback as well as constructive suggestions to improve counselling sessions. As indicated on the checklist, to pass the activities marked with star are critical to be done according to standards to pass the assessment.
COUNSELLING FOLLOW-UP CHECKLIST

Place a "✓" if activity is performed satisfactorily, "x", if not performed satisfactorily, or N/ O if not observed. Each "✓" equals 1 point.

Satisfactory: Performs activity according to the standard guidelines.
Unsatisfactory: Unable to perform activity according to standard guidelines.
Not Observed: Activity / task not performed by the participant during evaluation.
All activities marked with star * are critical and to be performed according to standards to pass the assessment.

Name of participant
Course Date ___________________________ Date of Follow-up ___________________________

ATTITUDE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Is friendly and helpful</td>
</tr>
<tr>
<td>2.</td>
<td>*Respects client's rights, values &amp; attitude</td>
</tr>
<tr>
<td>3.</td>
<td>Is receptive to client's opinions and concerns</td>
</tr>
<tr>
<td>4.</td>
<td>Is comfortable with client discussing human sexuality</td>
</tr>
</tbody>
</table>

SKILLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Made the client feel comfortable</td>
</tr>
<tr>
<td>2.</td>
<td>*Presented information in clear and simple language that client could understand easily</td>
</tr>
<tr>
<td>3.</td>
<td>Assured client that information discussed will be kept confidential</td>
</tr>
<tr>
<td>4.</td>
<td>Encouraged questions to help client to express feelings</td>
</tr>
<tr>
<td>5.</td>
<td>*Asked which method interests the client</td>
</tr>
<tr>
<td>6.</td>
<td>*Answered client's questions satisfactorily</td>
</tr>
<tr>
<td>7.</td>
<td>Asked questions that needed more answers than yes or no</td>
</tr>
<tr>
<td>8.</td>
<td>Elicited client history without difficulty</td>
</tr>
<tr>
<td>9.</td>
<td>Discussed sexuality without embarrassment to self or client</td>
</tr>
<tr>
<td>10.</td>
<td>Was able to assess client's needs and knowledge level correctly</td>
</tr>
<tr>
<td>11.</td>
<td>Used visual aids such as posters, flip charts, drawing and anatomic models</td>
</tr>
<tr>
<td>12.</td>
<td>*Asked the client to repeat what he or she has understood as a way to be sure that he or she has the correct information</td>
</tr>
</tbody>
</table>
### KNOWLEDGE

<table>
<thead>
<tr>
<th>1.</th>
<th>Provided correct and relevant information about Reproductive anatomy and physiology</th>
</tr>
</thead>
</table>
| 2. | Provided correct, relevant information about Contraceptive:  
- When and how to use ____  
- Availability ____  
- Effectiveness ____  
- Precautions for use ____  
- Symptoms and signs for Immediate return for review ____  
*(Place a tick (✓) for each sub-heading if performed satisfactorily, if not mark "X". Place a tick (✓) for the question 2 only if all sub-headings are ticked)*|
| 3. | Shared the risk of RTIs/STDs/HIV/AIDS & answered any questions that the client may have |

### SERVICE

<table>
<thead>
<tr>
<th>1.</th>
<th>*Ensured that client received her/his desired method provided there were no medical reasons that contradicted its use</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Gave the client pre/post procedure instructions including warning signs</td>
</tr>
<tr>
<td>3.</td>
<td>3. Gave the client a date and place for the follow-up visit</td>
</tr>
<tr>
<td>4.</td>
<td>4. Provided the client with referral if necessary</td>
</tr>
</tbody>
</table>

### SCORING

Each correct answer receives 1 point  
Total possible score - 23  
Number correct -  
All activities marked with a star are critical to be done according to standards to pass the assessment.  
Calculate percentage based on score obtained  
For example: If 19 out of 23 were correct the score would be 19 divided by 23 x 100 = 82.6%  
Passing grade = 80% or above
Session 7: TEAMWORK

ADVANCE PREPARATION:
- Prepare the objectives/schedule on the flip chart

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Content</th>
<th>Training Technique</th>
<th>Materials required</th>
<th>Key messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 mins</td>
<td>Team Work</td>
<td>Role Play</td>
<td>Flipchart, Exercise, Handout</td>
<td>• Good team work is of paramount importance in any training program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• The trainers have to subtly complement each other not only during the training workshop but also before and after it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Don't try to outshine your fellow trainers. That sends wrong signals to the participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Individual efforts are not generally sustainable in any venture -- more so in a training program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Set example before the participants by working closely as a team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Divide the work and carry out diligently.</td>
</tr>
<tr>
<td>5 mins</td>
<td>Summary</td>
<td>Presentation</td>
<td>Flipchart</td>
<td></td>
</tr>
</tbody>
</table>

Key messages
FACILITATOR’S NOTES

Do not present the real objectives for this session. Instead begin the session with objectives to your ‘mock’ session which you have chosen from the counselling skills training curriculum.

OBJECTIVES
- Describe the importance of team work in a training program
- Become a good team player in a training program.

TEAM WORK
It is important not to mention anything about this session in advance to any of the participants. Two of the trainers should come fully prepared for this important session. Prepare in advance a session that will last for about 15 minutes. Enter the training room seriously and stage a mock session in which all the characteristics of a “bad” team work are brought out by the trainers.

Stop the session and create a relaxed atmosphere.

Ask the participants what was “wrong” with the session. List the “bad” characteristics that they observed.

Using these points, highlight the features of good team work in a training program. Summarise by mentioning that the participants need to follow these in their training practice sessions as well as training workshop.
Session 8: PRACTICE TRAINING

ADVANCE PREPARATION:
- Prepare the objectives/schedule on the flip chart
- Ensure that you have sufficient copies of the feedback forms and the monitoring checklist for listening skills (one for each participant)

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Content</th>
<th>Training Technique</th>
<th>Materials required</th>
<th>Key messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 mins.</td>
<td>Practice Training</td>
<td>Presentation with discussion</td>
<td>Flip Chart, Handouts</td>
<td>Practice Training is an important training method to train new trainers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Practice training provides participants an opportunity to try out their skills in conducting a session. The objective feedback from peers helps to recognise the areas in which they are doing well and the areas where they need to improve.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Practice training helps participants gain confidence in their ability to conduct training.</td>
</tr>
<tr>
<td>5 mins.</td>
<td>Summary</td>
<td>Presentation</td>
<td>Flip Chart</td>
<td>Key messages</td>
</tr>
</tbody>
</table>


FACILITATOR’S NOTES

Present the objectives of the session.

OBJECTIVES:
- Explain the importance of practice training in the ToT.
- Explain the role each participant has to play in these sessions as trainer/trainee/observer.
- Explain how to share feedback

PRACTICETRAINING

Explain to participants that this is a crucial step in the process of training a trainer. The sessions are not planned as an examination but as an opportunity to help the participants gain confidence in conducting FP counselling skills sessions.

Explain that the group will be divided into pairs as a training team and each team will be assigned two training sessions from the basic 4-day counselling skills workshop curriculum. An agenda will be drawn up at the end of this session and time will be slotted for each practice training session. The participant trainers will use the guidelines to prepare together to conduct the session.

While only two participants will conduct a practice session others will play the role of FP counselling skills trainees. Explain the participants’ roles in the sessions. Distribute a copy of the handout to all of them. Tell them they can read it after the current session.

Explain that they, as participants, will make mental notes on the way the session is being conducted in order to fill the feedback form at the end to provide objective feedback to their colleagues. Distribute a copy of the feedback form and quickly review the content with the participants.

Explain that listening is an important skill in training and one that is often given a low priority by trainers. Explain that one of the participants will be selected by the TOT trainer to be an observer. This will be done by rotation so that each participant gets a chance to be an observer. Distribute a copy of the active listening checklist and quickly review it with the participants.

Read out the names of the training teams and the sessions allotted to them and post a chart of the same on the wall for all to see and refer. Slot the training time for each session and explain that they will be asked to conduct only a part of the session allotted to them and they are not expected to cover the entire content in the short time given for practice. The session is meant to gain confidence in conducting training and to fine tune their facilitation skills.

SUMMARY

Quickly summarise the information you have imparted during this session and allow participants to clear their doubts in any.
Participants’ Handout: PRACTICE TRAINING

This is the point where you pull together all of the skills you have learned so far in this workshop.

The purpose of this exercise is to give you a chance to practice conducting the Counselling skills training sessions for service providers.

You will be assuming two ‘roles’ during the practice session: the role of “trainer” when you are conducting your own training segment, and the role of “learner” for other practice trainers. The following chart identifies the responsibilities for each of your roles.

<table>
<thead>
<tr>
<th>Trainer role</th>
<th>Learner role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the training</strong></td>
<td>Review the trainer’s ‘Goals’ posted on the flipchart, so you can take them into account in providing feedback.</td>
</tr>
<tr>
<td>Come up to the front of the room and organize your training materials.</td>
<td>Understand the learner role you are to assume.</td>
</tr>
<tr>
<td>Tell the learners who they are (ANMs/LHVs) including any special knowledge/experience they are to assume.</td>
<td></td>
</tr>
<tr>
<td><strong>During the training</strong></td>
<td>Respond to the training as a learner, but pay attention to the training skills the trainer is practising. Don’t “overplay” your role.</td>
</tr>
<tr>
<td>Practice the skills you learned in the workshop as you complete your training segment.</td>
<td></td>
</tr>
<tr>
<td><strong>After the training</strong></td>
<td>Complete your feedback form (you can mark it with a pencil if only one form is available, then you can use the form again for the next practice trainer) participate in the feedback discussion, giving the positive points first and then the suggestions for improvement.</td>
</tr>
<tr>
<td>Return to your seat, participate in the feedback, discussion, and receive the feedback from your learners and trainers</td>
<td></td>
</tr>
</tbody>
</table>
# GUIDELINES FOR SHARING FEEDBACK

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Giving Feedback</strong></td>
<td></td>
</tr>
<tr>
<td>Be Specific</td>
<td>Describe <em>what you saw</em> and <em>how you were affected</em>.</td>
</tr>
<tr>
<td>Be Positive</td>
<td>Provide examples of what the person did that you liked.</td>
</tr>
<tr>
<td>Be Constructive</td>
<td>Suggest <em>way to improve</em> or other ideas to consider.</td>
</tr>
<tr>
<td>Be Concise</td>
<td>Provide data not already provided by others.</td>
</tr>
<tr>
<td><strong>Receiving Feedback</strong></td>
<td></td>
</tr>
<tr>
<td>Listen Openly</td>
<td>Don't reject, block the information, or feel you have to &quot;explain.&quot;</td>
</tr>
<tr>
<td>Understand It</td>
<td><em>Ask for clarification</em> if you're not sure what is meant.</td>
</tr>
<tr>
<td>Analyze It</td>
<td>Give yourself time to <em>think about the feedback</em>, and make decisions later to change/not change.</td>
</tr>
</tbody>
</table>
FEEDBACK FORM
(PRACTICE TRAINING SESSION)

Name of Practice Trainers being observed: ____________________________

1. Were appropriate training methods used?
   □ Case study         □ Structured exercise         □ Demonstration
   □ Trainer presentation □ Group discussion          □ Role play

   Notes: ____________________________________________

2. Were training aids developed and used appropriately?
   □ Yes           □ No

   Notes: ____________________________________________

3. Did the trainer use effective attending skills?
   □ Facing the learners       □ Moving toward the learners
   □ Maintaining eye contact   □ Avoiding distractions

   Notes: ____________________________________________

4. Did the trainer demonstrate effective listening skills by paraphrasing?

   Notes: ____________________________________________

5. Did the trainer demonstrate effective questioning skills by paraphrasing?
   □ Asking questions □ Responding to learner questions   □ Handling learner answers

   Notes: ____________________________________________

6. One thing I particularly liked is:

   ____________________________________________

One suggestion I have is:

   ____________________________________________
MONITORING ACTIVE LISTENING
-- A CHECKLIST

Observe the listening skills of the 'trainer' during a participatory training session. Whenever she/he exhibits an aspect of active listening, check the 'Yes' column. When a principle of active listening is ignored or violated, check the 'No' column. Your checkmarks should provide a comprehensive pattern of the trainer's listening skills.

<table>
<thead>
<tr>
<th>Elements/Behaviour</th>
<th>No</th>
<th>Yes</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used 'body language' to communicate interest (such as leaning forward).</td>
<td></td>
<td></td>
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<tr>
<td>Used body language to show understanding (e.g. nodding head).</td>
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<tr>
<td>Used encouraging words/phrases ('I see', 'Hahh', 'Yes' etc.) to encourage free flow of conversation.</td>
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<tr>
<td>Maintained eye contact much of the time.</td>
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<td></td>
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<tr>
<td>Used open-ended questions to encourage the other person to expand fully on her/his feelings.</td>
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<tr>
<td>Listened quietly, refraining from interrupting, taking over, etc.</td>
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<tr>
<td>Used the restatement technique to encourage communication.</td>
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<tr>
<td>Sought clarification when statements were not totally clear.</td>
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<tr>
<td>Summarized at various points in the conversation.</td>
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</tbody>
</table>

Notes:
Session 9: SETTING PERSONAL GOALS FOR CHANGE

ADVANCE PREPARATION:
None

<table>
<thead>
<tr>
<th>Estimated time</th>
<th>Content</th>
<th>Training Techniques</th>
<th>Materials required</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 mins.</td>
<td>Introduction</td>
<td>Presentation</td>
<td>Flip Chart</td>
<td></td>
</tr>
<tr>
<td>25 mins.</td>
<td>Setting personal goals for change</td>
<td>Discussion and group work</td>
<td>Flip Chart with Participants expectations as stated on Day One. Self Assessment form for Counselling Skills Trainers</td>
<td>Although FP service providers and trainers are affected by other staff and work situations that they may not feel they can change, there are many small changes they can make in their own work or influence others to make in order to improve the quality of service and make it client-centred.</td>
</tr>
<tr>
<td>2 mins.</td>
<td>Summary</td>
<td>Presentation</td>
<td>Flip Chart</td>
<td></td>
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FACILITATOR’S NOTES

OBJECTIVE
Review the objective with the participants. Explain that concrete specific plans will help us be focused in our work and provide us direction in applying the knowledge and skills we have learnt so far.

- To help participants create a plan for applying the skills and knowledge they have learnt through this training.

SETTING PERSONAL GOALS FOR CHANGE
Before beginning to set goals for change, have participants review their responses to the participants’ expectations exercise (day- 1). Ask participants whether they feel they have been able to meet their expectations. Say now that they have completed their training as trainers, they could do a self-assessment of their attitude, skills and knowledge and see how far they have progressed and how much more they need to work on. Give the participants about five minutes to do this exercise and then distribute the copy of the action plan form to fill. Assure participants that this is not a test but, like the self-assessment, a means to keep the focus in their development as a trainer.

Give participants 20 to 25 minutes to write their statements. Go round and help participants who have difficulty in expressing their thoughts on paper.

SUMMARY
Congratulate participants on their efforts, and wish them success in their endeavours.
SETTING GOALS FOR CHANGE

End of Session/Day Plan for Action

Based on the learnings from the sessions (or training day/program) just completed:

I intend to do more of:

I intend to do less of:

I intend to continue doing:
2. Instructions: Read each statement. Circle T if the statement is true. Circle F if the statement is false:

T F When training, you should stand in a fixed position, so the trainees will know where you are.

T F If several trainees display signs of boredom, a good trainer will ignore them, and concentrate on the others in the group.

T F When training, it is good practice to scan the group with your eyes quite frequently.

T F When asking questions, a good trainer will frequently ask 'trick' questions to keep the trainees alert.

T F When asking questions, a good trainer will always direct his question to an individual in the group.

T F If a trainee answers a question incorrectly, the first thing a trainer should always do is to give the correct answer.

T F When training, it is important to avoid eye contact with individuals.

T F The most effective training 'method' is often a combination of different learning approaches.

T F It is important to consider experience that adults bring to training sessions.

T F Adults learn best by observing.

T F It is important to give adults positive reinforcement while learning.

T F The main purpose of games and exercises is to fill in time when a session ends early.

2. Give an example of a closed question

________________________________________________________________________
3. Give an example of an open question

4. Give an example of a probing question

6. List the four types of facilitation skills used when conducting training
   - 
   - 
   - 
   - 

6. List the two key steps in active listening
   - 
   - 

7. For each of the following training methods, give one advantage and one disadvantage

<table>
<thead>
<tr>
<th>TRAINING METHOD</th>
<th>ADVANTAGE</th>
<th>DISADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td></td>
<td></td>
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<tr>
<td>Case study</td>
<td></td>
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<tr>
<td>Presentation/lecture</td>
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<tr>
<td>Demonstration</td>
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<tr>
<td>Group discussion</td>
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</tbody>
</table>
4 day TOT for FP Counselling Skills Trainers

State Innovations in Family Planning Services Agency
Uttar Pradesh

PROGRAM EVALUATION FORM

Name (optional)

Instructions: For each item, check the box that best reflects your opinion. Your honest responses will help us improve future training. Your comments, if any, are also welcome.

1. The objectives of the training were:
   - [ ] very clear
   - [ ] clear
   - [ ] not clear
   Comments: ________________________________

2. The objectives of the training were:
   - [ ] completely met
   - [ ] mostly met
   - [ ] insufficiently met
   Comments: ________________________________

3. The length of the training was:
   - [ ] too long
   - [ ] adequate
   - [ ] too short
   Comments: ________________________________

4. The workshop content maintained my interest:
   - [ ] all of the time
   - [ ] most of the time
   - [ ] some of the time
   Comments: ________________________________
5. The material presented in the course was:
   - not known to me
   - partially known to me
   - known to me

   Comments: ____________________________________________________________

6. The skills I acquired are:
   - directly applicable to my everyday work
   - somewhat applicable to my everyday work
   - not very applicable to my everyday work

   Comments: ____________________________________________________________

7. The training facilities were:
   - very satisfactory
   - somewhat satisfactory
   - unsatisfactory

   Comments: ____________________________________________________________

8. The logistical arrangements (transportation, lodging, etc.) were:
   - very satisfactory
   - somewhat satisfactory
   - unsatisfactory

   Comments: ____________________________________________________________

Instructions: Please answer the questions below:

9. Which topics or activities did you find most useful?

   ____________________________________________________________

10. Which topics or activities did you find least useful?

    ____________________________________________________________

11. In future workshops, would you allow more time for some topics or activities? If yes, which ones?

    ____________________________________________________________