## Conducting Training

| Prepare your session carefully | • Knowing your subject: You should know more about the subject than those you are trying to teach, and always be looking to learn more. If you lack knowledge, this will be quickly detected.  
• Less is more! Few slides, less text, more pictures/diagrams.  
• The PPT is no more than a visual aid, and not the focus of the session.  
• No copy/paste from the training handbooks.  
• Use colour and animations.  
• Ensure realism in the choice of your scenario, content and examples.  
• Maintain a consistent approach in the conduct of the scenario and exercises.  
• Relate content to practical cases and professional experience.  
• Train yourself a few times before the presentation. |
| Get to know and understand trainees | • Be aware of trainee characteristics (experience, language, culture) and revise your approach accordingly.  
• Generate a cooperative relationship with trainees.  
• Develop and sustain trainees’ motivation on the subject.  
• Be flexible and supportive to trainees’ performance and needs. |
| Lead by example and maintain credibility | Demonstrate a role model’s behaviour.  
Maintain an atmosphere of mutual respect.  
Be humble and respectful.  
Create value, significance of what you transmit to ensure a strong sense of purpose.  
Set high standards in what you do: content & training skills. |
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| Create a favourable learning environment: Demonstrate effective instruction and facilitation | Engage with participants & encourage participation in discussions.  
Ask, don’t tell: a balance is needed between giving information and getting the audience to participate. Turn your subject into questions that draw from the experience of the group.  
- Ask questions of the entire group, target questions to individuals and ask questions at a variety of levels.  
- Generate content by questioning, redirecting, balancing participation, etc.  
- Uses a variety of questions (factual, leading, rhetorical, problem-solving), employ various questioning techniques and manage classroom participation.  
- Listen actively to verbal and non-verbal messages.  
- Provide opportunities for trainees to ask questions, positively addresses incorrect responses.  
- Keep discussions focused on the key issues.  
- Regular repeating of concepts by confirming understanding or paraphrasing.  
- Provide positive feedback and enhance idea by incorporating relevant experiences and/or examples.  
- Use material support such as flipchart, post-its, games etc.  
- Have fun: use a little humour, in particular to make a dull topic more attractive.  
- Show enthusiasm and passion: it is infectious and sets a good tone for the learning atmosphere. |
| Demonstrate effective presentation skills | • Avoid conference-style presentations, don’t read slides: facilitate in a group setting rather than present.  
• Stimulate and sustain trainees’ interest.  
• Use your voice effectively: project your voice – it will give you confidence and commands attention.  
• Make eye contact with participants.  
• Use gestures and body movement effectively: don’t point, or point using an open hand avoid turning your back on the group, be dynamic – feel free to move around avoid crossing arms/legs – a physically open stance encourages interaction.  
• Use silence to keep time for reflection.  
• Present a readable structure of your presentation: introduction, clear objectives, a plan, explain the various steps, a summary etc.  
• Convey information clearly and concisely and communicate both verbally and nonverbally.  
• States clear objectives and clarifies roles for the training or evaluation being undertaken.  
• Show flexibility in presentation delivery and approach to engage with participant. |
| Good time Management | • Realistically design a session and presentation adapted to the timeframe allocated.  
• Allocate time appropriately one each topic and activities.  
• Adjust time to ensure that the main messages and information is conveyed.  
• Regularly check time and adjust presentation. |
| Assess performance of trainees                                                                 | • Observe behaviours and reactions.  
• Interpret behaviour and reactions to make sure everyone follows and understands. Adapt the level of your presentation accordingly.  
• Allow trainees more time if needed.  
• Identify individual differences in learning capability and adapt your approach accordingly.  
• Summarizes key points and relate the activity to the training objectives. |
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| Provide understandable feedback                                                                | • Ensures applicant fully comprehends the assessment.  
• Applies appropriate corrective actions.  
• Uses facilitation techniques where appropriate.  
• Provides positive reinforcement.  
• Encourages mutual support.  
• Develops and seeks agreement on any plan for improvement or remediation. |