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PROMOTION OF SUSTAINABLE MANAGEMENT OF PRODUCTION FORESTS OFFOREST COMPANIES IN VIETNAM

REPORT NO. 3

Training-of-Trainers: Workshop I



October 2017

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1 BACKGROUND

1.1 Project Background

Vietnam, corresponding to the forest development strategy from 2006 to 2020, (MARD) approved the Investment Plan for the project „Promotion of Sustainable Forest Products Management for Forest Companies in Vietnam“, co-funded by the Federal Ministry of Food and Agriculture (Bundesministerium für Ernährung und Landwirtschaft (BMEL)).

The overall project objective is to promote sustainable management of production forests of the forest companies in Vietnam in line with the forest development strategy from 2006 to 2020. The specific objectives of the project are:

- to promote sustainable management of production forests in one model of state forest companies, which has been already endorsed by a sustainable forest management certification system according to international standards;
- to set-up a competence and training centre for sustainable forest management and certification; and
- to extent capacity to other (state) forest companies and organisation in the whole country, through providing training courses on sustainable forest management and certification.

The main project outputs are:

- The position of SFC Truong Son representing a certified model FMU (forest management unit) is further improved and stabilised;
- The competence centre at the Forest Science Centre for Northern Central Vietnam (FSNC) for sustainable forest management and certification is operational and contributes to capacity development in forestry;
- Experiences from SFM and certification are disseminated/upscaled to other state forest companies.

Inter alia, the project should support FSNC to setup and operate a competence centre (CC) for sustainable forest management and certification and contribute to training capacity development in forestry. To reach this result, the project should carry out the development/updating of training materials, organisation of training of trainers' courses in key-training areas.

2.2 Workshop Context

Early during project implementation, it became clear, that a lack of competencies in modern didactics and training methodology exists within the partner organisations. Due to this lack a training-of-trainers' component was prepared in a workshop, in

which the suggested future trainers had to perform certain tasks. Among others, the workshop revealed that competences in didactics, pedagogics, and presentation skills need to be developed first, before more detailed training can follow.

Based on these findings, a special training-of-trainers approach has been developed which can be summarised as follows:

- **Workshop 1**
In the first – of two – workshops the team of trainers (one international trainer and one local tandem partner) introduce participants to the basics of modern training methodology and didactics based on the concept of learner-centred training as well as to basics of communication and presentation. At the end of the workshop participants (in small groups) receive the task to develop a small training module (based on the curriculum developed by the project in parallel) to be implemented as case study in workshop 2.
- **Practical Application Phase / Coaching**
During the practical application phase, the groups of participants develop their own training modules (based on a given objective) incl. training methodology, training material, implementation plan, etc.). During this phase they are supported by the team of trainers that implemented workshop 1.
- **Workshop 2**
During workshop 2 the participants implement the training modules developed in the practical implementation phase as a “test-run” and in order to assess their trainers’ competencies. In addition, the workshop introduces them to more in-depth methodologies and didactical principles and concentrates on presentation techniques and the use of training equipment and facilities.

Both workshops were planned to be implemented based on the concept of learner-centred training to showcase the concept to participants.

This report covers workshop 1 only, while the final report will cover the practical implementation phase as well as workshop 2 and will give recommendations on the way forward.

2 IMPLEMENTATION

2.1 General Remarks

The workshop was planned as a four-day workshop from September 26 through September 29, 2017. Due to other events the participants had to attend, the workshop was finally implemented as a three full-day and two half-day workshop starting on September 25 and ending at September 29, 2017.

The workshop was planned to be implemented by two trainers, namely one international and one national trainer in a tandem approach. Due to personal reasons, the local trainer had to leave the workshop after the first half day. The workshop was thus implemented by the international trainer alone with the help of the project team, namely Luong Nguyen, for interpretation and translation.

The workshop was implemented in the rooms of the Forest Science Centre of North of Central Vietnam (FSCV) mainly by Thorsten Trede (for details see Ch. 2.3) as main facilitator. In total 15 participants (see Annex 2 for details) participated in the workshop at almost all days fully.

Details on the workshop agenda as well as training material and photo documentation can be found in Annex 1, 3 and 4.

2.2 Preparation

The preparation of the workshop included:

- Definition of implementation objectives (for the overall assignment consisting of two workshops and a practical implementation phase) jointly with the project
- Definition of workshop objectives
- Development of training agenda based on the objective
- Development of training material and methodology
- Logistical planning

All planning steps were implemented in close cooperation with the project and in parts (for details see Ch. 2.3) the two trainers, as follows:

- Day 1 (Sep. 25, 2017 – half day): Definition of implementation objectives**

The overall objective of the training-of-trainer component was jointly developed by the international expert (no national tandem partner was selected by that time) and the project. The component thus aimed at enabling selected trainers to plan, implement and evaluate training modules

Until the closing of the first day, participants were introduced to and discussed the laws of adult learning and the experiential learning cycle.

Day 2 (September 26, 2017 – full day)

The second workshop day was mainly dedicated to practical exercises in which participants (in smaller groups) prepared smaller training sessions and implemented them, followed by feedback by all colleagues and the trainer.

In addition, participants were introduced to the basics of communication as basis for training implementation and practiced good and bad communication.

Day 3 (September 27, 2017 – full day)

The third day of the workshops was mainly dedicated to training planning and preparation. After having been introduced to principles of training planning, participants planned training sessions and introduced the group to their individual planning.

As “homework”, participants prepared 30 minutes training sessions for the following day to be implemented in pairs during the forest excursion.

Day 4 (September 25, 2017 – full day)

The fourth day was fully dedicated to making practical experiences in practice-oriented training. Based on the result of their homework, participants implemented 30-minute training sessions in the forest and discussed methodology and results in the group.

Day 5 (September 25, 2017 – half day)

The last day was only partly (morning and final session) dedicated to the workshop itself and also saw the presentation of results of other missions within the project (mainly the curriculum development). Main topics of the day were trainer styles as well as implementation methodologies.

Finally, the group agreed on the way forward (see Ch 3.)

For details see the training agenda in Annex 1 and the training material in Annex 3 as well as the photo-documentation in Annex 4.

2.3 Trainers

The workshop was originally planned to be implemented by two trainers, namely:

Thorsten Trede

Thorsten Trede, holding a Master degree in Business and Engineering (Timber Industry), is staff member of APPLICATIO since 1998 and is Managing Director of APPLICATIO since 2000. He has been involved in the frame of numerous long-term and short-term training programmes as project leader, consultant/advisor, trainer, moderator, coach, evaluator for different German

and international donor organisations. Focus of his expertise is on one hand the support of associations, chambers and NGO and on the other hand capacity development and consulting for SMEs with core topics like communication and marketing, management/leadership, human resource development, personality development, project management, financial planning and management, SME promotion, regional economic development, business incubators, export promotion, forest/timber industry. His training activities comprise training needs assessment, curricula development, development of tailor-made training material and planning, organisation and conduction of workshops esp. in the field of training-of-trainers.

- **Prof. Dr. Tran Duc Tuan** (Trần Đức Tuấn)

Prof. Tuan is Associate Professor and Director of the Research Institute for Textbooks and Educational Media (RITEM), Vietnam Education Publishing House in the Ministry of Training & Education and highly experienced in adult learning, education and training methodology.

Both trainers worked together during preparation of the workshop and training concept and material development. Unfortunately, the local trainer had to leave the workshop after the first half-day due to personal reasons and the workshop was thus implemented by a newly build team of the international trainer and the local team leader, Luong Nguyen, as interpreter and second expert.

3 RESULTS AND RECOMMENDATION

The following gives an overview of the results of the workshop from the trainer's perspective. It should be noted that these results are preliminary, as final results (especially with regard to evaluating the future trainers) can only be reported after workshop 2.

3.1 Results

The workshop aimed at giving the selected participants a first overview of modern adult learning methods and practice these as well as enabling them to plan first training modules based on the experience made.

These objectives were – as far as possible in only 24 hours of training – fully reached. From the reporting trainer's position the following can be stated:

- Almost all participants were rightly selected (with maybe one exception) as they were highly interested in the topic and motivated to gain additional experiences in training planning and implementation;
- Participants – at the end of the workshop – had a good understanding of adult learning principles, the laws of learning and the experiential learning cycle. Although they all had a full understanding, they from time to time fell back into "old habits" of lecturing theoretically "knowing better";
- Most of the participants (with maybe two exemptions - the future will show) seem to be fully dedicated to planning and implementing training. It should however be noted that the statements the participants made regarding their possible timewise input into training (on average around 30-50% of their working time) don't seem to be fully realistic. In addition it should be noted that not all participants are subject-matter wise fully prepared to implement all topics of the planned curriculum, but are eager to add to their professional knowledge in that regard as well;
- All participants made practical experiences in implementing (and partly planning) training sessions (although short sessions only). All but one (he never implemented one of the role-play or practical sessions himself) remarkably improved their skills in presentation, communication and presenting training topics. Most participants also improved their skills in implementing learner-centred sessions in practice.

In summary it can be stated that the workshop objectives have been achieved and that it is likely that the overall training-of-trainers component will reach its objective in total.

3.2 Recommendations and Way Forward

Participants and the project as well as the international trainer agreed on the following next steps:

- Participants (in the form of a working group) build groups that each focus on one profile stream for future training as per the curriculum developed in parallel;
- The group prepare until the second workshop a training plan for their profile stream consisting of
 - Overall training objectives for the profile
 - Sub-objectives that together form the overall training objective in the form of training modules that can be reused in other profiles as well
 - List of training content per module
 - Methods to be used per training content within a module

The training plans will be send to the international trainer for preparation of the second workshop and feedback not later than two weeks before the next workshop. These module descriptions will then form the basis of further training development and will hold a great ownership for the trainers already.

Furthermore, it is recommended to support the “working group” in the effort to develop the course and module descriptions and details by e.g. facilitating meetings and supporting participants (future trainers) in participating in these meetings.

For the second workshop it is recommended to inform participants as early as possible and formally invite them to the workshop to allow for proper time planning. Whether it is useful to contract a new tandem partner for the international training is up to the project. If one is contracted, he/she needs to be briefed in detail on the results thus far and the way forward as well as the curriculum developed.



ANNEX

Report: Training-of-Trainers / Workshop 1

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Annex 1

Training Material

(also available at <http://bit.ly/2gdIDut> in various formats)

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Workshop A: Learner Centred Training



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CONTENTS

What we do - Seminar topics

- (A) Introduction**
- (B) Preferences of Adult learning**
- (C) Basics of Communication**
- (D) Designing and Developing Learner Centered Training**
- (E) Instructional & training strategies**
- (F) Instructional media / materials**
- (G) Training implementation and delivery skills**



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INTRODUCTION

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INTRODUCTION

Training targets, participation

Let us ask ourselves why we are here and where we want to go?

- What is training all about?
- What is a good training and a good trainer?
- What is training of trainers?



Headstand: How can we make a training the worst experience for a participant

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INTRODUCTION

Training targets

What do we want to achieve? – What makes a good trainer

- Collect definitions of what makes a good trainer
- Let us see how good you are in these fields (scale)

Time Management

Communication

.....



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INTRODUCTION

What we will work and what we will not to organize (design & Implement) learner entered Training



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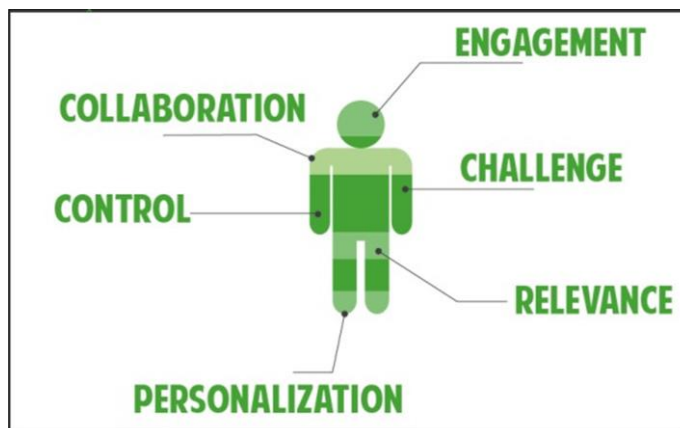
PREFERENCES IN ADULT LEARNING

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MAIN CHARACTERISTICS OF LEARNER CENTERED TRAINING





LEARNING PREFERENCES AND BASICS OF COMMUNICATION

Adults learning preferences

What Motivates Adult Learners?

- to make or maintain social relationships
- to meet external expectations (the boss says you have to upgrade skill X)
- Learn to better serve others -- managers often learn basic First Aid to protect their employees
- professional advancement
- pure interest

What are the Barriers to Adult Learning?

- many other responsibilities (families, careers, social commitments)
- lack of time
- lack of money
- lack of child care
- scheduling problems
- transportation problems
- having to learn, if told by boss, but not interested or ready



LEARNING PREFERENCES

Characteristics of learning

- Learning has a purpose. **Most people have a pretty definite idea of what they want to do and achieve.** A workshop participant brings his goals into the classroom.
- Some of these goals may be very personal and some he will share with his mates. **A participant will learn best what will help meet his goals.**
- The learner's goal or purpose is of chief importance in the act of learning. A good instructor tries to relate learning material to the participants' goal.
- **Learning comes through experience.**
- Learning is a very individual process and **must be done by the participant himself** – the instructor cannot do this for him.

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**LEARNING PREFERENCES****Law of Learning****(I) Law of****Readiness**

A person learns best when he has the necessary background, a good attitude, and is ready to learn. He does not learn much if he sees no reason for learning.

Law of Exercise

Those things most often repeated are the best learned. This is the basis for practice and drill. The mind rarely retains, evaluates, and applies new concepts or practices after only one exposure. Every time he practices, his learning continues.

Law of Effect

Learning is stronger when joined with a pleasing or satisfying feeling. It is weakened when linked with an unpleasant feeling. An experience that produces feelings of defeat, anger, frustration, futility, or confusion in a student is

~~unpleasant for him. This will decrease his learning capabilities. A participant's chance of success is definitely increased if the learning experience is a pleasant one.~~

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**LEARNING PREFERENCES****Law of Learning****(II) Law of Primacy**

Primacy is being first, which often creates a strong impression. Everyone knows from experience how hard it is to break a bad habit. "Unteaching" wrong first impressions is harder than teaching them right the first time. The first experience of a participant should be positive. This helps to provide a stable foundation for all that follows.

Law of Intensity

A sharp, clear, or exciting learning experience teaches more than a routine or boring one. This law implies that a participant will learn more from the real thing than a substitute. Videotapes, interactive courseware, slides, charts, and any number of other training aids add sharpness and action to workshop instruction. Demonstrations, skits, and role playing do much to increase the learning experience of participants.

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LEARNING PREFERENCES

Law of Learning (III)

Law of Recency

Other things being equal, the things learned last will be best remembered. The opposite is also true. The longer the participant is away from a new fact or understanding, the harder it is to remember. The instructor must recognize the law of recency when planning a good summary. He should repeat, restate, or reemphasize the training objectives.

Not all of the laws of learning are in every learning situation. It is not necessary to determine which law operates in which situation. A trainer who understands the laws of learning can deal intelligently with motivation, participation, and individual differences - the three major factors that affect learning.

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LEARNING PREFERENCES

Psychological rules of learning (I)

Stimulate

Unpleasant things may be learned as easily as pleasant things. The worst stimuli are those which cause little or no feelings. It is better to have rewarding conditions than unpleasant conditions, but either is better than neutral conditions.

Recognize Individual Differences

The ability to learn changes with age. It reaches a peak around 16 years of age, then begins to decline steadily for most people. An instructor should be more patient if he is trying to teach older participants

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LEARNING PREFERENCES

Psychological rules of learning (II)

Understanding and Repetition Aid Retention

People remember what they understand better than what they try to memorize. Practicing a task over and over won't help unless the reason for learning is understood.

First and Last Impressions Are Retained

The order of presentation is very important. Points or objectives presented at the beginning and end of the class are remembered better than those given in the middle. So, if four objectives are given during an hour, the two most important points should be given first and last. Exotic experience is remembered. People remember change or unusual examples better than normal ones.



LEARNING PREFERENCES

Psychological rules of learning (III)

Showing Errors Can Aid Learning

Showing how errors happen can lead to increases in learning. Showing not only "what to do" but "what not to do." This can be critical in teaching safety points. This doesn't mean teach "the wrong way" to do something, just show what could go wrong.

Rewards Aid Learning

Irregular or unexpected rewards are better than expected or constant rewards. Rewards that are always given at the same time (answering a question, when finishing a project, grading an exam, etc.) sometimes seems boring

Known Authorities Are Believed

People will believe a known expert's quotes more than regular instruction. However, information which is repeated often enough works just as well as quotes.

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**LEARNING PREFERENCES****Psychological rules of learning (IV)****Tie-In Is Essential To Learning**

Participants must see some relation to their experience in order to learn. Few people can "leap frog" and learn facts that can't match up with what they already know. New information is easier to learn and accept if it doesn't go against earlier habits.

"Belongingness" and "Satisfiers" Aid Learning

Just repeating facts does not always lead to learning. Two things are necessary - "belongingness" and satisfiers." Belongingness means that the things to be learned must belong together. They must show some connection or order. It is easier to learn 2, 4, 6, 8, 10 which belong together, than to learn 2, 1, 5, 7, 43 which do not. Satisfiers are real or symbolic rewards. It has been shown that just saying the word "right" when the person is making the correct response is a satisfier.

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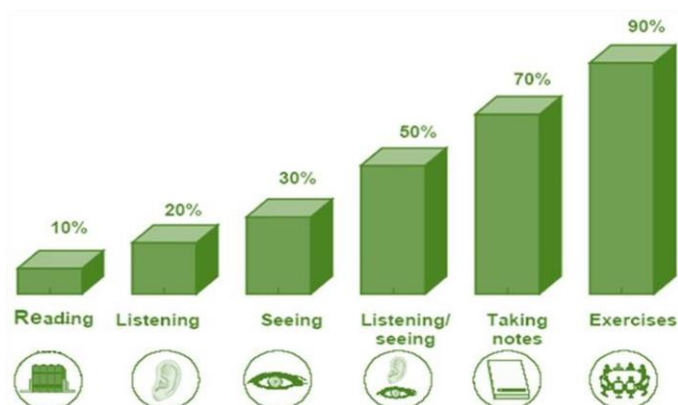
**LEARNING PREFERENCES****Psychological rules of learning (V)****Active Practice is Best**

Learning is aided by hands-on practice rather than just listening. "Class Participation" is active practice. Make your participants be an active part of your class.

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LEARNING PREFERENCES AND BASICS OF COMMUNICATION

Adults learning preferences



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LEARNING PREFERENCES AND BASICS OF COMMUNICATION

Who are you ? – Introduce

yourself Tasks



- Prepare a maximum five minutes presentation of your life, visions, personal targets and curriculum vitae (CV)
- Use a flip-Chat or pin board to introduce the others to yourself
- You are not allowed to write down any word or numbers
- Just use pictures, drawings and symbols for your visualisation
- Present yourself to the group – be aware of good communication to make yourself understood

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BASICS OF COMMUNICATION

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BASICS OF COMMUNICATION

Communication for trainers

As a trainer you need to communicate with your participants/learners in a way that ensures that your participants do understand what you want them to understand.

Good communication skills will make your work as a trainer much easier and much more successful.



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BASICS OF COMMUNICATION

Communication for trainers

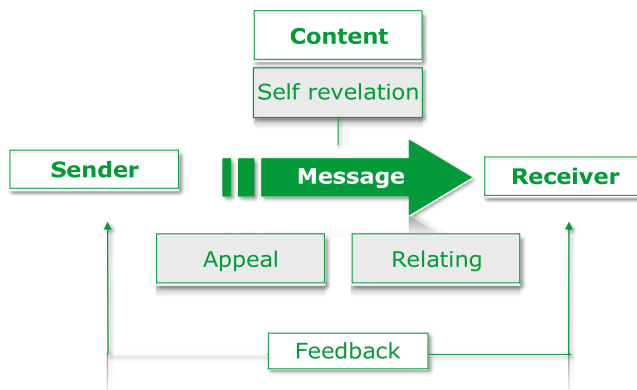
70 %

of all our communication efforts are:

- misunderstood
- misinterpreted
- rejected
- disliked
- distorted, or
- not heard (in the same language, same culture)!

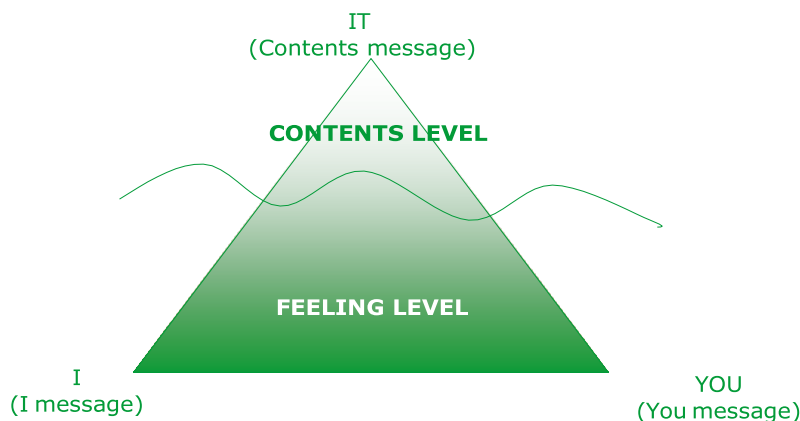
BASICS OF COMMUNICATION

The Communication Model



BASICS OF COMMUNICATION

How Communication Works



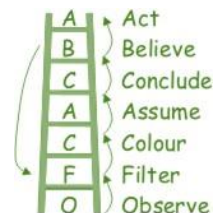
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BASICS OF COMMUNICATION

Mental Maps – Understand peoples reactions

These mechanisms of information processing (simplification, categorization, deletion, distortion, generalization) can be observed on a day-to-day basis. Peter Senge has described the 'Ladder of Inference' which is based on the inner confidence that 'our map of the reality is the truth', and 'the truth is obvious' as a sequence of cognitive steps:

- We receive data through our senses (observation).
- We select data from what we observe (filter, subtraction).
- We add meaning to the data (colour, augmentation).
- We draw assumptions on base of the selected data and the meaning we added.
- We adopt beliefs (mental models) about the reality and continue to select data (as per step 2) that correspond to these beliefs.
- We act upon our beliefs.



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BASICS OF COMMUNICATION

Asking questions

Asking and answering questions are important to communication. Questions stimulate thought and encourage or force participation. Questions may uncover misunderstandings.

Use initial phrases such as:

- ☞ *That is interesting... why...?*
- ☞ *Do we agree on this ...?*
- ☞ *Could you explain that please?*
- ☞ *Right...why ...?*
- ☞ *Did you get what I meant?*



BASICS OF COMMUNICATION

Paraphrasing

Paraphrasing is simply restating what another person has said in your own words.

The best way to paraphrase is to listen carefully to what the other person is saying.

Paraphrase often so you develop the habit of doing so.

Use initial phrases such as:

- ☞ *In other words...*
- ☞ *I gather that...*
- ☞ *If I understand what you are saying...*
- ☞ *What I hear you saying is...*
- ☞ *Pardon my interruption, but let me see if I understand you correctly...*

BASICS OF COMMUNICATION

Summarizing

Summarizing pulls important ideas, facts or data together to establish a basis for further discussion and/or review progress.

The person summarizing must listen carefully in order to organize the information systematically.

It is useful for emphasizing key points.

Try out these summarizing phrases:

- ☞ **"If I understand you correctly,**
- ☞ **your main concerns are..."**
- ☞ **"These seem to be the key**
- ☞ **ideas you have expressed..."**

BASICS OF COMMUNICATION

Non-verbal communication / body language

This is where you have to deliver or present your message to the audience. When you begin to speak, the audience will listen carefully to what you say and watch closely how you perform. It is important to understand that *how* you say something is just as important as *what* you say.

Did you know?

The tone of your voice and your body language can account for

65% of the message. Your body language (body movements) can express your attitudes and thoughts.



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**BASICS OF COMMUNICATION****Non-verbal communication / body language**

Body language is a clear indicator conveying additional information about the manner in which somebody expresses a certain meaning or how he absorbs information.

Body language includes:

- Posture and general conduct
- Gestures
- Facial expressions
- Eye contact
- Establishing physical contact

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**DESIGNING AND DEVELOPING LEARNER****CANTERED TRAINING**

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TRAINING DESIGN AND DEVELOPMENT

It is all about planning

Have you ever given thought to what successful men and women have in common? It doesn't matter whether they are bankers, merchants, or trainers, they have something in common. **They all make careful plans!**

Training plans:

- Shows your thinking - and organization on the subject.
- A map to your objectives - without being sidetracked.
- Relates to the rest of the units in the course - the "tie-in."
- Built-in interest and motivation - instead of leaving them to chance.
- Assure balance of emphasis - on equally important major points.
- Serves as a time table - being at the right point at the right time.
- Assists your memory, provides self-confidence - a security blanket.
- Serves as an outline for back-up instructor - you may be sick tomorrow.

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TRAINING DESIGN AND DEVELOPMENT

Planning principles

Think participant oriented and target oriented

Take enough time for communication, information about participants interests and knowledge

Be sensitive

Remember to see, listen, hear, read and understand

Be product oriented

Take enough time to let participants develop a product (group work)

Plan modular

The workshop should be split in different smaller modules That gives you enough flexibility and participants have the chance to finish one part before starting with the next

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TRAINING DESIGN AND DEVELOPMENT

Workshop planning

Planning a workshop is well more than just planning the objectives. It includes inter alia (depending of what your responsibilities are):

- set up objectives
- define the contents
- describe participants
- time planning
- logistical planning
- planning of methods and instruments
- planning of medias and material to use
- preparation of documents
- planning the planning

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TRAINING DESIGN AND DEVELOPMENT

Setting up objectives

Objectives are the cornerstone, the base of the entire instructional pyramid. let us take a close look at how they are made.

The objectives are your “contract” with your participants. They say what you and they are going to accomplish.

Like any other contract, objectives should be

- clear
- honest
- complete, and
- unquestionably correct!

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TRAINING DESIGN AND DEVELOPMENT

Description of participants

- How many participants are expected (number)?
- To what extent do the participants know each other (integration)?
- Do participants know about workshop targets (pre-information)?
- What do the participants expect (interests)?
- Are participants available the whole time (times)?
- How have participants **been** selected (selection criteria)?
- Are there cultural differences within the group?
- Is the group homogeny or heterogenic (gender, hierarchy, interests...)?

You will need this adapt the contents according to participants needs and interest ...

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TRAINING DESIGN AND DEVELOPMENT

Setting up the contents

- What will be presented? (presentation)?
- What knowledge should be transferred (Know-how transfer)?
- What should participants think about (reflection)?
- What shall be done (strategy planning)?
- What shall be practiced (training)?

You will need this to plan the workshop contents...

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TRAINING DESIGN AND DEVELOPMENT

Time planning

- How much time is available and how much is needed at minimum?
- When is the workshop implemented (weekend, week, morning, evening)?
- Are there any public holidays or other responsibilities of participants?
- Are there any activities in addition (excursions, guest speakers, etc.)?
- Are travel times (flights, trains, busses) to be taken into consideration?

You will need this adapt the contents according to participants needs and interest and their time...



TRAINING DESIGN AND DEVELOPMENT

Time planning

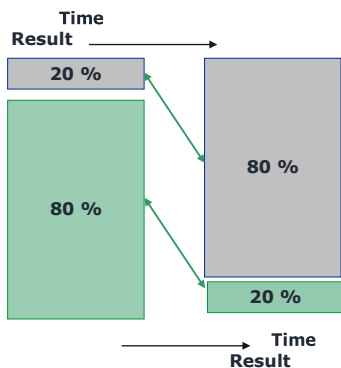
Seminar plan (example)

Content	Training method						15' min- time required	15' max- time allowed
	Lecture	Plenum work	Role play	Group work	Individual work	PC-work		
1. Cost accounting (overview)	X						30'	40'
2. Full absorption costing	X						30'	40'
3. Exercise: Full absorption costing					X		30'	45'
Evaluation of the exercise		X					10'	15'



TRAINING DESIGN AND DEVELOPMENT

Time planning – the Pareto-Principle

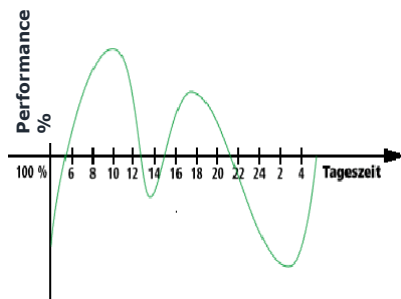


20 % of the time used results in 80 % of the final results



TRAINING DESIGN AND DEVELOPMENT

Time planning - When to do what



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TRAINING DESIGN AND DEVELOPMENT

Workshop

planning Task:

- Build groups of four to five participants
- Develop a training plan for one topic of a business plan training for one day
 - Define an objective
 - Define a target group
 - Define content and methods to use
 - Define a time table
- Present your results

Seminar plan (example)	Training method					Time	Time
	Content	Question	Group work	Case study	Role play		
1. Cost accounting (overview)	x					30'	40'
2. Full absorption costing	x					30'	40'
3. Exercise: Full absorption costing			x			30'	45'
Evaluation of the exercise		x				10'	15'

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INSTRUCTIONAL STRATEGIES

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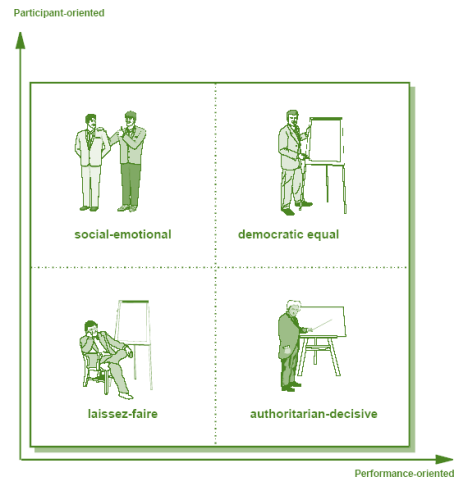
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INSTRUCTIONAL STRATEGIES

Types of trainers

What type are you and why?



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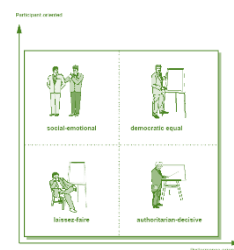


INSTRUCTIONAL STRATEGIES

What methods to use in a workshop

Some methods are:

- Lecture/presentation by lecturer
- Demonstration by lecturer
- Case Study
- Team practice/group work
- Role plays
- Presentation by participants
- Discussions/moderation



What are the advantages and disadvantages? / When to use them

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INSTRUCTIONAL STRATEGIES

What methods to use in a workshop

Task:

Prepare a five minute presentation on the one of the instructional methods in your group. The presentation should include:

- advantages
- disadvantages
- recommendation when to use the method for what subject/part of your workshop

Remember:

- objective
- target group
- time planning



INSTRUCTIONAL STRATEGIES

Lecture / presentation by lecturer

The lecture method has a place for many units of instruction. It is instructor centred training in that the instructor is the sole disseminator of information. The instructor presents information to the participants systematically in this method.



Advantages

The primary advantage or value of the lecture method is its flexibility. participants are encouraged to ask questions about points which are not clear. This method also permits more material to be covered in a shorter time.



Limitations

Only limited discussion is possible. This method does not lead itself to controversial materials. It is not interactive and might get "boring".

INSTRUCTIONAL STRATEGIES

Demonstration by lecturer

The demonstration method is one in which the student observes the portrayal of a procedure, technique, or operation. The demonstration method shows how to do something or how something works. It may or may not introduce new methods.



Advantages

It sets standards by showing exactly how a thing is to be done and the degree of proficiency required to meet objectives. The demonstration appeals both to the sense of sight and hearing. This reinforces the subject matter and dramatizes realistically the teaching points. The method saves time since principles, theories, and operation can usually be shown more quickly than they can be explained.



Limitations

Since there is no actively participation in demonstrations, there is less reinforcement of teaching points if this method is used alone. Thus, this method should be followed with a practical exercise in which the participants do participate.

INSTRUCTIONAL STRATEGIES

Case Study / team practice / group work

The participant performs as a member of a group to solve a "text book" problem with a team solution or practice completing a sequenced task.



Advantages

Active participation of participants is enforced. Participants work on a realistic "problem" (in beats cases based on their won background) and actively think about solution, discuss them an adapt them. Solutions can directly be used on-the-job. The method is highly participative and participants are included in the workshop process and progress. Team work is practised at the same time.



Limitations

There is only limited control by the lecturer of who works in the group and participates to what extent. Time consuming method.

INSTRUCTIONAL STRATEGIES

Role plays

Role plays have been invented by L. **Moreno** (1890 – 1974). Members of a group „play“ either defined or undefined roles. Very fast they will be losing the fact that they just play a role ... they will start feeling like to role!

Players are enabled to experience the role of others, their feelings and responsibilities.



Advantages

Active participation of participants is enforced. Participants experience other peoples experiences and learn that there is more than one solution. Team work is created and participants act rather open, as they “just play a role”.



Limitations

There is only limited control by the lecturer of who works in the group and participates to what extent. Time consuming method and lecturer cannot know in advance how the group will react.

INSTRUCTIONAL STRATEGIES

Moderation / discussion

Moderation is the way a „lecturer“ leads a group through a process or a discussion in order to make the discussion target oriented, fair and to include all participants actively. Moderation is based on a set of methods.



Advantages

All participants can actively be included. Moderated discussions are participative and make the knowledge of the group available to all members of the group. It opens the horizon of all participants, broadens their view and gets to the pint (if properly moderated).



Limitations

Results are depending on the knowledge of the group and the moderator. Results cannot be 100 % foreseen. The method is time consuming, no additional input from the lecturer/moderator possible, as moderators only moderate!

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INSTRUCTIONAL MEDIA AND MATERIAL

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INSTRUCTIONAL MEDIA AND MATERIAL

General Media and Material

There are many media and material which may be used. Each has certain **advantages** and **disadvantages**.

Different media require greater or lesser preparation and greater or lesser knowledge and practise of the trainer. Based on your subject matter, you will need to determine which media and material to use...

they are often closely connected to the instruction method selected and used.

Which media and material do you know?

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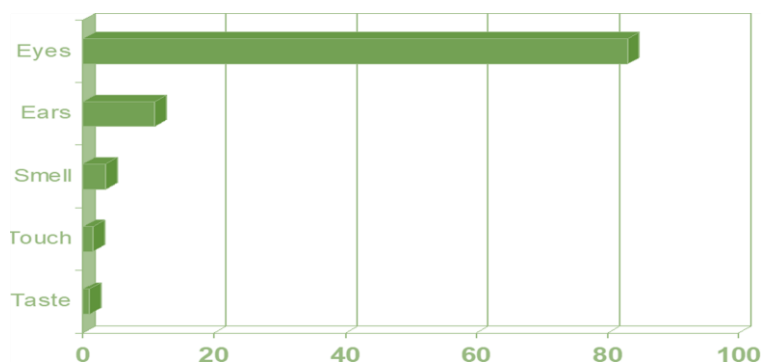
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INSTRUCTIONAL MEDIA AND MATERIAL

Why is it important to visualize something...?

... because your audience absorbs information via



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INSTRUCTIONAL MEDIA AND MATERIAL

General media and material

The following media and material could be used in a workshop

- Presentations by beamer
- Presentation by OHP (prepared or live development)
- Pin board
- Flip-chart
- White board or black board
- Handouts, scripts, worksheets
- Video
- ...

What are the advantages and disadvantages of each of them ?

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IMPLEMENTATION

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IMPLEMENTATION

The opening – welcome session

It takes a lot of time....

We already know each other...well most of us do....

Welcome and opening is important

- to set the climate, grab attention
- to get to know each other
- to clarify expectations
- to review goals, objectives and schedules
- to discuss logistics

NO !

We already know what they need to learn...

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**IMPLEMENTATION****Find out participants' expectations****Why?**

We need to be clear about why participants are attending the workshop.

We need to have every one on the same page!

How?

Opening questions

Use a Training Needs Assessment prior to training start

What will we learn?

If our goals meet learners needs and wants

How to pitch our training – time, emphasis, level

What to add or omit from our training programme

Attention: Do not only find out...use the findings in your training

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**IMPLEMENTATION****Find out participants' expectations – opening questions**

There are a variety of questions you can ask to find out the needs, expectations, and concerns of the participants so that you can gear instruction appropriately. You can obtain answers through open discussion, a whip, response cards, panels, games, and so on.

- Why did you choose this workshop? Why did you come?
- What questions about ... do you come with?
- What advice, information, or skills do you want to get from this workshop?
- What advice, information. or skills don't you need or don't you want?
- What do you want to take away from this workshop? Name one thing.
- What are your hopes for this workshop? What are your concerns?
- Do the workshop objectives match your needs?
- What knowledge or skills do you feel you "need" to have?
- What are your expectations about this workshop?
- What have you learned from previous workshops on this topic?

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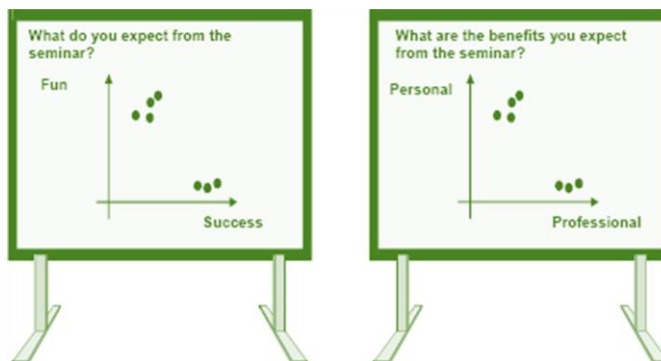
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IMPLEMENTATION

Find out participants' expectations – opening questions



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IMPLEMENTATION

Presentation

Here are some basic hints regarding your presentation:

- speak slow (...even slower) and clear
- look at the participants and try to get in contact with them
- remember: the visualisation is to assist your presentation, it is not your presentation itself... do not just read your transparencies aloud
- never turn your back to the audience
- be positive and talk positive
- walk around the seminar room... do not only stand behind your desk
- talk with the audience not only to it
- use your hands and whole body (but be careful, do not overdo it)... communication
- is verbal and non-verbal

There are at least 500 more....

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IMPLEMENTATION

Moderation / discussion

The steps towards a moderated discussion:

- Preparation
- Welcome and warm-up
- Identification or introduction to subject (metaplan® Brainstorming, Clustering,...)
- Development of possible solutions (group work e.g. incl. SWOT)
- Discussion in group and definition of joint solution
- Feedback and end
- Documentation of result

Remember: you are the moderator... you do not have an opinion

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IMPLEMENTATION

Questions

Asking and answering questions are important to communication. Questions stimulate thought and encourage or force participation. Questions may uncover misunderstandings.

Questions should be asked for a specific reason. They must have a purpose. This may be to emphasize a point, review material, or stimulate thought. See explanations below:

- Increases interest
- Stimulate thinking
- Reveals participants attitudes
- Permits participants' contribution
- Provides emphasis and reinforcement of main points
- Checks the effectiveness of the instruction

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IMPLEMENTATION

Questions - Checklist

Specific purpose

Questions should be designed for a specific purpose.

Clarity

Questions should be phrased in understandable terms and language. Avoid lengthy questions that require clarification. Use simply worded, direct, and easily understood questions.

Require a definite answer

State the questions so a definite answer is required. A vague and indefinite question invites a vague and indefinite answer.

Emphasize one point. If questions require several responses, distribute the requirement among participants. Dividing the requirement will result in equal participation.

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IMPLEMENTATION

The closing/final session

We don't have time left....

Why should we... we finished already....

Closing session is as important as opening

- Review content
- Answer remaining questions
- Evaluation
- Acknowledgement of Completion
- Closing Remarks and Thanks

NO !

Let evaluate and go, we are in a hurry...

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IMPLEMENTATION

Main trainers' faults

- too much contents
- too much theory
- too many too full slides
- too much computer and technology
- only one method used
- no or little social competence
- too little breaks
- too much lecturing
- no or little humor
- too much controlling
- too long sentences
- too little participation

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Annex 2

List of Participants

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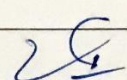
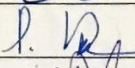

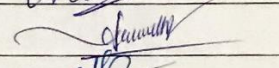
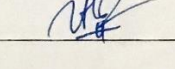

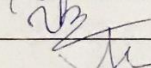
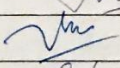
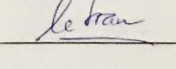

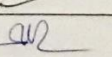
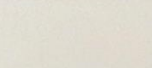
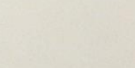
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Dong Ha, 26. Sep 2017

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Report: Training-of-Trainers / Workshop 1

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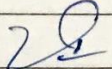
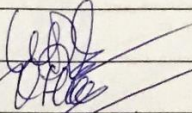
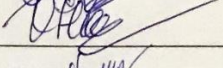
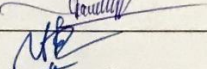

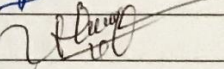


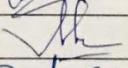
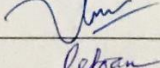
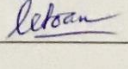


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Dong Ha, 28. Sep 2017

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15	Nguyen Thi Kim Vui	

Report: Training-of-Trainers / Workshop 1

Promotion of Sustainable Management of Production Forests
of Forest Companies in Vietnam



PSFM

Promotion of sustainable management of production forests by forest companies in Vietnam

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Dong Ha, 29. Sep 2017

LIST OF PARTICIPANTS

NO.	NAME	SIGNATURE
1	Vu Duc Binh	
2	Pham Xuan Dinh	
3	Le Cong Dinh	
4	Pham Tien Hung	
5	Vo Thanh Ky	
6	Nguyen Thi Lieu	
7	Nguyen Ngoc Long	
8	Nguyen Hai Nam	
9	Nguyen Thi Thanh Nga	
10	Nguyen Hai Thanh	
11	Ha Van Thien	
12	Le Xuan Toan	
13	Luong Sy Trinh	
14	Phan Van Trinh	
15	Nguyen Thi Kim Vui	



Annex 3
Training Agenda

TRAINING-OF-TRAINERS WORKSHOP 1

Workshop Schedule

Day 1: Monday 25. September 2017		
Time	Activity	Remark
14:00-14:30	Registration of participants	Participants
14:30-17:00	Opening <ul style="list-style-type: none"> • Welcome • Get to know each other • Workshop schedule, targets and expectations • Training needs analysis 	N.N. Participants Th. Trede
Day 2: Tuesday 26. September 2017		
Time	Activity	Remark
7:30-08:30	Workshop: <ul style="list-style-type: none"> • Learning preferences in adult learning 	Th. Trede Participants
08:30-08:45	Coffee Break	
08:45-11:00	Case Study / Role play: <ul style="list-style-type: none"> • Learning preferences in adult learning 	Th. Trede
11:00-13:30	Lunch Break	
13:30-15:00	Workshop / Case Study <ul style="list-style-type: none"> • Communication techniques as basis for successful training 	Th. Trede
15:00-15:15	Coffee Break	
15:15-17:00	Workshop: <ul style="list-style-type: none"> • Training design and training development 	Th. Trede Participants

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Day 3: Wednesday 27. September 2017		
Time	Activity	Remark
7:00-08:30	Summary of the previous day Open questions Workshop: <ul style="list-style-type: none">• Instructional media/materials	Participant Th. Trede
08:30-08:45	Coffee Break	
08:45-11:00	Workshop: <ul style="list-style-type: none">• Training delivery	Th. Trede Participants
11:00-13:30	Lunch Break	
13:30-15:00	Workshop: Instructional media/materials	Th. Trede
15:00-15:15	Coffee Break	
15:15-17:00	Preparation of Field trip Summary of the day Daily evaluation	Th. Trede Participants

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Day 4: Thursday 28. September 2017 (On-Site Visit)		
Time	Activity	Remark
7:00-08:30	Travel to on-Site Workshop	Participant Th. Trede
08:30-08:45	Coffee Break	
08:45-11:00	On-Site Workshop: <ul style="list-style-type: none">• Instructional strategies Case Study / Group Work <ul style="list-style-type: none">• Instructional strategies	Th. Trede Participants
11:00-13:30	Lunch Break	
13:30-15:00	On-Site Workshop: <ul style="list-style-type: none">• Training delivery Case Study / Group Work <ul style="list-style-type: none">• Training delivery	Th. Trede Participants
15:00-15:15	Coffee Break	
15:15-17:00	Summary of the day Daily evaluation	Th. Trede Participants

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Day 5: Friday 29. September 2017		
Time	Activity	Remark
7:00-08:30	Group Work <ul style="list-style-type: none">• Instructional media/materials: "Developing training material for a training session"	Participant Th. Trede
08:30-08:45	Coffee Break	
08:45-11:00	Workshop: <ul style="list-style-type: none">• Presentation techniques: "Presenting input to participants"	Th. Trede Participants
11:00-13:30	Lunch Break	
13:30-15:00	Break (Participants attend to the final presentation of Curriculum course)	
15:00-15:15	Coffee Break	
15:15-17:00	Practical Implementation Phase <ul style="list-style-type: none">• Defining courses to be developed/adapted• Defining groups and pairs Summary of the day Open questions Training evaluation Closing	Th. Trede Participants

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Annex 4

Photo Documentation

(more photos available at <http://bit.ly/2gdIDut>)



Workshop Opening



Group Work during Workshop



Group Work during Workshop



Practical Training Implementation in Forest



Practical Training Implementation in Forest



Group of Participants



Implemented by:

Contact:

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