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NO. 8**

# **Trainers' Handbook**

Training Methodologies, Didactics, Principles and Tools



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## 1 PROJECT BACKGROUND

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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 German 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 company, 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 organisations 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.

The training-of-trainers component was prepared in a workshop, where 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.

This Trainers' Handbook forms part of the project and aims at giving guidance to trainers for future training with regard to methodologies, didactics and pedagogic principles.

## 2 TRAINING BASICS

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### 2.1 General Remarks

Before the training sessions can be conducted it is vital to understand the specific needs the training target group has. Besides knowing those needs the trainer has to consciously prepare herself / himself for such a seminar. The following parts within this chapter will give an overview to understand the basics of training and especially human capacity development in order to plan, execute and evaluate a workshop in a participant-centred, interactive and skills-oriented way.

The underlying methodological approach used is experiential, practice-oriented and participant focused learning. This concept emphasises the active participation of the trainees, and the role of the trainer is to act as a facilitator and not only as a traditional teacher. The essence of this concept is to strengthen the ability of the participants to apply concepts, techniques and methods to complex business situations.

Using this training approach, the participants are confronted as much as possible with reality. This approach assures a high applicability of the trained methods and techniques in the working reality of the trainees and will thus increase the chance of participants to actively improve their situation.

The training philosophy is based on the following precepts:

- Effective learning has to be context related. It implies that the respective techniques and methods are always related to the complex situations to be applied to.
- The most effective learning is learning by doing. It ensures that the knowledge is not only perceived but can be applied. Action-oriented training provides a platform to make one's own experiences guided and assisted by the facilitator and complemented through the exchange with co-participants.
- Motivation constitutes a pre-requisite for effective learning. Therefore, it is important that the trainees are aware of their weaknesses, and that they can identify themselves with the learning objectives.

A positive learning atmosphere is essential in order to successfully implement experiential learning techniques. It is inherent to the training method that the trainees commit mistakes, perceive them, and correct them. This learning process crucially depends on a trustful atmosphere which is characterised by respect for other's strengths and weaknesses. In addition, the method strongly builds on the exchange of ideas and constructive feedback amongst the trainees which can only be achieved in a conducive atmosphere.

An integral part of this method is the integration of skill training and behavioural training. To attend to behavioural aspects also requires a constructive communication structure amongst trainees and amongst trainees and facilitators.

In order to create such a learning atmosphere levelling of expectations and a thorough discussion of the training objectives and the programme is conducted at the beginning. It is essential for the learning motivation and the active participation of the trainees to relate the seminar programme to the day-to-day problems they face in their work.

Apart from brainstorming exercises, role plays, simulation exercises, and structured discussions many sessions are based on group work. The facilitator introduces a topic, relates it to the experiences of the

trainees and discusses its relevance on the background of the day-to-day working reality. During a plenary session the elements of a certain technique, method, procedure, etc. are elaborated jointly. This is, in many cases, followed by a group exercise, during which the participants are requested to apply the technique, method, or procedure to a case study. In general, the participants are split into groups of four to six members. After completion of the group work tasks the group work results are presented and jointly discussed. Through constructive feedback from facilitators and co-participants the results are corrected and supplemented and conclusions are drawn.

## 2.2 The Human Capacity Development Approach

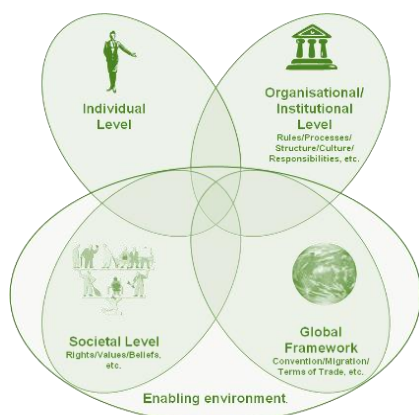
Capacity Development (formerly also referred to as Capacity Building) is a conceptual approach to development that focuses on understanding the obstacles that inhibit people, organisations and societies as a whole from realising their developmental goals and to support them enhancing their abilities that will allow them to achieve measurable and sustainable results.

Modern, adult training is based on certain well known, however, often not practically used, values and training management approaches in order to ensure the sustainable impact of the interventions instead of only short term and short-sighted outputs. Amongst these are:

- **Ownership**  
Trainings can only result in sustainable impacts if participants own the outputs of the trainings and regard them - e.g. tools, approaches, etc. - as their own results. Creating ownership and collaborative output development as well as participative training implementation and a strong change management approach based on intercultural understanding is thus the foremost basis for all training interventions.
- **Life-long Learning and Innovation**  
The training interventions are based on the believe that learning is a life-long process not only for any single individual but also for organisations and institutions and even for larger systems such as networks. Training interventions must therefore always include creating an environment that enables and supports institutional learning and creating innovations, which will in turn again create ownership and thus sustainability.
- **Demand-driven**  
All trainings offered and all solutions developed in the frame of trainings must always be demand driven and must meet the needs of participants and other stakeholders involved.
- **Change Management**  
Successful change is more likely to occur if benefits of realisation for the individual, effective communications, effective education and training, personal coaching are offered and included into any intervention. Change Management makes use of performance metrics, such as financial results or KPIs, operational efficiency, leadership commitment, communication effectiveness, and the perceived need for change to design appropriate strategies and in order to avoid change failures.

The training concept is furthermore based on the understanding that Capacity Development is based on three levels as follows:

Figure 1: Levels of Capacity Development



- Capacity-Development on an individual level requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the “process of learning and adapting to change”. The individual level is thus closely related to individual learning and creating an organisational environment that enables and supports individual learning.

On the individual level, also aspects of personal motivation have to be taken into consideration. Sometimes individuals might have already gained certain skills which they don’t utilise enough for the organisation’s benefit. Therefore, on the individual level it should be identified whether performance gaps are a “question of skill or will”.

Figure 2: Individual Level of Capacity Development

Job Knowledge	High	<p><b>Problem: Low Motivation</b></p> <p><b>Method</b> Assess personal consequences/ rewards system</p>	<p><b>Problem: Systemic</b></p> <p><b>Method</b> Consider system issues, problem is out of control of employee</p>
	Low	<p><b>Problem: Bad Fit</b></p> <p><b>Method</b> Consider improper placement of employee in the position</p>	<p><b>Problem: Lack of Knowledge or Tools</b></p> <p><b>Method</b> Training</p>
		Low	High

**Employee attitude/desire to perform the job**

- Capacity Development on an institutional level involves aiding existing institutions. It should not involve creating new institutions, rather modernising existing institutions and supporting them in forming sound policies, organisational structures, and effective methods of management and revenue control. The institutional level therefore focuses on organisational learning and knowledge management – ensuring that skills and knowledge can be transferred within an organisation.
- Capacity Development on the societal level and concerning the global framework (level of the enabling environment) should support the establishment of a more interactive environment or framework that



learns equally from its actions and from feedback it receives from the population at large. Capacity Development thus must support the creation of an environment that enables organisations to learn from its own activities, from network partners, from best practices of other organisations, etc.

Training programmes and shorter courses by nature focus on the individual level, will however take into account the importance of the other levels as well in this methodological approach in order to enable participants to create impact after the training and make a change.

The training methodology is furthermore based on the insight that learning is a process of becoming aware of oneself. Learning processes are built upon acknowledgement structures, upon cognitive schemata and emotional experience structures of the learner. Every person perceives its own reality and constructs it on the basis of own experiences and through growing into the own culture. Knowledge and know-how are therefore not simply assumed through teaching, but must be generated in each case individually and in interaction with others.

This understanding of learning as a pre-requisite for the initiation and structuring of change processes leads to the focus on the professional design of learning processes and learning situations. Knowledge and competency to act can be better acquired by the creation of learning situations and processes adapted accordingly to the underlying conditions and the individual learning needs of participants. Integrating and addressing “head, heart and hand” in a balanced proportion in structuring the learning processes necessitates a targeted choice of methods. This creates trust and emotional security.

The continuous acquisition of professional, methodical and social qualifications of people to increase their comprehensive competencies of problem resolution, change and implementation leads to the aptitude and readiness of people to act properly and humanly, reflectively and with social responsibility, i.e. to resolve independently current problems in a targeted way and on the basis of reflective action schemata, to assess solutions found and to expand the repertoire of one’s own action schemata. This includes the ability to recognise future problems early as well as offer adapted solutions, thereby emphasising the importance of the development of a self-learning competence as well as anticipation skills.

The training methodology is based on seven fundamental didactic principles which are indispensable for sustained learning success in any context. They take into account the inter-subjective and thus the social components of all learning. These principles, which are not distinct from each other, but rather should be considered as complementary, represent the normative framework for the overall training methodology:

- Participation
- Variety
- Practical orientation
- Participant orientation
- Tolerance
- Transparency
- Joined-up thinking

The methodological / didactical approach to training is furthermore based on a deeper insight into the various channels of learning which include that learning can be accomplished through various channels. However, the utilisation of different senses leads to different learning progress and learning effects:

- "Reading" only usually lets people forget about 90% of the material read after a certain amount of time has passed.
- Results of "Hearing" are better but still weak.
- "Seeing" is OK, yet the combination of
- "Hearing" and "Seeing" brings about considerable results in memorisation.
- "Retelling" what has been heard or seen involves some activity of the participants as opposed to passive consumption and thus leads to much better results of memorisation.
- Finally, "Do-it-yourself" or working something out in individual or group assignments shows the highest learning results among the channels mentioned above.

Any modern training methodology heavily rests on practical exercise, single work and group assignments as well as presentations of respective results. In order to secure transfer, the training provider will develop methods for securing the transfer of knowledge and experience together with the participants in and after class. This approach will contribute to giving the participants a feeling of special importance on top of being selected for participation in the programme. This feeling of importance and esteem will further motivate and inspire them to even higher performance.

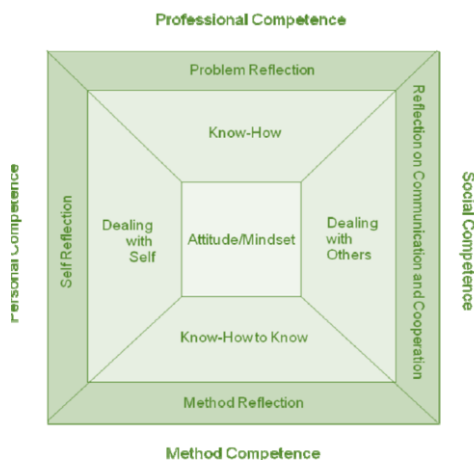
Human Capacity Development refers to the individual level of Capacity Development thus any technical advisor should have a clear understanding of the term competencies. The training methodology distinguishes between:

Figure 3: Definition of Competence, Knowledge and Skills

Term	Definition
Competence	'Competence' is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'competence' is described in terms of responsibility and autonomy.
Knowledge	'Knowledge' is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.
Skills	'Skills' are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

The core of behavioural competence is "attitude / mind-set", a central meta-situational steering mechanism. This basic attitude / mind-set is challenging, developing, and controlling through the act of "appreciative comparison". This is defined as an appreciative reflection of existing standards, which opens up opportunities for new integrative and innovative behavioural perspectives.

Figure 4: Competence Model International Behavioural Competence

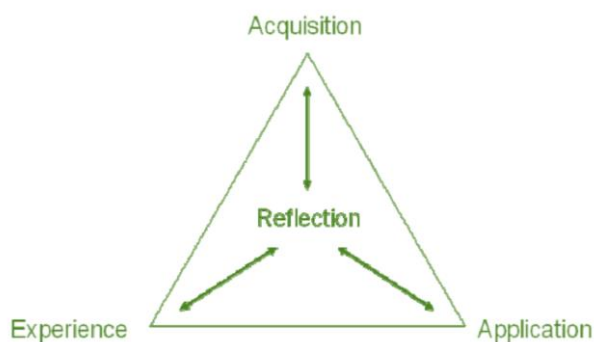


(Source: GIZ, 2013)

In more detail, competence development is a learning process that looks at the person himself / herself. Typical biographic experiences, modes of reacting, habits, and certainties are reflected and perhaps questioned in order to practice new ways of communicating and cooperating, applying methods, or solving problems. New challenges drive a person’s own further development in that the learner reflects and uses them as conditional incentives in a self-responsible way.

The training methodology distinguishes between four dimensions of competence building:

Figure 5: Four Dimensions of Competence Building



(Source: GIZ)

- **Acquisition dimension:** Learners acquire new knowledge as well as, in particular, professional and methodological competencies – in both formal and informal contexts.
- **Experience dimension:** Learners are then in a position to learn in a way that really impacts their behaviour and transforms old - biographically “time-tested” - patterns of construal and emotion if they are able to experience their sustainability in the accompanying learning processes too.
- **Application dimension:** Learners continue to develop competencies sustainably only if they apply them in situations.
- **Reflection dimension:** By reflecting on their behavioural experiences, learners generate new development incentives in a self-directed way.

Moving along the first three dimensions, this process of reflection comprises the ability of learners to reflect on their own sound interests and learning goals, recognise learning styles and learning difficulties as well as tackle blockages, experiences and emotions they have repressed, and prejudices. Hereby, one should differentiate between four reflection levels in analogy to the competence areas of the competence model: self-reflection, group reflection, problem reflection, and method reflection.

## **2.3 The Role of a Trainer & Moderator**

### **2.3.1 The Trainer**

Depending on the methods of teaching (see next sub-chapters), a trainer has different roles to play (from teacher, via expert, speaker and counsellor to moderator, organiser and lecturer). The trainer is on the one hand the “person in front with the knowledge” and has the task to transfer this knowledge to the participants. However, the trainer is not “the father” of the participants and should not be a guide “helping” the participants through all aspects of the course. In the end, every participant has to find an own way to get most out of the course/seminar. The trainer is the helping hand on this path.

A trainer has to combine many roles and tasks, such as having the appropriate professional skills for a topic / subject, organisational skills, teaching skills and furthermore social, methodical and mediation skills. The trainer has to understand that teaching a technical skill is different from teaching soft-skills that might broaden the participants view on different aspects of business development in the medium to longer term. The combination of teaching style, skills and interaction with the group is crucial to make the seminar successful for every stakeholder. A course can be successful in mainly two ways:

- The participants’ interests and expectations have priority (“participant-oriented”) or
- Achieving the set objectives are of highest importance (“performance-oriented”).

The trainer has to find her / his position in either of the fields of orientation or in between them. Four broad groups of teaching styles can be named: social-emotional (“participant-oriented” style), laissez-faire (“participants left to themselves”), democratic-equal (participants and trainer are at eye-level), and authoritarian-decisive (“performance-oriented”) style.

### **2.3.2 The Moderator**

Moderation is one of the leading and most successful roles the trainer of a course or seminar can play. The moderator has primarily the task to create the atmosphere where seminar participants can learn in a relaxed and friendly environment. This can include motivation for the participants, encourage open discussions throughout the seminar, promote individual initiative, and guidance to benefit most from the seminar.

The trainer as moderator is an expert in the subject taught, but he does not have to be omniscient. More important is that he is a specialist in communication and teaching methods, so that he can transfer his knowledge and experience to the participants.

The trainer in her / his function as a moderator should, e.g.

- Facilitate a good work atmosphere;
- Encourage open group discussions;
- Be open for questions;
- Find the right balance between content, personality and the group;
- Present the results of group discussions, modules of the seminar, etc.;
- Give insight of his own experiences;
- Make sure that the rules for conducting the seminar are in place and monitored;
- Keep always in mind the objectives to be achieved in every session/module;
- Be helpful and open;
- Be part of the whole group and not hold a superior position; and
- Constantly adjust the training to the capabilities of the group.

#### Moderator's tasks:

- Arrange and maintain seminar conditions;
- Objective-oriented procedures;
- Participant-oriented procedures;
- Motivation;
- Meaningful use of presentation tools & techniques;
- Recognition of evaluations.

Out of this tasks, which are important to realise a successful seminar, a trainer as a moderator should always keep some useful questions in mind:

- How can I create and maintain a good learning atmosphere?
- How can I constantly adjust the content to the needs of the participants?
- How can I involve and motivate the group to increase the learning-curve of every participant?
- How can I keep the participants interested?
- How can I make sure that the content learned can be used in practical work-life?

One has to notice that a trainer is not always a moderator, but in these days playing the role of a moderator is a major aspect of training. A trainer becomes a moderator depending on the presentation methods and techniques used and the general way of how he transfers knowledge to the seminar participants.

## **2.4 Communication - The Basis for Training and Capacity Development**

Communication is a never-ending topic that cannot be completely covered in this handbook. However, a trainer should be aware of the basics of communication, e.g. how communication takes place, how people can, should or will understand. This chapter covers those basics of communication that are critical to run a seminar or a course as a trainer.

### **2.4.1 Communication Basics**

As a trainer, you need to communicate with your clients / participants 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.

In broad terms communication can be divided into two main parts, namely

- Verbal; and
- Non-verbal communication.

A successful training is only possible if both aspects of communication are of high standard and go hand in hand with each other.

Verbal communication includes speaking as well as listening (so be aware, open and interested if someone else is speaking). Non-verbal communication includes watching, reading and behaviour. Behaviour is the most important aspect of non-verbal communication, meaning that gestures, eye contact, facial expression, etc. have to go hand in hand with the verbal communication and have to act as a supporting element. Nonetheless, the “watching”-aspect, e.g. have meaningful transparencies and the “reading”, i.e. studying material, supporting seminar material are also of great importance for a seminar or workshop.

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.

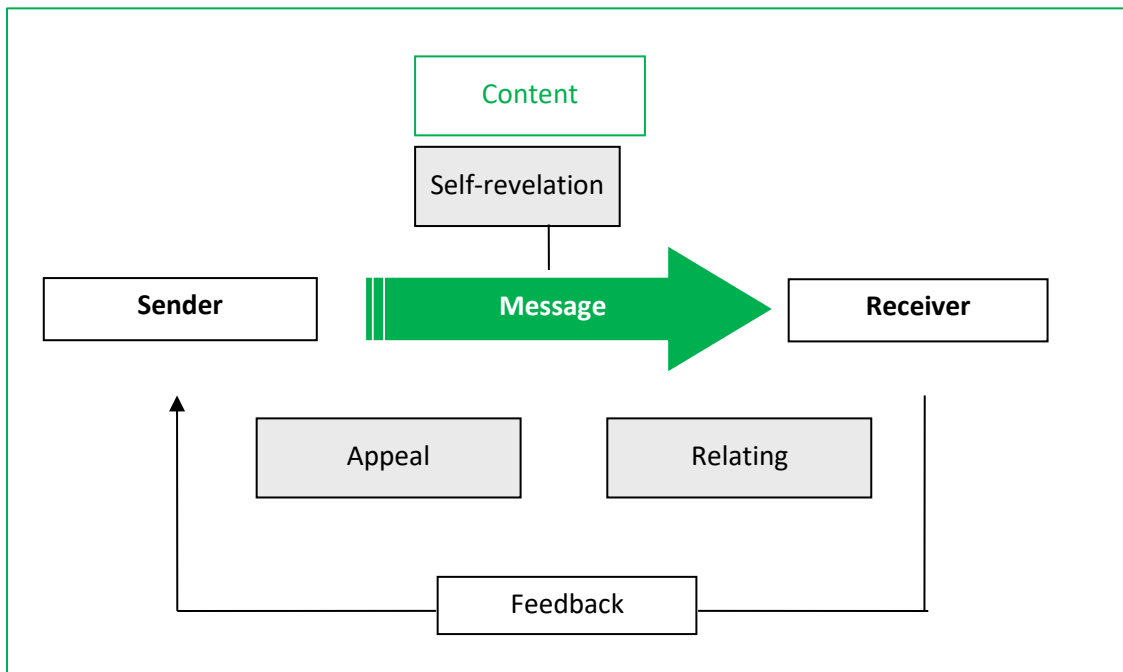
A good trainer should also keep in mind that 70% of all our communication efforts are:

- Misunderstood;
- Misinterpreted;
- Rejected;
- Disliked;
- distorted, or
- not heard (in the same language, same culture)!

This makes communication so difficult and fail in many ways.

In general, the sender of a message, either verbal or non-verbal wants to transfer information / content to the receiver, who on his side gives the sender a feedback through questions, discussions, etc. During this simple process, many difficulties and problems can occur. The following paragraphs will deal with those problems and how to solve them as well as how to handle questions and feedback options.

Figure 6: Communication Model



Most difficulties in this sense occur if the receiver is not paying attention or not listening in the right way (i.e. the way, the sender meant to send the information).

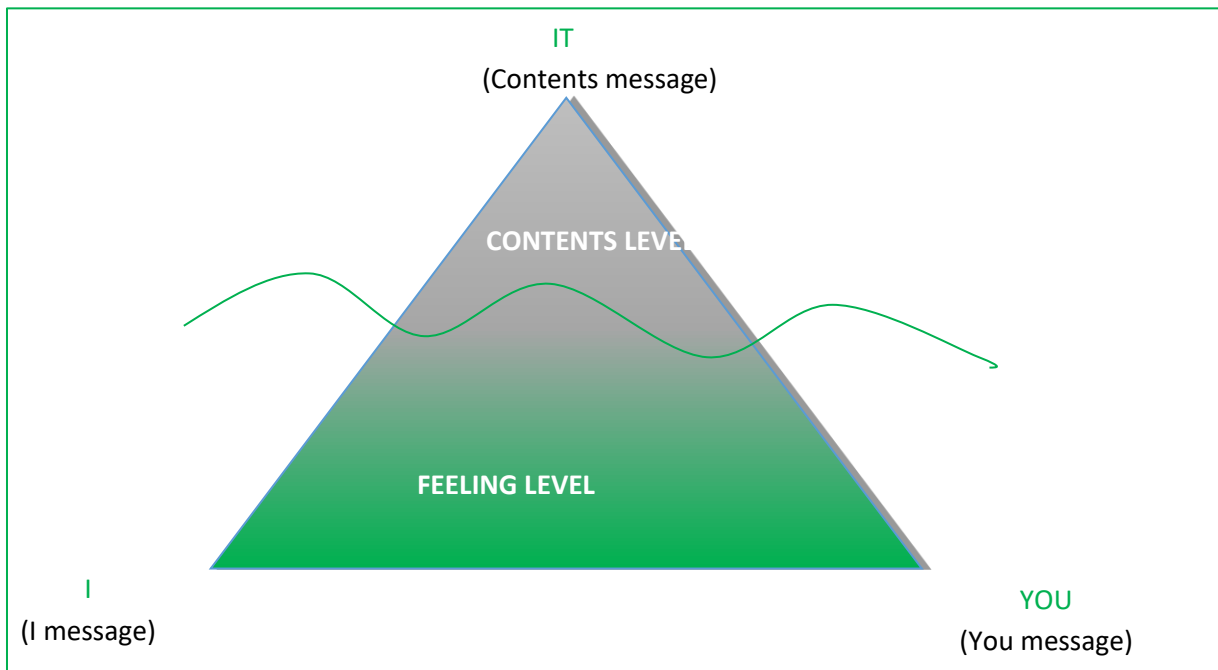
As has been said, the sender is responsible that his message is decoded in the way he encoded it or in other words, he is responsible that he is understood. However, the only way to ensure that is that the receiver gives feedback enabling the sender to evaluate if he has been understood.

To understand this problem, it is necessary to understand that a message can be understood through “four different ears”:

- The “objective ear” (or contents level of communication) understands the objective information (facts) within the message.
- The “self-disclosure ear” (or self-revelation level of communication) understands the information about the sender himself, e.g. the way of unintentional self-presentation.
- The “relationship ear” (or relating level of communication), however, understands the relationship patterns between the sender and receiver, what he thinks of him, transmitted through intonation, wording or non-verbal communication.
- Lastly, the “appeal ear” (or appeal level of communication) which hears information that are intended to affect the receiver.

The following model makes the different levels of communication even clearer:

Figure 7: Communication Iceberg



Keeping in mind that only one seventh of an iceberg is visible on the surface (which the Titanic did not take into account) the model becomes clear: Only the smallest part of communication efforts is directly visible or can be called the IT-information being the contents level. The major part of communication takes place underneath the surface with I and YOU messages being the feeling level.

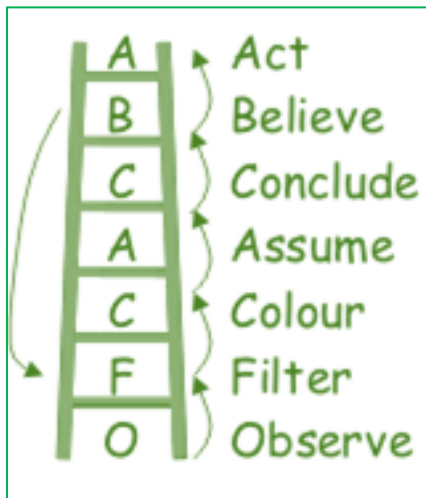
As a trainer, moderator or facilitator one must keep this in mind as many communication problems and loss of information occur due to communication on the feeling level. The trainer or moderator has to bring the communication back to the contents level ensuring that he is well understood and that participants discuss facts instead of feelings.

One last model that helps a trainer to understand why she / he is sometimes misunderstood or why her / his attempts to transfer knowledge are not always directly successful is based on the idea of mental maps:

These mechanisms of information processing (simplification, categorisation, deletion, distortion, generalisation) 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:



Figure 8: Ladder of Interference



The idea behind this model is that we feel that there is only one reality. Everyone – the trainer and each of the participants – is of the strong believe that only one reality exists. Based on this reality we understand and act.

So why do people act so different in one and the same situation? Simply because each one has built her own reality in the following way:

- 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.

As a trainer, one must keep this in mind to understand why some ideas, methods tools and information lead to sometimes totally different behaviour of participants. Understanding this a trainer can deal with it trying to build one reality for at least a short moment for all members of a group.

#### 2.4.2 Interferences, Problems

Communication problems can be of different nature, for example:

- Bad or not listening;
- Limited asking of questions if something is not or misunderstood;
- Judging other people before knowing them;
- Not giving feedback;
- Being afraid to ask or behave stupid in front of a group;
- Not trying to understand the other person's position;

- Speaking “different” languages (e.g. jargon); or
- Not paying enough attention to non-verbal aspects, body language in particular.

Most frequent mistakes made by speakers, in this case the trainer:

- Not organising his / her thoughts before speaking;
- Does not express himself / herself clearly;
- Tries to put too much into a statement - confuses the listeners;
- Overestimates absorption capacity of the listener;
- Misses points made in the other's statement – does not respond to what has been said.

Most frequent mistakes made by listeners:

- Does not give full attention;
- Already thinks of and tries out her contribution instead of listening attentively;
- Rather tends to note details, to "get stuck on them" instead of recognising the whole meaning of the message;
- Spins out the thought of the other, repeats more than was said;
- Attempts to cram something new, unfamiliar into his scheme of thinking.

Communication-problems can be reasons that lead to difficult situations during a seminar. Some phrases that do not lead to a point, questions that are not understood or disruptive conduct by participants (e.g. because a participant is bored, because of too little content, the fast or slow pace, etc.) are other reasons. As it depends on every situation, the participants, etc. it is not possible to show “rule-of-thumb”-ways how to deal with those problems; but the trainer should keep in mind and not be surprised by upcoming difficulties due to communication problems.

### 2.4.3 Good Communication

Good communication – for trainers as well as for participants – can be based on some simple tools and methods to be used by a good trainer. It is also a task for the trainer to influence participants in a way that they use these means of good communication.

Figure 9: *Communication Objectives*



### 2.4.3.1 Active Listening

Active listening is important for trainers as well for participants. To work participant oriented a trainer must ensure that he / she listens to what participants say (or not say) to react accordingly. Be it that participants ask questions which have to be taken seriously; be it that they give an example of a day-to-day problem or simply that they communicate (even by not saying it) that they feel uncomfortable in the workshop.

Figure 10: Active Listening

- L** Look interested
- I** Inquire with questions
- S** Stay on target
- T** Test your understanding
- E** Evaluate the message
- N** Neutralise feelings



Active listening, however, does not only mean to listen actively but also to show that one is listening. The above shown **LISTEN** principle helps to give everyone involved in the communication process the feeling that he / she is listening too.

### 2.4.3.2 Questions

Asking and answering questions are important to communication. Questions stimulate thought and encourage or force participation. They also help the trainer adjust the training to the participants. Questions may uncover misunderstandings, and allow you to clear them up before participants evaluations begin.

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

- **Increases Interest**  
Group interest increases and improves when participation is obtained by questions. These questions can come from the trainer or a participant. Participants generally are more interested in hearing one of their group than the trainer. They feel that they add to the instruction if they can ask questions and answer questions from the trainer.
- **Stimulate Thinking**  
Participants are more alert when they are held responsible for learning. They will pay closer attention and think more about the subject if they know that questions will be asked. Trainers who ask questions and call for participants questions are helping their participants learn.
- **Reveals Attitudes**  
Participants' responses often show how they feel about the subject or the entire training programme. Participants' attitudes are important to the trainer. They reveal the presence or absence of motivation.
- **Permits Contribution**

Participants will have new ideas about the training material and should be encouraged to contribute these to the group. Such participation is good. It stimulates interest, adds variety, and also adds material to the training session.

- ***Provides Emphasis and Reinforcement of Main Points***  
Remembering important points is made easier by questioning. Just asking a question about some point emphasises that idea. Correct responses to questions reinforce the correct ideas in the participants' minds.
- ***Checks the Effectiveness of the Instruction***  
One of the best ways to check the understanding of ideas is by direct questioning. This shows if the methods, techniques, and approach you have used are working. Participant answers to these questions show exactly where the training has been challenging.

In most situations the “asking, pause and call” technique is effective. Ask the question, pause to allow each participant to prepare an answer, then select an individual to answer the question. Once the answer is given, it needs to be evaluated. Evaluation of the answer encourages additional participation. Degrading a participant who has made an inaccurate response discourages others from participating.

A checklist for good questioning techniques follows:

- **Specific purpose.** Questions should be designed for a specific purpose. Questions may be used to emphasise a major point, stimulate thoughts, arouse group interest, or alert participants. A question may check immediate understanding and a later question on the same point, may check for recall.
- **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. Do not allow participants to bluff. A vague and indefinite question invites a vague and indefinite answer.
- **Emphasise one point.** If questions require several responses, distribute the requirement among participants. Dividing the requirement will result in equal participation.

As seen above, asking and answering questions are important to communication. Questions stimulate thoughts and encourage or force participation. Questions may uncover misunderstandings and questions are the best and easiest way of giving feedback. In general, there are no “wrong” questions to be asked. Every question can help to develop the learning process and understanding of the content.

Use initial phrases such as:

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

### 2.4.3.3 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. Paraphrasing helps to ensure that a message sent has been understood in the way it was meant and is a good way of giving feedback (see communication model and active listening).

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...

### 2.4.3.4 Summarising

Summarising pulls important ideas, facts or data together to establish a basis for further discussion and / or review progress. The person summarising must listen carefully in order to organise the information systematically. It is useful for emphasising key points.

Try out these summarising phrases:

- “If I understand you correctly...”
- “Your main concerns are...”
- “These seem to be the key ideas you have expressed...”

## 2.5 Learning Preferences

The expert instructor must have a working knowledge of the principles of educational psychology. Only the area that deals directly with the learning process will be discussed here.

First things first - what is a definition of learning? We all know that people learn from the day they are born until the day they die. What happens to a person when it learns? What process does he / she go through? The individual, because of a learning experience, may change his / her way of thinking, feeling, doing, and seeing the world. So basically, learning is a change in behaviour as the result of experience. This change, or learning, can be open to view and easy to see, or it can be in the mind or feeling and hard to see.

Psychologists say that certain things must exist within the individual for learning to take place. He / she must go through certain logical steps to learn. The characteristics of learning, learning concepts and generalisations, the “laws” of learning, factors that affect learning, and the transfer of learning will be briefly discussed. An outline of “Psychology’s Rules of Learning” are included for your future reference. You will increase your chances of creating an effective learning situation by reading these topics, thinking them out and applying them in a classroom situation.

### 2.5.1 Characteristics of Learning

Main characteristics of learning are:

- Learning has a purpose. Most people have a pretty definite idea of what they want to do and achieve. A workshop participant brings his / her goals into the course.
- Some of these goals may be very personal and some he / she will share with her mates. A participant will learn best what will help meet his / her goals.
- The learner's goal or purpose is of chief importance in the act of learning. A good trainer 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 trainer cannot do this for him.

In detail:

- **Learning has a purpose:**  
Most people have a pretty definite idea of what they want to do and achieve. A participant brings his goals into the training room. Some of these goals may be very personal and some he / she will share with other participants. 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 trainer tries to relate learning material to the participant's goal.
- **Learning comes through experience:**  
Learning is a very individual process and must be done by the participant himself. Research has concluded that learning and knowledge are a part of a person. A person's knowledge comes from his experience, and no two people react to experience the same. Each person learns different things depending on how the situation affects their different needs. "Previous experience conditions a person to respond to some things and to ignore others." Some experiences involve the individual as a whole, while others involve only her / his eyes, ears, and memory. The trainer must provide participants with experiences that are meaningful, varied and appropriate to the situation. For instance, by repetitious drill, one can learn a "laundry list" of principles of leadership. But the list is useless if he / she can't apply them correctly in real situations. He / she can do this if his learning experience has been both extensive and meaningful and he / she understands how to apply the list. The learning experience which challenges the participant requires involvement with feelings, thoughts, memories of past experiences, plus physical activity is much better than just requiring the participant to memorise a "laundry list."
- **Learning is multifaceted:**  
A trainer who thinks his job is only to train a participant's memory is wasting His / her own and her / his participant's time. Participants may learn much more than the trainer planned or intended, because, as humans, they do not leave their thinking mind or feelings at home.
- **Learning is an active process:**  
"Never assume anything just because it is obvious to you." All too often, after a trainer has delivered same training many times and really knows the subject, he / she does her / his job strictly out of habit. Instead of watching her / his participants, he / she is a robot who walks and talks at each training. He / she pushes a button, and the words come out, but her / his mind is elsewhere. How can this be avoided? Keep everyone active in the group - the participants as well as the trainer. The more actively a participant

is involved in the training, the greater his / her chances are for both learning and remembering. (If a participant is to learn, he / she must react and respond. He / she is not a sponge that will soak up knowledge like water. The response may be outward or inward.) Since learning is a “change in behaviour as a result of experience,” the process must be active. This action can be either answering the trainer’s questions, or working a practice exercise. The responsibility of creating active participation lies with the trainer.

### 2.5.2 Learning Concepts and Generalisation

There is great temptation, among trainers, to believe that a participant understands what trainers are saying if he / she can recite the key ideas or objectives. This is not always true. There are still a few trainers who try to teach mostly with words without causing meaningful learning experiences. These trainers waste the participant’s time as well as their own.

The definition of learning stated earlier involves a concept of learning, while on the other hand, the characteristics of learning are generalisations. A concept is a mental picture of a group of things that have common characteristics. A generalisation is a person’s idea of the relationships between two or more concepts.

- **Concept formation**

Concepts represent a group of solid objects, such as an airplane or book; or abstract ideas such as leadership and honesty. A concept is an idea about a group of things. A concept involves thinking about what it is that makes those things belong to that one group. Look at the following example:

Concepts are formed by naming and classifying things into groups. It is through experience that a person builds up his concept of the special things that make something belong to a specific group. Think for a moment of how a child forms his concept of DOG. First he observes and learns that the family collie is a DOG. This DOG has four legs, a long snout, long fur, and short ears that stand up. It also barks and appears to be friendly. He sees this thing as being quite large - larger than he is but smaller than his father. The child is now secure in his concept of DOG, that is, until he meets a bulldog. Now he must adjust his concept. He knows that dogs can be of different sizes, can have short hair as well as long fur, can have almost no tail, and may have upright ears. Then one day, he sees a Mexican hairless dog. This calls for some major changes in his concept of DOG. Many experiences later, his concept of DOG is complete. He has reached the point where he can identify a new animal as being DOG or NOT DOG.

A great deal of concept forming occurs without any help from the trainer. Often, concept formation depends less upon the depth of the experience and more upon the width and amount of it. A lot of experience with many kinds of encounters is necessary to build valid concepts.

Where does the trainer fit into this formation of concepts? First, he / she can identify these concepts and apply them in determining participant needs. The participant who gets more experiences can use these experiences by listening to well-presented lessons in training and comparing his / her experiences with others. The key word here is “experience” - true useful concept formation must be based on a hard core of first-hand experience.

- **Foundations of generalisations and concepts**

Generalisations, like concepts, are formed from the experience of the learner. Often, concept formation and the development of generalisations take place at the same time. Problems can arise if a participant has a good generalisation but a weak idea of the concepts involved. Concept formation depends on having many different kinds of experience, not the depth and importance of them. Generalisations require a lot of different experiences that were also important and had meaning to the participant. The trainer's role in this area is of increased importance, because he / she provides the experience.

To have meaning in conceptual and generalisation learning, the following tips are offered for the trainer:

- Reduce the number of concepts and generalisations taught so the participant can completely understand and use what he / she does learn. Memorising 10 theories or principles is useless to a participant if he / she is going to forget half of them as soon as he / she completes the training. It is better to teach only 2-3 theories that the participant can both learn well and apply.
- Remember that each participant is different. Their previous training and their ability to learn present still another challenge to the trainer's planning. The good trainer always remembers that the objective and goal of his lesson is for each participant to learn.

### 2.5.3 Laws of Learning

The six laws of learning are suitable for most learning situations. Keeping these laws in mind when planning a training lets the trainer create a better learning atmosphere for her / his participants.

#### 1. **Law of readiness**

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

#### 2. **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 / she practices, his / her learning continues.

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

#### 4. **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.

#### 5. **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.

#### **6. 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 trainer must recognise the law of recency when planning a good summary. He should repeat, restate, or re-emphasise 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.

### **2.5.4 Psychological Rules of Learning**

This section presents some principles of learning, established by psychologists, which are useful for training. Some of these principles have been followed by more experienced trainers for years. All should be useful to the trainer who wants to be effective and successful.

#### **1. 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.

#### **2. Recognise individual differences**

The ability to learn changes with age. It reaches a peak around 16 years of age, and then begins to decline steadily for most people. A trainer should be more patient if he/ she is trying to train older participants.

#### **3. Understanding and repetition aid retention**

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

#### **4. 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.

#### **5. Exotic experience is remembered**

People remember change or unusual examples better than normal ones.

#### **6. 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.

#### **7. 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.

**8. *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.

**9. *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.

**10. *"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.

**11. *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.

### 2.5.5 Adult Learning

What makes adult learners different from kids? Knowles theory of andragogy (adult learning) is an attempt to differentiate the way adults learn from the way children learn. A number of assumptions are made based on this theory as outlined by Cantor (1992) and Cranton (1992):

- Adults are autonomous and self-directed;
- Adults are goal oriented;
- Adults are relevancy oriented (problem centred) - they need to know why they are learning something;
- Adults are practical and problem-solvers; and
- Adults have accumulated life experiences.

It means in practical terms for a trainer that: "... instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluations are most useful."

A few aspects that motivate adult learners are:

- 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; and
- Pure interest.

Cantor also points out the adults have different barriers than children on their way to learning. Some of these potential barriers might include (1992):

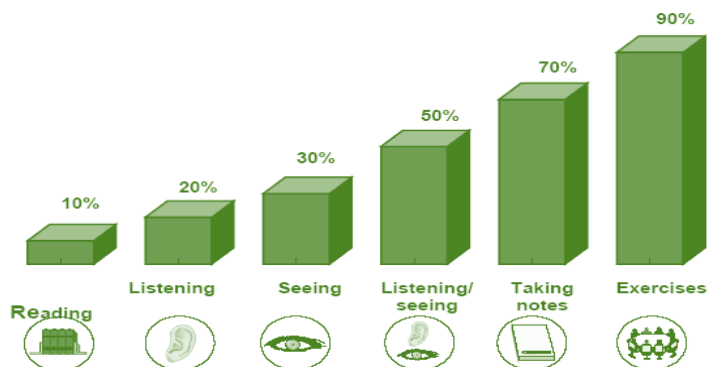
- Many other responsibilities (families, careers, social commitments);
- Lack of time;
- Lack of money;
- Lack of child care;
- Scheduling problems;
- Transportation problems;
- Insufficient confidence;
- Having to learn, if told by boss, but not interested or ready.

With those two "thinking structures" in the background, let's turn to some specific theories on learning styles that have come out of writings in education and psychology.

A Chinese proverb says: "Let me hear and I will forget, let me see and I might remember, let me experience and I will understand". This should be the basis for all modern training. Newer (and even older) research show that:

- People remember 20 % of what they hear
- People remember 30 % of what they see
- People remember 50 % of what they hear and see
- People remember 90 % of what they hear, see and experience

Figure 11: Remembering What Has Been Taught



In ancient times Mongolian leader Chinggis Khan said: "It's better to see and experience once than to hear a thousand times...." He was right!

A trainer has to understand that different presentation methods and tools are available. Being a good moderator is the key to a successful seminar. Verbal and non-verbal communication is vital, but can cause problems.

### 3 PLANNING A COURSE / SEMINAR

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This chapter will focus on planning a participant-centred seminar or course. Divided into eight parts it gives information about the programme schedule, the composition of training materials, seminar conditions and equipment needed as well as the important aspect of the selection of participants. Said before, the seminar has either a set topic and thus set objectives that want to be achieved and the participants are chosen then or the participants are known and out of their knowledge, education and wishes the trainer has to work out the objectives and training content.

#### 3.1 Assessment of Training Needs

The first step for every trainer is to fully understand the needs of the participants and outcomes that should be achieved by conducting the specific seminar.

Depending on the structure of the training and seminar programme, it is either possible to set up pre-determined seminars on a specific topic or to gather information in order to run seminars for a specific need. For either way, the trainer must understand the following three aspects which form the fundament for planning and executing of a business development seminar. Nevertheless, it must also be noticed that the conditions as well as benefits proposed to be gained from the seminar are not fixed and thus can and have to be adapted during the whole course of the seminar.

##### 1. *Conditions*

Timescale of the seminar, expenses that will be involved in order to successfully conduct a seminar, physical location of the training, etc.

##### 2. *Target group*

Background of participants (work, education, age, gender), knowledge demands and needs, composition of seminar groups, size of groups, etc.

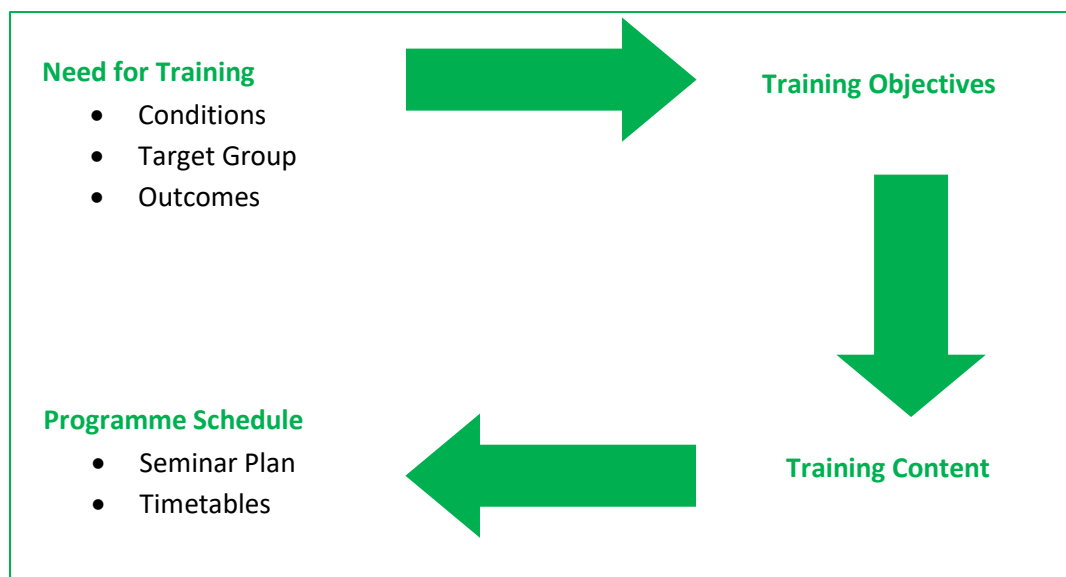
##### 3. *Outcomes*

Benefits to be achieved by seminar. To see if the seminar was successful, measurable targets should be chosen.

The information and inputs needed to understand the mentioned three aspects can be gathered by interviewing potential participants and groups or, in the case of a pre-set seminar, the target group, outcomes and conditions will be pre-determined by the seminar organiser, i.e. the trainer.

Following the understanding of these fundamental aspects and with the intention of setting up a seminar schedule one has to draw down the proposed outcomes and targets to be achieved to individual sessions (e.g. one seminar day). The set training objectives will thus lead to the training content to be taught to achieve these objectives. An outcome will be a seminar programme schedule consisting of timetables for every session and an overall seminar plan.

Figure 12: Planning a Seminar



### 3.2 Training Objectives

As mentioned before as soon as the proposed outcomes, target group and conditions of the seminar are known, the next step will be to draw objectives from them. The training will be planned and conducted in such a way that all information, discussions, tools used, etc. lead to those set benefits and objectives. Best would be if the training objectives can be measured so that the trainer as well as the participants can verify in their seminar evaluation to what extent the targets were achieved.

The training objectives can be divided in two different ways, firstly the type of benefit and secondly on a timescale: soft and hard objectives as the kind of goals as well as long-term, medium-term and short-term achievements on a timescale.

Soft objectives are often not measurable as they included the increase in general awareness for a specific subject or topic. They often lead to a medium to long term goal. Hard objectives are those often supported by facts and figures, e.g. they lead to an increase in turnover which is fairly measurable. They can be long, medium or short term.

Long term objectives are those that have a focus on aspects above the skills and knowledge gained directly through the participation in a seminar (e.g. “increase of general skills on how to run a business”). Short term and medium-term objectives are more specific and will give the participant a – most of the time – immediate increase in knowledge and a have a more definite “how-to-do-that”-focus, e.g. on how to conduct a financial statement.

### 3.3 Training Content

Taking the training objectives as a basis, the next step would be to gather information which are necessary to set up the content that guides the participant to achieve the training objectives. The content itself and

the way of writing and presenting the content depends primarily on the depth of the understanding needed to achieve the training objectives as well as the background of the participants, e.g. their educational background, work environment. The content should be presented in a readily understandable manner. A clear language is vital to introduce the participant of the seminar into a – sometimes – absolute new subject. A trainer has to understand that too much information can end in a blockage of the participants and thus in a low learning curve and little understanding of a specific topic. Enough time must be given to the participants to process the information supplied.

Contents must be arranged in a logical sequence. Sequence is a matter of choice if the main points are independent of each other. The main teaching points often have a logical dependency in technical and in complex skill / knowledge areas. Therefore start with the simplest learning point and use it to help teach the next one. Then use those two to teach the next one, etc. Decide which material goes where and the logical sequence in organising it by applying the “Laws of Learning.” The organisation of the subject material must show a relationship to the main teaching points of the training session. This can be accomplished by developing the main teaching points in one or more of the following ways:

- ***From simple to complex***  
Using this pattern will help you, the trainer, lead the participants from simple facts or ideas to an understanding of involved theories or concepts.
- ***From known to unknown***  
The trainer can lead the participants into new ideas or concepts by using something they already know as the starting point into new material. You should take the participant from familiar information into unfamiliar information.
- ***From most frequently used to least frequently used***  
Certain information or concepts are common to all who use the material in some subjects. This organisation pattern starts with ideas that are used every day before progressing to the rarer ones.
- ***From past to present***  
The subject matter is arranged chronologically, from the past to the present or from the present to the future. Such relationships in time are very suitable when history is an important consideration, say in the development of management systems, theories of motivation, etc.

Under each main teaching point sub-elements should lead naturally from one to the other. Each point should lead logically into, and serve as a reminder of the next. Meaningful transitions from one main point to the next keep the participants oriented and aware of where they have been and where they are going. Organising the material so that the students will understand the steps you are taking is not an easy task, but it is of chief importance if the participants are to learn. Poorly organised information is of little or no value to the participant.

### 3.4 Timing of Training

Having the necessary knowledge of the target groups, their knowledge and wishes, the training objectives and the necessary content to achieve the objectives, the next step would be to draw a sound time schedule for the whole training and its individual phases or sessions. To develop a training timetable and to run a

seminar for the first time is quite difficult. A major reason for this is that it is not easy to determine how much time is needed to present specific information and it is even harder to know how long the participants will need to process the given information. Open discussions within the training time can also extend the time anticipated for a specific section of the training. The training methods to be used and the different degree of knowledge of the participating group are also vital in drawing a realistic training timetable. As the knowledge of the participants is sometimes not known in detail before conduction of the training, it is quite difficult for the trainer to know how much time will be needed to achieve a specific objective. If on the other hand the training is specially made for a target group that the trainer knows very well (and thus it is not a predetermined seminar), it is easier to set up a more realistic schedule.

When setting up a timetable it is not necessary to do it in very short time-intervals, not even on an hourly basis. Sometimes it makes more sense to do it subject by subject or if not applicable objective by objective. As mentioned in earlier chapters, objectives for every session of the seminar come into the game again. Not to be forgotten is enough discussion time as well as breaks.

A transparent “catalogue of training objectives” should be the trainer’s objective of this chapter besides producing the necessary content and time-needs.

### 3.5 Setting-up a Programme Schedule

Realistic schedule is important not only for the trainer to have some kind of guideline and pathway through the abundance of information he / she has to convey to the participants. Also to the participants a schedule is necessary in order to know where they stand and what should be achieved at a specific point of time during the seminar.

The seminar plan gives a good idea on how to time-manage the content / topics for a whole seminar, modules within the seminar or even only single subjects. A programme schedule can include but is not limited to the following information:

- Start- / end-times of sessions / modules;
- Start- / end-times of breaks;
- Duration for group and plenum discussions and question time;
- Objectives for whole seminar;
- Objectives for sessions / modules.

For the trainer in particular it is useful to keep information about the training methods used for sessions / modules (e.g. lecture, group work, individual work) and the time anticipated for every method. Consequently, the internal programme schedule for the trainer should be more detailed than the timetable presented / given to the participants (for more about training methods see chapter on Communication).

### 3.6 Composition of Seminar Materials

Following the content of the seminar and its session / modules based on the training objectives the trainer has to develop useful material supporting the training. Not only that it is easier to memorise written content

rather than spoken information, the written training material also supports the understanding of the objectives and can later act as a reference book.

A lot of times the supporting material for a training is just a copy of the slides or a print-out of a computer presentation. This is in many cases not enough in order to support a seminar, especially for later use. The seminar material should meet some criteria as

- Be on par with the knowledge of the participants;
- Be written in an easy understandable manner;
- It should give all necessary information and be appealing and interesting to the reader;
- Text and illustrations should be to the point (but NO bullet points);
- It should provide information above those given on slides, etc.

It is the trainer's choice as to when to hand out the seminar material. Many trainers prefer to hand-out material after the seminar or session. Main reason for this is that the participants are not distracted from the lecture or discussions. On the other hand handing-out the material before the seminar or session makes it easier for the training group to understand and follow the content and gives the opportunity to immediately make notes related to a specific content or topic. A mixture of both systems can be good, e.g. to hand-out copies of the transparencies or worksheets before the seminar and the seminar material (e.g. "handbook") itself after the seminar to deepen the understanding.

### **3.7 Seminar Conditions and Equipment**

In most cases the trainer is not directly involved in finding a suitable seminar venue and the procurement of necessary equipment. Nevertheless, he should familiarise herself / himself with the venue, the equipment and all necessary conditions regarding the seminar. Nothing is worse than not having needed equipment available on the seminar day or not knowing how to use a given tool or equipment.

If the trainer is actively involved in finding a suitable venue and organising the equipment, he / she should think, but not only, about the following aspects:

- Seminar room: size, seating arrangement, extra rooms for e.g. group work, lighting, etc.;
- Equipment: availability of overhead projector, projector, flip chart, pin boards, notebook, moderation equipment, etc.;
- Other factors like the availability of snacks, drinks during the seminar and seminar breaks, etc.;
- Accommodation: availability and suitability for participants coming from further away, etc.

The trainer should keep a written record of all bookings (e.g. seminar room) and conditions agreed on.

### **3.8 Selection of Participants / Announcing the Seminar**

The selection of the participants is an important factor to run a successful seminar. The training should be suitable for the participants in such a way that they gain the most from it. On the other hand, the participants should have a similar background so that the whole group can learn and be trained on a



comparable level. In most cases the trainer will not be responsible for the selection of the participants, although everyone would benefit from this as the trainer has the greatest knowledge of the seminar content and hence can based on this do a good selection. As said in earlier chapters the trainer needs to have knowledge of the participants' background to fully understand their needs and so adapt the seminar to those.

Either a seminar topic / schedule is given and based on this the potential participants will apply, or a group of participants will get a training specially designed for their needs. However, a seminar announcement should be made well in advance, so that the participants (often employed or working), can early enough time their schedules accordingly.

A seminar announcement, if participants have to be selected, should include:

- Title of seminar;
- Overview of objectives and content;
- As far as known at that time: venue, date and time of seminar;
- Contact person for further questions (e.g. around transport, accommodation, content, procedures);
- Enrolment procedures and necessary forms;
- (Requirements for participation, if any)
- (Charges, if any)

A personal invitation for a seminar, as soon as participants are selected, should include:

- Title of seminar;
- Venue (directions), date and time of seminar;
- Programme plan with schedule, broad overview of content, contact information of trainers;
- Material needed;
- General contact person for further questions (e.g. around transport, accommodation);
- (Handouts, if e.g. some homework can be done beforehand)
- (Accommodation information)
- (Transport information)

A seminar plan and session schedule, finding a suitable venue and the needed equipment are results the trainer should win from this chapter.

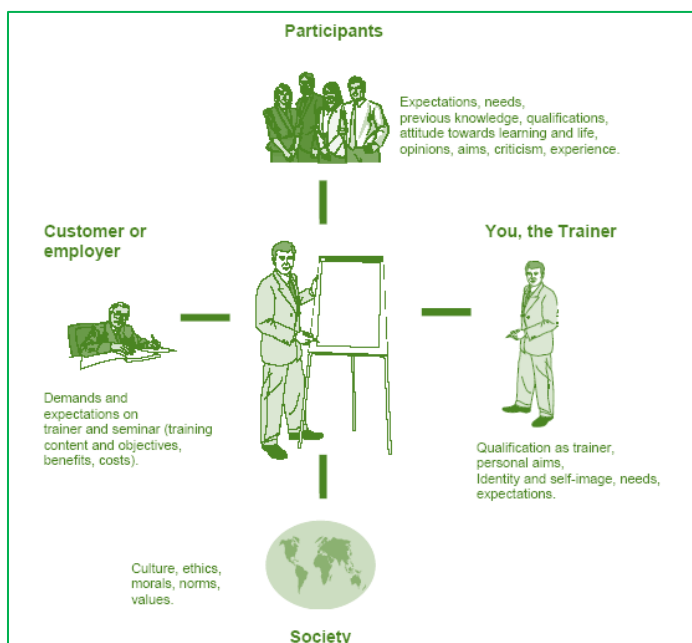
## 4 DURING THE COURSE/SEMINAR

### 4.1 The Role of the Trainer

Quite a lot of trainers wonder what their role as a trainer is. And many clients and employers are not sure how to define the ideal trainer. Further, the persons to be trained often do not know who is actually standing in front of them and what they are to expect. But all agree that training is becoming more and more important. Knowledge quickly becomes obsolete and it is increasing constantly. The consequence is a need for training and the trainer is expected to satisfy this need.

Thus, the trainer is part of an interrelated and complex network and he is faced with a multitude of demands and expectations.

Figure 13: Expectations



Within this framework the trainer takes on many roles, for example:

- Lecturer;
- Speaker;
- Teacher;
- Expert;
- Moderator;
- Counsellor;
- Problem solver;
- Process guide;
- Therapist;
- Organiser.

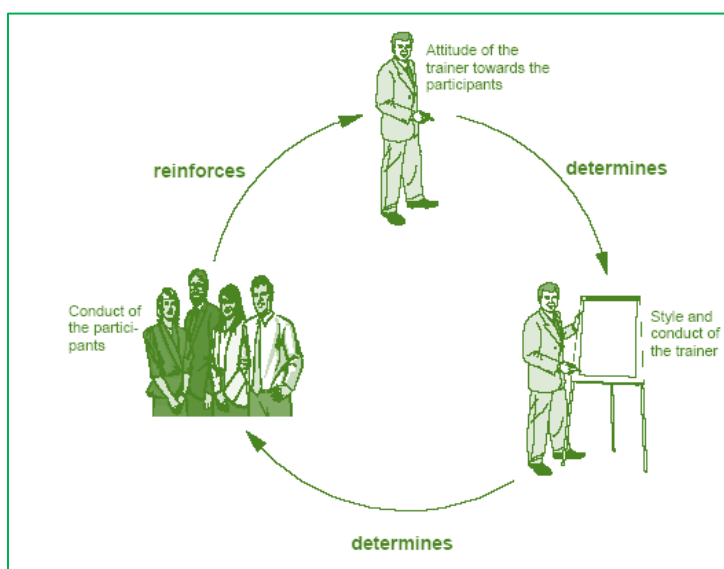
This list makes clear that the role of the trainer cannot be described with a single title. He / she frequently has to switch from one role to another.

The seminar succeeds or fails not only on these trainer skills, but also on the trainer's style and the trainer's conduct resulting from the style. These two factors affect the seminar in different ways, depending on

- whether it is a seminar rather designed to convey technical knowledge (for example a computer application programme seminar);
- or a seminar designed to bring about a change in conduct patterns (for example, training to improve the conduct of management in dealing with difficult employees).

In any case, the attitude of the trainer towards the seminar group is crucial:

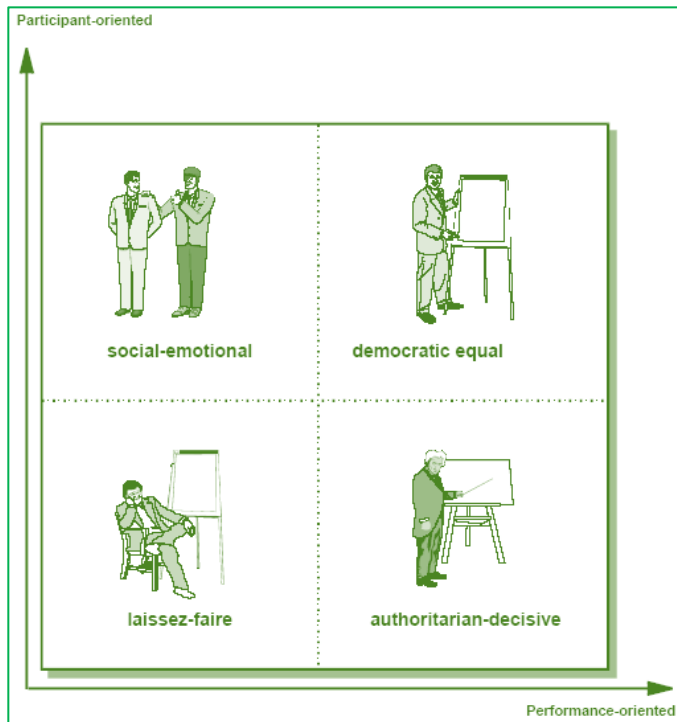
Figure 14: *Trainer's Attitude*



Of course, everybody has her / his own style in dealing with others. In the same way, the conduct of the trainer towards the participants is influenced by her / his personal character and by the tasks he / she has to accomplish.

Nevertheless, when you look at it more closely, there are certain basic types of trainer styles:

Figure 15: Trainers' Styles



Where participant-oriented means interests and expectations of the participants have priority in the seminar and performance-oriented means the accomplishment of the learning objectives has priority in the seminar.

Let us have a closer look at the styles to help you to understand and choose our style:

- **Laissez-fair Style:** The trainer who prefers this style...
  - often leaves the participants to themselves,
  - shows little interest in the expectations, needs and problems of the group,
  - makes little effort to contribute to a successful outcome of the seminar,
  - often gives vague statements and instructions,
  - never or rarely takes a stand on controversial opinions of participants,
  - lets matters take care of themselves,
  - tends to give an insecure impression,
  - faces the group in a rather impersonal way,
  - brings in hardly any ideas of her / his own,
  - mainly uses borrowed procedures, methods, and programmes to which he / she sticks rigidly,
  - likes well-behaved participants who do not ask awkward questions,
  - will always be ready to take a break.

With this laissez-faire style...

- you will almost never succeed in conducting an original and creative seminar,
- the participants will pretty soon switch off and lose interest,

- the participants' motivation and learning will suffer,
- the trainer will tend very quickly to resort to evasive conduct if the participants are not happy with this trainer style.
  
- **Authoritarian-decisive style.** The trainer who prefers this style...
  - is very performance-oriented,
  - directs any activity of the group in the direction he /she wants,
  - gives clear and precise statements and instructions,
  - likes to polarise,
  - is generally very committed and makes any essential decisions in the seminar on her / his own,
  - shows little or no interest in the expectations, needs, or problems of the group,
  - has a rather cool and reserved relationship with the participants,
  - directly assigns tasks to the group or a single participant without discussing it,
  - gives particular attention to the success and the results of the seminar,
  - explains everything down to the last detail,
  - has the right answer to almost any problem,
  - tends to put strain on the participants by frequently checking their learning,
  - often criticises individual participants in an open or hidden manner,
  - does not tolerate being criticised herself / himself,
  - often assumes that all the participants have a "genetic" antipathy to the drudgery of learning,
  - usually has a high level of expert knowledge (otherwise he / she could not practise this training style),
  - always prescribes the "right way" to solve a problem without giving the participants a chance to find their own solutions,
  - often has a strong feeling of superiority,
  - thinks that the reasons for an unsuccessful seminar are solely lack of intelligence, commitment, or learning morale on the part of the participants.

With this authoritarian-decisive style...

- a tense learning atmosphere will be created,
- the participants respond in a rather passive, unthinking, and dependent way,
- some participants react strongly against it,
- the participants often develop particular (and often false) ambitions,
- the participants quite often achieve pretty good results but immediately relax if there is no control,
- opinions, attitudes and answers are often accepted without criticism so that people's own productivity and creativity are ignored,
- behaviour training is carried out to the level of absurdity.
  
- **Social-emotional style:** The trainer who prefers this style...
  - gives priority to the participants and their expectations, needs, and problems,
  - deals with the participants in a friendly, understanding, and kind way,
  - creates an informal, sometimes even cheerful working atmosphere,
  - is very concerned about the group dynamics and the problems of the individual participants,
  - encourages the participants to be uninhibited about making contributions according to their actual or assumed capabilities,
  - makes the participants willing to take part in assignments and exercises even when they do not directly grasp the objective and the relation to the seminar,

- gives the participants a great sense of achievement through acknowledgement and attentiveness,
- takes care to avoid conflict and favours personal development but pays little attention to the success and outcome of the seminar.

With this social-emotional style...

- the trainer might lose track of the objectives and the successful outcome of the seminar,
  - the trainer is liable to become a "please-all trainer" who avoids any differences of opinion just to keep the peace,
  - the trainer does not fulfil the expectation felt by many participants that a trainer should take a stand, point out methods for solving problems and give explanations.
- **Democratic equal style:** The trainer who prefers this style...
    - sees the participants as equals,
    - knows how to motivate the participants to a high level of effective learning,
    - creates a positive and relaxed learning atmosphere,
    - motivates the participants to cooperate and directs them towards the common objective,
    - assumes that all participants are open-minded to anything new,
    - wants to co-ordinate objectives and contents of the seminar together with the participants,
    - takes the expectations of the participants seriously and tries to take them into consideration during the seminar without losing sight of the goals,
    - criticises and confirms objectively and appropriately to the situation,
    - addresses conflicts within the seminar openly and tries to settle them together with the participants,
    - allows the participants to have a "bad day",
    - has a very relaxed attitude, so that neither he / she nor the participants become annoyed, angry, insecure or aggressive.

So, which one is the right trainer style? Actually, there is no "right" or "wrong". But the illustration of the different styles and the various aspects of trainer conduct clearly reveal what possibilities are open to a trainer,

- for motivating the participants;
- for creating a lively learning atmosphere; and
- for achieving with the group the learning objectives which have been set.

The summary of all the above said is:

- **Positive trainer conduct**
  - radiate self-confidence and self-assurance,
  - be helpful and tolerant,
  - be open, show interest, express feelings,
  - settle conflicts in a friendly, egalitarian manner,
  - be friendly and optimistic, and have a sense of humour,
  - give positive reinforcement to participants' achievements,
  - speak a participant-oriented language,
  - choose examples relating to the environment of the participants,
  - do not cast problems aside,

- adjust the training level to the capabilities of the group,
  - create a good learning atmosphere,
  - take care that fun and relaxation are combined with periods of intense concentration,
  - respect "taboos" of the participants,
  - allow yourself and the participants to make mistakes,
  - have the self-confidence to question yourself and your training programme, if necessary.
- **Negative trainer conduct**
    - dictating, commanding, ordering,
    - warning, threatening, or admonishing,
    - moralising, sermonising,
    - remonstrating and patronising,
    - judging the personality of a participant,
    - praising condescendingly or quickly giving in to get rid of a problem,
    - retreating from awkward questions and subjects, or changing the subject,
    - giving prepared solutions, advice, and propositions without request,
    - violating "taboos" of the participants.

## 4.2 Training Methods and Instructional Strategies

During a seminar, rather a workshop where the participants are actively involved, the trainer can make use of different training and presentation methods.

The most common way of presenting a topic and an abundance of information to a group is, by the typical way of lecturing (as known from school times). More common nowadays is a conversational lecture where the trainer and the participants interact. Nevertheless, the basis for this are the information presented by the trainer. It is a form of "front-teaching", questions asked by the trainer and answered by the participants, rather than open discussion. The class-work or plenum-work is the teaching form where open discussions dominate and the seminar group as a whole discusses issues and topics, based on their knowledge and content learned in earlier sessions. The trainer acts as a moderator. Group work is a modern and common way of teaching. Mostly driven by exercises, case studies and role plays, a group – of not more than five participants – discusses in a team-work manner different issues, problems and tasks. Interaction and exchanging experiences is a critical aspect of group work. Not seldom the group work ends with a group presentation to show all participants of the seminar a way how a specific group of participants solved a problem. Individual work is used to let every participant on its own work independently on case studies and exercises. Often a seminar ends with or includes several individual work cases, presentations, tests and exam to show the progress everyone made. It is regularly the basis for the final certification.

As has been shown above, there are many instructional methods which may be used in the classroom. Let us have a closer look at them, as each has certain advantages and disadvantages.

Some are better suited for certain kinds of instruction than others. Different methods require greater or lesser participation by students. One method, or perhaps a combination of methods, is usually most appropriate for most subject matter and objectives. Based on your subject matter, you will need to determine what instructional method(s) will showcase the information you will be teaching. The paragraphs below discuss the most commonly used methods.

- **Lecture method**

The lecture method has a place for many units of training. It is trainer centred training in that he / she is the sole disseminator of information. The trainer presents information to the participants systematically in this method. The best approach is when the instructor presents a segment of instruction, questions the participants frequently, and provides periodic summaries or logical points of development.

- **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, and the trainer is free to take the necessary time to answer these questions (keeping in mind the amount of material to be covered during the unit). Information that seems less clear can receive more attention and explanation from the instructor. This method also permits more material to be covered in a shorter time.

- **Limitations**

There are two major limitations of this method. Only limited discussion is possible because of larger classes and greater amounts of material to be covered. This method does not lend itself to controversial materials.

- **Demonstration method**

The demonstration method is one in which the participants observe 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 dramatises realistically the learning points. The method saves time since principles, theories, and operation can usually be shown more quickly than they can be explained.

- **Limitations**

Since participants do not actively participate in all demonstrations, there is less reinforcement of learning points if this method is used alone. Thus, this method should be followed with a practical exercise in which the group participates.

- **Practical exercise**

A practical exercise may take many forms. Basically, it is a method of training in which the group members actively participate, either individually or as a team member. They do this by applying previously learned knowledges or skills. All trainees actively participate although they may work at their own rate. Participants may or may not be required to follow a set sequence.

- **Controlled practical exercise**

The controlled practical exercise is a form of practical exercise where the participant is guided, step-by-step through a procedure, technique or operation. It is characterised by two things: (1) group participates as a training, (2) they are guided through a set sequence, and participants generally complete each step and are checked by the trainer prior to continuing to the next step. A mistake is corrected before the participant is allowed to proceed to the next step.



- **Advantages**  
The trainer retains firm control and is able to better judge individual participant's progress. This method ensures a more standardised presentation of subject matter than in some other methods.
- **Limitations**  
The primary limitation of this method is that it is very time-consuming. The trainer must check each step for each member of the group before the participant can continue. This restricts the amount of information that can be delivered during a fixed amount of time. Participants may be less motivated in this form of the practical exercise. The slower participants may become frustrated if the pace is too fast. The fast learner gets frustrated if the pace is too slow.
- **Practice method**  
Participants (alone or as part of a team) repeatedly perform previously learned actions, sequences, operations, or procedures. This method may take several forms: team, coach and pupil, or independent practice.
- **Case study or team practice**  
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.
- **Coach and pupil**  
In this method, the participant performs individually while being observed by the "coach". The coach's responsibility is to ensure that the participant performs the action or process correctly. When the participant then completes task, he / she assumes the role of the "coach" and the coach becomes the participant.
- **Independent**  
The participant applies the skills or knowledge in either an actual or training situation. He /she practices by herself / himself although he / she may ask for trainer advice if necessary.

### 4.3 Presentation Techniques

Libraries are full of books on this topic. The attempt here is to cover some basic skills and knowledge's concerning effective training.

Effective training requires many skills and much knowledge... and a little natural talent doesn't hurt. The art of effective speech can apply to anyone. But the trainer needs the dedication of a clergyman, the selling abilities of a salesman and the diagnostic acumen of a physician, combined with the capabilities of a silver-tongue orator to be truly successful. Let's take a look at what makes a good disseminator of information.

- **Knowledge of the subject to be taught**  
Effective communication cannot result if the process consists of ignorance talking to ignorance. A trainer's communication of thought, concept, skill, or teaching must be based on a foundation of subject mastery. No one lives who knows everything about anything. The trainer must regard herself / himself as a participant. You learn something new with every training you deliver. Enter the training room feeling

that you have more ammunition in your mind than you will ever have to fire! This raises your self-confidence and your enthusiasm will be at high pitch.

- ***Effective communication***

You actually listen more than you speak. Analysis of communication must look at both the listener and the speaker. This is the foundation for participant-trainer interaction. Only 25% of a person's time deals with reading and writing.

One way communication is only as good as the participant's memory, if he / she is awake. Remember, to communicate well, you must involve the listener, creating a two-way channel. You need to interact with your audience / listeners. This lets you know that they know what you are teaching.

Let's look at some of the characteristics of effective speaking. Primarily there are three:

- Interactive communication;
- Animation or gesture;
- To be sincere.

These can be broken down further into the communication vitalities:

- ***The first is 'Physical Vitality'***

Use movement in the training room to your advantage. Gesture, use aids effectively and correctly, be animated rather than a stone figure. This makes you much more interesting to listen to.

- ***The second vitality is 'Contact Vitality'***

Try to make each participant feel like they are an important participant in the room. Spread your eye contact to all. Speak to participants as individuals. Generally, sell your product - train it like it matters.

- ***'Voice Vitality' is third***

The human voice has tremendous capabilities, and the good talker uses as many of these as he / she can. Tone, pitch, and hardness all contribute to the quality of your vocal sounds.

- ***The fourth vitality deals with 'Words'***

It concerns using and selecting words which can be easily understood by all of your participants. Participants who can't understand you can't learn from you. Dr Ralph Nichol, Professor at the University of Minnesota, conducted a research study on communications. He found that the distortion in one-way communication from the top down in a chain of command amounted to 70% by the time the message reached the worker. Trainers cannot tolerate such a percentage of error. You must ensure that the word of the lesson and the actions of the listener are true reflections of what was intended or required.

Personality traits. You might expect that the extrovert, the bold action type, would make the best speaker, and the shy, quiet, introvert would be the worst. Don't count on it. Many individuals, shy and retiring by nature, have given history its finest examples of the spoken word: e.g. Abraham Lincoln.

#### 4.4 Presentation Tools

The fundament for realising a successful seminar is set. This chapter shows in the form of a step-by-step guide how the seminar itself can be executed, although the details depend on the structure of the seminar, the participants, the objectives and content.

Many different presentation tools are available to conduct a seminar. As a rule-of-thumb at least two and a maximum of four tools should be used. Nowadays, most commonly used are computer presentations (like PowerPoint) and overhead projector transparencies. For interactive use during questions and discussions blackboard, pin board or flipchart are useful.

- **Computer-presentation**

Similar to overhead projector transparencies the computer-presentation should have a simple layout (incl. basic information in the header and footer) and be easily readable. Change in font size or character, etc. should be kept to a minimum. Animations can be used if necessary and practical.

A computer-presentation is a good option to deliver information in a more lively and modern way. The presentations slides can be printed and used as a handout. Prerequisites are a computer with the necessary presentation software (e.g. Microsoft PowerPoint) and a canvas. Useful is a remote to change between the slides as well as a laser-pointer or a show-stick.

- **Blackboard/whiteboard & flipchart**

Blackboard or a flipchart are useful tools for spontaneous explanations, notes and drawings. They are not useful to deliver content and information as such and should not be used too often. It is very practical to have different colours of markers. Disadvantage is that the trainer often has to turn his back to the group.

Table 1: Means of Presentation

Tool	Pro's (+)	Con's (-)
Computer-presentation	<ul style="list-style-type: none"> <li>• portable</li> <li>• delivery of an abundance of information</li> <li>• printouts possible</li> </ul>	<ul style="list-style-type: none"> <li>• technical equipment needed</li> <li>• no changes possible</li> </ul>
Whiteboard	<ul style="list-style-type: none"> <li>• large surface</li> <li>• spontaneous use</li> </ul>	<ul style="list-style-type: none"> <li>• special pens needed</li> <li>• trainer turns back to audience</li> <li>• not portable</li> </ul>
Flipchart	<ul style="list-style-type: none"> <li>• portable</li> <li>• spontaneous use</li> <li>• different "pages"</li> </ul>	<ul style="list-style-type: none"> <li>• limited surface</li> <li>• no wiping-off</li> <li>• trainer turns back to audience</li> <li>• not useful for large groups ("can't see")</li> </ul>
Blackboard	<ul style="list-style-type: none"> <li>• large surface</li> <li>• spontaneous use</li> </ul>	<ul style="list-style-type: none"> <li>• trainer turns back to audience</li> <li>• not portable</li> </ul>

## 5 AFTER THE COURSE/SEMINAR

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The seminar / course is finished, but this does not mean for the trainer that her / his work is over. Like all the planning to be done before the seminar, the trainer has to do some follow-up steps, like analysis of evaluation, writing a seminar report and scoring of tests and exams for certification.

The evaluation of the seminar and of the trainer is important in order to draw conclusions, get insights and ideas for future seminars. The verbal feedback during the closing session as well as a written evaluation questionnaire are the most common ways and tools for evaluation purposes.

### 5.1 Analysis of Closing Session

The oral feedback from the participants (and maybe a written protocol about those) is useful to the trainer and the organisation responsible for the seminar. Questions, suggestions for improvements and general comments can be clustered and then, if practical, be included in future seminar modules. The trainer can also prepare, based on the feedback from the participants, an overview for the organisation with positive and negative aspects of the seminar.

### 5.2 Analysis of Written Evaluation

Many people are not 100% open during an oral evaluation session; hence a written feedback in form of an evaluation questionnaire is a good method to get to know positive and negative aspects about the seminar and trainer. An evaluation questionnaire should include questions about the seminar (conditions, timing, etc.), the content and how it was delivered as well as the teaching and training methods of the trainer. It should be in the form so that the feedback can be given anonymously.

Questions that can be part of the questionnaire that are interesting for the trainer's future job and upcoming seminars can be:

- Which training content can be dealt with in more / less detail?
- What information can be left out or must be added?
- Is the amount of practical exercises too much / too little?
- Was the timing / schedule right?
- Were the seminar conditions good or what has to be changed?
- Were the different presentation tools, techniques and methods useful or was something missing?
- Was the trainer open for discussion and question and did he give satisfactory answers?

Often the results from the written evaluations are used by the organiser to see whether the trainer made a successful job and met the requirements for the seminar.

### **List of Project Reports**

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2017, Report No. 1, Thorsten Trede, Training-of-Trainers: Workshop 1

2017, Report No. 2, Achim Dohrenbusch & Dao Cong Khanh, Curriculum Development

2017, Report No. 3, Wolfram Grünekee & Nuoc Tuan Pham, Forest Management Planning

2017, Report No. 4, Simon Kamenisch, Market Survey

2017, Report No. 5, Thorsten Trede, Training Handbook

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