Your Pocket Guide to Training

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contents

EUROPEAN TRAINERS ACADEMY presents

Your Pocket Guide to Training

Welcome!

Welcome to the next step on your trainer's journey! If you've picked up this trainer's guide, we hope you're ready to boost your skills to deliver excellent training anywhere in Europe.

This manual covers the most important building blocks to help you deliver an engaging, interactive and successful training, through three main phases: preparing, delivering and evaluating.

Whatever the topic of your training, we believe in giving participants a voice and empowering them to shape their own learning journey. That's why you'll find plenty of ideas for interactive exercises to guide your participants through the training, no matter if it's 2 hours or 2 days. There are also some tips for understanding what your participants already know and what their expectations are to make your training as tailored as possible.

This pocket guide is just the first step on your journey. Whilst it will give you a solid basis, it can't cover everything so we've left you some space at the end to add in your own ideas and best practices. The best way to improve your training technique is practice, so we encourage you to take any opportunity that comes your way to put the theory presented here into practice.

We wish you successful training experiences, and hope that you can share what you learn with others. Enjoy!
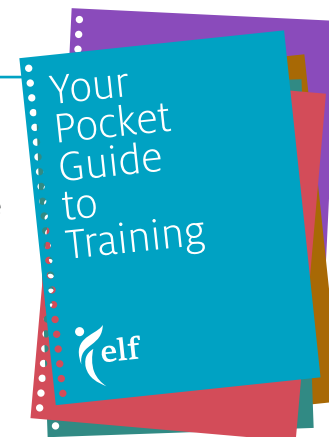
Preparing for your training

1

Educational and learning styles

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1.1

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When preparing your training, you first need to think about what your participants should get out of it: what is their learning goal?

The concept of education is much broader than what we know from a school setting; non-formal education comprises three main types of knowledge:

- **Factual knowledge**
- **Technical knowledge or skills**
- **Social, interpersonal and political skills**

Each of these knowledge goals requires a different approach. Whilst a lecture can work well for imparting factual knowledge, social or political skills can only be learned by trying and doing!

Three main types of knowledge
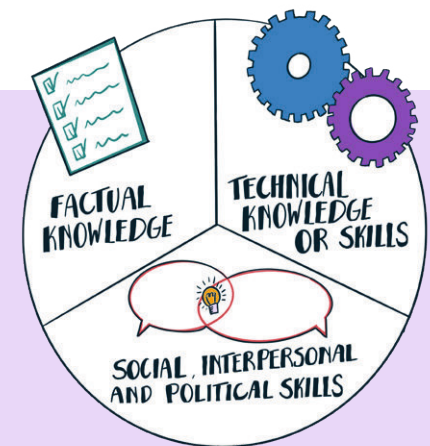
Once you've identified the type of knowledge, the next step is to formulate your ideal outcome into learning goals that are SMART.

The SMART framework can help to ensure your learning objectives are clear and well-defined.
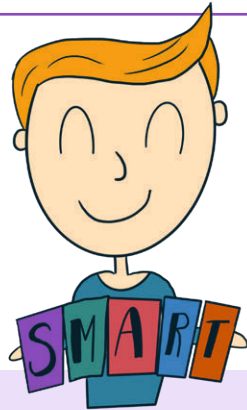
SMART framework

Specific	Be as clear and specific as possible with what you want to achieve with your training.
Measurable	Try to come up with an indicator to measure or quantify progress.
Achievable	Set goals that the participants can reasonably accomplish within your training, to keep your participants motivated and focused.
Realistic	Make sure that the goals can be realistically achieved given the time and resources that are available during your training.
Time-bound	Specify by when the participants should have achieved the result; normally this is by the end of the training, but may be when they get home and put it into practice.

## Examples of SMART learning objectives

Knowledge	By the end of the training day, the participants know the basic principles of liberalism and can cite 3 of them.
Technical skills	By the end of day 1, the participants are able to upload a video on YouTube, and will feel confident in uploading videos once back in the office.
Social, interpersonal & political skills	By the end of the week, the participants are able to handle stress during an interview, and are able to keep talking calmly even when under pressure.

On the basis of these goals, it will be easier to decide which interactive teaching form is most suitable for your training. Still, we all learn differently, think about the variety of learning styles and preferences that your participants might have. One example to help you think about this is David Kolb's model of learning styles.

David Kolb's model of learning styles

Concrete Experiences	The learner encounters a tangible experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.
Reflective Observation of the New Experience	The learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.
Abstract Conceptua-lisation	Reflection gives rise to a new idea, or a modification of an existing abstract concept. The person has learned from their experience.
Active Experimentation	The newly created or modified concepts give rise to experimentation. The learner applies their idea to the world around them to see what happens.
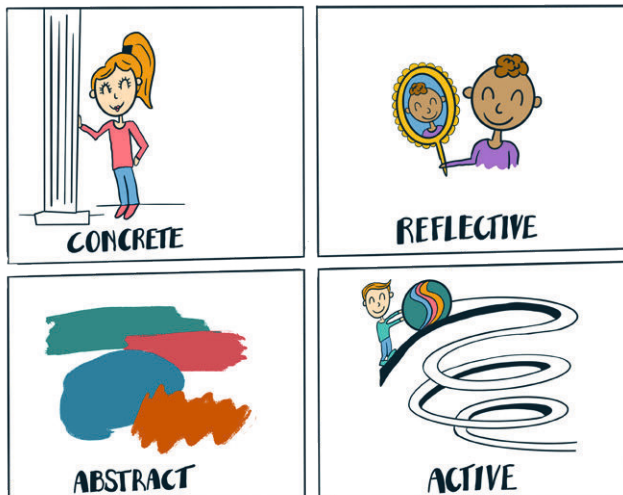
You might have also heard of the VARK model (Fleming and Mills, 1992), which categorises learners' preferences into Visual, Auditory, Reading and Kinesthetic.

In any case, there are dozens of schools and theories of learning styles. The important thing to take away is that to support the learning of the whole group of your participants, you need to use a variety of methods. Using variety is also a good way to ensure you're keeping everyone's attention.

Keeping everyone's attention

These three questions can help you in the preparation phase:

1	Who is my target group? What is their level of experience, education, and existing knowledge of the subject?
2	How can I make my training interactive so that it appeals to different styles of learners?
3	How can I use a variety of styles to keep my participants alert?

Common pitfalls as trainers include: assuming that your participants have the same preference regarding learning as you have, and lecturing for too long!

Ideally, you should not lecture more than 10 minutes in a row. So use a variety of teaching forms to put across your message, and alternate the forms you use frequently:

- Short videos
- Audio input
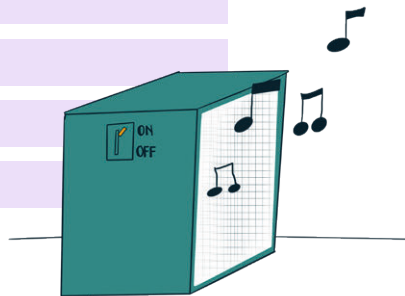- Reading a short handout
- Posters
- Post-it notes and clustering
- Group discussion
- Pair or group work
- Role play
- Energisers

What's my learning style?
If you're curious to find out your own learning style, you can take a quiz here!

www.education planner.org/students /self-assessments/ learning-styles-quiz .shtml

Top tip!
You can also ask questions to knowledgeable participants so they can speak instead of you all the time.

Checklist
Different types of education and learning styles

☐ I understand the definition of education, which goes beyond a teacher standing in front of a group imparting a stream of information.

☐ I have formulated all of the learning objectives for my (online) training course.

☐ My learning objectives reflect the SMART framework.

☐ I use different types of education for different types of learning objectives.

☐ I have planned to share my learning objectives with my participants at the introduction of my (online) training course.

☐ I am aware of my own preference of how to learn.

☐ I am aware of the fact that all of my participants have different learning styles. I will anticipate this during the development of my (online) training course.

☐ During my (online) training course, I will not lecture for more than 10 minutes in a row.

☐ I have a variety of teaching forms at my disposal during my (online) training course.

☐ I know my target group and what they expect to gain from my (online) training course.

☐ During my (online) training course, I use both visual styles and auditory styles to transfer my teaching material.

You can use this checklist to see if you understand the content of this chapter and to see whether you are able to apply it during your own (online) training courses.

Preparing for context   1.2

Situational Leadership
It is important to be able to adapt your communication style as a trainer to cater for all participant types. *Situational Leadership* is when trainers are able to adapt their style of being, speaking and presenting to the needs of the people in the room, based on two factors:

1. **How competent are your participants?**

2. **How confident are your participants?**
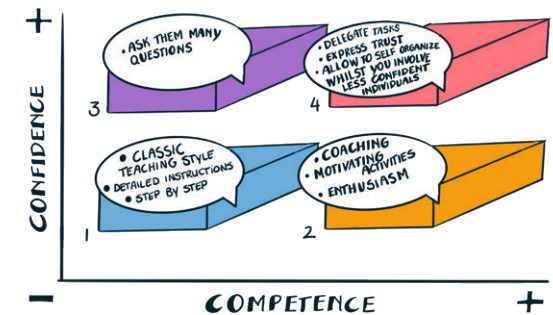
Participants' profile & Trainers' leadership style

1	Low Competence Low Confidence	Classic teaching style Detailed instructions, step-by-step
2	High competence Low confidence	Coaching, motivating activities Enthusiasm
3	Low competence High confidence	Ask them many questions *'Have you checked this?', 'What's the next step?'*
4	High competence High confidence	Delegate tasks, express trust, allow to self-orga-nise whilst you involve less confident individuals

Intercultural sensitivity

You might also find yourself giving training abroad, or with an international group. How can you be sensitive to cultural differences and why is this important?

Taking the time to research background information about the countries and cultures will help you to:

1. **Connect to current events and realities, making your training even more relevant.**

2. **Be aware of political sensitivities not to lose the connection with the group due to a tactless remark or joke.**

3. **Understand cultural traditions and approaches to learning, to adapt your style accordingly. E.g. Some cultures expect the trainer to stand and lecture and may not be so used to an interactive context where they need to speak up, so they may need more encouragement or ice-breakers.**
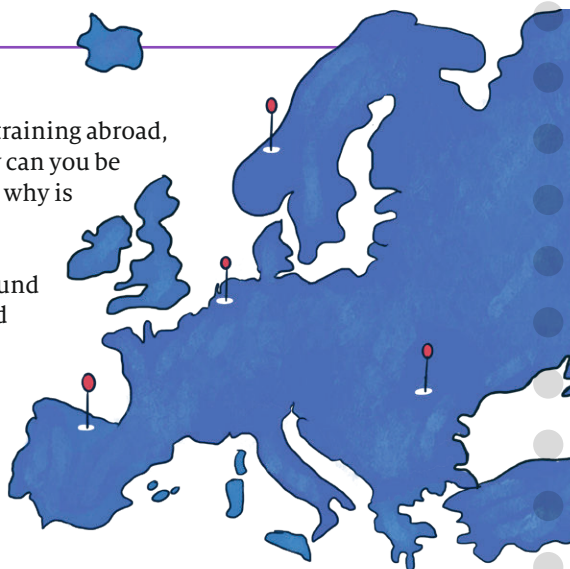
One helpful model for gathering background information about your participants' cultural backgrounds is the Hofstede model, developed by Geert Hofstede, Gert Jan Hofstede, Michael Minkov.

The Hofstede model of national culture consists of six dimensions. The cultural dimensions represent independent preferences for one situation over another that distinguish countries from each other. The country scores on the dimensions are relative, so they only make sense when compared to other countries. In addition, this model only represents country-level tendencies, not individual-level tendencies, as we are all unique.

Understanding the scores of each of the 6 dimensions will help you to approach the style and format needed for your training, as well as for your leadership style as a trainer.

The Hofstede Model

|	
Power Distance Index	This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally
Individualism *vs.* **Collectivism**	The Individualism/Collectivism dimension is about the relative importance of individual versus group interests
Masculinity *vs.* **Femininity**	The Masculinity/Femininity dimension is about what values are considered more important in a society
The Uncertainty Avoidance	The Uncertainty Avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity
Long-term orientation	Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. This dimension is about how society prioritises these two existential elements.
Indulgence	This dimension is defined as the extent to which people try to control their desires and impulses, based on the way they were raised.
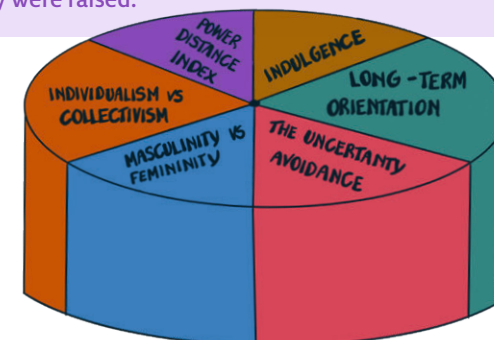
Linguistic sensitivity

Another factor you'll need to consider for the context of your training, especially in an international setting, is the linguistic competences of participants. How do you approach training when not everyone has the same linguistic level? Is everyone comfortable using English for an international setting?
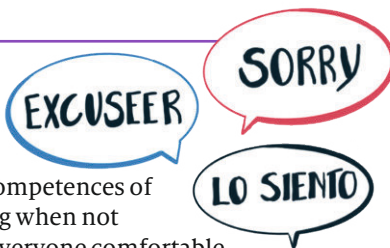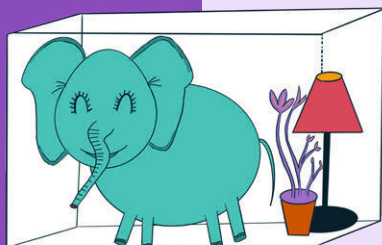
Sometimes the confidence/competence matrix above will need to be adjusted for linguistic ability; somebody may have a lot of experience but not feel comfortable sharing it in a foreign language. How can you as the trainer make everyone feel at ease?
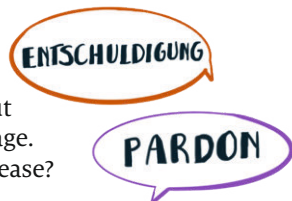
Elephant in the room	Mention at the beginning of the training that you recognise not everyone is speaking in their mother tongue, and that it's okay to make mistakes.
	You could also do a linguistic-themed icebreaker where everyone gets to say something in their own language first.
Visual Clues	If your group has varying levels of linguistic ability, make sure to include lots of visuals: posters, power-point slides (not too much text!), or printed handouts where participants can read along if needed.
Sensitivity	Don't mistake quietness for lack of understanding. Check-in with participants individually or in smaller groups if they're not confident speaking up in front of the whole group.

Checklist
Preparing for the context

☐ **I am aware of my own favourite communication style as a trainer**

☐ **During an (online) training, I am prepared to adapt to the communication style of my group**

☐ **I can estimate what kind of communication style is necessary for the group**

☐ **I am aware of the biggest pitfalls of each communication style**

☐ **I have gathered examples of current events of the country/region that support the content of my (online) training**

☐ **I'm aware of the controversial subjects of that country/region and how I feel about that myself**

☐ **I am prepared for (possible) resistance if a controversial subject comes up**

☐ **I have a few exercises to let the participants get used to my (online) training approach**

☐ **I have checked the scores and their meaning on the 6 dimensions of national culture. I will use this to develop my (online) training.**

Creating a programme
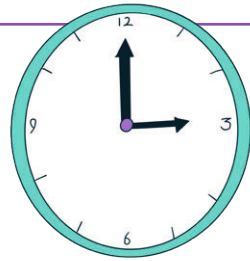
1.3

Once you've done the background research and have crafted your learning objectives, the next step is scripting your programme. Think about taking your participants on a learning journey.

What are the steps for preparing my programme?

Work backwards starting from the start and end timings of the training, which have likely been stipulated by the organisers.

Block out times for breaks (lunch, dinner, coffee breaks). Be more generous than you might think with breaks to allow participants to take care of their bodies, families, emails, etc. and to ensure you have their full attention during the sessions.

Begin with an introduction: welcome participants, introduce yourself and share the learning goals so that everyone is on the same page in terms of expectations.

Make a note to mention or thank any partners/sponsors/co-organisers.

Include an ice-breaker, for the participants to introduce themselves and to give the group time to feel comfortable together.

End with time for reflection and evaluation.

For each of the blocks in between, add a sentence describing what you hope to do or achieve in each section.

Think about the learning journey you are taking your participants on, and decide on a corresponding logic for your blocks. Do you want to start with the headlines and move towards the specifics, or do you want to start with a concrete example and slowly move out to the theory?

Blocks should last between 45 minutes and 90 minutes (the shorter the better!), and should contain one idea/theory, accompanied by one exercise. The exact length of each block will depend on the amount of material and space you have, as well as the participants' attention spans.
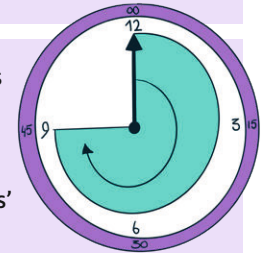
If your training is online, you'll need to make the blocks even shorter, and add in plenty of breaks.

A common pitfall is that trainers focus too much on what they want to transfer instead of how they want to transfer it. This can result in boring powerpoints.

Check out this funny video about death by powerpoint

Remember the different modes for delivering content, as noted above: Short videos; Audio input; Reading a short handout; Posters; Pair or group work; Energisers.

You could also try a *pecha kucha* style presentation, where you have 20 photos on 20 slides and 20 seconds per slide to explain the main ideas presented there.

Scripting

Once your programme is complete, you can move on to scripting the session. This means considering who will do what, when, and what materials will be required, for each block.
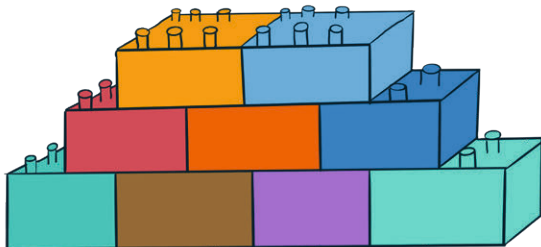
Scripting is also the moment to mentally prepare for your training - try doing a test run in your mind and think about what you'll need when.

What equipment or supports will you need?
Let the organiser know in advance.

Do you want to show videos, podcasts or websites?
Prepare the links in advance and add to the programme or create a QR code for participants.

Do you want to use a polling app like Mentimeter or Slido?
Create the account and polling questions in advance, prepare the log-in codes.

Here is an example script.

Block	Time	Activity	Materials
Introduction	09.30 — 09.40	Trainer introduces herself, aims of the training and welcomes participants	Flip chart with agenda, showing break times, and showing wifi code
	09.40 — 10.00	Ice-breaker, participants order themselves by distance travelled to location	None, just need space for all 20 participants to stand in a line Defining equality
Defining equality	10.00 — 10.25	Ask participants: what comes to your mind when you hear the word equality? How would you define it?	Flipchart to write down participants' suggestions / pens and post-it notes
	10.25 — 10.40	Video introduction – the theory of equality	Have video URL ready and opened on YouTube, Sound check already done.

Checklist
Creating a programme

☐ I have written down the logistics into my programme
(starting time, lunch, breaks and end time)

☐ I have thought of a catchy opening to welcome the participants,
to introduce myself and discuss the goals and the agenda of the
training

☐ I have thought of an inspiring way in which participants
can introduce themselves

☐ I have reserved about 45 to 90 minutes for each (online) training
topic

☐ I have divided the different topics logically throughout the day

☐ I make sure I use PowerPoint wisely

☐ I have scripted out my programme, thinking about which
materials I need

You can use this checklist to see if you understand the content of this chapter
and are able to apply it during your own (online) training courses.

Notes
Preparing for your training

Delivering your training

2

Logistics and Set-up
in-person training

2.1

Once you've developed the training and packed your bags, don't forget a few essential logistics checks!

Apart from triple checking the address of the venue, the organisers' phone number and your own travel arrangements, check in with the organisers about the schedule. Make sure you know what schedule has been communicated to the participants, if there have been any last minute changes, and if there are any evening activities after your training, so you can fit your programme into the promises made.

In terms of logistics, the most important consideration is the set-up of the room. Does the room work for you? What technical equipment do you need? Is it available and working correctly? Check with the organisers if you have any participants with special needs or a disability who might need an adaptive set-up.

The type of meeting room you need will depend on the nature of the training course; the type of education; the number of participants; and the duration of your training course. Some rooms facilitate passive learning while others are great for group discussions and personal interaction. Make sure you arrange the type of meeting room that helps set the atmosphere your needs.

On the next page you will find a handy overview.

Boardroom Style

- Participants sit close to each other

- Allows for face to face interaction

- Helps with sessions involving open discussions
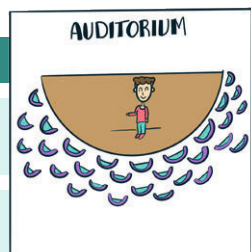
- Ideal for max 25 participants
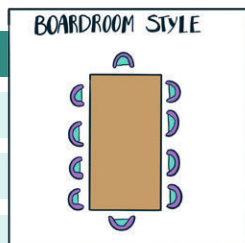
Hollow Square

- Easy communication and interaction

- Subgroups possible, where several smaller groups of people can work to perform a task

- The trainer can freely roam between the tables to give advice, check on the progress of each team, and so on

- Ideal for max 20 participants
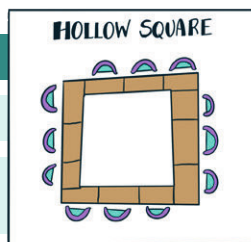
Auditorium

- Ideal for one-way knowledge sharing or audio-visual presentation

- For sessions aimed at passive learning, where interaction is minimal

- Ideal for bigger groups of participants – as many chairs as fit the room

- There are usually no tables for participants to take notes at, which may be a disadvantage

U-Shape

- Facilitates conversations between the trainers and the participants

- Facilitates conversations amongst participants in subgroups

- Ideal for intimate presentation with little distance to your participants

- Ideal for max 25 participants
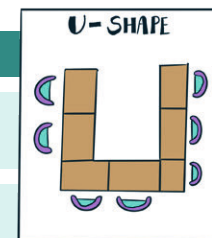
Classroom Style

- Allows for discussion

- Possible to talk with neighbours (subgroups)

- Allows participants to take notes

- Emphasises the 'classical' teacher-student relationship
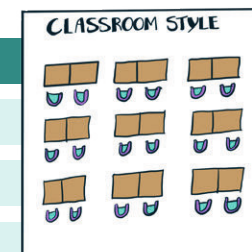
Circle of Chairs

- Helps sharing and discussing

- Helpful for courses with 'personal subjects'

- The trainer can walk around freely

- A popular setup is when a lot of interaction is required

- Ideal for training courses with lot of interaction and practising skills

- Stimulates variations in teaching forms

- Ideal for max 20 participants
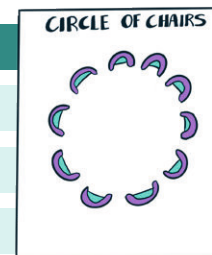
As a facilitator, you are also the host of your training. You may not feel that it is your role, but your participants will expect you to be able to answer all of their practical questions, such as:

‘What time will the meeting end?’

‘What time are the breaks?’

‘Where are the toilets?’

‘What is the wi-fi password?’

‘Where is the restaurant for lunch/dinner?’

‘It is too hot/cold in here. Can you turn on the heater/air conditioning?’

‘Where can we find coffee?’

‘Can I leave my personal belongings in the room during the break?’

Make sure you arrive at the location at least half an hour before the start of your training. That way, you can prepare technically, organise the room the way it suits your needs and get yourself acquainted with the environment, so you can answer all of the questions above.

Logistics and Set-up
online training

2.2

Sometimes you will be asked to deliver a training course online. It is important to prepare well, as there are more technical checks to be performed than on location.

Firstly, ensure that you know exactly which online platform will be used to host the meeting (Zoom, Teams, etc.) and who is responsible for setting it up. Have they made you co-host? What features do you have access to?

Practice using these tools, and any others such as Mentimeter, Mural, Padlet, etc. that you intend to use during the online training. Try them out in advance and discuss your needs with the technical support/organisers.

Prepare well

Here are some tips for delivering a professional training course online:

- Make sure your internet connection is working well. Use an ethernet cable, if possible, for the best internet connection. Have a mobile tethering option/hotspot ready as a back-up

- Close unnecessary programs running in the background of your computer

- Use a professional plug-in microphone for better sound quality. If not, use a headset with earphones to remove background noise

- Make sure your camera and microphone are working well

- Make sure your entire face is visible. Ensure there is no back-lighting and if possible, purchase a ring light so that your face is well-lit. Look straight into the camera

- Use a neutral background or blur your background

- Make sure you are in a room in which you cannot be disturbed

- Ask participants to log in about 15-30 minutes before the training. If necessary, you can resolve any technical issues with them

- Try to give your training while standing. It brings out more energy

- Try using a flip-chart instead of a PowerPoint for more interaction.

- Make sure you have the assignments, links to websites, and your presentation at hand

- Consider hiding desktop items, and closing unnecessary tabs, in case you need to share your screen

DO NOT DISTURB

Icebreakers and Energisers

2.3

A great way to make your training interactive, as well as active in the traditional sense, is to use icebreakers and energisers. Icebreakers and energisers are some very practical exercises which form an essential part of your toolbox as a trainer. They are also important for breaking down barriers for participation.

Icebreakers
These are short practical exercises to warm-up the group. They are really important to make sure that each participant says something out loud, and breaks the first barrier of contributing vocally. They are also vital for allowing the participants to know each other a bit better, and creating a safe and inclusive space.

Energisers
Energisers are small interactive games used to wake up the group when attention is low. They are especially helpful after mealtimes, or to diffuse energy in the room that could distract from the training. Online, it is even more important to activate your participants because sitting behind a screen can be very tiring.

If attention is low...

On the next pages you will find a long list of example icebreakers and energisers that you can choose from!

Icebreakers
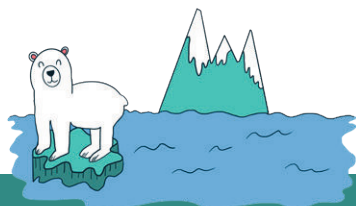
For online or physical events

Two truths/one lie Everyone tells 2 truths, 1 lie, the rest guess which is which

Lottery You have just won a million euros. What would you do with it?

Storytelling Give 3-4 pictures and let them tell a short story about them

5 minute discussions In pairs, then introduce your partner

Describe yourself in a tweet

Bingo icebreaker Give everyone a sheet of questions, people move around and check off the questions as they meet each other

Speed dating

Time machine If you could travel in time, where and when would you go?

Keyring Introduce yourself and share which keys are on your keyring

Mood barometer Check in how participants are feeling (green/orange/red)

For physical events

The room is your city/country/world. Spread out in the room according to where you live or where you've travelled from

Get in a line without speaking to each other and sort by age/seniority/birthday date

For online events

Show me your workspace

Show us an object from your home or desk that says something about you

Show us your favourite tea/coffee mug

Short Quiz using Slido or Mentimeter

Play your favourite music fragment

Pick a photo from the internet that makes you feel happy and explain why

Powerful ice-breakers

You can make an icebreaker even more powerful if you can connect it to the topics of your training course. For instance, if one of the topics during your training course is about communication skills, it would be great to use an icebreaker related to that.

Another important part of the introduction is asking your participants about their expectations and learning goals. Try to find a way to integrate this topic into the icebreaker.

Asking about learning goals and expectations at the beginning of the course is important because:
• If you can't live up to the expectations of a participant, the beginning of the course is a great place to say so! Don't wait until the end of the training and find out their expectations were different.
• If your participants have a clear vision about what they want to learn, it will help them focus more during your training course.

Write down the learning goals at the beginning of the course and check at the end of the course if the learning goals were achieved.

Energisers

For physical or online events

Storytelling: Start with an intro phrase e.g. 'My dream day began with...' and each participant adds one sentence

Supermarket: 'Yesterday I went to the supermarket and I bought...' Each participant must list all the previous items purchased and add a new one
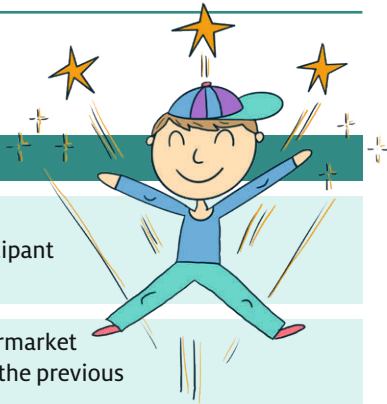
For physical events

Pass a ball or object around while answering a question (for instance 'name a politician you admire/name a car brand'). The first one to not have an answer sits down. Last one standing wins

Dance routines: Simple dance routines such as Baby Shark, Head-Shoulders-Knees-and-Toes, Macarena or Jerusalema. Make sure you as the trainer go in all the way, to also get the most reluctant participants on board

Exercise: star jumps or yoga moves

For online events

Race to collect items beginning with certain letters, e.g. E, L and F

Do a physical exercise in front of the camera, e.g. chair yoga

Online sketch in one minute: all participants draw a doodle to answer a question, such as 'how are you feeling today?' and hold it up to their cameras

Finger pointing game: ask 'where in the world is...? (name)'. Participants need to point to where the image appears on their screen within Zoom/Teams/Bluejeans.

Checklist
Icebreakers and Energisers

☐ I know the difference between an icebreaker and an energiser

☐ I know at least 3 different icebreakers I can use during my (online) training

☐ I know at least 3 different energisers I can use during my (online) training

☐ I feel comfortable with the icebreaker and energiser I want to use

☐ I am able to connect the icebreaker to a topic of my (online) training course

☐ I ask the participants about their learning goals and expectations at the beginning of my (online) training course

You can use this checklist to see if you understand the content of this chapter and to see whether you are able to apply it during your own (online) training courses.

Making your training interactive

2.4

Making your training interactive is key. This is not only to keep the attention of your participants, but also to ensure they have the best learning experience. As a liberal organisation, we also encourage training courses that inspire and empower individuals to take action themselves.

Top tip!
Try to learn each participants' name early on in the training! Calling people directly by their name will help them to feel more engaged and at ease in the training.

How else can you ensure interaction throughout the training, whether online or in-person?

- The first way is to be aware of the way you speak. Don't read out loud from your notes, but make eye contact and ask a lot of questions

- The second way is to ask your participants to provide input and use it (for instance with post-its)

- The third way of making your training interactive is to divide the group into subgroups and give them an assignment of their own

- The fourth way is to work with cases and simulations

Let's go into these in more detail...

Asking questions
Interaction can be ensured by asking questions, asking for examples and asking participants to explain their answers. Questions can be a great topic opener, but it is important that you are aware of what kind of questions you ask. Each type of question has a different effect on your participants.

Type of questions

Open-ended questions	Open-ended questions are a great way to create interaction and to let your participant think for themselves, instead of you directing them. When answering open-ended questions, the participant is made to think their answer through.
	Open ended questions start with: Who, Which, How, What, Where, When, Why

Closed questions	A closed question one that must be answered with 'yes' or 'no'. A closed question always starts with a verb.
	Use a closed question if:
	- You want a short or brief answer. Like: *'Do you know the president of ELF?'.*
	- You want to collect facts. Like: *'Does your organisation have in-house trainers?'.*
	- You want to check your own thoughts. Like: *'Has the handbook been shared with the member organisations?'.*
	Only use closed questions sparingly during your training. Otherwise, you can sometimes give the participants the feeling that they are being questioned, or that you are using the training to check your own ideas and not those of the participants.

Multiple choice questions

Multiple choice questions allow participants to choose between several possible answers. They are also called semi-structured questions.

In a training you can use multiple choice questions if you want to direct the participants to some extent, but still want to give them the freedom of choice. They can also be a good tool if you have a group with low competence and low confidence, to help guide them in their thinking.

Some examples of multiple choice questions are:
• *'Do you want a break now or in 15 minutes?'*
• *'Is Brexit positive or negative for the EU, or is it too early to say?'*
• *'Do you prefer reading Hannah Arendt or Simone Veil?'*

Leading questions

A leading question already suggests a preference for one answer.

Sometimes leading questions can be helpful. For example, if you want to provoke, stimulate or persuade participants.

However, the use of leading questions in training is generally not recommended. As a trainer, using leading questions can come across as quite pushy, and can be met with resistance from participants. Less confident participants may also feel excluded if the guided answer doesn't seem to match their views or realities.

Some examples of leading questions are:
• *'Liberals can broadly be divided into conservatives and progressives, right?'*
• *'You all know who Margrethe Vestager is, don't you?'*
• *'Did you not enjoy the last ELF training?'*

Stack questions

A stack question is one that actually contains several questions one after another, without waiting for the participant's answer in between.

An example of a stack question is:
'What do we mean by diversity?' 'How is diversity ensured in your organisation? What are common hurdles?'

Sometimes these can be offered at the beginning of a group work session to give some broad direction. But you should avoid asking them to individual participants, even if you think it's helping, as it can disrupt their thinking process, and they will often only remember the final question posed.

Garnering input
A great way to make your training interactive is to think about how you can get participants to contribute. You might find that you have some very knowledgeable people in the room, or some whose experiences are very valuable and from which others can learn.

• You could go for some traditional methods, such as asking participants to write their ideas on post-it notes, and gathering them together into clusters on a whiteboard.

• You could also try more techie methods by using an app such as Padlet, Slido or Mentimeter, which let participants submit their ideas via their smart-phones. You can then display results to all via a big screen or powerpoint.

Make sure that you find a way to comment on the input received, so that it builds into the narrative of your learning blocks.

Group work

Group work is a good way to get ideas flowing and it can help less-confident participants to get more engaged.

Don't forget to give your participants enough time! Make sure you leave more time than you might think for them to warm up a little and get comfortable in their groups before expecting them to produce output. It should be clear to participants what they are expected to present at the end of the group work.

Some ideas for group exercises

Matching	Participants read though some statements and try to guess which speaker/author/topic/skill they relate to
Quiz	Participants prepare a quiz to test the knowledge of the whole group
Project Pitch	Participants work together on a project/event outline and pitch it to the whole group afterwards
Worst Case scenario	Participants try out the worst possible manifestation of the skill they are supposed to learn. This can be a nice safe-space activity and get some discomfort out of the way
Role Play	Participants take on different roles and behave accordingly to practise the necessary social/political skills.

The round of reporting back on the group work does not always need to centre around the content of what was discussed. It might be a moment for a broader reflection where it is helpful to ask 'what did you learn by doing that?' or 'how did you feel when…'

Cases and simulations

Like role play, cases and simulations can allow your participants to test out what they've learned. They are the most effective when:

- They closely resemble the real-life situation

- Participants try out being different interlocutors (e.g. speaker/listener, politician/citizen, etc.)

A special form of simulation is called *intervision*. This involves participants coming up with their own cases beforehand, and using the collective knowledge of the group during the training as a kind of hive-mind. The participant presents the case and answers any clarifying questions. Then other participants offer their advice in turn, and the presenter highlights those they find the most helpful.

In another variation, the participants present their case and are also given time to write out how the various actors should respond. The other participants play the role and the presenter gets a chance to see whether their approach and ideas work well in a real-life scenario.

When giving feedback on role play exercises, try to stop the participant as soon as the point has become visible, so that they remember it clearly and are better able to notice it in the future. Make sure to leave time for feedback from all participants.

Collective knowledge of the group

Checklist
How to make a training interactive and how to use cases

☐ I understand why it is important to make my (online) training interactive

☐ I feel comfortable giving up a little bit of control while making my (online) training interactive

☐ I use different ways to make my (online) training interactive

☐ I am aware of the effect of different types of questions on my participants

☐ I ask a lot of questions throughout my (online) training course to create interaction

☐ I mostly ask open ended questions to help my participants learn

☐ I understand how I can use a case/simulation during my (online) training

☐ I know the steps of intervision and I am able to supervise an intervision session when necessary.

☐ I know the set up of a simulation/role play and I am able to communicate those rules with my participants.

Notes
Delivering your training

Reflection, feedback & evaluation

3

Feedback during the training

3.1

At the end of a training session it is very important to reflect. This is an essential part of the learning process of your participants. You as a trainer need to make sure feedback is given in a safe space and in a way that the participants learn from it.

The importance of feedback

Training is only useful if your participants apply what they have learned. Reflection is a way to stimulate that. The feedback moment is perhaps one of the most important in training. This is where the actual learning takes place, as this is the moment that people can *see* what they're doing, *decide* whether they want to keep on doing that or try out something else. Most reflection takes place at the end of the training, so ensure to make reflection a separate and final block in your programme.

It is important to reflect
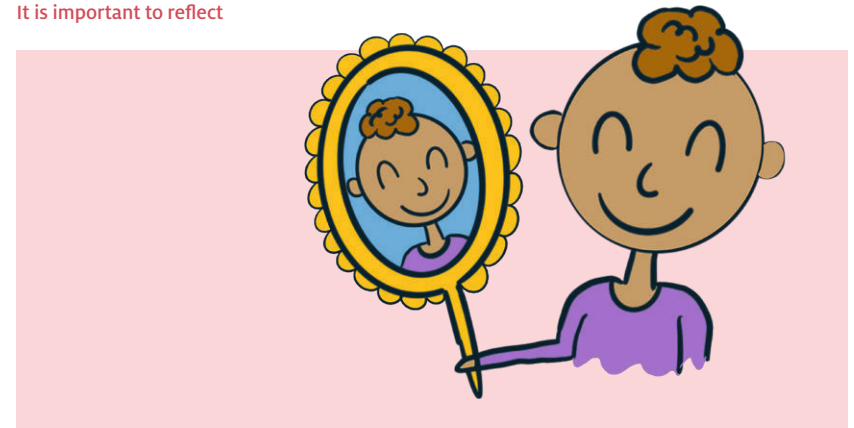
Safe feedback

Your job as a trainer is to get a feedback exercise going and to channel it in a trusting, friendly atmosphere.

In the case of a simulation for example, you can assign people who are not part of the simulation to the important role of observer. Have them take out pen and paper and ask them to write out what they see happening. This makes sure the observers have something of substance to give feedback on.
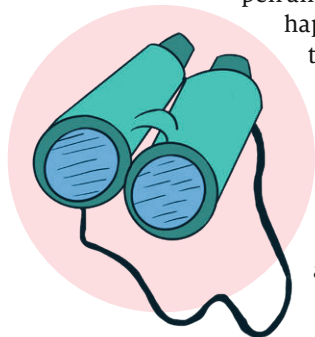
Channelling feedback is important, because otherwise it might be scary or uncomfortable for participants. That is because it *is* scary: being commented upon by the entire group just after you have taken part in an activity is already a big step.

Channelling feedback means making feedback safe. After every activity, especially any role play or simulation exercises, ask the participants what they thought of it. What did they think went well, what would they like to change next time? It is good practice to first ask participants what they themselves thought of the activity/their performance, before asking others or observers for their feedback.

Note the order of questions: first ask what they thought went well, *then* ask what they would like to do *differently*. Do not ask them what they thought they did *wrong*. This helps to highlight their sense of agency, i.e. their own competence and confidence to look for solutions and alternatives.

Rules and methods of giving feedback

Remember that pointing out what went wrong during a training shows that you are an expert. There are several methods for how to give feedback well. We will look at two here, the sandwich method and the four-step method.

The Sandwich-method

This is when the person giving feedback 'sandwiches' each improvement point between two positive points. This ensures a good balance between constructive criticism and positivity.

The 4-step method

The 4-step method is based on the Dutch 4G model*, and looks at behaviour, impact, feeling and ideal.

|	
Behaviour	Describe objective behaviour, 'I saw that you interrupted a few times'
Impact	Relate the subjective experience that you felt as result of the behaviour, 'to me, it seemed that you were dominating'
Feeling	Explain what feelings this can create, 'the others in the conversation might have felt that you didn't care as much about their opinions'
Ideal	Explain how things could change next time to create an ideal scenario, 'next time it would be great to try to take some more pauses to let others finish their sentence'

* 'Feedback 4G model' https://www.nlp-nu.nl /kenniscentrum/technieken-begrippen /feedback-4g-model/ (accessed 24 October 2022)

Check back regularly on how the participants respond to the feedback. Do they recognise the comments? Do they agree? If the feedback process went well, the participant will probably be eager to try again, adapting their behaviour in light of the new insights. Make sure to leave space for this to happen.

Complimenting

Most people have a negative association with the term feedback. They see it as something they did wrong and often feel offended. But feedback isn't only about what went wrong, it is also about focussing on what went well. Participants might not know what they did wrong, but most of the time they don't know what they did right either.
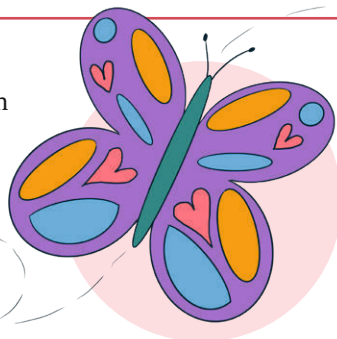
Complimenting is an important skill for a trainer. Your participants need to feel confident in order to be able to grow, and giving compliments is one way to ensure that. Giving compliments also gives you more authority as a trainer.

Lastly, complimenting provides an atmosphere where participants are open to receive feedback on what they can do better. You can use the same four-step method described above for giving compliments, e.g. 'I liked how you… That made us feel…'

Receiving feedback

As the trainer, you should also be open to receiving feedback from the group. Sometimes this might be knowledge-based; e.g. they ask you a question that you are unable to answer. In which case, be honest and offer to look up the details later on.

If the group gives you feedback on the coaching style during the training, accept it with a smile and move on. If it gets to a point of more serious dissatisfaction, accept the feedback, apologise and open up to the group to decide how they would like to proceed for the remainder of the training. Give them the control to express what they would like to do differently and try to facilitate the time and space to let them decide.

Checklist
Giving and receiving feedback

☐ I understand the importance of giving feedback to my participants.

☐ I use the 4-step method and the sandwich method for safe feedback.

☐ I instruct my observers before a simulation on how to use the 4-step method.

☐ I am aware of the importance of giving compliments during my (online) training.

☐ During my (online) training, I give tips and compliments. There is a good balance between both.

You can use this checklist to see if you understand the content of this chapter and to see whether you are able to apply it during your own (online) training courses.

Reflection and Evaluation after the training 3.2

The final part of your training cycle is evaluation. This is the moment where you elicit feedback from the participants about the training, the location, other logistical conditions, and you as a trainer. There are many different methods for structuring an evaluation. Try to have a prop or hook, so that you avoid a circle of long monologues.

Pictures
Using pictures to reflect and evaluate can help create a hook for our thoughts. Try buying some postcards with different locations or abstract images on. Ask each participant to select a postcard or picture and answer an accompanying question, such as:

How they experienced the training

Their best insight

What they would suggest as improvement for the training

What they would do or apply differently tomorrow

How they started this training and how they feel now

Online, ask your participants to select an image from the internet and to share their screens in turn, or to upload a photo to Padlet or to an online folder.

Graphs
A graph is a very nice way to visualise how your participants experienced the training day(s). You can either use a flipchart with sticky dots, or an online tool such as Jamboard, Whiteboard or Padlet for an online training.

On your flipchart paper, draw an axis. On the horizontal axis, add the different blocks of the training day. On the vertical axis, add a grade, e.g. 1-10. You can also represent this in a circle with 1 in the centre and 10 on the outside, with segments for each block of the training. Ask participants to place sticky dots on the flipchart paper according to their evaluation.
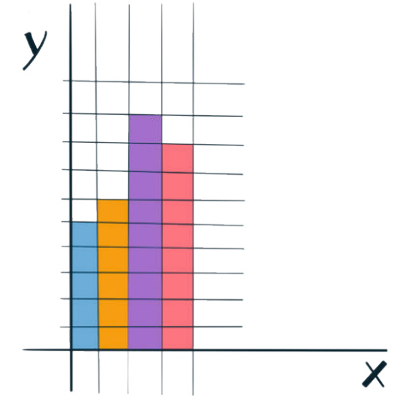
This method has the following advantages:

You receive very specific feedback on the different parts or days of training

You activate participants to consciously think about how they experienced it

All participants are given the opportunity to provide feedback

You could also create a graph of quadrants (e.g. keep, change, food for thought, take-aways), and ask participants to write on post-it notes for each one.

During these kind of evaluation exercises, make sure to:

Let the participants explain their own graph (ideally whilst standing next to the graph)

Continue to ask questions about the answers given

Let the participants question each other

Say what you will do with the feedback the participants have for you

Farewell
After the reflection and the evaluation, take a moment for the group to say goodbye. Ideally, as the trainer, you should be the last one to speak. Give a short reflection on how you found the training, wish your participants success in implementing what they've learned, and a safe trip home!

BYE BYE
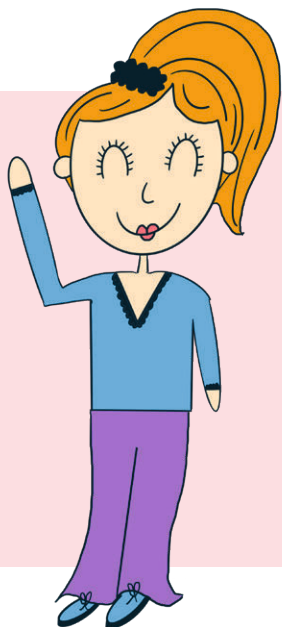
Checklist
How to reflect and evaluate

☐ I reserve the last part of my (online) training for reflection and evaluation.

☐ I am aware of the importance of reflecting and evaluating.

☐ I know the difference between reflection and evaluation.

☐ I know at least three interactive ways of reflecting/evaluating at the end of my (online) training.

☐ I know for each (online) training what form I want to use for reflection and evaluation.

You can use this checklist to see if you understand the content of this chapter and to see whether you are able to apply it during your own (online) training courses.

Notes
Reflection, feedback & evalution

Final checklist & notes

4

My training checklist
from A-Z

Have an initial call with the organisers to establish: date, duration, topic, participants	Are you the right trainer for the job? Are you available?	☐
Research your participants, identify their learning goals	What is the cultural/linguistic background? What are their needs? What is their prior knowledge?	☐
Script out your training into an agenda with logical blocks	How will you start? How will you vary the delivery method? How will one block flow to the next? Do you need to consult online resources for extra ideas?	☐
Have a detailed check-in call with the organisers	What is the room set-up? What materials are already available and what do I need to bring myself? Do any of the participants have special needs?	☐

Book your travel and accommodation	Have you made sure to arrive well in advance, in case of delays?	☐
Prepare your materials	Have you made and printed handouts? Have you prepared video/audio links? Have you created QR codes or log-in information for online tools? Do you need to buy more post-it notes and marker pens?	☐
Final checks of programme, logistics and travel	Have there been any last-minute changes to the event schedule? Is everything ready for the venue? Have you checked in for your flight/train?	☐
Arrive at the venue first, set up calmly	Have you set your alarm early to arrive at the venue well in advance of your participants to set up calmly and perform those last-minute technical checks?	☐
Have a back-up plan in place in case of technical failure	Have you printed out your script in case your laptop dies? Can you send the video link to participants via email in case the sound system stops working?	☐
Wrap-up the training with an evaluation form/feedback round	Have you closed the training on a positive note? Have you gathered participants feedback via a form or feedback round?	☐

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