

Designing Human Settlements Training in European Countries

Volume 2: Trainer's Tool Kit

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FOREWORD

Owing to the rapid pace of urban growth in the developing countries and the scarcity of resources, the need for competent managers rises dramatically each year. For this reason, the United Nations Centre for Human Settlements (Habitat) has, for more than a decade, been offering training programmes for urban managers aimed at closing the skills gap and promoting new approaches, methods and techniques. The need for training, however, far exceeds UNCHS (Habitat)s capabilities. Further, many local training institutions are not used to and, in some cases, are reluctant to design training programmes that respond adequately to the emerging requirements of human settlements managers. The problem is compounded by a general absence of information about designing training programmes that promote learning - programmes that, therefore, have high potential for bringing about the needed changes in work performance.

This publication, in two volumes, is intended to close the training information gap. *Designing Human Settlements Training in European Countries* was written by Fred Fisher and David W. Tees of the International Development Institute for Organization and Management (IDIOM), in collaboration with UNCHS (Habitat) Training Section staff with Professor Laszlo Lacko, Ms. Nora Horcher and Ms. Agnes Bohonyey who assisted in preparation of the European version of the manual. The training materials were produced within the Settlements Management Training Programme Capacity Building Project funded by the Government of the Netherlands and were field-tested in the UNCHS (Habitat) training courses in Africa, Asia, Europe and Latin America.

This manual is a contribution to human-resource development and institutional capacity-building needed to facilitate best practices in settlements management and development, one of the key objectives of the second United Nations Conference on Human Settlements (Habitat II) held in Istanbul in 1996.

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*To look is one thing. To see what you look at is another.
To understand what you see is a third.
To learn from what you understand is still something else.
But to act on what you learn is all that really matters.*

-- Michael LeBoeuf

INTRODUCTION

Ask any experienced trainer and you will be told that good training doesn't just happen - it's carefully designed. When we speak of designing training, we mean deciding on the learning resources we intend to use and how we intend to use them to reach our training goals.

Our purpose in this volume is to introduce you to some of the learning resources you can rely on to meet your own training goals. What do we mean by learning resources? Imagine you are a carpenter who has just been hired to build a house for an important client. You are excited. "A house to build, and a big house too," you say. "That's great!" However, in a little while, the initial flush of excitement is replaced by something else - a measure of doubt and uncertainty. Maybe you've never built a big house before. Where do you start? What materials do you need? What tools? Shouldn't you have a set of plans before ordering anything? What does the client mean by a "big" house, anyway?

So, what do carpenters and big houses have to do with training? Just this. You might think of the house in our story as a training programme - a big training programme. Likewise, you might think of the resources you need as tools - the tools a carpenter might need for a house-building task. Now you're beginning to understand why we chose the name "Trainer's Tool Kit" for this volume.

There are so many tools available to trainers these days that it was hard to know what to include and what to leave out of our tool kit. We have chosen some of the time-honoured techniques used by trainers the world over. We have included a few favourites of our own as well.

Our tool kit is easy to use. Each tool is explained in detail. In many cases, the explanation is followed with a practical demonstration or example of the tools as we or others have used them to enrich a training programme. One caution! While all of these tools are believed to have value in facilitating learning anywhere in the world, the specific examples we have used to explain them may not have. Given this possibility, you should consider our examples as guidelines for making up tool kits of your own - with tools that will be understood and accepted easily by the people who will be attending your programmes.

Learning Emphasis

Before you open the tool kit, we want to share some of our assumptions about adult learning and how these assumptions relate to the tools in the kit. You may recall from the case study presented in Volume 1 of *Designing Human Settlements Training in European Countries* that we subscribe to the idea of learning as a multi-staged process consisting of three steps or areas of learning emphasis: (a) presenting, (b) processing, and (c) applying. In other words, learning begins when someone is exposed to a new idea and ends when the idea is internalized and put to use in the form of a new skill or behaviour. The first step, presenting, involves conveying or generating new information through lectures, discussions, demonstrations, coaching, brainstorming and the like. If the process stopped at this point, however, training would be little more than fun and games.

Next, participants engage in processing or reflecting on and practicing with new ideas in the relatively safe training environment. Role-playing, the case method, critical incident analysis, team development, role negotiation and other techniques can help people think about and become intellectually committed to new ways of thinking and doing things. However, even this is not enough to bring about real learning. If training is going to transfer from the training environment to a participant's daily work routines, steps must be taken while participants are still in training, to help them think about and plan for the application of what they have been learning. Force-field analysis, learning contracts, training trainers and application checklists can help with this important transition phase.

Organizational Focus

We also subscribe to the notion that learning is a process that occurs within a single individual but that it can affect the behaviour of groups and whole organizations as well. While some training tools focus principally on groups of learners - lectures, case studies, and role playing, - others, like coaching, training trainers, and learning transfer focus principally on individual learners. A third group of tools, including instrumentation, performance analysis, impact evaluation, intergroup interventions and organization goal setting, can be used to facilitate learning on a multi-group or organization-wide scale.

On the next couple of pages you will find two diagrams. In the first diagram, the 23 learning tools presented in the tool kit are shown in relation to the three stages of learning described above: presenting, processing and applying. In the second diagram, the same tools are presented in relation to their usefulness for facilitating learning in individuals, groups and organizations. Each of the tools is shaded according to the area of learning emphasis and organizational focus it supports: black = "mostly used for;" gray = "somewhat used for;" and white "seldom used for."

It's time to open the tool kit. May it serve you well, and - **good training to you!**

| | Presenting | Processing | Applying |
|---|------------|------------|----------|
| Lecture | Mostly | Seldom | Seldom |
| Visual Aids | Mostly | Seldom | Seldom |
| Question and Answer | Somewhat | Mostly | Somewhat |
| Discussion | Somewhat | Mostly | Somewhat |
| Demonstration | Seldom | Mostly | Seldom |
| Simulation | Seldom | Mostly | Seldom |
| Case method | Mostly | Mostly | Mostly |
| Critical Incident | Seldom | Mostly | Somewhat |
| Role-playing | Seldom | Mostly | Somewhat |
| Instrumentation | Mostly | Seldom | Seldom |
| Brainstorming | Mostly | Somewhat | Seldom |
| Nominal group | Mostly | Somewhat | Seldom |
| Force field analysis | Seldom | Mostly | Mostly |
| Action planning | Seldom | Mostly | Somewhat |
| Learning Transfer | Seldom | Somewhat | Mostly |
| Performance analysis and needs assessment | Mostly | Mostly | Seldom |
| Training impact evaluation | Seldom | Seldom | Seldom |
| Training the staff to train | Mostly | Mostly | Mostly |
| Coaching | Mostly | Mostly | Mostly |
| Team development | Seldom | Somewhat | Mostly |
| Role negotiation | Seldom | Seldom | Seldom |
| Intergroup conflict intervention | Seldom | Seldom | Seldom |
| Organizational goal setting | Mostly | Mostly | Mostly |

Mostly 
 Somewhat 
 Seldom 

| | Individual | Group | Organization |
|---|------------|----------|--------------|
| Lecture | Seldom | Mostly | Seldom |
| Visual Aids | Seldom | Mostly | Seldom |
| Question and Answer | Somewhat | Mostly | Somewhat |
| Discussion | Somewhat | Mostly | Somewhat |
| Demonstration | Seldom | Mostly | Seldom |
| Simulation | Seldom | Mostly | Seldom |
| Case method | Mostly | Mostly | Mostly |
| Critical Incident | Seldom | Mostly | Somewhat |
| Role-playing | Seldom | Mostly | Somewhat |
| Instrumentation | Mostly | Mostly | Mostly |
| Brainstorming | Mostly | Somewhat | Seldom |
| Nominal group | Mostly | Somewhat | Seldom |
| Force field analysis | Seldom | Mostly | Mostly |
| Action planning | Seldom | Mostly | Somewhat |
| Learning Transfer | Seldom | Somewhat | Mostly |
| Performance analysis and needs assessment | Mostly | Mostly | Seldom |
| Training impact evaluation | Seldom | Seldom | Seldom |
| Training the staff to train | Mostly | Mostly | Mostly |
| Coaching | Mostly | Mostly | Mostly |
| Team development | Seldom | Somewhat | Mostly |
| Role negotiation | Seldom | Seldom | Seldom |
| Intergroup conflict intervention | Seldom | Seldom | Seldom |
| Organizational goal setting | Somewhat | Somewhat | Mostly |

Mostly 
 Somewhat 
 Seldom 

THE LECTURE

| | | | |
|-----------------------|--|--|--|
| Learning Emphasis | | | |
| Organization Focus | | | |

Hearing a learned person talk is like sitting in a spring breeze
- Chinese Proverb

The lecture is a presentation made by an instructor to furnish information needed by a group to carry out task-relevant activities. Lectures are used to convey concepts and subject-matter details and to stimulate critical thinking. Used correctly in conjunction with other learning methods, lectures can get people informed, involved and comfortable with learning new things. When used as the sole or principal learning technique, however, the lecture is generally ineffective compared with other methods.

Lectures can produce an "I talk, you listen" expectation between teacher and participants. As students in school, we all learned what its like to be "lectured" to. When we think of the lecture, what comes to mind for most of us is a teacher we had as children in school, up there at the front of the room, speaking at length on a subject, gesturing and, perhaps, making notes on a chalkboard, while we listened patiently and took notes feverishly on everything being said. When exposed to the lecture method again, as adults, we are likely to behave the way we did as children in school - mostly passive and apathetic.

It is hard to imagine that any trainer wants passive and apathetic participants. Yet, that is the inevitable result of using the lecture as the principal teaching technique. What is the alternative? It's not to use the lecture as an end in itself as many teachers do. Rather, the alternative is to use the lecture to support other planned activities that can stimulate participants to be actively involved in the learning process.

Lectures are more than just a way of presenting information. They can be used at the start of a programme to establish the working climate for a group, promote interest in learning and reduce participant anxiety. They may be used at any point to stimulate task-related thinking, to introduce skill practice exercises, to prevent misunderstanding or to test

progress. Finally, lectures may be used at the conclusion of training to summarize important learnings and to encourage learning transfer.

In other words, the lecture is a dynamic and versatile method in the hands of a trainer who knows how to use it in an effective, participant-centered way. Effective, participant-centered lectures have three characteristics in common. First, they take into account the amount of information on a subject that a group of participants can absorb and retain at one time. Secondly, they are structured appropriately for their intended purpose. Thirdly, they employ a variety of techniques to engage participants actively in the process of learning.

One idea at a time

People have limited short-term memories; that is, they can only absorb so much information at one time before reaching saturation. Delivering information is like pouring liquid through a funnel. If we pour too fast, the liquid will spill over the sides of the funnel, but, if we pour more slowly, we can prevent spillage, or we can stop from time to time to allow the liquid to drain before we continue. Funnels and lecturettes have much in common. If the trainer's objectives is to achieve better performance on the job, participants must be given a chance to absorb one thing thoroughly (understand how it works, practice using it, make plans to apply it) before more information is delivered.

Another consideration in the delivery of information is the use of repetition to enhance participant retention of important points. According to Albert Mehrabian, when people are exposed to an idea one time, they retain 10 per cent or less of it after 30 days. Yet when exposed to the same idea six times, with reinforcement at intervals, their retention rate is 90 per cent after 30 days. The implication for trainers is to design lecturettes that repeat key points many times following this familiar rule of learning reinforcement:

"First, you tell 'em what you're gonna tell 'em; you tell 'em; and then, you tell 'em what you told 'em."

The principal message: It is better to design a lecturette that will insure the mastery and job application of just one new skill than to cover 10 skills superficially and see no result.

A three-part structure

Lecturettes are by necessity brief and to the point. They limit the information to be presented to one or a couple of related points. Their structure consists of a provocative beginning, a convincing middle and a strong ending.

A provocative beginning to a lecturette creates interest and a desire to learn more about the subject under discussion. It is incumbent on the trainer to answer the inevitable question in the mind of every participant: "What's in it for me if I learn this material?" This question can be answered with a brief review of (a) what the participants are being asked to learn, (b) why learning it is worthwhile and personally valuable, (c) how learning it will help them reach an important goal or overcome a major obstacle, and (d) how the activities in which they will engage will help them learn it.

Sometimes a provocative statement can be used to focus attention on the subject of a lecturette. One of the authors once began a lecturette on high-impact writing with this statement. "There are four reasons a writer ought to have his hand cut off." This usually gets the attention of participants. No one seriously believes that anything would justify cutting off someone's hand, but the comment gets attention and creates readiness to hear what comes next.

A convincing middle to a lecturette supports the central idea introduced at the beginning. This is the "meat" of the presentation - the substance that gives participants the basis for beginning the process of skill development or behavioural change. The most important thing to keep in mind when presenting information is the KISS principle: "Keep it simple and specific." That means using words with which participants are familiar and avoiding ambiguous words, terms and statements that could reduce the credibility of the lecturer.

Beyond being simple and specific, there are other techniques the trainer can use to advance a central idea in a logical and persuasive way. One is to use examples or representative instances of a situation to prove or clarify a general statement. Another is to state facts which are statements about future or past conditions that can be verified by third parties or direct observation. Still another is to quote from authorities - reliable, recognized sources other than the trainer - to support a point. Statistics are a convincing way to express factual relationships in numerical terms. Anecdotes often are used as colourful illustrations of a point to be made.

The lecturette can be used in close association with many other training methods described in the tool kit. Encouraging participants to collect their thoughts and develop questions can serve as an effective review and clear up misunderstandings. Use of media, such as flip charts, overheads and films, can introduce some variety to a lecturette and improve participant understanding and information retention. Having participants read and react to handout materials related to the subject can provoke discussions with enormous learning value.

The closing to a lecturette reinforces key points and suggests how participants might use them to improve back-home performance. This is a good point in a lecturette to stop and ask participants to share, either individually or through small group discussion, the ideas they have picked up. The closing serves as a review, provides feedback on whether or not key points have been assimilated, and acts as a transition to the next activity.

For example, the trainer lecturing on how to close a lecturette might conclude this way:

"The closing to a lecture is important to building retention and ensuring on-the-job application of new skills. You've experienced it here. You've learned about several valuable tools you can use to close your own lecturettes. You can improve the quality of your own lecturettes if you'll just apply the techniques we have been discussing here."

Getting people into the act

Many trainers see their role as information deliverers and not learning facilitators. Getting the message across is the main thing. These trainers often argue against participant involvement because they fear it will lessen their control over the training process. In fact, it is sometimes argued that time is too short and that there is too much material to cover to allow participation.

What is the trainer's task? Is it simply to cover the material, or is it to enable participants to perform on the job? It has been said that people will tend to support what they help to create. Applied to training, participants can be expected to accept something and believe in it, if they have been given an opportunity to talk about it and try it out first-hand for themselves. This does not happen just by hearing the trainer talk about it. Acceptance and belief require first-hand involvement experiential learning. The trainer must function not only as a presenter of content but as a catalyst for significant participant involvement in the learning process.

There are several ways a trainer can use the lecturette at the start of a programme to get a group of participants involved in their own learning. One way is to have them identify their expectations for the programme by completing statements like,

"The best fitting that could happen for me as a result of my participation in this programme is"

Another is to have participants identify personally with the subject of the lecturette by completing a sentence about it. In a programme on stress management, they might be asked, for example, to finish this sentence:

"Stress is ..."

Still other experiential techniques might be used by a trainer in conjunction with lecturettes at any point in a training programme. One is to have participants think of and discuss situations, which they know about or have experienced personally in order to illustrate a statement like this one:

"A manager may be required to use different styles with different employees."

Another technique a trainer might use in a lecturette is to have participants say, in their own words, what they heard the trainer say about a subject. For example, the trainer might ask a question:

"How can communication reduce stress?"

The trainer would then supply the answer. This would be followed by appropriate follow-up questions that participants would be expected to answer.

The trainer might embellish a lecturette with other participant-involving techniques. One is to have participants interview one another on a particular topic or point from the lecturette and report their findings and/or conclusions. Another is to give participants handout materials that review and summarize the key points covered in a lecturette.

Experiential techniques can be useful to the trainer in closing a programme. These might include having participants develop a list of questions about something covered in a lecturette, and then, working in small groups, having them prepare some questions to ask the trainer. Also, the trainer might ask participants to make a personal commitment to themselves or to another member of the group to begin using a new skill or behaviour discussed in a lecturette on returning to the work environment. Examples of other techniques for back-home application of learning are presented elsewhere in the tool kit.

Summary

The lecturette is the most important method available to a trainer to convey information and ideas to a group of participants. Successful lecturettes are carefully planned with three considerations in mind. First, they are brief, focused on a few key ideas and paced to deliver information in "bite sized" chunks. Secondly, they are carefully designed to include provocative beginnings convincing middles and strong endings. Thirdly, lecturettes provide participants with an opportunity to be actively involved in their own learning.

VISUAL AIDS

| | |
|-----------------------|--|
| Learning Emphasis | |
| Organization Focus | |

*One picture is worth a thousand words
- Confucius*

Participants in training learn quickly and thoroughly when a lecturette is supported by visual aids. Studies at several universities have demonstrated that the time required to present an idea was reduced up to 40 per cent and the prospect of favourable results was enhanced when visual aids were used to augment a verbal presentation. The value of visual aids as a stimulant to learning is emphasized by leading authors on communications effectiveness. David Peoples points out, for example, that a picture is three times more effective than words alone, and words and pictures together are six times more effective than words alone. Individuals gain 75 per cent of what they know visually, 13 per cent through hearing and 12 per cent through a combination of touch, smell and taste.

Visual aids come in two varieties - projected and non-projected. Among the projected types are films, videotapes, slides, film strips, computer graphics, opaque projections and overhead transparencies. Non-projected visual aids include physical objects, pictures, posters, flip charts, maps, audio tapes, chalk boards and bulletin boards.

There are many reasons why the trainer should make regular use of properly designed visual materials in lecturettes. According to Robert Pike, some of the most important are that they:

- Attract and maintain the attention of participants
- Reinforce important ideas
- Support ideas stated verbally
- Increase retention
- Avoid misunderstanding
- Add realism, and
- Ensure covering key points.

Overhead Projectors

This is probably the most widely used technique in the projected visual-aid category. Overheads can augment and amplify information presented orally. How effective they are depends on whether or not the trainer:

- Uses professional-looking transparencies,
- Sets up the projection area properly, and
- Exercises good technique in the use of transparencies and projection equipment.

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