



# Training Delivery

ETEY 2016 Pesaro

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## PARTICIPANTS HAND-OUT

### 0 Introduction

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Training delivery – the very core of a trainer's performance! As much it is crucial to prepare yourself and your co-trainer properly for a training session and doing a rigorous follow up afterwards, what your participants will remember above all is the content of your sessions and how their trainers facilitated the process. It is such a broad topic and if you think about everything a trainer has to take into account and all the competences s/he has to have, every good trainer is nearly a super hero!

He has to know how to handle and adapt to each participants' needs (and there might be some tough ones...), have a good co-delivery, be creative with the activities and respect all learning styles, deal with unexpected situations, turn even dry theory into a participative learning way, handle participants' emotions, give clear instructions, communicate effectively so that the whole learning potential is being used, know how to use space and visuals and a lot of other things.

Anyway our session's aim was to make you practice some of those aspects and put you in a kind of mind-blowing multi meta-level simulation of training delivery.

**The goals of this session are for you to:**

- be aware of different training delivery approaches depending on each trainer's style
- understand elements that are important in training delivery
- practice training delivery
- develop your personal training style



## 1 Content

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### 3 Training Delivery Principles

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This section presents some key principles a trainer should pay attention to when delivering their session and executing the different methods to facilitate their participant's learning: Comfort Zone, Learning Environment, Group Dynamics, Interpersonal Communication, Energy Level and Attention Span.

#### **3.1 Comfort Zone**

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The Learning Zone Model, which was developed by the German adventure pedagogue Tom Senninger, is a helpful model to illustrate how we can create learning situations.

In order to learn we have to explore and venture out into the unknown. We already know our immediate surroundings, which form our Comfort Zone. In the Comfort Zone things are familiar to us; we feel comfortable and don't have to take any risks. The Comfort Zone is important, because it gives us a place to return to, to reflect and make sense of things – a safe haven.

Although it is cosy to stay in our Comfort Zone, we have to leave it in order to get to know the unknown. We need to explore our Learning Zone, which lies just outside of our secure environment. Only in the Learning Zone can we grow and learn, live out our curiosity and make new discoveries, and thus slowly expand our Comfort Zone by becoming more familiar with more things. Going into our Learning Zone is a borderline experience – we feel we're exploring the edge of our abilities, our limits, how far we dare to leave our Comfort Zone.

However, beyond our Learning Zone lies our Panic Zone, wherein learning is impossible, as it is blocked by a sense of fear. Any learning connected with negative emotions is memorized in a part of the human brain that we can access only in similar emotional situations.

Experiences of being in our Panic Zone are frequently traumatic, and any sense of curiosity is shut down by a need to get out of our Panic Zone. Therefore, we should aim to get close to, but not into, our Panic Zone.

In the transition from Comfort Zone to Learning Zone we need to be careful when taking risks that we don't go too far out of our Comfort Zone – beyond the Learning Zone – into the Panic Zone, where all our energy is used up for managing/controlling our anxiety and no energy can flow into learning.

Importantly, these three zones are different for different situations and different for each person – we all have our own unique Comfort Zone, Learning Zone and Panic Zone. For example, for a child who has grown up in chaotic family circumstances, drinking out of a dirty cup might be perfectly normal and within their Comfort Zone, whereas sitting down for a meal together might be far out of their Comfort Zone to begin with – for children with different experiences this might be the other way around. Where one zone ends and the other starts is very often not as clearly visible as in the illustration above. This means that we must never push someone else into their Learning Zone, as we cannot see where one zone leads into the next. All we can do is invite others to leave their Comfort Zone, value their decision, take them seriously and give them support so they won't enter their Panic Zone.



*'If you want to feel secure  
Do what you already know how to do.  
But if you want to grow...  
Go to the cutting edge of your competence,  
Which means a temporary loss of security.  
So, whenever you don't quite know  
What you are doing  
Know  
That you are growing...'  
(Viscott, 2003)*

### 3.2 Learning Environment

The trainer is responsible for creating the environment that evokes participation. Long before the session begins, decisions about the physical setting, the emotional climate, and purposeful agenda design are made to achieve the targeted outcomes of the meeting. Space arrangements, together with appropriate group processes and facilitator style, can bring a vibrant energy, wholeness, and balance into group interactions and dialogue by honouring all participants, making it easy for them to hear and see everything, and not letting one position adversely dominate the discussion. The physical setting becomes a comfortable and safe container in which the facilitated discussions, consensus decision making, and win-win solutions occur that engender ownership and commitment and move a group into action. Its importance is such that effective facilitators should always take the time needed to pay detailed attention to it.

**Setting:** Facilitating the setting means caring about the format, mapping and division of the room or space. Relevant here is the size of the room, the position of the group members towards each other and the facilitator, and the position of tables and visuals.

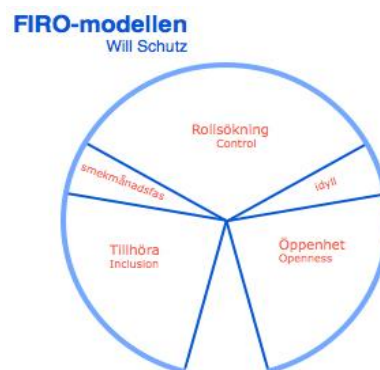
**Environmental Factors:** Factors as light, sounds and smell can influence a meeting or training. As facilitator you need to take into account that a noisy area (e.g. loud music, or a building site next to your meeting room) can be disruptive. Facilitators should make sure in advance that there will be no major disturbances and react when facing such during a process – breaks, moving to another setting or changing the setting accordingly are measures here.





### 3.3 Group Dynamic

In 1958, a psychologist Will Schutz, 1925-2002, published a theory about relationships between people. The theory is called FIRO: Fundamental Interpersonal Relations Orientation. FIRO model is one of the most prevalent theories about groups and their dynamic processes. FIRO is a theory of interpersonal needs that claims to account for both the “what” and the “why” of an individual’s actions toward others in a group. According to Schutz, all humans possess three needs to a greater or lesser degree. They are the needs for inclusion, control, and affection.



#### 3.3.1 Inclusion Phase

The newly formed group's initial phase is the inclusion phase whose focus is on membership [affiliation]: I want to be in or I do not want be in the group. The first step in a group's development is about one's thoughts about oneself in relation to other group members: “Am I getting on the boat and am I get going on the trip?”

#### 3.3.2 Conviviality phase - transition 1

After the inclusion phase is the transition phase "artificial joviality" or conviviality phase; a honeymoon phase, which starts when the last member of the group's issue is resolved. It provides a needed rest for the next tough phase where members will find their roles in the group. Members of the group are still polite and nice to each other but starting to feel more and more at home and begin to become familiar with each other.

#### 3.3.3 Control phase

The next phase is the overall role of growth phase in which the focus of the group members is on finding their roles. It's about testing oneself and own role in relation to other members and try to assess one's position. During this phase occur conflicts in finding one's role in the team and also defining the purpose of the team and its reachability. This phase usually generally last the longest.

#### 3.3.4 Idyll phase - transition 2

After the role of growth phase is the transition phase "idyll", a shorter phase usually experienced as liberation. This phase usually occurs after an intense conflict between the members or a crisis in the group, usually about leadership.

Group conflicts are made visible and the members begin to recognise each other's differences and to feel a sense of belonging. Group members feel more and more confident, and they have begun to find their seats.

A common identity begins to develop and the group members begin to understand and accept their roles. The group has developed a group identity. It feels the same bound and homogeneous.

It could easily be a false sense that the group is good. It puts a lot of effort to preserve the mood, but not at solving tasks. It's like a high tea, very nice but not developmental.



### **3.3.5 Openness phase**

The last phase is the overall openness phase whose focus is on creating an effective team. Here you are trying to make group members open up with each other and show their emotions, what they know. The result is highly dependent on how much you and the team members dare open yourselves to each other. The group is working more efficiently.

### **3.3.6 Implication for Trainer**

Schutz' FIRO theory led to the development of the Fundamental Interpersonal Relations Orientation-Behaviour (FIRO-B) and successor instruments that help people understand their interpersonal behaviour. The FIRO-B is a useful tool for management and leadership development, coaching, and teambuilding. The validity and reliability of this instrument have been well documented, which makes FIRO theory and the FIRO-B instrument a good choice for consultants working with teams and team leaders.

Another strength of the cycle of inclusion, control and openness is that they are predictable stages that most groups experience, and can be applied to the design of development sessions and team building interventions. For instance, at the beginning of a session, when participants are concerned with acceptance and inclusion, the practitioner can incorporate icebreakers and other activities designed to answer the question, "Who are we, and how do we relate to this task?"

Once tension around inclusion has been resolved, the group will begin to focus on issues of leadership and structure. Signs that the group is in the control phase include competition for air time, attempts to redefine the group's task or restructure its work, attempts to persuade others or build coalitions around ideas or outcomes. The practitioner's attention to assisting the group in establishing ground rules and processes with which to manage group problem solving are central to issues of control. In addition, paying special attention to the group dynamics in this regard will allow the practitioner to make appropriate decisions about when and how to intervene.

During the openness phase, particularly after the group has experienced some success in resolving issues during the control phase, the group will focus on strengthening the emotional bonds with each other with expressions of consensus and a sharing of personal feelings. In healthy groups, this occurs to ease the tension around parting. The knowledgeable practitioner can incorporate into the workshop design a process for the group to acknowledge each other and affirm its success.



One additional note: the FIRO theory is recursive, in that the cycle of inclusion, control and openness will repeat itself throughout the group's time together. Typically, this will happen at micro and macro levels during each segment of the workshop. When participants return from breaks, inclusion issues are likely to surface ("Are we all here?" "Can we proceed with the people who are here?"), and the cycle will repeat itself through the control and affection stages. The trainer who keeps this in mind will be better prepared to identify and respond to the behaviour of the group.

### **3.4 Interpersonal Communication**

Every participant in a training session will become a member of a team which has among its objective to learn something from the learning experience the trainer will provide.

That team is a small group of people with complementary skills, experiences, knowledge, who are committed to a common purpose, performance goals, and/or approach for which they hold themselves mutually accountable. Although participants' teams may not satisfy all the requirements of the definition, the degree to which they do often determines their effectiveness.

Communication, the exchange of ideas and information, is the essence of how your participants interface with one another with regard to sharing ideas and working effectively together. In a session, participants may learn more from each other than from the trainer delivering the session. Therefore, how you communicate will impact how others communicate within your training room. How your participants communicate with each other will impact the "thinking environment" of your session. It will thus impact the participants learning and its lasting internalisation.

Reaching your learning objectives will depend on the openness you create as a trainer during the session and also on the maturity of your participants, their prior experience and knowledge of interpersonal/intra-team communication skills, and the amount of time you choose to invest in communications.







### 3.5 Energy Level

Managing the energy level in the learning environment is a task that all educators face and can determine the effectiveness of the learning being implemented. The time of the day can determine the energy levels of participants; a morning session may frequently come into class with low energy levels, while a mid-afternoon session enters the room with high energy. Although certain variables help a trainer plan activities around the intended group dynamic, the fluctuation of energy levels can happen at any moment, which is something that all educators should create impromptu strategies for.

Having a 2 to 4 hours long session implies oscillating energy levels, where finding a balance between participants burst of high energy and their low energy periods becomes a challenge.

In addition to the duration of the session, the environment and age also plays a big role into trying to manage the energy of your participants in a room.

As a trainer, your mission is to create different strategies to motivate participants, engage them as well as to maintain a well-balanced energy level in the training room. Examples of such would be activities that promote active learning, then switch to more passive learning activity, add break and repeat.

Although balancing the energy level is an effective way to keep participants on task and help learning activities transpire as planned, it is difficult to forecast the energy level for each group or, even, certain participants. So trainers should have a plan and be ready to adapt to the situation when needed.







### 3.6 Attention Span

How long can you reasonably expect your participants to pay attention during your session? Some psychologists claim the typical student's attention span is about 10 to 15 minutes long, yet most university classes last 50 to 90 minutes. Students' attention levels vary widely based on factors like motivation, emotion, enjoyment, and time of day. From incorporating demonstrations or visuals into our lessons to requiring student participation, we do our best to keep students interested and alert. But could we be doing better?

Researchers found a relationship between attention and active learning, or "student-centred" pedagogies. The two most commonly employed active learning methods were demonstrations and questions. There were fewer attention lapses reported during demonstrations and questions than during lecture segments. There were also fewer reported lapses in attention during lecture segments in the period immediately following either a demonstration or a question, when compared to lecture segments that preceded the active learning methods.

This last finding suggests that **active learning methods** may have "dual benefits": **engaging** student attention during a segment and **refreshing** attention immediately after a segment. We can see that it's effective to "break-up" lectures with periods of active learning, not only because of increased attention during such activities, but also because of the indirect boost in attention that can occur during lecture periods immediately following such activities.

Plan to push the Attention Reset Button about every 10 minutes. This is a practical rule of thumb which seems to work for most audiences.



We also see that we could benefit from reflecting on our expectations regarding participants' attention: as we deliver our session, we should expect brief lapses in attention, and plan accordingly.



## 4 Training Delivery

The principles, we propose you to use to deliver a training session, will be following the Active Training and Brain-friendly learning approach.

**Active Training**... we know that people learn best by doing. When training is active, the participants do most of the work.

**Brain-friendly** is about how the brain naturally thrives and grows as it learns. It is born from a new branch of study called “cognitive neuroscience” that studies how the brain takes in, stores, retrieves, and uses information.

You have experienced brain-friendly learning thousands of times in your own life, so you are already familiar with what it means. Any time you did the following, you were immersed in brain-friendly learning:

- You learned something for the sheer *joy* of learning it.
- You learned it when you *wanted* to learn it.
- You felt a great sense of *accomplishment* after learning it.
- You learned what you *needed*, when you needed it, and at your own pace.
- You chose *how* you were going to learn.

### 4.1 Active Training

There is a whole lot more to training than telling! Learning is not an automatic consequence of pouring information into another person’s head. It requires the learner’s own mental and physical involvement. Lecturing and demonstrating, by themselves, will never lead to real, lasting learning. Only training that is active will

During an active training, participants use their brains—studying ideas, solving problems, and applying what they learn. Active training is fast-paced, fun, supportive, and personally engaging. Often, participants are out of their seats, moving about and thinking aloud.

Why is it necessary to make training active? In order to learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others.

Above all else, we need to “do it.” That includes figuring out things by ourselves, coming up with examples, rehearsing skills, and doing tasks that depend on the knowledge we have.





## 4.2 Brain friendly approach

Brain-friendly delivery will thus be about designing and transferring knowledge in ways that the human brain learns best in order for the experience to provide:



1. Positive emotional experiences

2. Multi - sensory stimulation and novelty



3. Instructional variety and choices



4. Active participation and collaboration

5. Informal learning environments



In order to deliver a training plan, we will analyse the 4Cs blueprint proposed by Jay Cross in the book ***“Training from the back of the room”***, Instructional design model illustrated bellow, which in turn will allow the development of a full plan.

## The 4 Cs Instructional Design Model

This is a reference page and a training job aid. Use it whenever you design a training, presentation, workshop, class, or lesson.



### Connections

Learners make connections with what they already know or think they know about the training topic, with what they will learn, with what they want to learn, and with each other.



### Concepts

Learners take in new information in multisensory ways: hearing, seeing, discussing, writing, reflecting, imagining, participating, and teaching it to others.



### Concrete Practice

Learners actively practice the new skills, or they participate in an active review of the new knowledge they have learned.



### Conclusions

Learners summarize what they have learned, evaluate it, celebrate it, and create action plans for how they plan to use the new knowledge or skills after the training is over.



### **4.3 4C Blueprint**

This following section has been created from the 4C blueprint for concepts understanding and practicalities which can lead to further implementation.

#### **4.3.1 Connect**

Trainees make connections with what they already know or think they know about the topic or position, with what they will learn, with what they want to learn, and with each other when applicable.

##### **4.3.1.1 Participants to Participants**

Whether participants know each other or not, it's always a good move to start by an activity that will allow them to initiate connection in this new setting.

Participants learn as much from each other as the program, so start quickly with introductions that are tied to an icebreaker. Knowing something about the other individuals in the session will make it easier for them to listen, contribute, and to get involved.

##### **4.3.1.2 Participants to Topic**

This is the time to engage your audience. To create curiosity, interest relevant to the topic of the training. Prepare a carefully crafted statement that indicates you know something about your audience and what they care about. It should elicit some sort of emotion in your listeners, whether that is quiet reflection, hilarious recognition of a feeling or situation, or sorrow. The emotion doesn't have to be "positive." But it must resonate with your audience and its memories or experiences, while being relevant to your subject.

Present it to participants in an interactive way and build from their reactions.

##### **4.3.1.3 Trainer(s) to Participants**

Participants started to warm up towards each other, and they know where the session might lead them. It's time to introduce yourself and present your credentials and interests towards the topic.

##### **4.3.1.4 Expected Outcomes**

All actors are set on the training stage. There should be a time set for the trainees to think about what they want to take away from the session, the topic(s) they'd like to see addressed, the skills they'd like to master and/or the attitude change they wish for.

By presenting the topic and knowing the width of participants' expectations, your participants are likely already engaged and eager to experience what has been prepared for them.



#### **4.3.1.5 Opening your training Session with a BANG**

After so much preparation, you will want your opening to be informative, yet creative. It should be practical, yet promote excitement. And it should be helpful, as well as enthusiastic. That's starting with a **BANG!**



**Build interest in the session.**

**Ask what participants know and what they want to know**

**Note the ground rules and what to expect.**

**Get them involved.**

#### **4.3.2 Content**

You are at the heart of your training session. You have definitions, models and process to deliver to your audience. The quotes, graphs and other visuals are ready. What if you could have access to techniques that will obtain active participation from your trainees and either replace or reinforce a “normal” lecture presentation?

Another difficult part of training delivery is about providing theory and “hard” content in a way that people won't get bored. Try in general to use as much as possible methods adapted to different learning approach that might vary. Sometimes you have to use presentations instead of rather active methods like group work/discussions, role plays, energizers, games, brainstorming, case studies, reflective discussions etc. And presentations can be more than a stream of (boring) information from the expert to the learner. In reality, the weakest presentations are based on words only. The use of examples, metaphors, visual aids, etc. can make the presentation more interesting. Also, the personality of the presenter should come through in the lecture; otherwise it is no different from a taped lesson. One advantage of presentations is that the trainer is free to use all his tools in order to move the group forward, can observe the reactions and, depending on what he sees, change what he says according to the needs of the group. A good trainer can change the ending of his sentence mid-stride!

Also there are in general some ways to involve participants during a lecture...

##### **4.3.2.1 Listening Role**

Assign participants the responsibility of actively listening to the lecture.

At the end, they should be able to produce points they agree or disagree with, questions to clarify the lecture, a summary of its contents, or quiz questions for other participants.

Assignments can be given to the group as a whole, to teams, or to specific individuals.





#### **4.3.2.2 Guided Note Taking**

Provide instructions or a form indicating how participants should take notes during the content block. Stop at intervals for the participants to write reactions or ideas that go beyond what you have presented.

#### **4.3.2.3 Spot Challenge**

Interrupt the lecture periodically and challenge participants to give examples of the concepts presented thus far or answer spot-quiz questions.

#### **4.3.2.4 Synergetic Learning**

Provide different information to different participants. Allow them to compare notes and briefly teach each other.

#### **4.3.2.5 Illuminating Exercise**

During the presentation, intersperse a brief activity that illuminates the information, ideas, and skills being presented.

Finally it is always about engaging participants in any kind of method to give them a theoretical input and enhance their learning adapting to different styles.





### **4.3.3 Concrete practice**

Trainees actively practice the new skills and they participate in an active review of the new knowledge they have learned.

#### **4.3.3.1 Trial**

Provide trainees activities in a safe environment which will allow them to practice the knowledge they are gaining. Allow them to fail often, in a costless way for the organisation and to do that often.

#### **4.3.3.2 Empower**

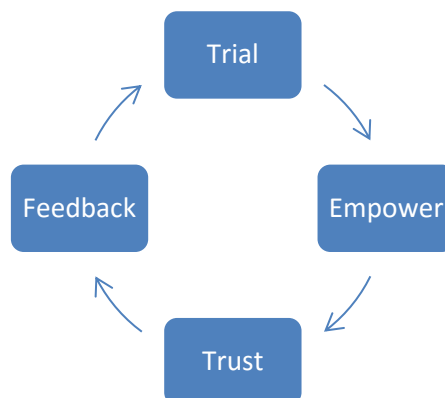
This type of practice is meant to empower trainees, build their individual and group capacity while developing trust in them and their team.

#### **4.3.3.3 Trust**

As future manager and leaders, trainees will have to develop self-confidence and trust towards themselves and their fellow members. New challenges can be disturbing, even for strong personalities, though building on the previous elements, it is important that they gain confidence in their judgement, self and others.

#### **4.3.3.4 Feedback**

We want each participant to improve, master skills related to the session. Because they are learning, they will make mistakes. It is the responsibility of the trainer to make these errors costless. The main point of this type of activities is to provide encouragements about trainees' mastery of content and practice by providing effective and constructive feedback.





#### **4.3.4 Conclusion**

Trainees summarize what they have learned, evaluate it, celebrate it, and create action plans for how they plan to use the new knowledge or skills after the session is over.

##### **4.3.4.1 Summary**

The purpose of this type of activity is for trainees to summarise what they have learnt from the knowledge transfer process and content. This is not yet a feedback, it's a wrapping up.

##### **4.3.4.2 Action plan**

No matter which plan has been prepared, this type of exercise can be key for your trainees. By making them design an action plan, they are already visualising what may happen, what are the variables and how they can manipulate them. Such visualisation is already an experience they are gathering before even starting their mandate. One can make it concrete by specifying the **next immediate step**.

##### **4.3.4.3 Evaluation**

Here are the activities to evaluate the learning process. The main point is for the trainer to listen to how s/he could amend, adapt, improve the learning delivery process.

##### **4.3.4.4 Celebration**

At the end of a program which can last from few hours to few months, it is more than natural to celebrate achievements. The main point of this type of activities encourage participants to put their knowledge into action.





## 5 Further readings

If you want to develop your knowledge from this document, here are some references that were used when designing this training session:

### 5.1 References

- T-KIT6 – Training Essential
- The trainers' toolkit by Cy Charney & Kathy Conway
- Teaching around the 4MAT cycle by Bernice and Dennis McCarthy
- YTA – Training Delivery Hand-out
- LSS 2013 – Knowledge Transfer Hand-out

### 5.2 Web links

- [TrainedOn - Session Design Online tool](#)
- [http://www.myatp.org/Synergy\\_1/Syn\\_9.pdf](http://www.myatp.org/Synergy_1/Syn_9.pdf)
- [BEST - Train the Trainer](#)
- [Learning Unit](#)
- [http://www.ndt-ed.org/TeachingResources/ClassroomTips/Constructivist%20 Learning.htm](http://www.ndt-ed.org/TeachingResources/ClassroomTips/Constructivist%20Learning.htm)
- [http://www.cal.org/co/domestic/toolkit/tools/Adult\\_Learning.pdf](http://www.cal.org/co/domestic/toolkit/tools/Adult_Learning.pdf)
- [http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/blooms.htm](http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/blooms.html)
- [http://ocw.jhsph.edu/courses/healthbehaviorchange/PDFs/C14\\_2011.pdf](http://ocw.jhsph.edu/courses/healthbehaviorchange/PDFs/C14_2011.pdf)
- [Writing objectives using blooms taxonomy](#)

### 5.3 Books

- Active training, handbook of techniques by Mel Silberman
- The training design manual by Tony Bray
- Training for dummies by Elaine Biech
- Methods and Techniques used in intercultural youth projects
- Training from the back of the room, Sharon Bowman