Working with an international audience

*Guidance for trainers, presenters and consultants*

AN ICON-ADETEF CONSORTIUM PRODUCT
(in support of the European Statistical Training Programme)
FOREWARD

The Working with an international audience guidance for trainers, presenters and consultants was developed following a workshop in the Hague, in September 2009. The workshop was organised by the ICON-ADETEF Consortium for its lead and co-trainers involved in the European Statistical Training Programme (ESTP). The workshop was facilitated by the lead trainers of the ‘ESTP Training for Statistical Trainers’ course, and hosted by CBS, Netherlands. The following countries participated: Czech Republic, Denmark, Finland, France, Slovakia, Spain, The Netherlands, and the United Kingdom.

The workshop aimed to provide participants with the opportunity to identify and share good practice, and identify ways in which to maximise the impact of the ESTP. It also gave participants an opportunity to discuss and identify challenges faced, both within the training room and the wider learning environment, together with strategies to overcome them.

The participants also produced a list of important ‘knowledge’, ‘skills’ and ‘attitudes’, that they felt were important to their role as an ESTP trainer, together with some high level hints and tips. Annex A refers.

This Guidance is therefore based upon the discussions and outputs from the workshop, along with some of the supporting literature from the ESTP Training for Statistical Trainers’ course. and aims to:

- provide a wide range of hints and tips to ensure effective training within an international context;
- ensure trainers get the best out of their participants;
- ensure quality of course design and delivery;
- ensure that trainers manage and incorporate feedback effectively;
- ensure trainers have strategies and techniques to address problems faced within the training room;
- ensure that what trainers are delivering is adding real value to the European Statistical System (ESS).

This Guidance is not an end in itself but designed to stimulate ideas and actions in this area. Its purpose is to give training providers, presenters and consultants assistance with the general delivery of training courses for an international audience.
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1. INTRODUCTION

Training an international audience can be an exciting, rewarding and enjoyable experience. A trainer might already be aware of the potential pitfalls when working with a national audience, however, these pitfalls can be greatly magnified when working with an international audience.

Whether you are working with a group size of eight or 300 people, it is likely that your audience will be made up of a mix of very different people with a wide variety of experiences, knowledge, skills and backgrounds. All of which could potentially lead to you as a trainer unintentionally offending or alienating particular individuals. Everyone can learn from their mistakes, however, there are some simple hints and tips that will help a trainer to avoid making some potentially painful mistakes.

As a trainer you are looking to ensure that your audience is attentive, participative and harmonious, and willing and able to learn.

It is useful to remember:

**You all have statistics in common**

Whatever the cultural backgrounds of the participants they all have a common bond in statistics and it is that commonality that will act as the glue in harmonising the group. The statistical profession is quite a small global statistical family.

**Everyone is different**

Do not assume that everyone in the room is the same as you or like anyone else. Acknowledge the wealth of experiences and diversity in the room. Highlight the ‘wisdom’ that already exists within the group creating a rich range of life and business experiences.

Early in the training course invite participants to share information about themselves in small groups. Start out with some simple questions eg name and business area; statistical experience; hopes and expectations for the training; problems or challenges that they are facing within the workplace etc.

**Some participants will be listening and speaking in a second or third language**

Your native tongue may not be the first language of all your audience members. Speak more slowly and with extra clarity avoiding jargon, abbreviations, localised humour and ensure that you create an atmosphere whereby participants are comfortable in asking for you to change your pace/delivery. Check that participants are ok with your delivery at regular opportunities eg tea/coffee breaks, lunch breaks etc. Avoid phrases that do not translate well eg ‘see the wood for the trees’, or if you are intent on using them ensure that they are explained and understood.

**Use your audience**

Invite participants to ask for clarification whenever there is any misunderstanding. Whenever possible ensure that you have those with enhanced language skills working in groups with those with less developed language skills so that they can support each other. You can also bridge the communication gap by paraphrasing questions from the group so that everyone understands the question; summarising progress and key learning points at regular intervals; ensuring that flipchart summaries of learning points and key inputs are left in view of the participants to support learning/recall; and remember to use visuals as well as words.
Encourage participation

Create an atmosphere where people feel comfortable to ask questions and contribute. Give thanks for questions asked and comments made; regularly invite others to comment; avoid putting people on the spot by targeting them with specific questions; avoid making people wrong at all costs. People will participate when they feel that it is safe to do so. If you use humour then direct it at yourself, never at another person in the training room. Respect the contributions of others.

You are simply part of the group

Trainers often have a wide variety of experiences and have worked with groups in different countries. However, they do not know everything and the group’s collective experiences and knowledge will far outweigh those of the trainer. Remember a little humility goes a very long way.

Use local examples whenever possible

If you can, use local statistical examples. This is likely to require some additional preparation however it can make a very big impact on your audience. Invite participants to provide local examples to support any generic examples that you provide. Avoid making political, sexual, religious or ethnic comments.

Check documentation/presentations

Double check all of your documentation, handouts, and presentational materials especially where information has been translated into another language. If possible use a professional translator familiar with statistics. Invite one of the organisers/participants to look through the materials to ensure the translated materials still make sense.

We hope you find the following information, which goes into more detail about: the pre-training event; during the training event; after the training event and trainer self development, useful.

Members of the ICON and ADETEF Lead and Co Trainers’ Workshop

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2. PRE-TRAINING EVENT

2.1 What is training?

Definition: ‘To enable people to become more effective in their jobs by helping them to learn more quickly and effectively.’

Learning is the process by which an individual acquires the knowledge, skill and understanding to bring about a change in their behaviour, ability and/or attitude. It is a voluntary process that is accomplished mainly through the individual’s effort.

It is essential that the trainer realises that learning can only be done by the trainee. The trainer’s task is to provide, as far as possible, the climate and conditions that will foster the learning process. The trainer is the catalyst that enables things to happen.

It is necessary for both the organisation and the individual to know and feel that they are performing effectively in their job as soon as possible. Time spent on training usually means time lost from the workplace. So the investment of this time in training must be worthwhile.

The trainer’s responsibility, therefore, is to ensure that training time is used effectively. He/she must ensure that learning events are planned, prepared and presented in such a way as to allow the trainee to learn what is essential to his/her job in the most effective way in the time available.

The training cycle below shows the stages involved in the training process.

2.2 The Training Cycle

2.3 Factors to consider when identifying training needs

There are a wide variety of factors to consider and questions to ask when identifying training needs. You might like to consider the following:

- What evidence do we have that there is a training need?
- What other options besides training might address that need?
- How many people need training?
- By when do they need it?
- What are the priorities?
- What training has been provided in the past?
- How will we know that the need has been met?
2.4 Setting training objectives

A training objective should be a clear statement of what the trainee(s) will be able to do as a result of training, to what standards, and under what conditions. Written in this way, it represents a sort of contract between the trainer, the learners, and the manager who has nominated them for training. Each is aware of the intended outcome, and of his or her obligations to the process. There are three main areas to consider in developing objectives:

Terminal Behaviour (what trainees will be able to do)

This is a clear statement of what the trainee will be able to do, know or understand (behaviour) at the end of (terminal) the training session or programme.

Examples of Terminal Behaviour:

‘At the end of the training, the trainee will be able to change a wheel on a car.’

‘At the end of the training, the trainee will be able to sew a button onto a shirt.’

Conditions (under what circumstances and with what)

This is a statement of the conditions under which the trainee will be able to perform the stated behaviour. It may include such things as equipment to be used, location, working environment, etc.

Examples:

‘...change a wheel of a car at the side of a busy road, in any weather, using a standard jack and wheel brace.’

‘...sew a button onto a shirt using cotton, a sewing needle and thimble in a noisy factory environment.’

The conditions stated must be job-related and they should reflect what could reasonably be expected of the trainee as a result of the training, given the conditions under which the training is given.

Standards (how well)

This is a statement of the level of performance you would expect the trainee to achieve. Standards are concerned with quality and productivity. These too should reflect what the job requires, e.g. it may not be necessary to train someone to achieve an output of 100 items an hour if the job requires only 75 an hour.

In some situations, standards may be difficult to quantify, and as a last resort, may have to be expressed in narrative terms.

Examples:

‘...using a standard jack and wheel brace in a safe manner, tightening the wheel nuts in correct sequence and to the satisfaction of the instructor.’

‘...in a noisy factory environment so that each button aligns with its respective button hole and meets the quality standards laid down, and at a rate to produce 15 finished shirts an hour.’

If you are not sure where you are going – you will finish up someplace else.

Dr Robert F Mager
2.5 Designing the training event

When the objectives have been determined, the means to achieve them needs to be designed. The design process includes:

- drawing up an effective training plan or programme;
- selecting the most appropriate training methods;
- the times and places for the training.

3. DURING THE TRAINING EVENT

3.1 How do people learn?

This is the most visible part of the cycle and involves delivering the training to the trainees in the most skilled and cost-effective way. Although it should be done efficiently, it should also (as far as is possible) be enjoyable for the learners.

Learning is a cycle. To learn properly and to retain what has been learned people have to go through all four stages of the cycle.

This cycle was identified by David Kolb and he calls it experiential learning. It is also suggested that everyone has a preferred point of entry into this cycle. Learning is most effective when people move around the ‘cycle’ in a balanced way, however in reality, **everyone learns differently**. Most people will develop preferences, for certain stages.
3.2 Learning styles – general descriptions

There are four basic learning styles: Activist, Reflector, Theorist and Pragmatist. Together they form the four stages of a learning cycle. A training event needs to pass through each of these four stages. Everyone learns differently and trainers need to be flexible in their approach.

**The Activist** – learns best by testing new skills immediately and then correcting.

**The Reflector** – learns best by thinking carefully about how to apply new learning before acting.

**The Theorist** – learns best by conceptualising how the learning fits with coherent models and theories.

**The Pragmatist** – is highly practical and thinks in terms of how new skills can help him/her achieve goals.

*Please see Annex B for learning style descriptions.*

3.3 The course design process

Prioritising the training needs and organising them into meaningful categories is necessary to provide a way of balancing the needs against organisational resources. The needs may be organised into categories such as:

- subject matter eg probability; seasonal adjustment; new publication;
- skill sets eg presentation skills; decision-making; leadership;
- targeted at specific groups eg researchers; methodologists; new staff – induction.

Only once the training needs have been organised and prioritised can individual courses be designed. Once designed the training course can then be implemented.

*More information about the stages one and two of the course design process can be found at Annex C.*

3.4 Putting the training course together

The following eight step process will help you in designing your training event.

- Start with your **Outcome** and work from it. Once you know what you want at the end, you will have a better idea how to structure the rest of your session.
- The **Tell** section should be enough to put the message across for the theorists. The pragmatists will need to know what the point of it all is - how does it fit in with their job? The activists may well be tapping their feet!
- The **Exercise** part needs to be quite chunky. This involves the parts of the brain (Limbic) centre that controls emotions. This is a very powerful way to make your message stick. The activists will enjoy this element. The theorists/reflectors will usually find this part uncomfortable.
- The **Discussion** part is often overlooked in training. This gives the reflectors a chance to think about their learning. The pragmatists will need guidance and feedback on their performance. (In fact, who doesn’t?) This is also a good time to put the action planning bit in; in other words, ‘What are you going to do differently when you go back to your jobs?’
• **Develop an outline structure**: This is where you link your objectives using a logical framework that will be easy for your students to follow. Simplicity is the key here - use the KIS principle...**Keep It Simple!**

• **Duration** - Produce a session timetable: The timetable for the whole event and each session is driven by the agreed pre-evaluation measures and learning objectives. Again ensure it has a logical flow.

• **Prepare session plans**: People have their own preferences for session plans and much depends on your level of comfort with your material - the newer the course material is to you the more notes you may need.

• Consider what **equipment** you will need eg projecter, flipchart, handouts, case studies etc.

The beauty of this design is that it takes everyone through the learning cycle and it will seem very natural.

3.5 **Preparing to train**

Ask yourself the following questions before you do anything:


The following is not meant to be an exhaustive list. These are purely questions that you may find useful and pragmatic. They will not always be in your control, however you will need to manage these to deliver a successful training course.

1. **Why?**

This includes answering the question why me? In order to be effective you must want to be in a training role; unless this is the case you may suffer anxiety at unhealthy levels and will find this difficult to manage in terms of committing yourself to the necessary preparation to be effective in your role. A key element of being a professional trainer is being willing to manage the anxieties that our job creates.

You should also have a clear answer to the question why is this training taking place? In other words be clear about the business benefits and/or the problems the training is meant to remedy or partly remedy.

2. **What?**

What are the pre-evaluation measures and objectives for this training? This is not as simple as it sounds and you should ensure your client provides clarity as to what is wanted and needed. Please note the difference between ‘wants’ and ‘needs’?

What resources are available to me? What constraints will I have to manage?

3. **Who?**

Who is the target audience? There are a range of additional questions you need to ask in relation to your audience:

How many people are there? To allow effective participation the optimum group size is 12 people. Different group sizes will impact upon your chosen style/approach; your choice of visual aids; the size of room required.
What is their level of knowledge? Are they experts or laymen? This affects the pitch of your training session and your decisions on content and process.

Why are they attending? Are they being sent or are they volunteers? Remember the conditions needed for effective learning to take place.

What level of participation do I want/need? How will the numbers attending affect this? What approach to managing questions will I take?

4. When?

When will the training take place? How long have I got for the design and preparation of the training? Will I be able to practise and pilot the training before going live?

5. Where?

Where will it take place? Do I know the venue? Can I see the facilities beforehand? A useful question to ask is where do I start?

Preparing to train or deliver a presentation involves a three stage process:

Collect:

Gathering information from viable and respected sources: web, publications, textbooks, existing courses/material. Remember not to evaluate at this stage! Simply gather any potentially useful materials.

Select:

To identify which material to use you can use these three criteria.

- What information meets your learning objective?
- What level of knowledge does the audience have in relation to the learning objective?
- What time is available?

These criteria will help you draw the most effective material to meet the needs of your pre-evaluation measures.

Organise:

You may want to use the grid approach when organising your materials. This simply consists of dividing your materials into the following three categories:

- **Must know** - the strategic information; vital to meet your objective.
- **Should know** – information that ought to be included and supports the vital must know information.
- **Could know** – information that you could include if you have time.

For each of the three stages of your training delivery simply map out the must knows, should knows, and could knows. Also at this stage you can consider: the order of the material; the timing; the style or method of your delivery (is it content to be delivered, or a process activity for the participant to undertake?; the visual aids/training aids you will use; and where you will seek participation.


3.6 Encouraging participation

This diagram below asks us to consider if we have struck the right balance between trainer and trainee control. Striking the right balance can be difficult. For example different learners may be at different stages of development or understanding of a subject and therefore you need to choose carefully. You can see that a range of behaviours are possible and give more or less freedom to the trainee. Your decisions will also be based on the content you are exploring and whether the learning objective is knowledge, skill or attitudinal. Naturally your own level of confidence and experience will also be a factor in how much control you are willing to give to your trainees.

The two key ingredients in any facilitation/training intervention are:

1. How much interaction does the facilitator have with participants?
2. How much does the trainer contribute to the content/outcome of the session?

All ‘facilitating’ interventions are a mixture of these two ingredients.
3.7 Stimulating and engaging trainees

There is a range of processes that can be used in course designs to stimulate and engage trainees. These include:

- Icebreakers and energizers
- Syndicate exercises
- Question and Answer (Q&A) session
- Case studies
- Talk/plenaries/self-directed
- Video
- Sunbursts and flipchart
- Brainstorming
- Small group work – buzz groups
- Debriefs and reviews

When using visual aids, remember that they are simply that; they are aids to learning. They should support your key messages and the important learning points. Do not rely on them for a substitute for your own knowledge levels or as a prompt for your inputs. Remember things can go wrong eg power cuts whilst using powerpoint, flipcharts being unavailable etc. Always know your materials and have a back up delivery plan/process.

*Annex D provides some useful hints and tips for designing and using visual aids.*
### 3.8 Challenging behaviours

One of the most difficult situations that a trainer can find themselves in, is when they have to challenge difficult or disruptive behaviours and attitudes within the training room. An essential starting point in addressing these behaviours is to realise that 'there is no such thing as a difficult participant! There are only participants that you have difficulty with.' This thought helps the trainer to focus on what they can do to improve the situation rather than looking for behaviours or attitudes that they can criticise in others.

All the upset that trainers will encounter within the training room, either in their participants or themselves, will result from one of three causes. Identifying the root cause for the upset should help the trainer to manage the situation more effectively without becoming defensive or aggressive.

Identify whether there is:

1. **An unfulfilled expectation** (eg participants wanting something that the course is not designed to deliver; that participants will be engaged and involved throughout the course etc).

2. **A thwarted intention or blocked goal** (eg a participant might want to lead a particular session or want to be rewarded for their contributions).

3. **A lie or broken agreement** (eg overrunning timings of sessions; agreeing to return to a question or theme and then not doing so etc).

These three causes of upset are extraordinarily powerful and once clearly understood can be of immense help to the trainer in understanding and managing upset in themselves and in other people. Whenever there is an unfulfilled expectation or blocked goal the trainer needs to acknowledge this. The premise here is that ‘what does not get talked about gets acted out in behaviour – always!’

To ensure clarity of expectations and goals the trainer can request that the participant(s) ask for what they want and then the trainer can choose whether they can grant the request. If the trainer cannot grant the request (because they are either unwilling or unable) then there will be upset caused in the participant(s) making the request. The level of upset that they experience will depend on how important their expectation or goal is to them.

If the cause of upset is a broken agreement then the trainer needs to make an effective apology. This consists of acknowledging the broken agreement and addressing the other person’s concerns fully and completely. In other words listening to the other person and agreeing a new contract between you.

### 3.9 Understanding anxiety

Trainers often experience a high level of anxiety. Whilst this is quite natural and frequently helps to enhance performance there are times when the level of anxiety can become quite debilitating and have a negative impact upon the trainer’s performance and well being. In order to better manage anxiety it is helpful to understand what anxiety is. A really useful definition is: ‘Anxiety is the anticipation of future pain.’

Whenever anxiety is interfering with your training delivery then it helps to remove the future orientation (eg worrying about what will happen in the future) and focus fully on the present instead. This means remaining in the ‘here and now’. This will help you to focus on what is happening and help you build rapport with whoever you are dealing with. In addition, if you focus fully on the other person then you reduce the level of self-consciousness and become much more ‘other aware’.
In summary, therefore:

- be in the present (the here and now);
- be with your trainees (other conscious not self conscious).

If anxiety still remains then ask yourself the question, ‘To what are you committed, looking good or getting the job done?’ The answer should always be the latter.

If you find yourself in an emotional cloud then ask yourself the question, ‘To what are you committed, being right or getting the job done?’ Once again the answer should always be the latter.

Sometimes trainers do not always get the results they expect, and there is a natural tendency to externalise the reasons, rather than looking at what they might have done to contribute to the situation. As a rule of thumb the most effective behaviour is to initially look at what you are doing, or what you have done, to contribute to that situation, or outcome.

*The ‘Understanding Anxiety’ checklist and hints and tips at Annex E help to identify possible areas to consider.*

4. AFTER THE TRAINING EVENT

4.1 Validation and Evaluation of training

What is it and why do we do it?

Training involves a considerable investment of time and money. It is therefore important to assess the return on this investment in terms of:

- How effective the training was.
- What and how much the trainees have learned.
- How effective they have become as a result of the training.

Evaluation is necessary to ensure the learning provided actually achieved its goals. It further ensures that the learning adds value to both the individual and the workplace and finally ensures the training is ‘needs’ driven and provides evidence of training effectiveness.

A common method of evaluation is Donald Kirkpatrick’s (Professor University of Wisconsin) four levels of evaluation (1959 originally and updated up to 1994). Kirkpatrick’s approach is now widely used in private and public sectors and typically measures:

- **Level 1**: The reaction of the student – what they thought and felt about the training (content and process); the tutor (delivery, professionalism) and the administration of the training event.

- **Level 2**: The learning - the resulting increase in knowledge or capability compared with base line or expectation of trainee and manager.

- **Level 3**: The behaviour – the extent of behaviour and capability improvement and implementation/application.

- **Level 4**: The results - the effects on the business or environment resulting from the trainee's performance.
Level 1 evaluation processes include - happiness (reaction) sheets - verbal feedback – observation.

Level 2 evaluation processes include - informal testing - team assessment - self-assessment.

Ideally trainees take the test or assessment before the training (pre-test) and after training (post-test) to determine the amount of learning that has occurred.

Level 3 evaluation processes include – observation - discussion with managers - discussion with colleagues.

Level 4 evaluation processes include - conduct post-training surveys - offer ongoing, sequenced training and coaching over a period of time - conduct follow-up needs assessment - check metrics eg errors, re-work, scrap, increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, even higher profits or return on investment to measure if participants achieved training objectives - interview trainees and managers, or customer groups eg other departmental staff.

5. TRAINER SELF DEVELOPMENT

5.1 The three stages of trainer self development

In addition to attending the ‘Training for Statistical Trainers, Stage 1 Development’ course and the ‘Presentation, Facilitation and Consulting Skills for Trainers (Training for Statistical Trainers Stage 2 Development)’ course, provided through the ESTP, trainers might like to consider the following three stage development plan as part of their ongoing development. Individuals can assess themselves against the various criteria and then plan their own development in line with the gaps that they identify.

Profession

‘Training’, like ‘Statistics’ is a profession. A profession is characterised by:

- Having a set of knowledge/competences.
- Having a practice of conduct.
- Monitoring their own profession.

This three stage development plan is all about empowering the training profession. The following competences are not meant to be prescriptive, they are meant to provide a framework for discussion and development. Specific learning needs will have to be identified between the new trainer and their coach/mentor/line manager.

This framework may also be used by those who undertake presentational work and those who run training sessions on an occasional basis.

Stage one

This stage refers to the period within six months of a trainer taking up appointment. Trainers involved in the delivery, design and evaluation of training and development programmes should aim to be competent in the following key areas.

- The identification of individual learning needs.
- The design and delivery of training sessions.
- The preparation of training resources.
- The facilitation of learning through presentation and group activities/processes.
- The evaluation of training and development sessions.
- The evaluation of one's own practice.

**Stage two**

This refers to the period within the first 18 months of taking up appointment.

- The identification of individual's and group's learning aims, needs and styles.
- The design and delivery of training programmes, or one-to-one coaching to meet learners' aims, needs and styles.
- Collaboration with others in addressing performance issues.
- Agreeing learning programmes with learners.
- Monitoring and reviewing progress of learners.
- The evaluation of training and development programmes.
- The evaluation of one's own practice.
- Monitoring, evaluating and reviewing fellow trainers' practice.

**Stage three**

This is part of a trainer's ongoing development.

- Identification of organisational HR requirements.
- Ensuring the strategic position of HR development within the organisation.
- Development and implementation of HR policies and plans to support the business.
- Implementation of HR development plans.
- Evaluation of the role of HR within the office.
- Introducing improvements to HR development within the office.
- Evaluation and development of own practices.
- Establish and improve organisational culture and values.
- Coaching and mentoring less experienced trainers.

Within each of the above stages there will be a wide variety of different knowledge, skills, attitudes and behaviours required. These will need to be discussed in detail between the new trainer and their coach/mentor/line manager.
The coach/mentor/line manager will be expected to work with their new trainer. This might involve co-running and designing events; observing the trainer in action to guide their individual development; facilitating pause and review sessions after events, etc.

5.2 Values and ethics

Being a trainer is very powerful and there are dangers if we take on dual roles. For example the shift in roles between 'trainer' and 'socialiser' on residential events can cause confusion and result in irresponsible conversations (breaches of confidentiality, exploitation, conflict in core values and behaviours etc).

All of a trainer’s actions and behaviours should adhere to the following:

- Responsibility to the profession (eg types of work undertaken - effective 'wanted and needed' together with 'willing and able' conversations; role modelling behaviours).

- Responsibility to the training participant (eg not exploiting for personal gain; duty of care; taking responsibility for all that happens during the event the trainer is running).

- Responsibility to the public (eg confidentiality; supporting any corporate actions).

- Responsibility to training colleagues (respect; support; duty of care).

The above bullet points are all very high-level statements. It would be impossible to list all of the possible definitions. These statements provide high-level guidance and in discussion trainers will need to develop their own case studies based around real-life issues. Each bullet point is underpinned by a number of values and ethics. The power of applying these will come from the dialogue over how to apply them in your own situations.

Ethics in general are easy to grasp and apply in situations that are obviously right or obviously wrong. Many of the situations that a new trainer will find themselves in will be somewhere along the right/wrong continuum and will need considerable dialogue.
ANNEXES
ANNEX A

IMPORTANT KNOWLEDGE, SKILLS, AND ATTITUDES FOR AN ESTP TRAINER, AS IDENTIFIED BY THE PARTICIPANTS OF THE WORKSHOP

Knowledge

- The European Statistical Training Programme
- Other NSIs and the context of training
- Subject matter
- Training processes and techniques
- Administration eg why a person is on the course
- Specific wants and needs of participants

Skills

- Teaching techniques
- Good power point skills
- Good language ability
- Dynamic speech
- Motivation skills
- Capacity of reaction (including flexibility)
- Organisation
- Be innovative
- Self awareness
- Learn from experience
- Quality management
- Keep group focused
- Managing the unexpected
- Effective time management

Attitudes

- Passionate regarding continuing professional development
- Patience
- Willing to repeat - trying to explain differently or in different words to achieve understanding
- Willing to share knowledge
- Openness
- Humour and sense of perspective
- Informal
- Collaborative
- Trying to put yourself into the position of the participant
- Empathy
- Loving people – friendly approach
- Be relaxed
- Selfless – intention to be helpful and not about looking good
- Professional
- Duty of care to the group
- Responsible
- Encouraging
HIGH LEVEL HINTS AND TIPS

• Never read directly from the slides being used – maintain eye contact with the participants
• Structured power point – ensure the slides support the key learning points
• Keep eye contact with all the group – ensure you cover the whole room
• Relax – breath deeply, remain in the present do not get carried away thinking about what might happen
• Devote enough time for preparation including rehearsal
• Be selective in information to share and be simple and straightforward
• Good body language – participants expect the course to be helpful and enjoyable
• Work with the material – don’t trust old material/others’ material
• Ensure training notes are well structured and highlight the absolute key learning points
• Include exercises – ensure participation whenever possible
• Use practical examples where possible
• Practise – get feedback from colleagues
• Give short overview (provide structure)
• Introduction of trainer – tell people about yourself, be open and humble
• Don’t talk too long
• Encourage active participation – this will help learning, engagement, understanding and commitment
• Use negative feedback to make improvements – remember all feedback can be useful
• Be aware that international training is not the same as national training
• Training is not only about sharing knowledge but also about managing people
• Invite someone in the training room to give you feedback
• Try to generalise (not your own story) provide wider context
LEARNING STYLES

Activists
Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are generally open-minded, not sceptical, and this tends to make them enthusiastic about anything new – their philosophy is: “I’ll try anything once.” They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others and in doing so they seek to centre all activities around themselves.

Reflectors
Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and other’s observations as well as their own.

Theorists
Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. “If it’s logical it’s good.” Questions they frequently ask are: “Does it make sense?” “How does this fit with that?” “What are the basic assumptions?” They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their ‘mental set’ and they rigidly reject anything that does not fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists
Pragmatists are keen to try out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities ‘as a challenge’. Their philosophy is: ‘there is always a better way’ and ‘if it works it is good’.

The primary aim of training is to help people learn. To achieve this a trainer needs to be flexible enough to adapt his/her style of delivery to the individual needs of a person.
STAGES ONE AND TWO OF THE COURSE DESIGN PROCESS

COURSE DESIGN – Stage one

- Receive subject or problem
- Gather data
- Identify training problem
- Establish pre-evaluation measures
- Analyse tasks
- Specify objectives

Receive subject or problem
The course designer is given a subject or problem that has been identified eg a training needs analysis has shown that new recruits require training in data validation or a technical skill such as SPSS/SQL.

Gather data
Obtaining information about the problem; the people; the subject; critical incidents so that you have a robust understanding of the problem.

Identify training problem
Ensuring that training is the answer or part of the answer to the problem.

Establish pre-evaluation measures
Deciding what the training is going to achieve in business terms. These are critical as they help answer the question 'Was the training worth it?'

Analyse tasks
Breaking down the areas of training into sub-tasks and these into Knowledge, Skills and Attitudes, KSAs.

Specify Objectives
Creating complete statements about what needs to be learned, to what standard and under what conditions.
COURSE DESIGN – Stage two

Having established that there is a business need for the training, the course designer now needs to find the best way of achieving that training – ensuring it is efficient.

- Link the objectives
- Select learning strategies
- Select learning methods
- Overcome constraints
- Facilitate transfer
- Produce training material
- Specify evaluation methods
- Implement

**Link the objectives**
Link in a logical fashion to ensure the course has a learning efficient structure. This also provides an outline content of the course.

**Select learning strategies**
So that you can provide the right learning experience for your learners - formal course; distance learning; workplace training; e-learning.

**Select learning methods**
Various learning methods are available to the designer (see 3.4 and 3.7) that will match the different learning styles of the participants and by ensuring a good mix of them you will help engage your audience. You can also employ a range of different facilitation/training approaches (see 3.6).

**Overcome constraints**
Few learning situations are totally straightforward. Problems such as insufficient time and budget constraints are common and have to be overcome to deliver a product in the most efficient way.

**Facilitate transfer**
Learners attending even well designed courses frequently need assistance to take what they have learned on the course and apply it to their jobs. It is the course designer’s responsibility to provide this assistance.

**Produce training material**
Session plans, exercises, handouts, work aids, visual aids, all need to be produced and it is not until then that you are ready to move onto the next stage.

**Specify evaluation methods**
Good course designers know exactly what they want to achieve with a course and so are in the best position to specify how the effectiveness and efficiency of the course should be checked.

**Implement**
A process involving rehearsals, pilot courses and then the real thing itself.
# HINTS AND TIPS FOR DESIGNING VISUAL AIDS

## Flip Chart
- Attractive.
- Give each flip a title.
- Use bullet points.
- Use at least three colours (not red).
- Big and bold.
- Use thick markers (chisel tip are best).
- Should be legible from 10 metres.
- Capital Key Words.
- Never write sentences!
- Check pens (permanent or dry wipe, do not use permanent pens on white boards).

## Top flip tips!
- Lightly pencil in headings in advance.
- Use the top corner to pencil in your notes for each chart. Write small and in pencil and no one will notice!
- Prepare key charts in advance.
- Tab sections for easy reference with post-it notes.
- Whenever possible use cartoons or drawings to personalise your message.

## Talking rules
Every time you turn your back on the audience, your voice and attention disappear. Since you can’t write and face the audience at the same time, you should:

- Write (few words or seconds).
- Turn and talk.
- Write (few words or seconds).
- Turn and talk.

## Over Head Projector (OHP) tips
- Use a standard horizontal frame.
- Use large, legible letters.
- Use illustrations wherever possible on transparencies.
- Words are not visuals!
- Use two-three complimentary colours on all transparencies.
- One idea only per transparency.
- Maximum six lines of text.
- Maximum six words per line.

## Over Head Projector (OHP) Top tips!
- Make sure that the lens and screen are clean before your presentation.
- Check for a spare bulb.
- Test it before you start.
- When you have several points to reveal on an OHP transparency, cover them with paper and reveal one by one. (If you don’t, your audience will read ahead of you).
- Use a pointer to highlight messages.
- Place pointer on screen and leave there! Move it with each message. (If you hold onto it your hand may shake).

## Using the projector

<table>
<thead>
<tr>
<th>Prepare</th>
<th>Place</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare transparencies in sleeves, in the right order, unclipped.</td>
<td>Place a transparency on the projector, align, switch on.</td>
<td>Do not block participants’ view of the screen. Switch off projector between each transparency.</td>
</tr>
</tbody>
</table>
Try not to fall into the trap of putting your delegates through death by PowerPoint! Too many slides will quickly send your delegates to sleep.

**PowerPoint (PPT) Tips**

- PPT doesn't communicate - you do...be able to talk around your slides.
- Use pictures, graphs and videos – remember it is a VISUAL aid.
- Do not use raw imports – if it is in a document/spreadsheet then leave it there and hand it out, use PPT to just support the key messages.
- Use bullet points and only five bullet points maximum on a slide.
- Headline your slides so people do not have to work out what each slide means.
- Use 'plain English' not 'business English' – write the way you would speak.

**Top PowerPoint (PPT) tips**

- Have the slide titles the same size and font – use your slide master.
- Animation can give your slides impact. Do not overdo the animation(s), keep it simple. Retain a theme for the transition or animation of the slides.
- Have a copy of all the slides for yourself – eight slides per page, in case you completely forget what the next slide is.
- Give the delegates a copy of your slides.
UNDERSTANDING ANXIETY - CHECKLIST – IS IT ME?

- I was prejudiced
- I was too direct/I was too sure of myself
- I did not practise what I preached
- I did not keep my promises (time etc)
- I was too impatient
- I did not show how to apply knowledge
- I did not make them feel involved
- I did not allay their fears
- I was too young/inexperienced/I was too old and out of touch
- I made them feel insecure
- I changed their seating arrangements
- I cut short their breaks
- I was too unstructured/free wheeling
- I forgot their names
- I was too ‘touchy feely’
- I was too theoretical

Also consider.... WAS IT THE COURSE?

Think back to the last course where one or several participants gave you a hard time. Which one of the following phrases might describe why they found the experience difficult?

UNDERSTANDING ANXIETY - CHECKLIST – WAS IT THE COURSE?

- Inadequate introduction/no icebreaker/inclusion activity
- No contract/ rules
- No link to the job
- Unannounced/bad role play
- Too theoretical
- No access to telephones
- There were ‘outsiders’ present/the boss was present
- Exercises were badly designed
- Equipment did not work
- Unprofessional organisation
- No needs analysis
- Forced to come by boss/did not know why they were there
CHALLENGING SITUATIONS THAT MIGHT CAUSE ANXIETY AND POSSIBLE SOLUTIONS

• Questions that are not understood
  o Repeat in a different way (paraphrase)
  o Walk towards audience member who is asking
  o Involve other participants
  o Postponing the answer. Valid when the question is too difficult to answer at once. When you do postpone the answer, explain why you cannot answer and tell the participants when you will be able to answer – keep the agreement to do so.

• Uncertainty of getting through/being understood
  o Specific questions to test understanding during and after presentation
  o Voting/discussion about statements

• Time management
  o Rehearsal – ensure you practise and check out timings
  o Have different versions of power point available (remember what Must: Should: Could be included)
  o Be flexible around breaks
  o Don’t cover everything – stick to key information, save some information for handouts

• How to handle answers from groups where you think the answers/solutions need to be amended
  o Active involvement of the other group members – check what other groups/participants think about the answer/solution
  o Use ‘Yes, and…’ language, rather than ‘Yes, but…’ language
  o Ask corollary questions to prompt further thinking

• Self confidence
  o Lots of practise (especially amongst colleagues who can provide constructive feedback)
  o Use trainers network for advice
  o Use expertise of group early in the course to achieve a two-way dialogue
  o Go on ‘Training for Trainers course parts I/II’ run under the ESTP

• Different levels of competence
  o Make title of course more meaningful and ensure that participants know what will be covered on the course. Ensure participants know what the expected pre-course levels of experience, skills and knowledge are expected to be if people are to get the best from the course
  o Run parallel sessions as part of course to address basic level and advanced learning
  o Pre-course questionnaire to assess levels of knowledge
GUIDANCE FOR TRAINERS WORKING WITH AN INTERNATIONAL AUDIENCE – KEY STEPS AT A GLANCE

Pre Training Event
- Identify international trainees and motivation
- Identify learning goals and objectives
- Identify your role and responsibilities
- Ensure effective advertising/marketing of programme
- Design the training event
- Consider the following questions: Why? What? Where is the audience? Where will this happen? Where will you take place?
- Collect, collect, organise course materials
- Introduction, Main Body, Conclusion: Identify the must know, should know, could know elements
- What inputs/ processes will you use?

During The Training Event
- Cater for different learning styles and preferences
- Effective time management
- Create environment and culture for learning
- Manage participants’ expectations on-going process
- Copying new knowledge to new perspectives situations (be flexible and have alternative strategies for achieving learning objectives)
- Classroom, equipment, domestic - know your venue
- Arrive early
- Strong working groups, patrol boundaries
- Ensure your own body language is positive

Your Own Trainer Development
- What knowledge, skills, attitudes do you need to deliver effective international training?
- Consider 5 levels of trainer development
- Set up a mentoring relationship
- Set up support/challenge networks
- Consider the long-term implications for your continuing professional development

After The Training Event
- How and when do you plan to evaluate - immediately, 3 months, 6 months? Levels 1-4
- Provide feedback to stakeholders
- Share learning and feedback what went well, less well, did not work and why
- Consider how to improve next time
- Self-assessment of performance and receive coaching - what did you do well that should be repeated? What did you need to do differently? What do you need to start/stay doing?