

# Chapter Seven

## Conducting Training

As a training officer, you are responsible for the implementation of effective training activities within your organisation in order to raise performance and meet institutional goals. While you may not necessarily carry out the actual training sessions yourself, you should be familiar with the types and attributes of techniques used to make training innovative and effective. A good understanding of these techniques will help you to ensure that appropriate techniques are used to support your training activities.

Chapter 6 demonstrated that the Experiential Learning Cycle provides an ideal framework for designing training sessions. Within that framework, it is important to consider the types of training activities which may be used to help the participants address their needs and attain their objectives. This chapter will cover the kinds of techniques trainers can use to develop creative and participatory approaches to training. A variety of training techniques will be defined in this chapter and recommendations will be made concerning their use. The information will provide a useful and practical reference for both training officers and trainers.

### Selecting Techniques

Certain training techniques are more efficient than others and better suited to specific learning needs. You should avoid focusing on any one technique to address all your training needs. Try using a combination of techniques throughout the learning cycle. To select appropriate techniques for your training, consider whether the learning will focus on knowledge (gaining information about something), skills (learning how to do something), and/or attitudes (reacting to situations with a different frame of mind). It is also wise to consider which techniques are most suitable to your audience, if the trainer is comfortable with them and if they can be conducted within your budget.

**To convey knowledge, facts and information, consider:**  
readings, lectures, videos, TV, radio, field visits.

**To teach new skills, consider:**  
demonstration or instruction, followed by practice with feedback to improve skills, learning by doing (trial and error), group problem solving, research and analysis through field visits and case studies.

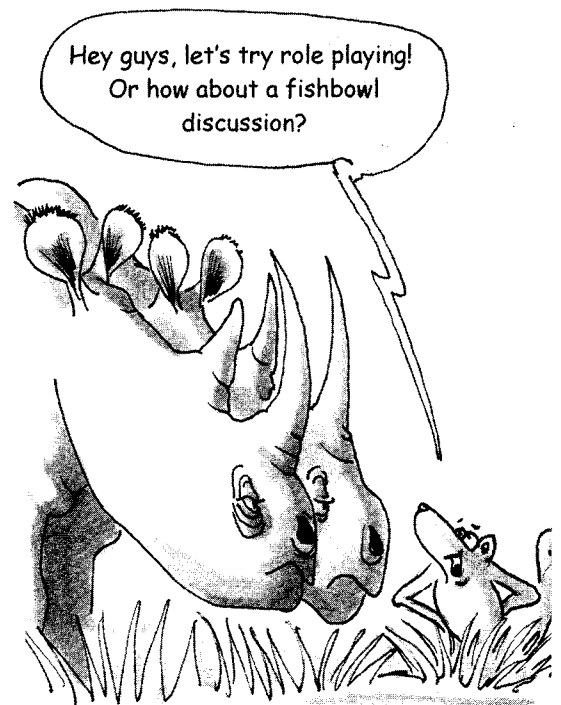
**To change attitudes and values, consider:**  
discussion, role playing, role modelling and case studies

### OBJECTIVES

THIS CHAPTER WILL ASSIST YOU TO

Select appropriate techniques for training.

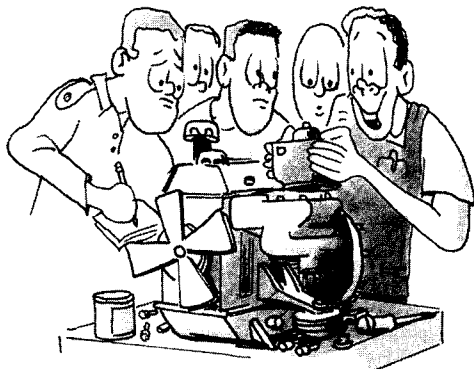
Apply a variety of techniques appropriate for the training environment.



When choosing training methods, try to select methods which the trainees will enjoy, learn from and feel comfortable with.



Now,  
step #631 involves replacing the  
carburettor like this...



Demonstration is ideal for teaching detailed, step-by-step procedures.

## Training Techniques

Consider the following techniques to support your training activities:

### Demonstration

This is a form of presentation in which methods and procedures are demonstrated with trainees. Demonstrations are practical exercises which are useful for teaching step-by-step procedures and they provide good opportunities for trainees to test knowledge and skills. Following an initial demonstration, the trainer actively involves the trainees in trying the demonstration for themselves. While the trainees are testing their knowledge and skills, it is useful for the trainer and other participants to provide feedback.

**Purposes of Demonstration.** Use demonstration to:

- ✓ teach specific skills and techniques
- ✓ show step-by-step procedures which otherwise may be difficult for trainees to visualise
- ✓ show cause and effect by conducting the exercise
- ✓ provide the opportunity for trainees to test their skills

### Steps for Conducting a Demonstration

- ❶ Prepare the materials required for the demonstration.
- ❷ Introduce the demonstration and its purpose.
- ❸ Present the materials.
- ❹ Demonstrate.
- ❺ Repeat the demonstration, explaining each step carefully.
- ❻ Invite the participants to ask questions.
- ❼ Have the participants try the demonstration themselves.
- ❽ Discuss how easy or difficult the demonstration was for the participants.
- ❾ Identify the key lessons learned and summarise.

### Considerations:

- ✓ demonstration requires advance planning and practice
- ✓ demonstration requires enough materials to enable everyone to participate
- ✓ demonstration may not be practical for large groups

What are you  
doing?

I'm about to test my  
knowledge and skills.  
Watch!



Good demonstrations provide an opportunity for trainees to test their knowledge and skills.



## Case Studies

Case studies are examples based on real experiences which are used to teach skills and change attitudes. They may be presented in verbal or written form and they are used to promote analysis and discussion on issues important to trainees. Case studies may be used to interest trainees in the issues and help them to relate those issues to their own work and the daily challenges they face. Case studies involve trainees by requiring them to think about the example and its implications. Since trainees may find it difficult to speak critically about their own work, case studies are ideal in that they provide neutral examples for review. Case studies make it possible for trainees to approach the issues critically and creatively.

**Purposes of Case Studies.** Use case studies to:

- ✓ critically discuss issues relevant to the trainees
- ✓ provide a secure opportunity to address difficult and controversial issues
- ✓ promote group discussion and group problem solving

**Steps for Using Case Studies:**

- ❶ Identify an example which is relevant to your training objectives and draft the case study.
- ❷ Prepare copies of the case for trainees to read.
- ❸ Introduce the case to the trainees.
- ❹ Give trainees time to familiarise themselves with the case.
- ❺ Present questions for discussion or a problem to be solved.
- ❻ Give trainees time to solve the problem(s).
- ❼ Encourage trainees to present their solutions/answers and discuss.
- ❽ Ask the trainees to describe lessons learned from the exercise.
- ❾ Ask them how the case is relevant to their own environments.
- ❿ Summarise.

**Considerations:**

- ✓ the case must be practical and closely related to the trainees' experiences and training needs
- ✓ case studies require substantial preparation time if you plan to write them yourself
- ✓ discussion questions must be carefully designed to encourage reflection and produce practical results
- ✓ poorly designed or impractical case studies may distract trainees and raise false expectations



You may wish to have your peers or trainers review your case study to ensure that it is clear and easy to follow.

Make sure the case studies are practical and designed to address the immediate needs of the trainees.





Role play enables trainees to understand and appreciate the perspectives of others.

## Role Play

A Role play is play acting used to solve problems. In role play, two or more individuals enact parts in a drama based on the training topic. The dramas are prepared by the trainer or a specialist and they are acted out by the trainees. Role play can be used to build knowledge, develop skills and change attitudes and it is stimulating and fun for most audiences. Trainees enjoy role plays because they break up the routine of a workshop, they are entertaining and they inspire participation. Role play provides participants with the opportunity to laugh about serious situations and challenging problems related to their work.

**Purposes of Role Play.** Use role play to:

- ✓ help change the attitudes of trainees
- ✓ enable people to see the consequences of their actions on others
- ✓ provide opportunity for participants to see how others might feel/ behave in given situations
- ✓ provide a safe environment in which participants can explore critical problems and discuss uncomfortable issues
- ✓ enable participants to explore alternative approaches to problem solving



But try to keep the trainees from getting carried away with their roles.

**Steps for conducting role play:**

- ❶ Develop the scenario for the role play.
- ❷ Write descriptions for each player's role (to be acted by trainees). Keep in mind that the dialogue of the actors should not be scripted.
- ❸ Select 'actors' and prepare them so that they understand their roles and the scenario. Select a trainee to take notes on the activity to be used for discussion afterwards.
- ❹ Introduce the scenario to the observers and start the play.
- ❺ Observe.
- ❻ Thank the actors and ask them how they felt about the play.
- ❼ Encourage the trainees to share their reactions and observations.
- ❽ Discuss
- ❾ Ask the trainees to describe what they have learned and how it relates to their own work environment.
- ❿ Identify key points and lessons learned and summarise

**Considerations:**

- ✓ the players must be comfortable in acting out their roles. The trainees should be familiar with each other before role play is attempted
- ✓ role play should be spontaneous. There should be no script to follow
- ✓ the roles must be well developed and properly communicated to the actors



## Fishbowl Discussions

This technique involves small group discussion with observers. Well facilitated fishbowl discussions raise differing points of view on controversial issues. They are called fishbowl discussions because they are structured so that four people contribute to the discussion at a time while the others observe. The group of four are in the 'fishbowl'. Fishbowl discussions can be stimulating because the discussions are based on key issues and they are very participatory. Even if all trainees share similar points of view on the subject, fishbowl discussions enable them to be objective and explore other perspectives.

**Purposes of Fishbowl Discussion.** Use fishbowl discussions to:

- ✓ help trainees explore differing perspectives on key issues
- ✓ help trainees to respect and appreciate opposing viewpoints
- ✓ enhance problem solving, teamwork and communication skills

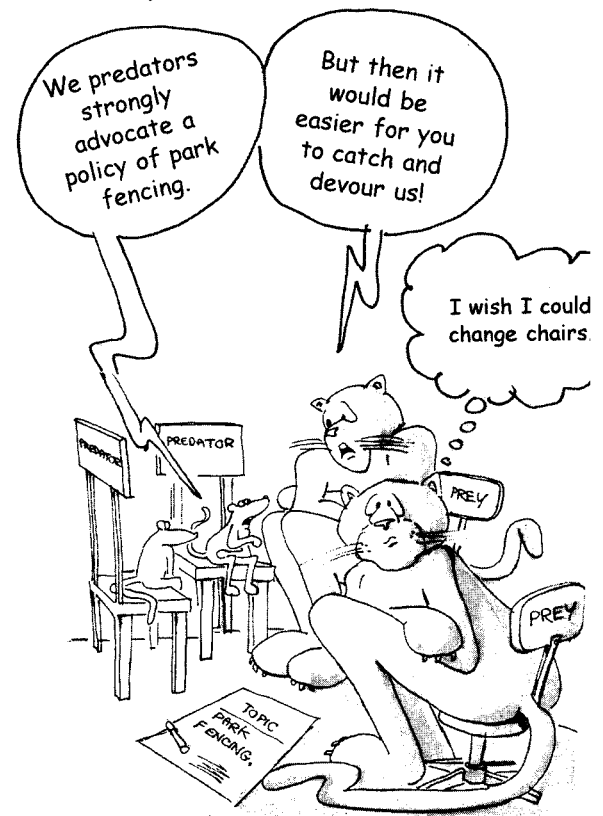
### Steps for Facilitating Fishbowl Discussions:

- 1 Identify an issue relevant to training which will generate controversy.
- 2 Arrange four chairs, facing each other in the centre of the room.
- 3 Inform the trainees that they will engage in a discussion alternating as active participants and as observers.
- 4 Present the topic.
- 5 Recruit four volunteers to begin the discussion, and divide them into two pairs representing opposing points of view on the topic. Explain that they may need to play roles in order to present a particular point of view especially if the viewpoint is not their own.
- 6 Explain that anyone can join the discussion at any time by replacing one of the trainees in the fishbowl but they must continue to represent the perspective of the person they replace.
- 7 Begin the discussion and encourage participation. The facilitator should encourage observers to replace those in the fishbowl so that all the trainees have a chance to contribute to the debate.
- 8 After most of the points have been covered in the debate, conclude the discussion and thank the participants.
- 9 Encourage trainees to voice their reactions and observations.
- 10 Identify and summarise the key points.

### Considerations:

- ✓ fishbowl discussions should be based on issues which are controversial and conducive to debate
- ✓ participants need to feel that it is 'safe' for them to take positions which may not be their own
- ✓ participants must be knowledgeable on the subject

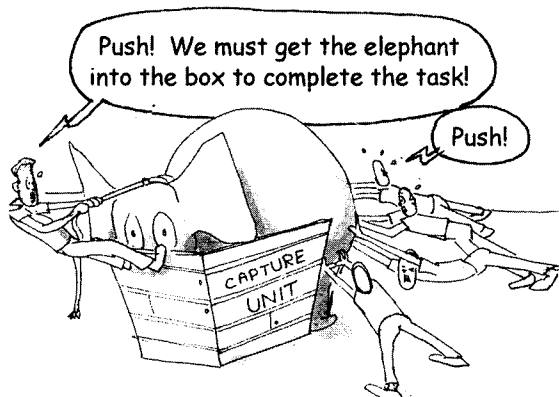
Like role play, fishbowl discussions provide an opportunity for trainees to explore differing perspectives on contentious issues. Trainees are required to argue the perspective of the chair they sit in.



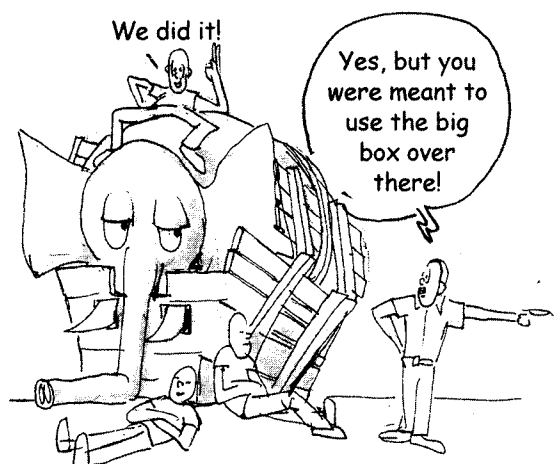
Only four people may participate at any time, however. For someone to replace a person in the discussion circle, she or he must tap the shoulder one of the four participants discussing and then take his or her role in the discussion. The person being replaced returns to the observers' circle.



This method requires trainees to work together to address a task.



It leads to creative thinking and teamwork.



But it is important to make the task as clear as possible.

## Group Problem Solving

The objective of group problem solving is for trainees to share their experiences and ideas in order to solve problems relevant to their work. Group problem solving occurs in small groups of four to seven trainees. The small group allows for active participation and each trainee is able to take control of his or her learning. As with any small group activity, everyone should be encouraged to participate. This may require close facilitation so that trainees are able to learn from each other during discussion.

**Purposes of Group Problem Solving.** Use this technique to:

- ✓ enable trainees to present their ideas in a small group setting
- ✓ enhance problem solving skills
- ✓ help trainees to learn from each other
- ✓ give participants a greater sense of responsibility in the learning process
- ✓ promote team work
- ✓ help participants clarify personal values

**Steps for conducting a problem solving activity:**

- ① Prepare a description of the problem to be discussed.
- ② Arrange the trainees in small groups.
- ③ Assign tasks regarding what should be discussed in the small group. Check to make sure that the tasks are understood.
- ④ Ask each group to designate a discussion facilitator, a recorder and a person to present the group's findings to the larger group.
- ⑤ Give the groups time to discuss the problem - this should not require the trainer's involvement unless the participants have questions for the trainer.
- ⑥ Ask each group to report its findings.
- ⑦ Identify themes common to the groups' presentations.
- ⑧ Encourage the trainees to share what they have learned from the exercise. Ask how they might use what they have learned on the job.
- ⑨ Summarise key issues and lessons learned.

**Considerations:**

- ✓ group tasks should be clearly communicated
- ✓ trainees should be kept aware of time considerations
- ✓ use questions to guide discussion
- ✓ trainees are less dependent on the trainer
- ✓ many people find it easier to express opinions in small groups



## Presentation

Presentation is a technique in which the trainer or resource specialist conveys information, theories or principles directly to the trainees. There are many types of presentation ranging from straight lecture form to participant involvement through questions and discussion. Presentations depend more on the trainer for content than any other training technique. They are appropriate in cases where there is a need to cover a lot of material in a short time and they are especially useful with large groups. Presentations should be followed up with more participatory, active techniques to involve the trainees and make the material more memorable.

**Purposes of Presentation.** Use this technique to:

- ✓ introduce new subjects
- ✓ provide an overview or synthesis
- ✓ convey facts and statistics
- ✓ address large groups

### Steps for Conducting Presentations

- 1 Prepare an outline for the presentation. Make sure it contains all of the key points to be covered in a logical sequence.
- 2 Prepare visual materials (flip charts, overhead transparencies, slides).
- 3 Introduce the topic and main points. Inform the participants what you intend to talk about.
- 4 Give your presentation and cover all the key points.
- 5 Summarise the key points you've made. Emphasise the points which the trainees may have found difficult.
- 6 Invite the participants to ask questions.

### Considerations:

- ✓ presentation emphasises one-way communication
- ✓ it is not experiential in approach
- ✓ the participants' role is passive
- ✓ the lecturer needs special skills to be an effective presenter
- ✓ presentation is inappropriate for learning new skills
- ✓ presentation should be combined with more participatory and action based techniques

**Remember-** No single technique will address all of your training needs. Combine techniques based on the needs of your trainees and the topics to be addressed. Keep in mind that there are numerous techniques available and this list is not exhaustive.



Presentation is a good method for introducing new subjects and conveying facts.

However, presentation is not ideal for teaching skills.



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## Examples of Training Techniques in Use in Africa

*The following pages contain two examples of training approaches developed in Africa.*

### 'THE NEW SUPERVISOR'- Case Study from the African College of Wildlife Management, Mweka, Tanzania

#### Participant Instructions:

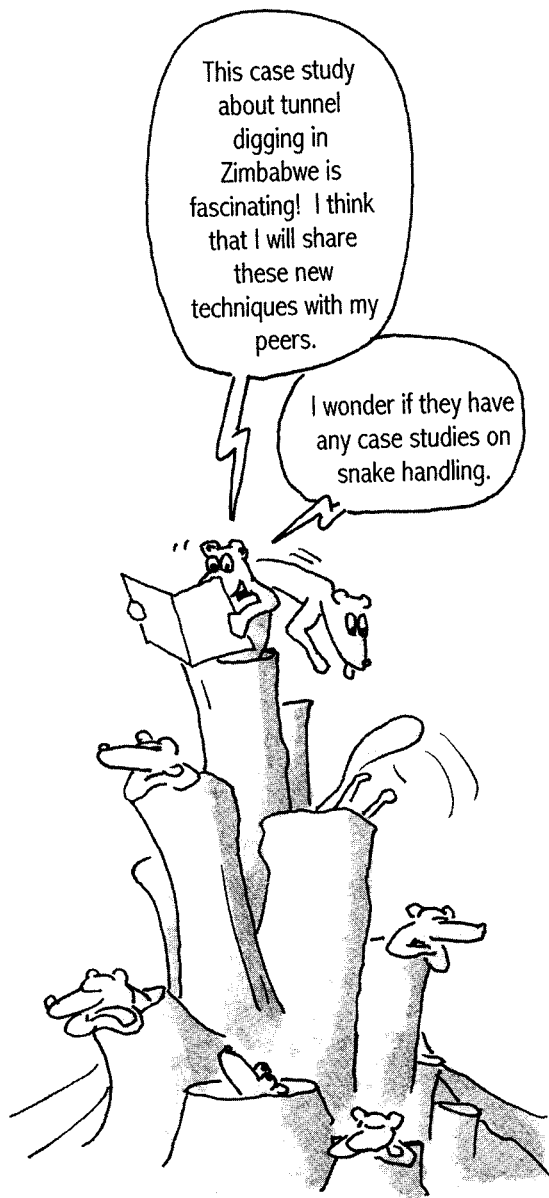
- 1) Read the case study and consider the questions
- 2) In a group of four or five, discuss the questions
- 3) Prepare to present your conclusions on a flipchart

**Case study:** You have been selected as a supervisor for a new conservation management unit. Previously, you were a warden without a supervisory role. Your skills at organizing the logistics of conservation management and your decisive style caught the attention of your bosses. Last Friday, you were notified by your immediate boss that your request for promotion (filed about 90 days ago) had been approved and would be effective beginning Monday.

It is Sunday afternoon. Tomorrow you will meet briefly with your boss, who will then announce your promotion to your group. You have worked as a peer with 20 to 25 people over the past four years. Two of them also applied for promotion to supervisor. One of the members of the group is your close friend and weekend sports and social companion. While you and he had a cordial working relationship, you have been mentally taking notes about how you would supervise the group differently. At least four members of the group were considered close friends of the former supervisor and appeared, on occasion, to receive preferential treatment.

As you sit in the comfort of your family room and contemplate tomorrow's challenges, how will you handle the following:

- 1) The meeting with your boss?
- 2) Your comments to the group when your promotion announcement is made?
- 3) Your first meeting with the group?
- 4) Your schedule of work for the day?



Case studies help trainees to think creatively about problems relating to their work. By addressing case studies, we can get new ideas and increased confidence to deal with similar issues in the workplace.

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## **THE SAADANI GAME RESERVE: WORKING WITH THE COMMUNITY-**

*Group Problem Solving Exercise from the African College of African Wildlife Management, Mweka, Tanzania*

### **Problems for consideration in group problem solving**

**Background.** The 300-square-kilometre Saadani Game Reserve was established in 1968 as one of the Tanzania Wildlife Division projects. The eastern boundary of the reserve borders the Indian Ocean shoreline and Saadani village, inhabited by fishermen. There are two problems that the management of the reserve has been trying to solve:

**Problem 1)** When the agreement to establish the reserve was made, the villagers were left where they were (very close to the reserve), under a 'gentlemen's understanding' that they were not going to engage in any other major activity besides fishing. The reserve boundary passed behind the last village house.

As years passed, the villagers started having second thoughts and demanded land for farming, as fishing could not sustain their growing families any more. There are several factors that complicate this situation:

- The water well is in the reserve and therefore people enter the reserve to fetch water.
- The village primary school is also in the reserve.
- Firewood is being collected from the game reserve under supervision of the reserve authority.
- The population of the village has grown and because there is no area for expansion, the only alternative they see is to get part of the reserve back.

Several attempts have been made to solve the problem but it has become complicated and, at times, a political issue.

**Problem 2)** When the boundary was set, another mistake was made in the northeastern border of the reserve. Three houses were left inside the reserve, presumably with the understanding that they would not expand. At the moment there are 20 people in these households. These people are also demanding land in the reserve.

The Saadani Game Reserve authority is looking forward to getting ideas from this workshop on how these sensitive problems can be resolved. One of the measures we are now taking is to collect ideas from different viewpoints on how to deal with these problems. Some of those ideas should originate from this workshop.

Thank you in advance for the contribution you are about to give.

*Project Manager, Saadani Game Reserve*

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## REFLECTION QUESTIONS

What training techniques have trainers used in your organisation's training events?

Do your trainers use a variety of different techniques?

Why have certain techniques been effective?

How do your trainers use some techniques differently from the way they are described here?

Which techniques should your trainers introduce in future training sessions?

## Summary

Resources for training are often scarce and most organisations prefer to spend their funds on the most practical and effective training possible. Several training techniques have been presented in this chapter to assist you in creating dynamic and participatory training sessions. The techniques have been tried and tested in training workshops throughout Africa and around the world.

Good techniques do not guarantee success. Trainers should be encouraged to take some risks to develop good techniques. Good trainers will study these techniques and adapt them for use in their situations, with their audiences. They will experiment with the techniques to discover how they can be used most effectively.

This chapter is the last in the section on implementing training activities. By now you should know how to work with trainers to implement effective and innovative training activities for your organisation. You should be able to develop participatory training sessions through the use of strong behavioural objectives, the Experiential Learning Cycle and the Theory of Adult Learning. You will be able to make your training concise and memorable through good facilitation and the use of appropriate training techniques.

Sections 1-3 provided guidance on the role of training within your organisation, planning of training, preparation, and techniques for conducting effective activities to improve your organisation's performance. Now you are prepared to address monitoring and evaluation issues and forward planning in the last section of the handbook.

