

# Introduction

## Who is this manual for?

We have produced this manual as one of a series of new training manuals aimed at people working in the field of personal social services. These volumes are intended to meet the growing need for high quality, practical, and 'trainer-friendly' materials which can be easily used and adapted by trainers in social work, youth work, health care, voluntary welfare organisations and the like.

There are many training manuals directed at the commercial world where both the context and examples given are alien to those who work in a people-centred environment. We are less concerned with profit, efficiency, and fact acquisition; much of our training is concerned with feelings, awareness and skills for the job. This series of manuals is intended to provide high quality training materials which are relevant to the particular concerns and contexts of this sector.

In 'Developing Training Skills' we have set out to offer a wide range of trainer-training materials which can be used in a variety of ways by those currently engaged in training those who work in people-centred agencies.

We have borne three groups of people in mind as possible users, purchasers and readers of this manual. First, those with a full-time responsibility for the training of trainers. Second, those who may sometimes engage in training activities as part of their job, but who also have a range of other roles perhaps as fieldworkers, development officers or managers. And thirdly, those individuals who want to spend more time in a training role and whose only access to the necessary skills is to study alone. Not all the material can be used equally by all three audiences, but we intend at least part of every chapter to be accessible to each group.

## Our sources for these materials

Over the past few years we have each been engaged almost full-time in the training of others in social work, youth work, education and health. For some of the time we have also been helping the trainers in each of these fields develop their own training skills. Several years ago we worked together to design a 'Training for Trainers' series of courses which has now been delivered many times. Much of the material presented here is derived from our experience tutoring on these courses. Because we strongly believe in an experiential approach to learning, many of our courses for trainers have involved them in devising training materials on training skills. Some of these exercises have influenced our own practice and consequently some trainers who have worked with us will no doubt find materials here which they were involved in devising. In many cases, the actual source of some exercises is lost in the mists of time.

## Some definitions of terms used in this manual

In writing a training pack on the subject of 'training trainers' for use by actual trainers with less experienced trainers, the scope for confusion in terminology and

meaning is considerable! In order to overcome some of these difficulties, we have used a series of words consistently throughout the text and examples.

The person reading and using this manual, whom we assume has some responsibility for devising and running a 'training for trainers' or 'developing training skills' course is referred to as the *tutor* throughout. Since the manual is written to help tutors, we have chosen to address many comments to the tutor personally by use of the word *you* when offering suggestions and ideas e.g. "We suggest you should introduce the exercise before presenting the theory".

So, the word *tutor* refers to you specifically. The word *trainer* refers to the wider group of people who present other training courses: it is used as a general term to encompass all people undertaking a general training function not necessarily connected with this manual e.g. "Many trainers like to begin their courses with an ice-breaker exercise". As a further convention in the manual, and in order to avoid the clumsy expression "he or she", all trainers are assumed to be women.

The term *participant* has two meanings in this manual which are freely interchangeable. The people who are developing their training skills through your tutoring and the use of these materials are referred to as 'participants'. This is a term which we prefer to 'students' or 'learners' because it more accurately reflects the experiential nature of learning that we advocate. For the same reason, whenever we make reference to other general training courses in examples, we describe them in terms of 'trainers' and 'participants' meaning the people tutoring and being tutored on those courses. *Participant* is therefore a general word describing people learning on training courses: we trust that the material in this manual is consistent with our views about how people learn on all training courses, and therefore we have used 'participant' to describe people in all such learning situations. As a convention, all participants are assumed to be men throughout the manual.

## How to use this manual

We have deliberately designed this manual to be used in several different ways. Taken as a whole, the manual represents a logical approach to the comprehensive development of training skills for tutors. Those tutors with sufficient time to run a detailed course covering all these aspects will be able to structure material around most of the chapters presented here.

Few tutors will have the luxury of 10 or 12 training days in which to deliver all this material. Their courses will be shorter and more compressed, perhaps focussing on just a few topics. Each of the chapters within the manual is designed to be free-standing. You can take one or more chapters and deliver them on their own. Alternatively, you may choose to make use of parts of each chapter as appropriate. Each of the exercises contains its own instructions and materials; handouts can be duplicated and issued with or without all the background notes for

tutors provided in the text.

For those tutors who have responsibility for putting together shorter courses on 'Developing Training Skills' we have provided a few sample routes through this manual in 'Suggested route maps for developing training skills'. These route maps draw upon the material in selected chapters to create shorter and more specific courses.

Finally, some readers will be using this manual for self-study without the benefit of a training group. We hope that the background notes in each chapter will be of particular use to you in understanding the ideas being presented in the manual. Whilst some of the group exercises obviously cannot be undertaken by individuals, we have included pencil and paper exercises in many sections which are equally usable by trainers working on their own to develop personal skills.

### The layout of each chapter

All the chapters in this manual follow a consistent layout:

The *introductory paragraphs* set out the aims of the chapter and the physical resources which the tutor will require (including a reminder of handouts and materials to be copied in advance from the manual itself).

'*Background notes*' (section 1 of each chapter) provide a discussion of the material in the chapter for the tutor's benefit. This outlines our approach to the issues involved, and a description of the key points to be covered during the chapter. In many cases, these notes can be converted into short training inputs, which are supported by later materials in section 3.

'*Suggestions for using these materials*' (section 2 in each chapter) provides a detailed programme for delivering the material from that chapter in a training event, including any relevant tips or warnings.

*Master copies of handouts and OHP transparencies* are grouped together in section 3 of each chapter. These are designed to support any short input based on the earlier background notes. These materials may be reproduced by purchasers of this manual for use in connection with your own training work, providing the source acknowledgement is not removed from any copy.

*Practical exercises* to help participants explore and apply the learning from the chapter are grouped in section 4 within each chapter. These are linked to the background notes and are complete with full instructions for running each exercise. All exercise materials may be reproduced by purchasers of this manual for use in connection with your own training work, providing the source acknowledgement is not removed from any copy.

Finally, we suggest that at the end of each chapter, tutors should encourage participants to consider how they will use the learning in their own practice. A '*learning log*' is provided at the end of the manual. This is designed to be

issued to each participant at the end of each chapter for him to record his learning and action plan arising from the material covered. Participants who engage in a series of sessions using these materials will be able to build a personal file of their own learning. The tutor needs to make copies of the master 'Learning log' for each participant in any session.

In addition to the master 'Learning log', the *appendices* also contain reference material on 'Engaging a trainer' and 'Resource materials' which you may find helpful as a tutor, but which can also be distributed to participants as a handout. Templates to help you make OHP transparencies and discussion cards are also included.

We have resisted giving users a detailed guide to the time required for each section. This is because we want to encourage trainers to use the materials flexibly and to integrate them into their own resources, rather than to follow our programme slavishly. As a general guide, each chapter will take between half a day and a full day to follow in the form presented here. Many trainers will be able to vary the length by including or omitting particular exercises and by allowing time for group discussion of the issues. We encourage you to adapt and amend all the materials to suit your own audience and requirements.

### Acknowledgements

This manual would not have been possible without the help and support of many people, some willingly and some unknowingly!

Our greatest debt is to the many people who have participated in 'training for trainers' workshops and courses during the past few years. These materials have been thoroughly field-tested and adapted by them. In several cases, the exercises were created by participants themselves as part of their learning on such courses.

We thank the many trainers who have worked with us in devising exercises and we have included specific acknowledgements wherever possible within the text.

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Bruce Britton  
Tim Pickles

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## Suggested route maps for developing training skills

The materials presented in this manual are designed to be self-sufficient in addressing individual topics relating to developing training skills. However, depending on the experience of course participants, most trainers will need to add some introductory comments and to place the materials in the context of each participant's own work. In addition, we envisage that most trainers will wish to add additional materials and exercises of their own. The suggestions made here for different ways of using the manual materials should be treated as a guide only.

Developing training skills : a 0-15 day course or 25 half days  
Follow the material presented in the manual in order

Putting training events together : a 2 day course

Chapter 4 Identifying training needs

Chapter 5 Planning a training event

Chapter 13 Planning a training exercise

Understanding adult learning needs : a 1/2 days course

Chapter 1 How adults learn

Chapter 2 What is experiential learning?

Chapter 3 Understanding learning styles

Developing the role of a trainer 1: a 2 day course

Chapter 7 What makes an effective trainer?

Chapter 8 Dealing with power and authority

Chapter 9 Performing as a trainer

Developing the role of a trainer 2 : a 2 day course

Chapter 3 Understanding learning styles

Chapter 16 Co-working with other trainers

Practical skills in running training events 1: a 2 day course

Chapter 11 Building relationships with participants

Chapter 12 A toolkit of techniques

Chapter 13 Planning a training exercise

Chapter 17 Generating feedback

Practical skills in running training events 2: a 5 day course

Chapter 6 Applying groupwork skills to training

Chapter 10 Starting the training event

Chapter 11 Building relationships with participants

Chapter 12 A toolkit of techniques

Chapter 13 Planning a training exercise

Chapter 15 Coping with resistance

Chapter 17 Generating feedback

Chapter 18 Evaluating training

Equal opportunities in training : a 1 day course

Chapter 8 Dealing with power and authority

Chapter 14 Ensuring equality of access

The theory of training : a 2 day course

Chapter 1 How adults learn

Chapter 6 Applying groupwork skills to training

Chapter 18 Evaluating training

1 day courses

Material in some of the chapters can form the basis of short one-day courses on a variety of topics.

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