

Daily Activities at a Glance

Off Air - Before the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
1	Review of Feedback
2	Ice Breaker
3	Energizer

On Air - During the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
4	Trainer Communication Skills
5	Stages of Group Development
6	Performance Objectives – Are They Complete?
7	Demonstrations

Day 2- Daily Activities at a Glance

Off Air - After the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
8	Video-taped Presentation
9	Using Transitions
10	Stages of Group Development
11	Preparation for One hour Team Delivery
12	Trainer Preparation
13	Learning Journal
14	Create Questions for Jeopardy Quiz
15	End of Day Feedback

Day 2

Performance Objectives



Module 4 – Training Delivery

After completing this module, participants will be able to ...

- Make an effective presentation following the guidelines reviewed in class

Module 5 – The Design of Training (Part I)

After completing this module participants will be able to ...

- Describe how the ITIP lesson plan format relates to the learning cycle and learning styles
- Explain the four types of sequencing of the learning
- Recognize the four stages of group development and how they impact training
- Determine the purpose of performance objectives and how they relate to the selection of instructional strategies
- Lead active learning strategies: role play, case study and demonstrations
- Develop a transition statement

Module 6 – Training Preparation

After completing this module participants will be able to ...

- Prepare a trainer's toolkit
- Take the necessary steps to prepare for a successful, learner-centered training program
- Describe the best action to take to prevent and solve ten common classroom crisis situations

Off Air Activities

Before the Broadcast



<u>Activity #</u>	<u>Activity Title</u>
1	Review of Feedback
2	Ice Breaker
3	Energizer

Review of Feedback

Objective

Provide a report of the Home Team feedback to the site participants.



Icebreaker

Objective

Participants will develop and lead the class in one icebreaker during the training session, following the guidelines presented in class.

Icebreakers are essential because they



- Help participants get to know each other
- Help trainers get to know the participants
- Begin to set a climate of trust, creativity and open sharing

Hot Tip

If group members already know each other, pick an energizing icebreaker, which allows them to interact with each other in a way different from their normal office interaction. It will set the stage for open sharing.

How did the icebreaker follow the guidelines?

Name one key reason to use an icebreaker.

Energizers

Objective

Participants will develop and lead the class in one energizer during the training session, following the guidelines presented in class.

How did the energizer follow the guidelines?

When should you use an energizer?



On Air Activities

During the Broadcast



On Air - During the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
4	Trainer Communication Skills
5	Stages of Group Development
6	Performance Objectives – Are They Complete?
7	Demonstrations

Trainer Communication Skills

Objective

Participants will be able to describe the communication skills a trainer needs to effectively present a lesson plan.

- What outcomes does a trainer expect as a result of an effective training presentation?

- What specific communication skills does a trainer need to use in order to facilitate these outcomes?

- What steps does a trainer need to take in order to prepare to use these communication skills?



The ITIP Lesson Design Format

Objective

Participants will be able to describe how the Instructional Theory into Practice (ITIP) lesson plan format relates to the learning cycle and learning styles.

The purpose of a lesson plan is

A lesson plan cover sheet should include:

ITIP and the Learning Cycle

Anticipatory Set

- Answers the “Why”
- Establishes learner readiness
- Links old to new
- Sets expectations

Instructional Input

- Provides the information to answer “What”
- Key content for needed knowledge, skills and values
- Check for understanding

Guided Practice

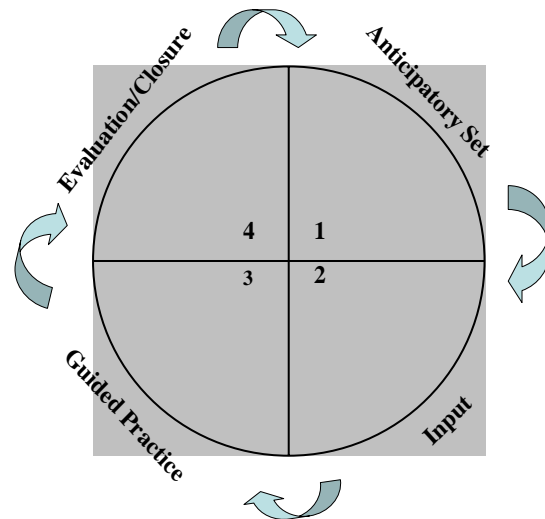
- Provides the opportunity to discover “How” through practice with a trainer “safety net”
- Opportunity for participants to personalize use, begin to make it their own
- Check for understanding

Independent Practice

- Vulnerable learning
- No safety net
- Usually occurs after training
- Shared commitment

Evaluation and Closure

- Uses a variety of techniques: Written tests, questions, proficiency tests, role-play, observation, etc.
- Determines if objectives were met
- Provides feedback for changes in design
- Assesses the transfer of learning
- Reiterates key concepts
- Ties into future learning



Five Stages of a Lesson Plan

Instructional Theory into Practice (ITIP) Format

Anticipatory Set

Instructional Input

Guided Practice

Independent Practice

Closure and Evaluation

Source: Hunter, M. (1980). Teach More Faster. El Segundo, CA: TIP Publications.

Sequence

Objective

Participants will be able to determine how to logically sequence training material.



- *Chronological*
- *Simple to complex*
- *General to specific*
- *Orderly steps*

Using Transitions



Objective

Participants will be able to write transition statements using the guidelines presented.

A transition is a statement, question, or short activity that helps participants make connections between concepts and ideas that make up the body of your content. Here is an example:

“We have just taken a look at the needs of adult learners as well as our individual learning styles. Now it’s time to talk about how we make this happen. One way is by being deliberate in your training design. We will spend time analyzing the elements of the design to include . . .”

Develop a Metaphor

- Transitions are like the stitches in a garment because _____
- Transitions are like _____ because _____.

Write a Transition

You are teaching a class on interviewing skills. The first module is on preparing for the interview: determining the skills and knowledge needed and reviewing the applications. Your next module is on planning the interview - writing the questions you will ask. Write a transition statement you would use to link or connect from the first module to the second.

Stages of Group Development

Objective

Participants will be able to recognize the five stages of group development and how they impact training.

After each vignette (which depicts one stage of group development) NIC faculty will ask you to identify the behaviors exhibited by group members and the facilitator.

Vignette	Group Member Behaviors	Facilitator Behaviors
#1		
#2		
#3		
#4		
#5		

Teaching to the Performance Objective

A **performance objective** describes what the participant behavior will be as a result of the training. A complete performance objective has three parts, *condition*, *action phrase* and *criteria*. It is also *clear*, *concise*, *measurable* and *realistic*.

Condition

The *condition* describes the environment under which the work is to be performed; the equipment used; the information needed to carry out the task.

Examples:

Given a list of terms	While on the firing range
Using an IBM computer	From memory
Using the policy manual	In a role play simulation

Action Phrase

The *action phrase* contains an action verb and describes the observable behavior. It is what you want your participants to be able to do as a result of the training.

Examples:

<u>Conduct</u> the class	<u>Develop</u> the curriculum
<u>Deliver</u> the training	<u>Design</u> the program
<u>Draw</u> the picture	<u>Build</u> the house
<u>Write</u> the letter	

Criteria

The *criteria* tell how well, how quickly or how many they will have to perform.

Examples:

With no errors	According to the guidelines
Completely	According to policy
Achieving a score of 75%	Within one hour

Mager, Robert F. *Preparing Instructional Objectives*. 2nd Ed. Belmont, CA: Lake Publishing Company, 1984.

Performance Objectives

Objective

Participants will be able to identify performance objectives that meet the guidelines presented in the training.

Directions

Does the performance objective have all three parts? Does it follow all of the guidelines that have been presented? If the objective doesn't meet the criteria, describe what is missing.

1. Using the policy manual, complete the travel reimbursement form completely and accurately.

2. List the three parts of a performance objective.

3. Given the Department's orientation booklet, understand the history of the criminal justice system.


4. Given a lesson plan and all the equipment and supplies listed, lead a group of participants through the learning module so that they all reach the stated performance objective.

5. Learn the importance of learner-centered instruction.

Bloom's Taxonomy of Performance Objectives

Objective

Participants will be able to determine the purpose of performance objectives and how they relate to the selection of instructional strategies

Transfer of Learning	Level of Bloom's	Description of Trainee Action
<div style="text-align: center;"> <p>Highest</p>  <p>Lowest</p> </div>	Evaluation	<i>Can the participant: Give opinions about issues? Judge the validity of ideas or the merit of solutions to problems?</i>
	Synthesis	<i>Can the participant: Produce something original such as an action plan or a set of procedures?</i>
	Analysis	<i>Can the participant: Identify motives and causes, make inferences, and find examples to support generalizations?</i>
	Application	<i>Can the participant: Apply techniques and rules to solve problems? Apply concepts to new situations?</i>
	Comprehension	<i>Can the participant: Organize what they have learned? Understand facts, interpret charts?</i>
	Knowledge	<i>Can the participant: Remember what they have seen or read? Recite basic concepts?</i>

<http://faculty.washington.edu/krumme/guides/bloom.html> ; as adapted from Bloom, Benjamin S. et. al. *Taxonomy of Educational Objectives. Handbook I: Cognitive Taxonomy*. New York, NY: Longmans, Green, 1956.

Objective

Participants will be able to determine the purpose of performance objectives and how they relate to the selection of instructional strategies

Which Do We Want?

*The following performance objectives have the three parts (Condition, Action Phrase and Criteria). They are also **clear, concise, measurable** and **realistic**. But look at each pair.... which performance objective best depicts a behavior that would be more useful or realistic once the participant is back on the job?*

Example #1

Using the information provided, correctly list the stages in conducting an effective interview.

Or

In a role play setting, follow the guidelines given to conduct an interview that is legally defensible and that is likely to predict success on the job.

Example #2

Using the information in your manual, define the phrase “learner-centered instruction” as described in class.

Or

Following the guidelines presented in class, use learner-centered instruction to guide participants through a lesson to reach the stated performance objectives.

Example #3

Using the guidelines, list the steps to safely evacuate a building in the event of a fire.

Or

In a fire drill, safely evacuate the building within 5 minutes of the alarm.

Guidelines For Effective Lectures

Objective

Participants will be able to describe the guidelines for effective lectures.

- Keep the lecture short
- Vary voice tone and speed
- Use gestures and move about
- Use visual aids to illustrate points and/or highlight key points
- Avoid use of a lectern or podium
- Engage participants
- Ask for questions and concerns prior to the lecture
- Provide questions for group discussion
- Provide a note-taking guide
- Ask volunteers to share related experiences
- Have pairs or small groups react, problem-solve, form questions, and apply learning to job situations



Guidelines For Effective Lectures

1. When is the lecture method an appropriate instructional strategy?

2. What do you need to do to ensure the most effective lecture?

3. How will you know if your lecture is effective?

4. Which learning style would prefer to learn or would learn best from this strategy? Why?

5. Which learning style(s) might struggle with this strategy? Why?



6. Where does lecture “fit” on the learning cycle?

7. How far on Bloom’s Taxonomy can you get participants using the lecture method?

Guidelines for Effective Demonstrations

Objective

Participants will be able to describe the guidelines for effective demonstrations.

<p><i>For all demonstrations:</i></p> <ul style="list-style-type: none"> • State performance objective or purpose of the demonstration • Show finished product • Describe steps • Walk participants through steps • Provide supervised practice • Work on one skill or step at a time 	<p><i>For a difficult or complicated skill:</i></p> <ul style="list-style-type: none"> • Teach one step at a time • Have participants practice this step until they're proficient • Add another step • Have participants practice the new step alone; then have them put the steps together • Continue until process is complete
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1. When is demonstration an appropriate instructional strategy?

5. Which learning style(s) might struggle with this strategy? Why?

2. What do you need to do to ensure the most effective demonstration?

6. Where does demonstration “fit” on the learning cycle?

3. How will you know if your demonstration is effective?

7. How far on Bloom’s Taxonomy can you get participants using the demonstration method?

4. Which learning style would prefer to learn or would learn best from this strategy? Why?

Trainer Preparation

Objective

After completing a self-instructional module participants will be able to:

- Prepare a trainer's toolkit
- Take the necessary steps to prepare for a successful, learner-centered training program
- Describe the best action to take to prevent and solve ten common classroom crisis situations

Being prepared is an essential part of training. Later, during an off air activity you will complete a self-paced module that guides you through the preparations issues you need to address.

Off Air Activities

After the Broadcast



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8	Video-taped Presentation
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15	End of Day Feedback

Five Minute Video Taped Presentation

Objective

Participants will practice using effective delivery skills and receive feedback on strengths and areas that need improvement.

Directions

- You will prepare a presentation using an assigned topic and following the guidelines presented in the training.
- You will have ***20 minutes class time*** to prepare for a ***5-minute presentation***. Your “audience” will be a portion of the participants in this class and one of the on-site facilitators. You should pretend that they are a group of new trainers who have not heard this information before.
- Write down the key ideas about this information that you would like to present to a group of new trainees.
- As you explore ideas about what to say, make yourself some notes, either on the note cards available, or on a note pad. (Remember that you may *use* your notes but you may not *read* your notes.)
- Make a prepared chart to highlight key points of your presentation.
- Think about the tips for effective presentations and focus on those you specifically want to practice.
- We will videotape your presentation (you will be asked to stop at the end of 5 minutes); you will view your tape later in the week with one on-site facilitator, privately. You will give feedback first, based on what you observe, and then the on-site facilitator will give you feedback.

Five Minute Video Taped Presentation

Videotaped Presentation Feedback Guide

Take a few minutes to respond to the first three questions below. Remember that the purpose of this presentation is for you to PRACTICE what you've learned about effective delivery. You will answer the other three questions during your feedback session.

Before Your Videotaped Presentation

Before you make your presentation, consider . . .

1. Presentations you have made before - what did you do well? How do you know?

2. What do you need to work on or do differently? How do you know?

3. What do you hope to practice during your 5-minute videotaped presentation (how will you apply something you have learned this week)?

Five Minute Video Taped Presentation

Videotaped Presentation Feedback Guide

After Your Videotaped Presentation

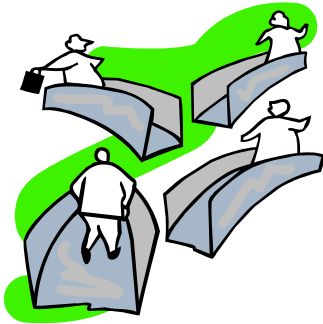
After your presentation and during your feedback session, consider . . .

1. What do you think you did well? How did your videotape confirm or refute this?

2. What surprised you about your presentation? What did you discover about this when you saw your videotape?

3. What would you like to have done differently? Why? What did your videotape tell you about this?

Using Transitions



Objective

Participants will be able to write transition statements using the guidelines presented.

Directions

For each example below write a transition statement to connect the modules.

1. You are teaching a course on Front Line Supervisory Skills. Write a transition statement that connects the key points from a topic on effective listening skills to that of appropriate methods of conducting performance appraisals.

2. In providing instructions for new juvenile correction officers, you have taught them about the agency's mission and organizational structure, your next topic is about their roles. Write a transition statement that prepares them to see the critical connection between the their roles and the organizations structure.

3. You are teaching probation and parole officers about the value of information gathering in the probationers / parolees home environment. Your next topic is about their personal safety in conducting field visits. Write a transition statement that bridges the two topics.

Stages of Group Development

Objective

Participants will be able to describe the most effective facilitative behaviors to use during the different stages of group development.

Directions

Think about the “Stages of Group Development” vignettes you watched earlier. Using the handout that summarizes these, reexamine the facilitation behaviors used at your assigned stage(s) and describe how they could be improved.

For example, in the first vignette (depicting the Forming stage), how could the group leader have planned in advance to better handle the group dynamics that occurred in that stage? What activities or interventions could have made it easier for the group members?

Forming

Storming

Norming

Performing

Adjourning

Preparation Time – Team Delivery

Objective

Participants will be able to deliver a team presentation from a prepared lesson plan following the guidelines that have been presented.

Directions

- *This is your planning time for your One-hour Team Delivery project..*
- *Today you should: Begin to prepare individually and as a team by reading your team's entire lesson plan and studying your individual part. Also, this is the time to ask questions if you need clarification.*



Activity #12 - Off Air

Module 6 – Trainer Preparation

Trainer Preparation – Self-Paced Workbook

Objectives

After completing this self-instructional module participants will be able to:

- Prepare a trainer's toolkit
- Take the necessary steps to prepare for a successful, learner-centered training program
- Describe the best action to take to prevent and solve ten common classroom crisis situations



Directions

This section on Trainer Preparation is a self-paced workbook. Please take the next hour to read and complete the activities (on your own) in this module.

Preparations for Training: Room Set-up

There are a number of factors to consider when setting up your classroom for training.

1. The **content** of the training and activities involved.
Are you teaching computer skills where computers would be required, physical skills or CPR where a large open space is needed? Do you have a lot of small group activities? What kind of space or equipment is needed for those activities?
2. The **flexibility** of the room or rooms that is available to you.
Is the furniture moveable? Is the classroom large enough to rearrange the furniture? Do the chairs move on rollers? Is AV equipment permanently mounted or is it portable?
3. The **number** of participants attending.
How much seating is required? How many people need to be able to see the front of the room? How easy or difficult will it be for people to excuse themselves from the room if necessary?
4. The type of **visuals** you will be using.
How much equipment is involved? How portable is the equipment? How much will participants need to face the front of the room? How large are the visuals? What kinds of outlets are needed? What kind of lighting is needed?
5. The use of the training **space** in the evenings.
Will someone else be using your room(s) in the evenings? How will equipment and supplies be secured?

Room Set-Up and Configuration

What are the advantages and disadvantages?

Several types of room set-up are commonly available and used; each has its advantages and disadvantages. Review each, description about using the peripherals in the classroom, then respond to the questions that follow.

Compare your answers to those you will receive from your on-site facilitators.

Theater or Row Style

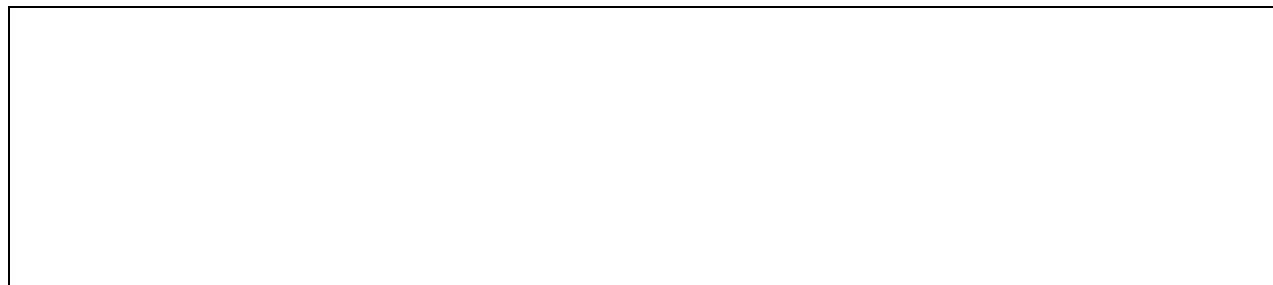
Participants are seated in rows, with or without desks/tables in front of them.

Advantages

Disadvantages

What are some training situations for which this type of room arrangement might be appropriate?

Draw a diagram of this type of room arrangement. Where would the participants be? How would they be facing? Where would the trainer(s) be?



Theater or Row Style Classroom Set-up

Room Set-Up and Configuration

Large Conference Table

Participants seated around it with a trainer or facilitator at one end.

Advantages

Disadvantages

What are some training situations for which this type of room arrangement might be appropriate?

Draw a diagram of this type of room arrangement. Where would the participants be? How would they be facing? Where would the trainer(s) be?



Large Conference Table Room Set-up

Room Set-Up and Configuration

Semi-Circle, Horseshoe, U-shaped

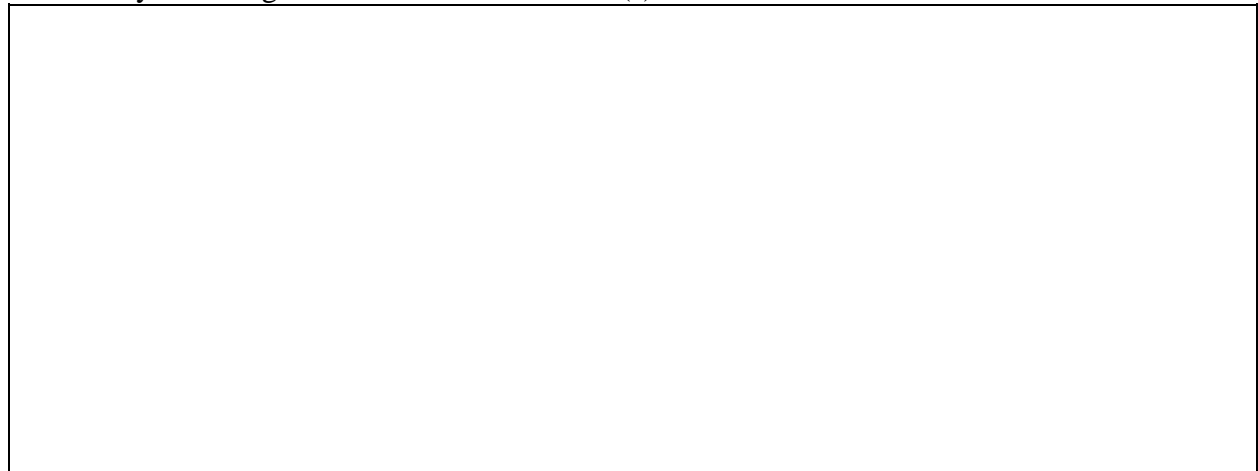
Participants are seated facing each other with an opening to the front of the room. The trainer and visuals are located at the front of the room where the semi-circle, horseshoe or u-shape opens.

Advantages

Disadvantages

What are some training situations for which this type of room arrangement might be appropriate?

Draw a diagram of this type of room arrangement. Where would the participants be? How would they be facing? Where would the trainer(s) be?



Semi-circle, Horseshoe or U-shaped Set-up

Room Set-Up and Configuration

Round Tables

Small groups of four to six people are seated in a circle or semi-circle. Trainer establishes a “front of the room.”

Advantages

Disadvantages

What are some training situations for which this type of room arrangement might be appropriate?

Draw a diagram of this type of room arrangement. Where would the participants be? How would they be facing? Where would the trainer(s) be?

Round Tables Room Set-up

Room Set-Up and Configuration

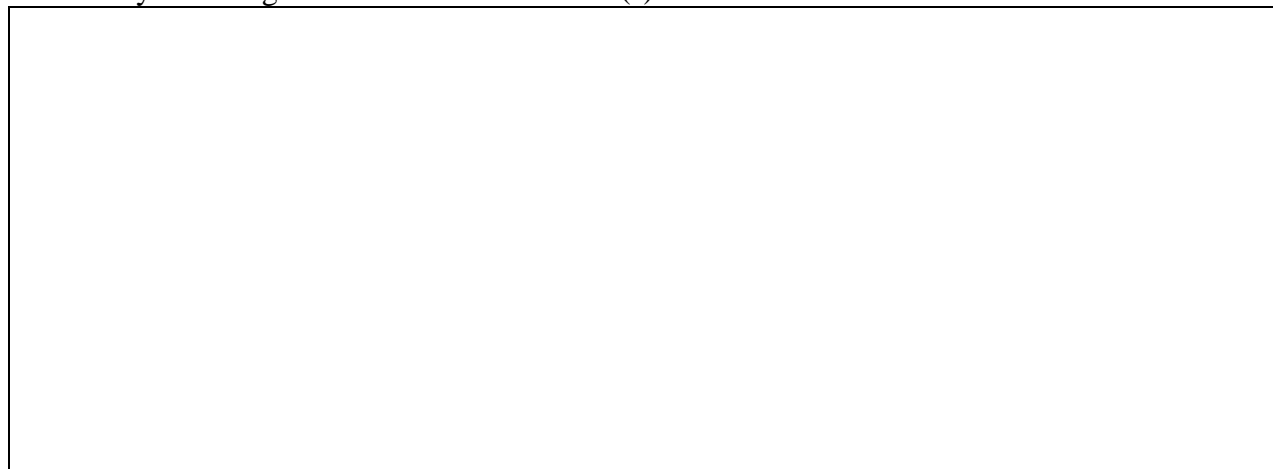
Chevron style where small groups of four to six people are seated around rectangular tables, and tables are angled in a reverse fish-bone (where no one's back is to the established front of the room.)

Advantages

Disadvantages

What are some training situations for which this type of room arrangement might be appropriate?

Draw a diagram of this type of room arrangement. Where would the participants be? How would they be facing? Where would the trainer(s) be?



Chevron Style Room Set-up

Trainer Preparation

As soon as training is scheduled:

- Determine training space needed and reserve room(s)
- Organize training team (who will be working with you?); plan to meet reserve equipment and videos
- Review lesson plan to see if it is current
- Read or review suggested trainer resources
- Plan date to have participant materials copied or printed

At least a week prior to training event:

- Review entire lesson plan
- Make a checklist of supplies and equipment needed
- Meet with training team
- Gather resources (props, overhead transparencies, videos, handouts)
- Preview training aids
- Study parts of training for which you are primarily responsible
- Check participant list - how many, characteristics (previous training? how long in this field/organization? Do most or all of them know each other or work together? Do you know any of them?)
- Make sure all participant materials (notebooks, handouts, name tents, name tags) are ready
- Check trainer tool kit to make sure all supplies are stocked

At least the day before the training event:

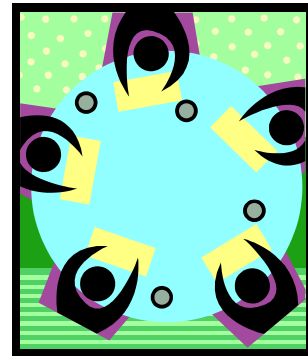
- Visit training site
- Set up classroom (if it is not possible to visit and set up the training room the day before, you will need to allow even more time for room preparation the day of the training event)
- Check out equipment to make sure it is working
- Touch base with training team

Day of training event:

- Arrive at training site early (before any participants could reasonably be expected to arrive)
- Have first video cued, PowerPoint set up, transparency placed
- Greet participants as they arrive

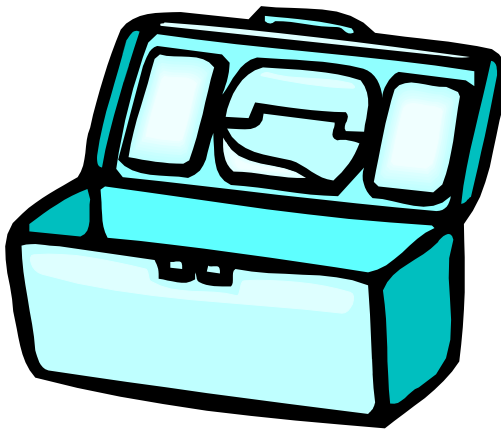
Meet the Needs of Your Participants

- ☐ Set-up room and organize materials before participants begin to arrive.
- ☐ Play soft background music during arrival and registration to create a comfortable learning environment.
- ☐ Be on time - start on time at the beginning, after lunch, after breaks; end on time.
- ☐ Plan for frequent breaks - ten minutes every hour is greatly appreciated by participants. Do not go longer than an hour and a half without a break.
- ☐ Inform participants of the location of phones, rest rooms, canteens, and machines.
- ☐ Share safety information with participants (i.e. location of exits and first aid boxes).
- ☐ Find out if and how you can adjust room temperature, ventilation and lighting to meet participant needs.



Trainer's Tool Kit

You might be fortunate enough to train in a facility where all the needed supplies are always available in great supply and where all the equipment is always working. Most trainers, however, find that many times this is not the case, no matter how well you have worked with a site coordinator. Many of us like to carry a tool kit when we travel so that we are prepared to handle small emergencies. The same is true for trainers. Here are some items you may find very helpful. Remember to make yourself a note to restock when you have to use something!



- blank overhead transparencies
- blank paper - copy, notebook, lined
- chalk
- dry erase markers
- envelopes in several sizes
- extension cord
- extra overhead projector bulbs
- file folders
- group division materials (cards, candies, etc.)
- highlighters - for you and participants
- index cards in several sizes and colors
- 'koosh' or 'nerf' balls for icebreakers and energizers
- markers, in a variety of colors
- music (CD's or tapes)
- outlet adapter
- pens and pencils (for you and participants)
- rubber bands, paper clips, push pins
- ruler
- scissors
- stapler and staples
- sticky notes in a variety of sizes
- tape - transparent, masking, packing
- three-hole punch
- topic resources for participant "library" - magazines, journals, books, articles on the topic
- transparency markers

What If! Scenarios

For each of the situations described, determine what the trainer could have done to *prevent* the problem, then what the trainer could do to *correct* or handle the problem once it has occurred. Compare your responses with the ones on the following pages.

1. You are teaching a session that relies heavily on overheads and in the middle of the session your bulb burns out (you have no backup bulb).

Prevention

Solution

2. You arrive at your training with handouts for 10 students, but 25 show up for the course.

Prevention

Solution

3. The room you were assigned is big enough for about 20 students, but you have 35 scheduled to attend.

Prevention

Solution

Activity #12 - Off Air

Module 6 – Trainer Preparation

4. You are teaching in an inside room (no windows) and the electricity goes out.

Prevention

Solution

5. You are scheduled to teach with a co-trainer; the lesson plan was split so each was presenting half of the session. Upon your arrival you are informed that the other trainer called in sick so you have to teach the whole session.

Prevention

Solution

6. Your training session includes a one-hour videotape. When you push “play” both the sound and the picture are distorted. Adjusting the tracking does not help.

Prevention

Solution

Activity #12 - Off Air

Module 6 – Trainer Preparation

7. Included in your lesson plan are several activities where the students are to write key points of their discussion on newsprint, but you realize when you get to your site that there is no paper.

Prevention

Solution

8. You have a “PowerPoint” presentation for your training delivery. When you begin your presentation the equipment fails.

Prevention

Solution

9. Your training program is participant-centered with numerous small group activities. Although you asked for your room to be set up in four small table groups, when you arrive at the site the morning of the training you find the room set up with rows of tables and chairs to accommodate 100 participants. There is a lectern in the front of the room.

Prevention

Solution

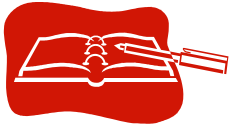
Activity #12 - Off Air

Module 6 – Trainer Preparation

10. You have sent the site coordinator a diagram of the required room set up and have been assured that this will be available. You arrive an hour before the training is to begin and discover that the room you reserved has been flooded and you have been moved to an auditorium with fixed seating for 300, a sloping floor, and a stage for the audio-visual equipment. The training is participant-centered with small group activities and you have 25 people registered to attend.

Prevention

Solution



Learning Journal

Purpose

In this activity participants will begin processing information learned during Day 1 of the training by writing in an individual reflection journal and then discussing their thoughts with a group or a learning partner.

Module 3 – The Context of the Learner

Learning Styles

1. What learning style do you think has been most highly valued in the traditional school setting?

2. Why do you think that is so?

3. In the general population the four learning styles are fairly evenly distributed. What are the implications of this for you as an instructor as you work with your participants?

My Learning Style and How I Teach

4. My learning style is _____ and I prefer to teach by _____.

5. This sometimes (or would possibly) limits my ability to reach all four styles by:



Activity #13- Off Air

Learning Journal

6. I could reach all four styles better if I would:

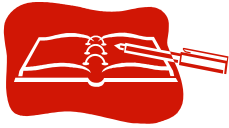
7. In my part of the final team presentation I will work to:

Module 4 - Training Delivery

Handling Nervousness

8. What makes you nervous when you are presenting?

9. What can you do to manage or control your nervousness?



Activity #13- Off Air

Learning Journal

Key Reflection for Day 2

Think about the information presented during Day 2 of this training program. What did you learn? How will you use it? Now, take just a minute or two to jot down your response to the following:

10. What are the key things I learned about my presentation skills?

11. Share your plan with a partner. Ask them for feedback on your plans. What else may you need to consider?

Jeopardy Quiz

Objective

Participants will be able to analyze key points about the modules presented today.

- *Day 3 of the Broadcast will begin with a Jeopardy Quiz. You will contribute to the quiz by writing some questions.*
- *Each table group will be assigned a category.*
- *Your task will be to write four questions (and the answer) for that category.*

End of Day Feedback

Purpose

To provide an opportunity for participants to give feedback on the content and process of today's training.

- *It is time to get your feedback about the “wishes” and “pluses” for the day.*
- *Today, we will collect your individual ideas on post-it notes. Write your wishes and pluses on post-it notes (one item of feedback per note). Stick them on the designated chart paper as you leave.*
- *Remember, we want to hear your feedback. Whenever possible we'd like to be flexible to accommodate your "wishes." If some material isn't clear, we want to review and practice with you before adding any more material.*

This section contains the following reference material for modules presented during Day 2 of the Satellite/Internet Broadcast.

Module 4 – Training Delivery

- Training Delivery - Do's and Don'ts

Module 5 – The Design of Training

- Stages of Group Development
- Stage 1 - Orientation – Forming
- Stage 2 – Dissatisfaction or Storming
- Stage 3 – Resolution or Norming
- Stage 4 – Production or Performing
- Stage 5 – Termination or Transforming
- Stages of Group Development and Range of Facilitator Behavior Needed

Training Delivery - Do's and Don'ts

When making a presentation, DO	When making a presentation, DON'T
<ul style="list-style-type: none"> • make eye contact with all participants • use “purposeful” movement • vary your voice tone, speed and volume • get excited about what you are presenting • have a glass of water handy if your throat gets dry • use your notes or lesson plan (to keep yourself on track) • wear comfortable, professional clothing appropriate for the group and the training • pause for a few seconds to collect your thoughts or get back on track • breathe deeply • arrive early to set up and relax • use “open and inviting” body language • focus on the learners and their needs • get feedback to discover your own best style • learn helpful tips from watching others 	<ul style="list-style-type: none"> • stare at or focus on one or two participants, one part of the group, the wall, the floor • stand behind a lectern • pace or move rapidly around the room • speak in a monotone • read from your notes • play with your notes • fidget with hair, jewelry, clothing, markers • wear excessive make-up or excessive, noisy or flashy jewelry • wear clothing inappropriate for the setting or that calls attention to you • use inappropriate humor • make excuses (I’m new to this; I’m so tired; I don’t feel well; I don’t want to be here, either) • rush in at the last minute • slouch, keep hands jammed in pockets • focus on yourself and your nervousness and/or popularity with learners • try to imitate someone else’s style • speak too quickly

Stages of Group Development

It has been thoroughly documented through countless research efforts during the past forty years that small groups go through a series of predictable development stages during their group history or life cycle. These studies are remarkably consistent in their identification of developmental stages, regardless of the purpose for which the group was assembled.

Lacoursiere's Five Stage Model

Lacoursiere completed one of the most recent and thorough efforts. He reviewed over two hundred articles and studies of group dynamics and developed a five-stage model that synthesizes most of what is known about group development. Lacoursiere's five stages include:

1. Orientation ("Forming");
2. Dissatisfaction ("Storming");
3. Resolution ("Norming");
4. Production ("Performing"); and
5. Termination ("Transforming").

These stages suggest things to observe that signal changes in the developmental stages and therefore changes in the group's needs.

How Do the Stages Work?

While these stages are described as separate and distinct, it is important to remember that there is a considerable degree of overlap and in fact, some elements of most stages can be found in every other state. However, those behaviors which seem to be predominant provide the data for determining the developmental stage the group is in at any moment in time.

Kormanski, Chuck. "A Situational Leadership Approach to Groups Using the Tuckman Model of Group Development", *The 1985 Annual: Developing Human Resources*. San Diego: University Associates, Inc. 1985.

Stage 1 - Orientation - Forming

Characteristics

When a group or team first comes together, members often have the following characteristics:

- Mildly to moderately eager
- Generally positive expectations
- Some anxiety and concern about the purpose, schedule, activities
- Some anxiety about the other members - who they are, what they are like
- Look for someone to set direction and provide guidance

Questions they may be asking themselves include:

- What is the purpose of this training?
- Why do I have to be here?
- What will be expected of me?

Interpersonal Issues in a new group or team might include:

- Will these people accept me?
- Will everybody else know more than me?

Tasks the group members (participants) will be working through include:

- What do we have in common?
- How are we different?
- Who is a part of this training?

Facilitator Behaviors:

- Ensure that participants get acquainted
- Be sensitive to participant needs
- Provide clear direction and information
- Give simple tasks
- Provide team-building activities

The length of this stage depends on how clearly the task is defined and how easy it is to achieve.

Stage 2 - Dissatisfaction or Storming

Characteristics

Following the forming stage, group or team members usually move into the storming stage where they often exhibit the following characteristics:

- Sense some discrepancy between their initial hopes/expectations and reality
- Become dissatisfied with dependence on authority
- Experience feelings of frustration or anger about goals and task
- Have negative reactions to the formal leader or other members
- Try to establish their role - who is in control here?
- Begin to compete or try to “one-up” other participants
- Feel incompetent or confused
- Concern about group versus individual responsibilities

Questions they may be asking themselves include:

- What do I expect from others?
- What do they expect from me?

Interpersonal Issue: As the members of the group get to know each other, they start to establish who has power or influence within the group.

Facilitator Behaviors:

- Continue to be positive and informative
- Deal openly with conflict
- Give groups and individuals more responsible tasks

The dip in morale and the intensity during this stage is attributed to the degree of discrepancy between the initial expectations and the reality of the situation as perceived by the participants. This stage often starts later in groups with complex goals and tasks. Resolution of the dissatisfaction depends partly on redefining goals and tasks so that they are achievable. Although this stage constitutes a relatively small fraction of the group’s life, some groups or teams become stuck in this stage and continue to be demoralized and relatively unproductive.

Stage 3 - Resolution or Norming

Characteristics

In this stage, where participants deal with their feelings of dissatisfaction and learn to work together, individuals often display the following characteristics:

- Become less dissatisfied as ways of working together become clear
- Resolve differences between initial expectations and realities in relation to goals, tasks, and skills
- Begin to feel better about individual relationship to group membership and task accomplishment
- Focus energy on task accomplishment rather than on resistance or role definition

Questions participants may be asking themselves include: “How are we going to work together?”

Interpersonal Issues during this stage often include:

- Decreased animosities toward other group members and/or leaders
- Developing feelings of mutual respect, harmony, trust with group
- Communicating openly and freely without fear of rejection or conflict

Task the group members will be dealing with is how to negotiate and collaborate with each other.

Facilitator Behaviors:

- Provide less structure as participant trust level increases
- Give participants even more responsibility for their own learning
- Ensure that group does not overly rely on any one member

This stage between dissatisfaction and production might be very short (almost non-existent) or quite long, depending on the ease of resolving feelings of dissatisfaction, the ease of learning new skills, the quality of the interpersonal relationships, and the ability of the group to develop norms and processes that enhance their ability to work together and to value differences. Since the feelings of cohesion and confidence are new and somewhat fragile, the group may tend to avoid conflict or differences for fear of losing the positive climate, leading to less effective work sessions.

Stage 4 - Production or Performing

Characteristics

In this stage, where work levels remain high and socio-emotional tone remains positive, members often display the following characteristics:

- Eager to be part of the learning group
- Confident about outcomes
- Work well together and agree on nature of their relationships
- Are autonomous; not dependent on designated leader
- Focus their energy on task accomplishment rather than on resistance or dissatisfaction
- Feel positive about group membership because of high task accomplishment

Questions they might be asking themselves include: “How will we know when we have been successful?”

Interpersonal Issues that might occur during this stage:

- Recognize, support and challenge each other’s competence and accomplishments
- Communicate openly and freely without fear of rejection or conflict
- Relate to each other and to the group in terms of complementary task function as well as interpersonal support

Facilitator Behaviors:

- Ensure participant and group information needs are fulfilled
- Ensure that the participants celebrate its successes
- Encourage continued growth
- Encourage group members to rotate roles
- Reduce involvement as confidence grows
- Continue to foster trust and commitment among group members

This stage continues with only moderate fluctuations in feelings of satisfaction until the final or termination stage. The time it takes to arrive at this stage depends on the successful resolution of dissatisfaction, on the complexity of the task and its definition, the ease of acquiring skills, and the discrepancy between original expectations and later realities. Although this is labeled the production stage, it does not mean that there is no work on the task going on at other times. Some work is being accomplished from the beginning but at a lower level of effectiveness and with less satisfaction than is characteristic of this stage.

Stage 5 - Termination or Transforming

Characteristics

This stage occurs when the training is over or when a major task has been completed. With ongoing intact work groups, this stage is not reached unless there is some drastic reorganization.

- After longer training program, can feel a sense of loss or sadness about separation
- Begin to be concerned about impending dissolution
- Deny or obscure feelings by joking or expressing dissatisfaction
- Strong positive feelings about accomplishment

Questions participants might be asking themselves include:

- How do I leave this group?
- How can I see/work with these people again?

Interpersonal Issues at this stage might include:

- Accepting termination of the group. This will vary depending on the length of the training
- Building a network to maintain contact or connections with people they have met.

This stage does occur with the ending of the training. The amount of time spent here is determined by the length and intensity of the training, and the type of working relationship that participants have developed with each other. In a residential training setting, where participants share meals and spend evening hours together, the participant bond is likely even stronger.

Stages of Group Development and Range of Facilitator Behavior Needed

Behavioral Issue	Stages of Group Development	Facilitator Role
<i>Developing a positive working environment</i>	Orientation/Forming <ul style="list-style-type: none"> • Becoming oriented • Developing commitment • Needing direction • Seeking acceptance 	Directing <ul style="list-style-type: none"> • Climate setting • Clarifying roles/expectations • Defining goals • Providing structure • Group-building
<i>Dealing with issues of power and control</i>	Storming <ul style="list-style-type: none"> • Consolidating influence • Confronting dependency on the leader • Conflict among members • Low level of work 	Coaching <ul style="list-style-type: none"> • Surfacing issues, legitimizing concerns • Facilitating communication • Managing conflict • Inviting input/feedback • Expecting and accepting tension
<i>Managing conflict; establishing ground rules</i>	Norming <ul style="list-style-type: none"> • Resolving control concerns • Establishing group agreement 	Supporting <ul style="list-style-type: none"> • Offering own ideas, resources • Sharing the leadership role • Being available for consultation • Smoothing boundary between group and organization
<i>Functioning as an effective group</i>	Performing <ul style="list-style-type: none"> • Working productively towards shared goals • Problem-solving and decision making • Dealing with conflict 	
<i>Terminating the group's work</i>	Adjourning/Transforming <ul style="list-style-type: none"> • Creates apprehension • Regression in maturity level • Need help to say "good-bye" 	Delegating <ul style="list-style-type: none"> • Supporting, letting go • Helping group deal with termination