Pacific Judicial Development Programme

PJDP Phase 2:

TRAINER'S TOOLKIT: DESIGNING, DELIVERING AND EVALUATING TRAINING PROGRAMS

May 2014

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PJDP Toolkits

Introduction

For over a decade, the Pacific Judicial Development Programme (PJDP) has supported a range of judicial and court development activities in partner courts across the Pacific. These activities have focused on regional judicial leadership meetings and networks, capacity-building and training, and pilot projects to address the local needs of courts in Pacific Island Countries (PICs).

Toolkits

Since mid-2013, PJDP has launched a collection of toolkits for the ongoing development of courts in the region. These toolkits aim to support partner courts to implement their development activities at the local level by providing information and practical guidance on what to do. These toolkits include:

- Producing annual court reports
- Developing codes of judicial conduct
- Establishing national judicial development committees
- Conducting family violence and youth justice workshops
- Setting time-standards for case management
- Promoting access to justice

These toolkits are designed to support change by promoting the local use, management, ownership and sustainability of judicial development in PICs across the region. By developing and making available these resources, PJDP aims to build local capacity to enable partner courts to address local needs and reduce reliance on external donor and adviser support.

PJDP is now adding to the collection this new toolkit: *Trainer's Toolkit: Designing, Delivering and Evaluating Training Programs*. Much of the content of this toolkit is sourced from a number of Trainer of Trainers Workshops which have been piloted and conducted around the Pacific between 2010-5. This toolkit provides practical guidance on managing key aspects of your training program, and contains many useful templates, checklists and advice for trainers.

Use and support

These toolkits are available on-line for the use of partner courts. We hope that partner courts will use these toolkits as/when required. Should you need any additional assistance, please contact us at: pjdp@fedcourt.gov.au

Your feedback

We also invite partner courts to provide feedback and suggestions for continual improvement.

Dr. Livingston Armytage
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Pacific Judicial Development Programme

May 2014.

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OBJECTIVE

This Toolkit is designed to assist you to design, deliver, assess and evaluate effective training programs in your country. The Toolkit is a collection of resources that have been compiled from a series of Train the Trainer workshops conducted by the Pacific Judicial Development Programme. You may have attended one of these workshops.

Use this Toolkit as a resource. It provides practical assistance on designing and delivering training programs. It explains presentation techniques and explains how to assess and evaluate your training.

This Toolkit will allow you to build on your actual experience, and assist you to promote the process of learning. You may use all or some of the resources this toolkit contains.

This Toolkit can be used as a stand-alone resource, or together with companion toolkits: The *National Judicial Development Committee's, Professional Development Toolkit, and the Project Management Toolkit.*

Prepared by Livingston Armytage and Margaret Barron for the Federal Court of Australia.

Note: While every effort has been made to produce informative and educative tools, the applicability of these may vary depending on country and regional circumstances.

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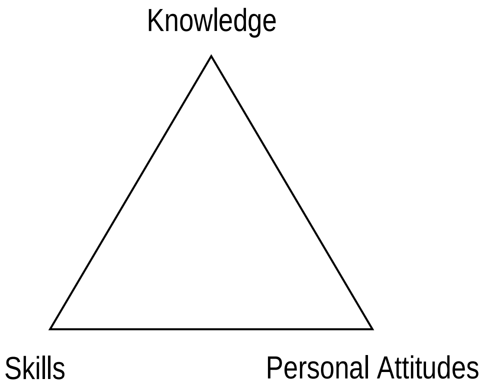
1 LEARNING AND TRAINING THEORY

1.1 WHAT IS TRAINING?

Training is concerned with the acquisition of knowledge, skills and/or attitudes by a learner.



If you have attended a PJDP Train the Trainer Workshop you, as the learner, will have acquired the knowledge, skills and attitudes needed to design, develop, assess and evaluate training programs.

In your country you may have used the knowledge, skills and attitudes acquired to design and deliver one or more training programs.

We need to acknowledge that different training methods may be required depending on whether you are teaching knowledge, a skill or an attitude. A teaching method suitable for teaching knowledge will not necessarily be as effective if you are teaching a skill or an attitude.

Knowledge

If you wanted to teach a judge the Rules of Evidence this is an example of teaching knowledge. When a learner (in this case the judge) is acquiring knowledge you can divide that process up into the following stages.

- Perception: presentation of concepts, ideas and information.
- Comprehension: explaining what was perceived.
- Application: using what was perceived.
- Analysis: detailing a single concept to a variety of ideas.
- Synthesis: combining different ideas into one concept.
- Evaluation: giving value to the achieved concepts.

Skills

If you wanted to train a court clerk on the process of creating a file for a newly filed civil claim, this is an example of teaching a skill.

There are four stages whereby the learner will acquire this new skill. These stages are:

- Theory (explanation of how a new file is created).
- Demonstration (showing the creation of a new file).

- Experience (allowing the participant to practice creating the new file).
- Feedback (allowing the participant to evaluate the process and seek feedback on performance).

Personal attitudes

If you wanted to train Lay Magistrates on how they should conduct themselves in a court room this concerns personal attitudes. Personal attitudes relate to personal behaviours and values linked to competence, control, leadership and ability to achieve independence, justice and impartiality.

The trainer or instructor will use different types of techniques to fulfil his/her task, then assess and evaluate the communication used, their relevance to topics and their effectiveness in conveying required messages to participants.

2 Adult Learners

All the people you will train have something in common. They are all adults. Children and adults learn very differently. The following is a list of the characteristics of adult learners. Adult learners:

- Are self-reliant (they come to training with both past experience and knowledge).
- Are self-motivated (they seek immediate results and want to know why this training is important).
- May overestimate or underestimate their own learning ability.
- May have a weak memory (short-term).
- May have an increased memory (long-term).
- Will have individualised learning styles and abilities (not each adult learns in the same way).

Conditions of adult learning

It is possible to identify situations in which adults learn more effectively. They include, when:

- They can understand the purpose and content of the training e.g. a Lay Magistrates undertaking Sentencing Training will improve their sentencing skills
- Training is directly linked to their practical lives e.g. the Lay Magistrate will use these principles every time they sentence
- Training solves their immediate problems e.g. sentencing is a difficult process and training provides a structure to work within
- They actively participate and interact e.g. the training involves mock sentencing hearings
- They feel themselves in a participatory environment e.g. all participants will actively participate in the training.

It is possible to say that adult learners are:

- Practitioners
- Observers
- Thinkers
- Experimenters.

3 LEARNING STYLES

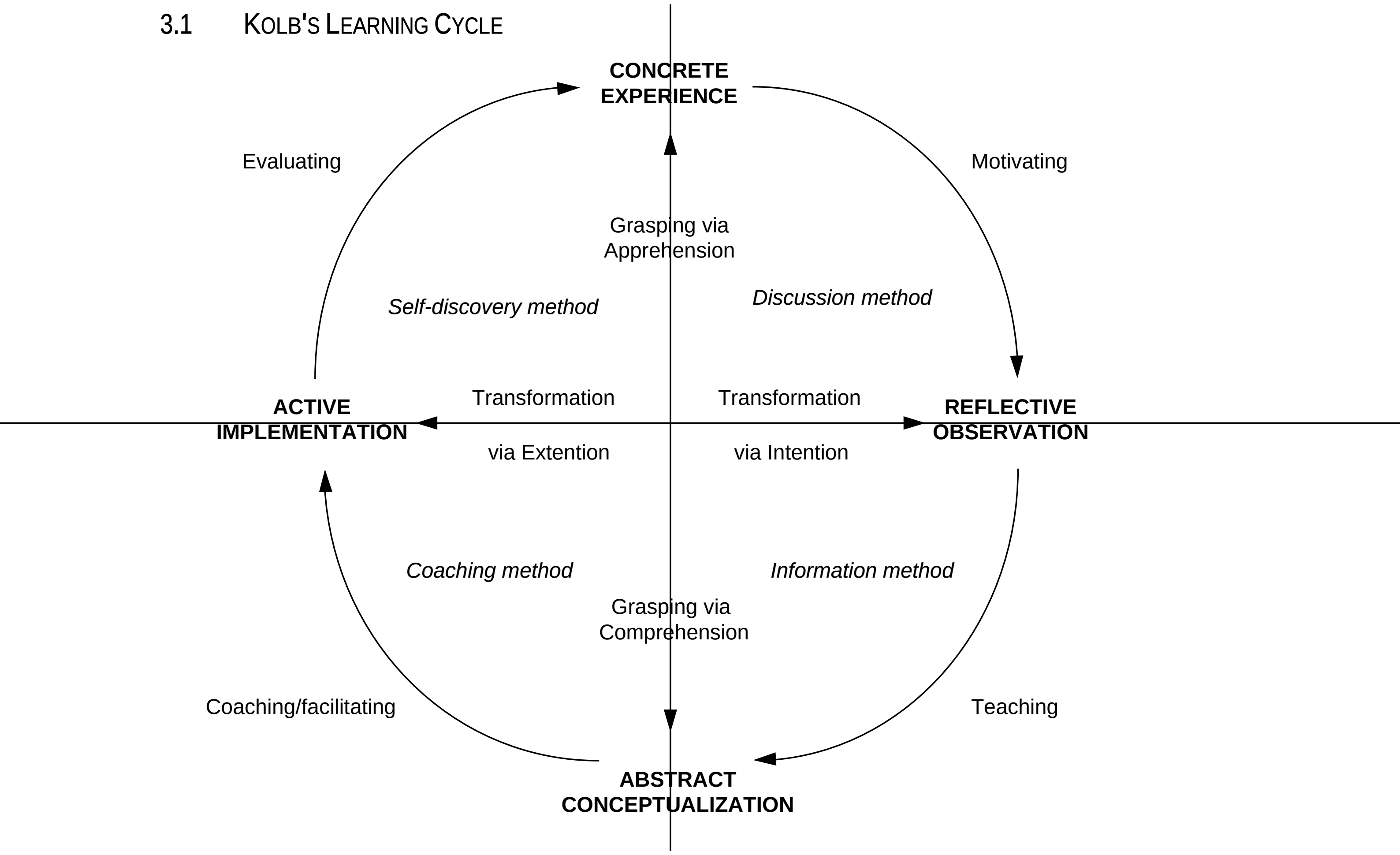
Learning is the process whereby knowledge is created through transformation of experience.

Learning occurs as a four step process: (a) concrete personal experience; (b) observations and reflection on that experience reworked into (c) abstract concepts and generalisation which are (d) tested in new situations.

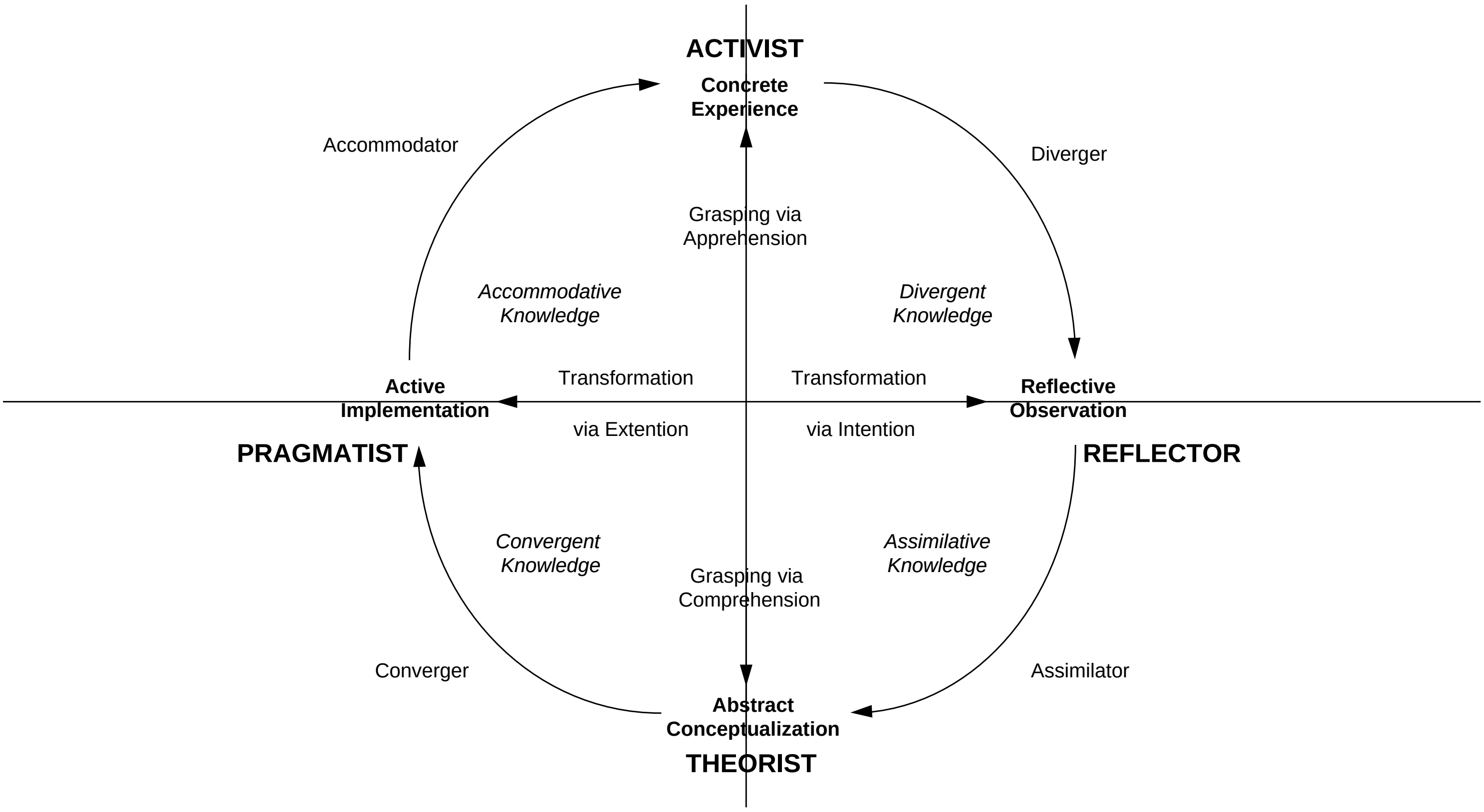
Applying this to the classroom, this cycle can be described as involving the learner first in an immediate concrete experience (such as role plays, exercises, case studies) followed by reflection on the experience from different perspectives (small group discussions, processing of the experience). They then engage in abstract conceptualisation (lectures, research, additional reading) to help integrate observations into conceptual form; finally through active experimentation, learners apply what they have learned to a practical situation (action plans, proposed system changes, procedures). The cycle then begins again, but at a higher and more complex level.

The next page contains two diagrams that represent this cycle.

3.1 Kolb's Learning Cycle



3.2 Kolb's Learner Classification



KOLB'S LEARNER CLASSIFICATION

Kolb argues that it is possible to divide learners into four categories based upon the way in which they learn. Let's look at the four categories.

Activist (Doer)

Prefers to learn by DOING it first; learns best from a concrete experience and specific examples. An example of an activist learner is the judge, magistrate or court officer who buys a computer and immediately has a go at word processing. An activist will generally give anything a try, and thrives on the challenge of new experiences.

Reflector (Watcher)

Prefers to learn by WATCHING it being done first; they rely heavily on careful observation in making judgments. An example of a reflective learner is the judge, magistrate or court officer who attends a Computer Skills Workshop before doing anything else. A reflector will generally collect extensive data and prefers an organised explanation, or lecture, before adopting a position.

Theorist (Thinker)

Prefers to learn by THINKING about it first; relies on an analytical approach which depends heavily on logic and rationality. An example of a theorist learner is the judge, magistrate or court officer who reads the manual through from cover to cover and then turns on the computer. Thinkers tend to prefer abstract conceptualisation, usually in a tightly structured process, and can become uncomfortable or frustrated by the apparent abstraction or informality of workshops or experiential learning.

Pragmatist (Tester)

Prefers to learn by ACTIVE EXPERIMENTATION, and "trying it out". An example of the pragmatic learner is the judge, magistrate or court officer who makes the best start he/she can by glancing at the instructions, turning it on and giving it a go, and then calling a colleague when he/she gets stuck. Pragmatists prefer to actively apply and test knowledge as part of the learning process, to see if they work in practice; they tend to like lectures and other passive learning.

There are infinite combinations of learning style preference: Kolb, for example, creates four sub-categories of learners (accommodators, divergers, convergers, and assimilators) who combine the above learning style characteristics.

3.3 WHY ARE LEARNING STYLES IMPORTANT?

If a trainer knows the preferred learning style of their participants they will design and deliver training programs in a way that suit those preferred learning styles. The difficulty is in one training program you will have participants who have a range of learning styles. Some participants will learn better by doing, some by watching and some by thinking. In view of the divergence of preferred styles in any workshop gathering, this means that facilitators should ensure the process integrates each of the four learning styles. How can you do this in practise? The following approach is suggested:

- *Select which learning style you find most comfortable, and generally use most often*.
- *Identify different learning tasks or experiences when you have used each of the three other styles*.

3.4 THE TRAINING CYCLE

Training should be seen as a process that involves a number of stages. The follow diagram shows these stages:

STAGE 1: IDENTIFYING THE LEARNING NEEDS

Training should only be delivered if required. How do you work out what training is required by your court? Conducting a Training Needs Analysis (TNA) will tell you the areas where there are performance gaps and that training is required to close those performance gaps.

A TNA will identify training needs through an objective research and analysis process. Conducting a TNA will assist in solving work problems by conducting training to address these problems. For example, work problems might include:

- High level of complaints
- Slow work speeds
- People working overtime
- Delays in judgement writing
- Conflict or poor working relationships

How do you conduct a TNA?

The first step is to identify the general problem area. You then need to undertake the following steps:

1. Identify your target group e.g. Lay Magistrates, Judges of Court Staff
2. List all the job roles of your target group
3. Identify job descriptions – use Duty Statements
4. Identify the specific category (job role) of your specific target group

5. Complete a Job Analysis of your target group – break jobs into duties/tasks. See Tool 1: Example of Job Analysis for a Target Group
6. Break the tasks down into knowledge/skills and attitudes. See Tool 2: Breaking Tasks into Skills, Knowledge and Attitudes
7. Place the information into a survey for the target group. See Tool 3: Example of a Survey of Target Group
8. Conduct the survey or other research method (meeting or interview)
9. Analyse the survey information (identifying gaps requiring training)
10. Identify topics for your training program or your target group

At the Trainer of Trainers Workshop you will have examined in detail how to conduct a TNA. Appendix 1 is a Summary of the steps in Conducting a Training Needs Analysis

STAGE 2: DESIGN THE TRAINING

Thought needs to go into designing a training program. You will need to answers the following questions:

- Who are the participants?
- Who will deliver the training?
- What is the nature of the training?
- How many days or hours will the training last?
- Where will the training be held?
- What resources will be needed to conduct the training?
- What training methods will be used in the training?
- How will you assess that participants have gained knowledge, skills and/or attitude from attending the training?
- How will you evaluate whether the training was a success?

STAGE 3: DELIVER THE TRAINING

The training date has arrived. You now need to deliver the training to your participants.

Plan, plan, plan. Effective training does not happen without detailed planning. Remember the Four P's: proper preparation prevents poor performance!

You should prepare a number of plans for every training that you deliver. Firstly a daily plan that will provide a summary of the whole of your training program. The plan will explain how the content will be divided up, the time spent on each topic, learning objectives and outcomes, teaching aids that will be used and teaching methods that will used during the training.

Secondly, you should prepare individual session plans for each session within your training program. See page 8 of this guide for a more detailed discussion on designing your training program using Daily and Session Plans.

During training, after you have delivered the content of training, it is important to assess whether participants have achieved the set learning objectives and outcomes (see page 27 of this guide for a more detailed discussion on how to assess training).

STAGE 4: EVALUATE THE TRAINING

After the training has been delivered you need to review the training process. How successful was it?
A training evaluation will also tell you whether participants enjoyed the program. It will tell you what they liked and didn't like about the training. It may also provide you with some suggestions on how the training could be improved for future presentations.

The evaluation process will measure whether the participants have acquired knowledge, skills and/or attitudes as a result of the training.

4 DESIGNING YOUR TRAINING PROGRAM

Assume that you have conducted a Training Needs Analysis you are now ready to design your training program. Your first step will be to work on the big picture by preparing a daily pan.

4.1 THE DAILY PLAN

Creating a Daily Plan will give you an overview of the whole of your training program. Such a plan can be used for a training program of any length even a program lasting less than a day.

You can create a Daily Plan in a Word Document by creating a Table with six headings across the top of the table. Identifying the time you have, the topic you will cover, learning outcomes, training methods and aids that will be used during training and the name of the facilitator.

Let's assume we are training judges on the Rules of Evidence. This is an example of part of your Daily Plan:

Training Program for Judges on an Introduction to the Rules of Evidence

Time	Topic	Learning outcomes	Training Methods	Training Aids	Facilitator
8.30 - 10.00 am 90 Minutes	Introduction to the Rules of Evidence	That participants will be reasonably able to: • Explain the types of evidence that may be presented to a court • Describe the concept of relevance of evidence • Explain the 'best evidence' rule • List the reasons why evidence may not be admissible into court	Presentation Group Discussion Case studies	PowerPoint Whiteboard Case Study questions	Margaret Barron

Your plan would continue and would provide a summary of every training session you proposed to deliver in relation to your training program on the Rules of Evidence.

Annex 3 of the additional resources document, pg 6 provides an example of a Daily Plan for a Trainer of Trainers Program that ran for two weeks. For each day of the two week program there is a summary of the training that occurred on each day.

4.2 The Session Plan

For each individual training session within your Training Program you should create a **session plan**. If you create a Daily Plan **first** it will be very easy to create session plans. You can just cut and paste the material in your Daily Plan into your session Plan.

You can use a template which makes it very simply. Appendix 2 contains a blank Session Plan Template.

The session plan is created **for your benefit**, not for the benefit of the participants. You will use the plan to guide your training. It will provide a summary of each and every session of your training program.

The following is an example of a Session Plan that has been completed for the session on an Introduction to the Rules of Evidence from the training program for judges on the Rules of Evidence:

<table>
<tr><th colspan="5">Session Plan:</th></tr>
<tr><td>Training Program</td><td colspan="4">An Introduction to the Rules of Evidence</td></tr>
<tr><td>Topic</td><td colspan="4">The Rules of Evidence</td></tr>
<tr><td>Outcomes</td><td colspan="4">That participants will be reasonably able to:
• Explain the types of evidence that may be presented to a court
• Describe the concept of relevance of evidence
• List the reasons why evidence may not be admissible into court
• Explain the purpose of the Rules of Evidence</td></tr>
<tr><td>Trainer :</td><td colspan="4">Margaret Barron</td></tr>
<tr><td>Time – 90 mins</td><td colspan="4">Content: An introduction to the rules of evidence</td></tr>
<tr><td>Start

10 mins</td><td colspan="4">INTRODUCTION
Get attention: Tell an interesting story

Link to learner's previous interest/experience: You are all Judges who hear evidence presented in cases before your court. It is important to understand the Rules of Evidence which determine whether particular evidence should be admitted for consideration by the court.

Outcomes (learning outcomes): Discuss the learning outcomes listed above

Structure of the session: Session will be divided into four sessions (see sub-topics below)

Safety and housekeeping: Morning tea will be held at end of session

Stimulate motivation - what is in it for the learner? Judges must know the Rules of Evidence in order to carry out their judicial functions effectively.</td></tr>
<tr><td rowspan="2">20 mins</td><td>Sub-topics</td><td>Methodology</td><td>Summary /Assessment</td><td>Resources</td></tr>
<tr><td>Types of evidence</td><td>Presentation</td><td>Questions</td><td>PowerPoint</td></tr>
<tr><td rowspan="2">20 mins</td><td>Sub-topics</td><td>Methodology</td><td>Summary /Assessment</td><td>Resources</td></tr>
<tr><td>Concept of relevance of evidence</td><td>Case Study</td><td>Questions</td><td>Handouts</td></tr>
<tr><td></td><td>Sub-topics</td><td>Methodology</td><td>Summary /Assessment</td><td>Resources</td></tr>
</table>

20 mins	Reasons for evidence not being admissible	Brainstorm	Game	Whiteboard and pen
	Sub-Topics	Methodology	Summary/Assessment	Resources
10 mins	Purpose of the Rules of Evidence	Presentation	Quiz	PowerPoint
10 mins Ends	i. Conclusion: COFF Outcomes & summary- review your learning outcomes Feedback- obtain feedback from participants Future – what will be the content of the next training session? The Hearsay Rule			
Special Requirements / Preparation / Comments:				

4.3 LEARNING OBJECTIVES AND LEARNING OUTCOMES

Each Training Program should have a **learning objective**. This is the broad purpose of the training? For example if you are delivering training to judges on the Rules of Evidence the learning objective may be:

For participants to gain knowledge of the Rules of Evidence that will assist them in determining what evidence is admissible in court hearings.

Learning Outcomes

Each session in a Training Program should have **Learning Outcomes**. They will be listed in the session plan. They explain what participants will be able to do at the end of the training session and how well they will be able to do it. For example, the learning outcomes for our session on an Introduction to the Rules of Evidence were:

Participants will be reasonably able to:

- *Explain the types of evidence that may be presented to a court*
- *Describe the concept of relevance of evidence*
- *List the reasons why evidence may not be admissible into court*
- *Explain the purpose of the Rules of Evidence*

You will notice that all the outcomes begin with a verb e.g. 'explain', 'list' and 'describe'. This makes it possible to measure if these outcomes have been achieved. This can be done by assessing participants during training. You could give participants a short quiz to assess understanding. We will talk more about assessment later in this handbook. See page 28 of the Toolkit.

Annex 5 of the additional resources document, pg 12, contains a list of helpful verbs that can be used to write your learning outcomes.

4.4 DETERMINING TOPICS AND CONTENT

How do you work out the content of a training program and the content of each session? There are a number of questions you can ask yourself to help you develop topics and content:

- What were the results of your Training Needs Analysis?
- Who are your participants?
- What are the participants' backgrounds and needs: are they newly appointed or more experienced? What are their roles and duties? What do they need to know and do? What existing experience do they possess on the subject?
- What is the time available for the session?
- How complex should the training be?

Planning the content using the sticky note method

One method of creating content is to use sticky notes. This is the process:

1. Identify possible content i.e. brainstorm all ideas related to the topic. Write each idea on separate sticky notes.
2. Analyse content: divide the sticky notes into 3 piles:
    i. **must know** (content that **must** be presented)
    ii. **should know** (content that is important but not essential)
    iii. **could know** (content that could be presented but is not important or essential)
3. Sort the content: put into themes or families. Create a name for each theme.
4. Sequence the content: deal with general material first and then more specific material. Deal with known to unknown.

Themes

Each theme or family will be the content for one session in your training program.

The great benefit of using the sticky note method is you can move sessions and content around very easily if you wish.

Possible delivery content for judicial and non-judicial officers

See Annex 6 of the additional resources document, pg. 13, for a list of possible topics to teach judicial and non-judicial officers.

5 DELIVERING THE TRAINING

5.1 INTRODUCTION

The introduction to each training session is very important. One way of introducing a session is to use the acronym **GLOSSS**. When delivering your training make sure you have covered each part of the **GLOSSS**.

Each letter stands for:**G: Get** Attention
L: Link to participant's previous experience of learning
O: Summarise the **learning outcomes** for the session
S: Explain the **structure** of the session
S: Safety / housekeeping: tell participants about housekeeping matters e.g. where facilities are, when lunch will be held etc…

S: Stimulate participants: tell participants why this training is important to them

Let's look at each part of the introduction in detail.

- G: Get Attention
  You can gain the audience's attention in a number of ways*:*
  - Present an interesting case.
  - Use quotation.
  - Use some statistics.
  - Tell an extraordinary story.
  - Talk about some current events.
  - Use humour.

- L: Link to participant's previous experience of learning
  Each participant brings to training previous knowledge and experience. Your introduction can remind them about this and tell them how this training will link to that knowledge and experience.

- O: Summarise the learning outcomes for the session
  State the session's learning outcomes. This will explain what the participants will be able to do at the end of the session and how well they will be able to do it.

- S: Explain the structure of the session
  Summarise the content you will cover in the session. This information is in your session plan. You will have your content divided up into sub-topics and the plan will tell you how long you will spend on each sub-topic.

S: Safety / housekeeping:
You need to tell participants about housekeeping matters e.g. where facilities are and when lunch will be held.

S: Stimulate participants:
Remind participants why this training is important to them. Explain how they will be able to use it in their day to day work.

5.2 DELIVERING THE BODY (CONTENT) OF THE SESSION

1. Beginning of session

- Make sure you have any handouts ready to be distributed
- Make sure you have all training resources you will use during the session ready
- State the session's key points.
- Explain each point in brief.
- Explain how the topic relates to and affects the participants.

2. Body

- Begin by restating each key point.
- Explain and present information.
- Present the essential content, then the important, and then the good to know information.

- Use examples and illustrations to help explain the points.
- Use verbal and visual materials.
- Present an example of each idea.
- Emphasise and repeat the point under discussion.
- Present problems, cases and questions.
- Wait to receive participants' responses.
- Assess whether responses indicate that the participants understand the key points.
- Present the responses, solutions and explanations.
- Provide a brief summary at the end of each key point.

3. Conclusion

Concluding each training session is important. Present a logical ending that illustrates the structure and result. Use COFF to conclude your session.

- C: Conclude
- O: Revisit your learning outcomes to check they have been achieved
- F: Gain feedback from participants
- F: Talk about the future e.g. what the next session will cover or what the next training program will cover.

6 Presentations Techniques

There is no "best" way for presenting information to adult learners. Generally, ***lectures*** are more suitable for transferring information, and ***workshops*** are more suitable for developing skills. You will, over time, develop an appropriate personal communication technique, which will be somehow unique in nature. Presentation methods vary depending on the audience type, the purpose and the topics.

6.1 Traditional Techniques

I. Lecture

The lecture is a primary technique for transferring knowledge and information and a traditional and common method that can be either formal or informal. Ideally, a lecture should not exceed 30-40 minutes, to sustain an adequate attention level. The lecture is considered a form of passive learning. Usually, the lecturing technique is slow.

The lecture as a presentation method has a number of advantages that include:

- Providing a condensed, efficient summary of large amounts of information.
- Providing an introductory framework for other participatory teaching activities.
- Being an authoritative mode of presentation for respected experts.

II. Panel discussion

This is a useful model in discussion sessions and conferences, where the lecture or presentation is conducted in a panel session. The chairperson introduces the panellists and each of them in turn presents a short lecture or commentary on the subject. The remaining time is open for questioning moderated by the chairperson.

Disadvantages

- Tends to scatter rather than focus the subject matter.
- Panellists' lectures may not be coordinated with each other.
- The panellists may exceed the limits of time allocated to them.
- Some questions may have no relevance to the topic, thus wasting time.
- Inability to maintain a high attention level.

Some solutions

- The group of panellists should be viewed as a unified teaching team, who has to meet at least once in advance for coordination.
- The moderator or the team leader should manage the session in a coordinated and efficient manner.
- Different panellists can be assigned different roles, such as a lecturer, a critic, a discussion leader, etc.
- Written materials can be prepared to cover the topic, while the speaker can use oral communication for emphasising main issues.

A panel discussion can be run in a number of different ways.

1. *Position statement through role distribution:* A panellist presents the essential information (issues, philosophy, problems), another presents an analytical presentation of the topic and the moderator channels questions to panellists.

2. *Written questions from the audience:* Cards may be circulated to the audience in order for them to write their questions. Staff members collect the cards and give them to the moderator, who selects the most relevant questions and channels them to panellists.

3. *Case studies:* Written cases may be distributed to the audience as part of the handouts. Each individual answers one or more cases. Then the moderator calls for 3-4 answers to be presented. Then a panellist presents prepared answers to each case.

4. *Demonstrations:* The panel team presents a live demonstration through role-playing. A film or a tape may be presented. These demonstrations serve as a basis for lecturing or discussion.

5. *The spontaneous dialogue or interview:* The moderator asks direct questions of relevance to the topic, which the panellists are aware of. The audience may ask questions, followed by summary statements by each panellist, summarising the answers to each question.

Facilitator's role in a panel discussion

The facilitator plays an important role in a panel discussion by:

- Encouraging participants to think
- Summarising ideas that have been presented
- Contributing ideas
- Providing written references and materials

- Taking a leading and modelling role
- Raising questions
- Directing discussion
- Deepening the ideas by restating them
- Providing approval or constructive criticism.

6.2 Workshop Facilitation Techniques

The job of the facilitator (trainer) is to promote active learning and encourage participation and interaction among group members.

General rules for facilitating discussion:

- A brief recording of the groups' ideas will give them a sense of some progress. Use butcher's paper or a whiteboard to record ideas.
- Get the group talking.
- Open the floor for general discussion by using open-ended questions i.e. questions that don't have a yes or no answer.
- You have the duty of encouraging participation in the discussion by directing questions to certain people.
- Express approval words for everyone who participates in and contributes to the discussion.

Facilitation techniques:

- When someone is speaking, look at the entire group, not only to the speaker.
- Let a group member respond to comments by other members before trying yourself to respond.
- Encourage interaction by avoiding being in the central position after the topic is identified. A general question is raised, and then the trainer moves to the back of the room.
- When questions are asked directly to you as a trainer, refer them to the group members.
- Do not allow any inference or guess to be taken as a fact. Always look for hidden assumptions behind the statement and ask for clarification.
- Do not show approval or disapproval of someone's contribution. It is not your duty to reward or punish.
- Summarise discussion regularly or ask a participant to do so.
- Do not insist on having the last word.

6.3 Large Groups Methods

Training techniques for large groups will differ from panel discussion because the trainer can use diverse techniques in order to ensure good participation. They do not involve direct lecturing by any presenter. While the optimal number of participants in adult education is between 12 and 20, large groups may include 50-60 persons, although participation will be limited.

I. Brainstorming

Definition: A method that opens discussion and stimulates participation through discussion of a specific issue. It is an exercise in creative thinking. Group members identify a broad scope of lateral applicable ideas, which are recorded without commentary, discussion or critique. Then, the ideas are usually presented to the large group for analysis, comments and discussion.

Practically, you may do the following:

- Ask the participants to write down their ideas.
- Invite them to share these ideas.
- List the ideas on a flip chart.
- Ask a participant to organise the ideas.
- Have the organised ideas prepared and circulated to the participants.

II. Case study and role play

Definition: An analytical method that employs a problem-solving technique. A real life case or problem is presented, then the participants are asked to perform a certain task in small groups either in written or orally. It requires cooperation and exchange of ideas among the participants in order to reach a solution.

Steps in creation of a case study
Sometime needs to be spent in creating a case study/role play that you will use in training.
You need to think carefully about why you are using this as a training technique. What knowledge, skill and/or attitudes are you wanting the learner to acquire?

The following steps are involved in the process of creating a case study/role play:

1. Define theory/skill/attitude you want covered.
2. Specify learning outcomes i.e. what will the learner be able to do?
3. Create the scenario.
4. Embed issues/problems in scenario.
5. Write the case study scenario.
6. Check the scenario covers the learning outcomes.
7. Develop questions relating to the scenario.
8. Use the scenario in training leaving time to discuss and analyse participant's responses.

Example of a Case Study

Annex 7 of the additional resources document, pg. 15, features a Case Study written by Judge Va'ai (Samoa) to support a training session he delivered during Advanced ToT Workshop - Auckland, June 2012. It is used with his permission.

6.4 Small Groups

While the size of small groups can vary from 4-20 participants, an ideal size for active participation is 5-8 persons. One member should be appointed discussion leader.

- Define the task for each group clearly and the time to work on this task.
- Ask each group to report to the large group.
- Assist in mobilising and stimulating feedback.

i. Working groups: A group of people share their experience/s to accomplish a task or solve a problem.

ii. Group discussion: Allows for combining knowledge, experiences and ideas in a joint process with the trainees in order to explore an issue or a problem. The group leader stimulates and facilitates discussion.

Group discussions require planning. The following is a list of five steps involved in creating a group discussion topic:

Step 1	Decide the purpose of the discussion
Step 2	Specify the exact subject of the discussion
Step 3	Research background information
Step 4	Prepare an opening question for the discussion
Step 5	Facilitate the discussion as part of your training session

iii. Buzz groups: Allows the small groups to participate intensively, followed by discussion in the large group.

iv. Nominal group: A group method for problem solving. Consists of 5-9 persons. Each participant individually writes down some solutions to the raised problem without any discussion.

- After 10-20 minutes, the group leader asks each person to present his/her solutions.
- Solutions are recorded on the board without discussion.
- Every solution is discussed after all solutions are recorded
- Participants may vote to rank the solutions by majority.
- The leader records the votes.

Innovative techniques for managing groups:

- Ice-breaking: Short group exercises used to minimise barriers between the group members and to energise them. Often used at the beginning of training to 'break the ice'.
- Brainstorming: as defined earlier.
- Role-play: Improvisation of different roles and situations with or without a prepared script.
- Simulation: The simulation of 'real life' problems to be solved in case studies.

Group advantages:
There are a number of advantages of using groups in your training. They include:

- Professionals learn more effectively through active involvement.
- Groups possess more materials and potentials than individuals.
- Group techniques enable the participants to build on their own and their colleagues' diverse experiences.
- Group members are stimulated by the presence of other participants to contribute and make the group work succeed.

Through participation and interaction, the group can reach high quality decisions; demonstrate higher level of commitment and more personal and social awareness.

7 Papers, Handouts and Materials

At times you will need to prepare papers, handouts and materials that can be copied and circulated to participants at your lecture or workshop. These materials provide valuable support for your presentation, and assist participants to learn more effectively. Participants will largely assess your professionalism by the quality of your materials. You should prepare your paper and other materials in copiable form, and supply them for copying at least 1 week before your session.

Papers and handouts

Your paper and handouts should:

- Provide the text of your presentation, or a summary guide of key points.
- Include additional information selected on the basis of its importance in understanding the topic and presented as a summary.
- Allow the participants to record any notes that they find important or useful.
- Include texts, graphs or charts that are time consuming to be copied.
- Be effectively coordinated with other presentation aids used in the program, such as overheads, slides or models.

As a rule, handouts should:

- Support your presentation and paper with practical summaries, guidelines and examples - should not be an alternative to a written text.
- Be complete, so participants won't need to write down their own information.
- Be typed - unless they are written in a very legible script.

8 Training Games

Games can be used in training in a number of ways to:

- Deliver content
- Assess whether students have met learning outcomes.

i. PowerPoint Game Templates

The following site contains a number of templates for training games that can be run using Microsoft PowerPoint. You simple need to download the template that you wish to use. If the game involves asking a series of questions you will need to create the questions and answers.
http://people.uncw.edu/ertzbergerj/ppt_games.html

ii. Word Games

The following site is very good for creating word games such as crosswords, bingo and word find. You need to input the data in order to create the crossword or other resource. Creating an account is free.
http://edubakery.com/

iii. Free Training Materials

There are a large number of Internet sites containing free training games, materials and activities. The following sites are recommended:

https://www.trainerbubble.com/energisers.aspx

http://www.businessballs.com/teambuilding.htm

http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/Default.aspx

http://the-trainers-lounge.co.uk/free_training_activities.html

https://www.trainerswarehouse.com/trainingtips.asp

http://www.thiagi.com/games.html

9 Some Golden Rules

Making your training interesting and effective requires a combination of technical expertise and effective communication skills. To improve your communication skills, keep in mind the following suggestions:

1. **Check the venue and arrangement:** You should **arrive early** to check the venue and room arrangements for yourself and the participants. This means **conducting a site visit** at least a day before the workshop to select suitable table and chair arrangements and positions for where the facilitators will present from and to communicate with people in charge of the venue. You may need to find someone who is familiar with the venue and inform him/her about the technical requirements. In other terms, the trainer should have control over venue and time, and carries the task of setting up the venue, the required physical elements and the available time to transfer knowledge and manage the group and the individuals forming this group.

   The trainer is responsible for arranging:
   - A comfortable working venue that provides for high attention.
   - The physical elements that should facilitate explaining his/her presentation effectively.
   - Control over the different equipment before starting his/her training.
   - The selection of sound equipment, audio-visual aids, lighting, etc.
   - Set-up of seats for the trainer and the participants.

   There is a very good discussion in *the National Judicial Committee's Professional Development Toolkit (NJDC)* on Conducting an Activity. The activity may be training. There is a discussion on pages 21-22 of the things you need to check the day before the activity, the day of the seminar and after the activity concludes. In the additional toolkit resources for the NJDC Toolkit see particularly, Tools 4.1 and 4.2 which are Checklists for matters that will need checking.

2. **Your position in the room:** Stand at the front when using presentation aids and sit at the front or with the group during discussions.

3. **Your conduct:** be friendly and quiet. Show willingness and enthusiasm while dealing with the participants. Use gestures and face expressions, e.g. to show approval.

4. **Voice:** Talk in a strong and balanced manner using the prepared Session Plan as a guide for your speech and session management. You should direct your voice to reach the farthest point in the room and talk slightly louder than what you think is appropriate.

5. Eye contact: Look directly to every participant when he/she is speaking and show interest in what they say.

6. Opening remarks: Give a simple and clear summary of issues and points to be presented in order to grasp the audience's attention.

7. Do not start with an apology: Apologies make you look weak and unprepared, particularly if they are about your level or experience, unjustified inadequacies, or lack of sufficient time.

8. Don't keep the participants guessing: From the start, present the materials and topics that you want to cover.
   - Stop and give a summary at the end of each point covered.
   - Give a final summary about what have been covered.

9. Don't read from your papers:

10. Let nervousness work for you, but keep it under control. Nervousness will help you remain mentally alert.

11. Use little humour with caution: Any humour should be linked with a point under discussion.

12. Encourage participation, debate and competition.

13. Vary and rephrase questions.

14. Use presentation aids, such as transparencies, graphs, whiteboard, video, PowerPoint slides, etc.

15. Use realistic examples, even if they are hypothetical.

16. Use case studies: Use practical cases. This is the way judicial officers actually experience court problems.

17. Be flexible: Keep the set program flexible and do not let any unexpected interference embarrass you.

18. Keep some extra materials at hand: This will help you adapt and answer questions you might be asked.

19. Dress and appearance: Appearance agrees with the trainer's manner and personality.
   - Do not look repeatedly at your watch.
   - Do not stammer while talking.
   - Move in a flexible, steady and balanced manner.
   - Do not talk beyond the designated time.
   - Use a microphone for sound amplification.
   - Practice reading text without the need to look at the paper frequently.

10 QUESTIONS

Questioning is one of the most useful tools for a trainer to generate active participation and learning. During training, questions can be used for a number of purposes. They include to:

- manage behaviour of participants
- gauge participant's knowledge
- arouse curiosity and stimulate interest
- clarify and emphasise key concepts
- stimulate discussion among participants
- develop or sharpen participant's problem-solving ability
- motivate participants to search for new information
- stimulate and encourage participants to think at higher levels.

To be effective you need to plan questions that will be asked during training. The process of questioning can be divided into a number of stages.

1. Preparation stage - preparing the questions:
    - What questions will you ask?
    - At what stage of the session will you ask them?
    - Why will you ask them at this particular time?
    - Will the group feel comfortable and ready to talk?
    - Is the question relatively simple or so difficult that it would create a mental block in the participants?
    - Varying the types of questions being asked.

2. "Asking the questions" stage:

The session starts with a question asked by the trainer and not the participants. Usually, the participants raise their questions when they are well into the topic and feel confident of their information relating to the session.

3. "Waiting for the answer" stage

It is important to give time to the participants to comprehend the question and think before answering. The participants need to formulate the answer and then consider its correctness. You may break the silence by repeating the question. If no one is answering, this may mean one of these two things:

- You should rephrase the question.
- Everyone is afraid of breaking the ice.

4. The stage of "asking someone by name":

It is difficult to identify the right person to ask. You can have some indications by noticing the participants' facial expressions, someone's enthusiasm or a slight indication such as raising the hand, finger or pen. You should be sure that participants do not feel threatened by calling their names before asking the question.

5. Listening stage:
    - Focus on listening, discussing and considering each answer.
    - By good listening, you can raise another question within the discussion.

6. Review and reinforcement stage:

Through the previous stages and to be sure that the topic's key points were presented, you can perform a review, use questions again and put the results on the board or flip chart.

7. Notes to the facilitator:
    - Invite responses from all participants.
    - Do not focus on asking specific people all the time.
    - Direct the question to a particular person if you feel he/she has not had a chance to answer.

8. Types of questions:
    - Open questions: can be used to allow the respondent a chance to expand the answer. *"What do you think about the concept of truth in sentencing?"*
    - Closed questions: are meant to get a brief, focused and short answer, such as yes/no.
    - Hypothetical questions: are meant to let the respondent predict how he/she would behave under a set of imaginary circumstances, such as: *"If I ask you to present this session, how would you do this."*
    - Leading didactic questions: the answer or part of it is put in the respondent's mouth, such as: *"Sure you don't discriminate against women, do you?"*
    - Alternative choices questions: facilitate the answer for hesitating participants by providing a number of alternatives to choose from, such as: *"Do you think the most important aspect in sentencing is a or b or c?"*
    - Clarifying questions: are used to ask for additional information to reach a certain point, such as: *"What do you mean by…?"*

11 Hearing and Listening

Listening is one of the most important components of all training techniques. Some programs depend on listening more than others do (discussion sessions, small groups). Even in a lecture, the presenter needs listening skills not only to monitor the lecture's impact on the audience, but also to be able to respond to participants questions effectively and appropriately.

Listening is a skill that involves using the ears, eyes, mind and heart. Thus, it is different than hearing that involves using the ears only.

- We hear many things, but we listen to a little of what we hear.
- We can hear without listening unless we want to listen.

Characteristics of an effective listener:

- Wants to listen.
- Shows willingness and attention
- Takes the responsibility of interaction.
- Reduces distraction.
- Uses positive gestures, and does not compete
- Able to keep silent.
- Asks clarifying questions.
- Tries to understand the speaker's view.
- Reflects feelings and content.
- Rephrases things and ideas.
- Summarises.
- Uses the difference between the speech/thought rate.

Why people fail to listen effectively:

- Physical reasons in the environment, such as discomfort or distraction
- Physiological reasons such as pre-occupation
- Pre-existing perceptions about the speaker or subject
- Tendency to judge
- Tendency to impose solutions
- Avoiding the others' concerns
- Preoccupation with self
- Fear of losing control

Risks in listening:

- Pre-judging the person or the topic
- Rashness and jumping ahead
- Distractions
- Trying to remember all that is said
- Listening only to facts without reaching the main point
- Allowing thoughts to wander (thought speed is 4 to 6 times faster than speech)
- Trying to write down all that is said
- Ignoring the voice tone and body language

12 Non-verbal Communication

Non-verbal communication is communication where spoken or written words are not used, and includes all forms of communication that do not involve vocalisation, words or sentences. People always convey non-verbal messages whether intentionally or unintentionally and whether they were speaking or not. This communication is sometimes called 'body language'.

Research indicates that when expressing attitudes and feelings:

- 7% is conveyed through words and sentences.
- 38% is conveyed through voice tone.
- 55% is conveyed through non-verbal messages.

Comparison: Non-verbal communication can complement, enhance, replace or even contradict verbal communication.

- Complement - When non-verbal messages correspond to verbal messages but without affecting the strength of the communication.
- Enhance - When non-verbal symbols actually strengthen the communication. For example, facial expressions and gestures reinforce and highlight the strength of the message expressed verbally.
- Replace - Non-verbal communication can make words unnecessary. For example, a warm handshake or friendly hug can have a strong communication expression.
- Contradict - Non-verbal communication may contradict the verbal message. For example, you may say *"I am very interested in what you are saying"* while you constantly look at your watch!

Rules for non-verbal communication:

- Body movements in any of its parts create a certain feeling in the person who listens or watches.
- The way you sit, walk or stand creates a certain feeling in the person who listens or watches.

- Body movements in any of its parts are dependent on each other.
- Good non-verbal communication promotes the leadership character in the facilitator.
- Good non-verbal communication promotes a successful communication between the leader (facilitator) and the audience.

13 Presentation Aids

As a leader of a discussion session or a group or as a presenter, you should not limit your attention only to teaching materials. You also should consider the most effective way to promote learning by participants. Regardless of the communication technique employed, the most critical element is the clarity of your message. Consider this first, and then think about the appropriate communication technique.

You can tell the audience everything you know about the topic, but you will be more effective when you focus on the audience memory by using presentation aids. Using these aids will enable the participants to remember 50% of the information instead of 20% only.

Peak of creativity!

Memory storage:

- 10% of information heard.
- 20% of what is seen.
- 65% of what is heard and seen at the same time.
- 50% or more when the presentation is bright, pleasing and characteristic.

General Rules:

- Learning results from stimulating senses.
- Comprehension increases with using aids.
- Retention improves with greater use of senses (seeing + hearing + practice = experience).
- Planning for teaching sessions should include a variety of presentation aids.

i. PowerPoint & overhead projector

Presenters who use power-point and overhead projectors are considered as:

- Better prepared.
- More persuasive and credible.
- More exciting and attracting.
- Better able to communicate.

This technique is helpful in reducing the speech time (lecturing), as the theoretical content is covered with a high level of retention.

However note that PowerPoint presentations are not effective when:

- Each slide contains masses of written information
- Each slide contains overly complicated charts or diagrams
- The presenter simple reads off the slides

They can be very effective when:

- The PowerPoint is used as an adjunct to other training resources
- Each slide contains a small amount of information
- Slides contain simple charts, photos or graphics to illustrate a point
- Video is embedded into a PowerPoint slide

Using an overhead projector

- Check the projector and set its focus before the session.
- Keep lights on, as the projector works well with the lights on.
- Face the audience. Maintain eye contact, do not turn to look at the screen (instead, look at the transparency or your notes if necessary).
- Sit down. This would enable the audience to see the screen. Walking or standing distracts the audience.
- Place the transparency on the projector before turning it on. Showing a blank screen can be distracting.

Suggestions for preparing effective transparencies

- Letters height should be at least 0.6-1.0 cm.
- Use colours to provide emphasis on certain points.
- Do not crowd the transparency. Use a limited number of points (about 5 lines) per one transparency.
- Do not use copies of printed pages to make transparencies. This is a common error in using visual aids.
- Avoid unnecessary words and use symbols when possible. You should provide the verbal commentary and the visual aids to reinforce it.
- Note: get advice from an experienced trainer or ask them to assist you in preparing the transparencies with you.

ii. Whiteboard

- The whiteboard should be visible to all participants.
- Ensure that there is no light reflection from the board.
- Write in large clear letters and use large diagrams.
- Simplify the message by listing it in bullets and sections.

- Write as quickly as possible.
- After writing on the board, stand aside to ensure the information is visible.
- Do not talk to the board; rather face the participants when talking to them.
- Write neatly from the right to the left.
- Always replace the cap on the marker to avoid the pen drying-out.
- An electronic board can be used as the manual board, but it also can provide copies of the information on the screen.

iii. Flip chart

A flip chart is a set of white papers fixed on a mobile stand, enabling turning back each paper after recording the information on it in order to retain the information. This method is often used to summarise the outputs of small groups in order to reach common results.

Advantages:

- Easy to move within the room according to the position of the participants, the presenter and other equipment.
- Recorded information can be kept for subsequent copying.
- Rules of using the ordinary board apply to flip chart as well.

iv. Slide projector

It is used to demonstrate real life cases and models to assist the trainer in focusing on the key points. For example, it can be used to demonstrate models in forensic anatomy or illustrations of the crime scene.

14 Common Problems for Presenters

"Problem members" of a group or discussion may affect your session's productivity. As presenter, you will be responsible for handling them effectively.

- The monopoliser (one person dominating the discussion).
- The silent member.
- The chronic interrupter (the one who interrupts others constantly).
- The complainer/critic.
- The joke-teller (impolite).
- Side conversations.
- The story-teller "*…the way we do it in our court*….".
- The arguer (interpersonal conflicts).

15 Assessment of Training

Before training concludes you need to assess whether participants have achieved the learning outcomes that you have established for the training. Assessment can take place on a session by session basis or at the end of training.

Assessment comprises four main principles. Each assessment tool should be:

- Valid i.e. it should assess what it aims to assess.
- Reliable i.e. uses methods and processes that will produce reliable results.
- Flexible i.e. can be modified to cope with individual differences of participants.
- Fair i.e. it does not discriminate or disadvantage any participants.

There are a number of assessment tools that you could use to determine if learning outcomes have been met by participants. The type of tool used will depend on whether knowledge, skills or attitudes are being taught.

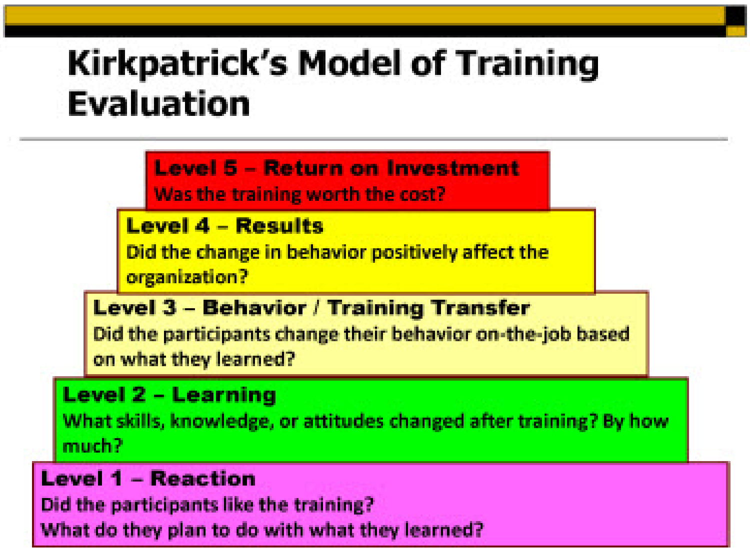
The following are some examples of assessment tools you could use to assess if learning outcomes have been achieved by participants:

- Short written test
- Quiz
- Demonstration
- Presentation
- Mock sentencing hearing

16 Evaluation of Training

Evaluation of training is different from assessment of training. It is a process in which you find out if the objectives of training have been met, whether participants enjoyed the training and consider suggestions for how the training could be improved for the future.

The following model developed by Kirkpatrick shows the levels at which training can be evaluated:



17 Methods of Evaluating Training

A number of methods can be used to evaluate training. Asking participants to complete a **Pre-Training Questionnaire and then a Post-Training Questionnaire** can provide information at Level 1 and 2 of the model. See Annex 8 and 9 of the additional resources document, pg. 16 & pg. 19, for examples of Pre-Training and Post-Training Questionnaires.

It is difficult to evaluate at Level 3, 4 and 5 until sometime after training has concluded. **Participants would need to be followed up post training** to see if there has been a change in their behaviour as a result of training and whether the training resulted in positive change for the organisation and a return on investment.

Note that **evaluating training is a quite specific process**. The **emphasis is on assessing what learning has taken place, what change in behaviour has occurred as a result of the training.** Evaluation of other professional development activities is a much broader process. See pages 25 – 27 of the National Judicial Committee's Professional Development Toolkit for a more general discussion of evaluation of an activity.

18 Monitoring Training

Another term that is often used in relation to training is 'monitoring'. How does monitoring training differ from assessing and evaluating training? Monitoring always comes before evaluation. It is concerned with keeping an eye on how a project is performing. Has training occurred when and where it was supposed to?

Monitoring and evaluation go together and provide a sound method of determining whether funds and resources have been used well.

19 Financial Planning for Training

This toolkit does not cover the area of planning financially for your training nor does it discuss specific project management skills. Please consult the Project Management Toolkit that will assist you with resources and tools to assist with project managing your training and financial planning.

20 Step by Step Guide to Creating a Training Program

This Toolkit has provided resources for you to use when developing and delivering training programs.
You may find the following step by step guide helpful.

It is a Step by Step Guide to creating a Training Program. Use this guide when you wish to create a training program. You can tick the steps off as you complete them.

1. **Conduct a TNA (training needs analysis).** STAGE 1 of training cycle – Identifying training needs.
    - Choose a target group
    - Break down the job roles for the target group into roles, duties and obligations
    - Identify performance gaps – this will be the focus of your training
    - Develop survey or questionnaires that will identify the performance gaps
    - Break down the job roles into trainable elements. For each role identify knowledge, skills and attitudes necessary to carry out that role.

2. Plan a training program of learning content dealing with the training needs identified in the TNA. STAGE 2 –Designing Learning

3. Identify the content for the training program by using the sticky note method. Brainstorm content:
   - Identify (write all ideas on individual sticky notes)
   - Analyse (look at all notes and discard any that are not relevant)
   - Sort (put all the notes into families or themes – all notes dealing with the same subject matter). You will have a number of groups of notes. Put a heading on each group. Each group will be subtopic for your content.
   - Sequence. For each group of notes sequence the content in a logical order. From general to specific content. From known to unknown concepts.

4. Each theme (group of sticky notes) will be the content for one session of training.

5. Fill out the daily plan template – insert your topics into the second column. Estimate how long the content will take to deliver – insert time in first column.
   - Divide into sessions.
   - Write your learning outcomes for your topics – use the verb list to help you. You will work this out from your content.
   - Insert teaching methods and teaching aids into half day program template.

6. Prepare a session plan for each of the training sessions in your training program. This should be easy as you can cut and paste it from your half day program.
   - Cut and paste your learning outcomes from your half daily program into your session plan template
   - Cut and paste your teaching methods and teaching aids from half day program into sub topics columns of your session plan template
   - List your content in the boxes called sub topics

7. Prepare training materials you will use in your training sessions. For example, PowerPoint presentations, handouts, other resources.

8. Deliver your training session using your session plan to help you. STAGE 3 – Deliver Training.

9. Assess and evaluate training. STAGE 4 – Evaluate training.

10. Celebrate!

21 YOUR NOTES

Your Notes

Your Notes