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TRAINING OF TRAINERS MANUAL

ENHANCEMENT OF PROCUREMENT CAPACITY OF LOCAL GOVERNMENT AUTHORITIES PROJECT (EPC-LGAP)



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Abbreviations

APP	Annual Procurement Plan
BTC	Belgian Technical Cooperation
CBT	Competency-Based Training
EPC-LGAP	Enhancement of Procurement Capacity of Local Government Authorities Project
KAS	Knowledge, Attitudes, and Skills
LGAs	Local Government Authorities
LGTI	Local Government Training Institute
MKUKUTA	“Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania”
NSGRP	National Strategy for Economic Growth and Reduction of Poverty)
PE	Procuring Entity
PIU	Project Implementation Unit
PMO-RALG	Prime Minister’s Office, Regional Administration and Local Government
PPA	Public Procurement Act
PPRA	Public Procurement Regulatory Authority
PPR	Public Procurement Regulations
PPP	Public Private Partnership
PPT	Power Point
PMU	Procurement Management Unit
Q & A	Questions and Answers
TNA	Training Needs Assessment
ToC	Training of Coaches
ToT	Training of Trainers

Unit One: Introduction

1.0 Introduction

This Unit intends to equip trainers with knowledge and skills on how to introduce trainers and participants, setting terms and conditions for effective participation, identifying participants' expectations and introducing training goal and objectives. The Unit will also introduce trainers with different techniques of making review and reflections of the training.

- **General Objective**

The purpose of this unit is to introduce trainers on ways of establishing proper setting for effective training.

- **Specific Objectives:-**

By the end of the Unit trainers will be able to:-

- 1.1 Introduce trainers and participants
- 1.2 Set terms and conditions for effective participation
- 1.3 Identify participants' expectations of the training
- 1.4 Introduce the goal of the training and Unit objectives

1.1 Introduction of Trainers and Participants

The trainer should:

- Set the stage: learn room environment, set room atmosphere, and understand nature of participants.
- Greet Participants, introduce him/her, and give a welcoming remark.

- Allow participants to introduce themselves and observe how they interact. The trainer can use an icebreaker, (see appendix 3).

1.2 Terms and Conditions for Effective Participation

The trainer should:

- Ask participants to brainstorm norms for the training. These should include time for breaks, lunch, starting and ending sessions. Write a list of norms like respecting opinions of others, active participation, use of mobile phones etc.
- Guide participants to select their leaders, who will be responsible for but not limited to the following
 - (i) Time Management
 - (ii) Getting other participants back from health breaks on time
 - (iii) Collect feedback from Participants and communicate them to the trainers for improvements
 - (iv) Conduct *recap and reflection* exercises.
 - (v) Other responsibilities which the group suggests

1.3: Identification of Participants Training Expectations

The trainer should:

- Guide participants to express their training expectations. (the time required depends on the number of participants).
- Take note of all expectations for reference throughout the training.

Note: If the participants' expectations are clearly beyond the scope of the training, gently clarify.

1.4: Introducing the Goal of Training and Unit Objectives

The trainer should:

- Review the training goals, objectives and units with participants.
- Through discussion, determine the clarity of objectives, agreement or disagreement on objectives and areas to consider for revision.
- Review the participants' expectations.
- Through discussion, determine any gaps between participants' expectations and the goals/objectives of the training.
- Pass out training schedule and explain it if necessary.

Unit Two: Planning for Effective Training Program

2.0 Introduction

A training program is a series of interconnected training events that take place within a defined time line. All these training events aim to achieve the same specific objectives set for the program. This unit intends to expose trainers on different aspects to be considered when planning for effective a training programme.

- **General Objective**

The purpose of this unit is to prepare trainers to plan for effective training program

- **Specific Objective**

By the end of the unit, trainers will be able to:

- 2.1 Describe steps needed to plan for effective training programme.
- 2.2 Write training objectives
- 2.3 Describe training cycle
- 2.4 Plan and develop evaluation tools
- 2.5 Plan for training logistics
- 2.6 Plan learning perspective

2.1 Steps for Planning Training Programme.

A training design is a blueprint for a training event or experience. It is a detailed plan for what you will do, why you will be doing it, and the best ways to reach your training objectives. The section offers a seven-step model for designing an

effective training event that meets the needs of participants and trainers alike. This model includes the following seven steps:

Step 1: Define Purpose of the Training and Target Audience: The first step in designing training is to become clear about what your training needs to accomplish. For some training your purpose and audience will be clear—determined by funders or well-established professional development needs. At other times, you may need to sort through and prioritize a spectrum of training needs before determining a training focus. Once you have a clear sense of the training’s purpose and target audience, write it down! Then use this description to promote your program to prospective participants.

Step 2: Determine Participants’ Needs: The specific needs of training participants will influence the development of learning objectives and guide the choice of activities and training strategies. The more you know about participants, the greater the likelihood you will design a training event that will be meaningful to them.

Step 3: Define Training Goals and Objectives: After assessing the needs and expectations of the trainees, the trainer should define the goals and objectives for the training. Remember to develop both overall objectives (for the entire training session) and separate objectives for each segment and/or day of the training workshop. Present the objectives to participants at the start of each segment and/or day. Having a clear direction helps to frame the segment and/or day.

Step 4: Outline Training Content: Most training outline is divided into four key segments: an introduction, a learning component, conclusion, and evaluation component.

- i. **Introduction.** The introduction establishes a positive learning environment. Opening activities should stimulate interest and enthusiasm about the training, reduce anxiety among participants, and build community. It's important to build some content into introductory activities, so that participants experience these activities as meaningful. Nonetheless, the development of group rapport can't be rushed, so make sure you allow time for participants to become comfortable with one another.
- ii. **Learning component.** This is the body of the program. During this part of the program, participants engage in activities designed to accomplish the training objectives. Concepts and ideas are taught and explored, attitudes are examined, resources are shared, and teaching strategies and skills are demonstrated, practiced, and discussed. To be most effective, activities should actively involve participants in acquiring knowledge or practicing skills.
- iii. **Conclusion.** It is your opportunity to "pull it all together": highlight essential leanings, summarize central concepts and themes, and describe next steps. Participants should also have an opportunity to ask questions, discuss concerns, and provide feedback to the trainers. This will promote a positive feeling of closure.
- iv. **Evaluation.** This segment should help bridge the gap between training and implementation. Finally, it is helpful to review the group's expectations and identify resources to help satisfy those that have not been met. Keep in mind that multi-day training events will need a brief introduction component and evaluation component each day.

Step 5: Develop Instructional Activities: Developing a training design consists of organizing learning activities so that outcomes identified by your objectives are achieved. Each activity should have an introduction, a main segment, and a conclusion and evaluation segment, paralleling the overall structure of the training session.

Step 6: Prepare the Written Training Design: Create a written document that provides a detailed plan of the training session, including your goals and objectives; the sequence of specific learning activities and time allotted to each; directions and key points to cover during each activity; and the trainer who will be responsible for the activity. Use your written training design to stay on track during the training event, make mid-course corrections, and document training details.

Step 7: Prepare Participant Evaluation Form: The purpose of the evaluation is to determine the extent to which the training achieved its objectives and to identify what adjustments, if any, need to be made to the training design or follow-up process.

Each of these steps can be applied to a variety of training formats, including face-to-face, online- interactive and satellite-based trainings.

2.2 Writing Training Objectives

2.4.1 Steps Followed in Writing Training Objectives

Step 1: Describe the expected performance. The task that will be taught or perfected during the training must be clearly defined. A written objective must

contain an action verb that can be seen and measured. Use words that tell the trainee exactly what he or she must do, and avoid any language that might be ambiguous or subjective.

Step 2: Explain the conditions under which the task will be performed. An objective must include a description of circumstances. Provide details that describe under what conditions the task or tasks will take place. Include what tools and support might be used, including textbooks, forms, tutorials, and other conditions. If the task is outdoors, environmental conditions will need to be addressed.

Step 3: Set standards. Describe what the trainee will be expected to achieve in order to meet the training objective. The minimal acceptable standards must be communicated in the written training objectives. Define how the standards will be measured. The objectives should be SMART (S=specific, M=measurable, A=attainable, R=realistic and T=time-bound).

Step 4: Include an objective for evaluation. Evaluate the trainees, and give the trainees an opportunity to evaluate the training.

2.3 Training Cycle

A training cycle is a series of steps or stages that comprise a complete training programme. The training cycle provides a structured way for a trainer to approach training responsibilities. The following are the steps of training cycle.

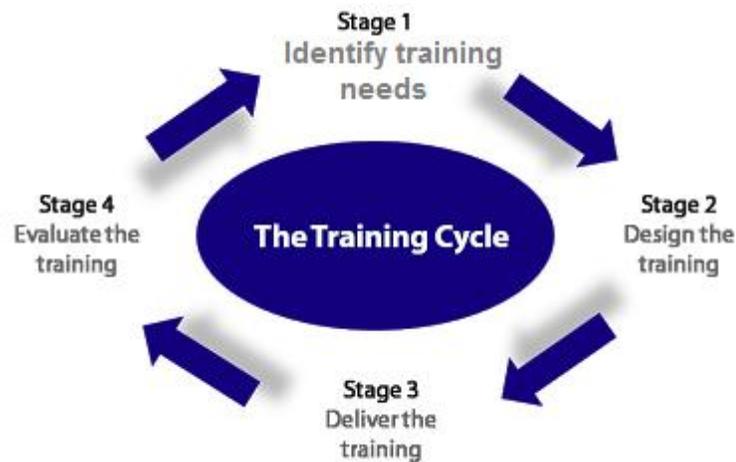
Step 1: Identifying the training needs: Identification of training needs may also be referred to as training needs analysis, or TNA. It is important to consider what the trainees should be able to do at the end of the training.

Step 2: Designing the training: When designing the training a trainer should consider learning styles, training methods and training aids to achieve the objectives set.

Step 3: Deliver the training: The delivery of training is a key step in the training cycle. The following are some of aspects to consider when delivering training: speak clearly, address trainee's expectations, structure the training, make regular review, deal with questions appropriately, provide constructive feedback and time management.

Step 4: Evaluate the training: This involves assessment of effectiveness and efficiency of the training. It can be carried out by completing a form or a written test

Figure 1: Stages of a training cycle



2.4 Planning and Developing Evaluation Tools.

The major purpose of the evaluation is to determine the extent to which the training achieved its objectives and to identify what adjustments, if any, need to be made to the training design or follow-up process. Thus, when planning for training, it is important to develop different strategies and styles for evaluation tools. There are various evaluation tools as described in unit 5.

2.5 Deciding on the Learning Perspective.

As for the purpose of this training manual, in the training can be done in two perspectives, these are knowledge-based training and competence based training.

The basic difference between knowledge-based and competence-based training perspectives is that, in knowledge based training perspective a trainers is trained

and measured against a standard pre- meditated knowledge base while competence-based training must train competence in applying that knowledge, and skills, in the actual workplace. Thus the relative value of competence based training is significantly greater than knowledge based training.

2.6 Plan for Training Logistics.

Good logistical planning is one of the most crucial aspects of training delivery. Logistical planning may involve: Setting dates and duration for training, specifying of equipment, venue arrangements, inviting speakers/facilitors, confirming trainers, draft programme, advertising, and registration of participants, confirmation to participants, catering requirements and orders, copying of handouts and other training material, transport and financial issues, development of evaluation form, production of certificates, venues and classrooms.

Unit Three: Adult Learning

3.0 Introduction

Adult learners are a very diverse group (typically ages 18 and older) with a wide range of abilities, educational and cultural backgrounds, responsibilities and job experiences. Understanding principles of adult learning are keystones of any effort to provide training. For effective adults training it is important to consider various principles of adult learning.

- **General Objective**

This Unit intends to prepare trainers to understand the principles of adult learning.

- **Specific Objectives:-**

By the end of the Unit trainers will be able to:-

- 3.1 Identify and apply Principles of Adult Learning
- 3.2 Identify Characteristics of Adult Learning
- 3.3 Identify Group Dynamics
- 3.4 Describe and apply Learning Styles
- 3.5 Describe coaching and mentoring

3.1: Principles of Adult Learning

The following are some of the principles of adult learning:

- **Dialogue:** Adult learning is best achieved through discussion. Adults will learn new attitudes or skills when their life experiences are referenced during discussions with peers and/or a trainer. Dialogue should be encouraged and used in formal trainings,

informal talks, one-on-one counseling sessions, and all adult learning situations.

- **Safe space for learning:** Adults are more receptive to learning when they are physically and psychologically comfortable. Physical surroundings (temperature, ventilation, overcrowding, and light) can affect learning. Learning is best when there are no distractions.
- **Respect:** Appreciate your adult trainees' contributions and life experiences. Adults learn best when their experience is acknowledged and new information builds upon their past knowledge and experience.
- **Affirmation:** Adults need to be sure they are correctly recalling or using information they have learned. Trainees should receive praise, even for small attempts.
- **Learning by Doing (Practical):-** Adult learns by doing, no adult enjoys being fed vast amount of theory with little or no practice. The learning will be much more effective if we can take an active role in the learning process.
- **Variety of teaching methods and Techniques:** It is important that different approach of training be used when passing knowledge to adult, the use of audio visual materials is highly recommended.
 - (i) **20/40/80 rule:** Adult trainees remember more readily when visuals support verbal presentations; they learn even better when they repeatedly practice the new skill. Adults typically

remember 20 percent of what they hear, 40 percent of what they hear and see, and 80 percent of what they hear, see, and do.

3.2 Characteristics of Adult Learning.

Adult learning may best be described by defining two terms. The first is pedagogy. This term is generally used to describe the art and science of teaching children. The second term is andragogy which refers to the art and science of helping adults learn. Adults are individuals who have fully developed or motivated in size, strength, and intellectual capacity. The following are the characteristics of adults learning:

- (ii) Adults have a need to know why they should learn something.
- (iii) Adults have a deep need to be self-directing
- (iv) Adults have a greater volume and different quality of experience than youth.
- (v) Adults enter into a learning experience with a task-centered orientation to learning.
- (vi) Adults are motivated to learn by both extrinsic and intrinsic motivations.
- (vii) Adults become ready to learn when they experience in their life situation a need to know or to be able to do in order to perform more effectively and satisfyingly.

3.3 Group Dynamics.

- **Group dynamics** are the influential interpersonal processes that take place in groups. The most important single characteristic of human is a

tendency of joining with others in groups, and these groups leave a permanent mark on their members and on society. Therefore it's important for a trainer to understand how they can formulate groups during the processes of training to assure the smooth learning process.

3.3.1 Training tips in relation to group dynamics

During each stage, change your actions in order to ensure positive group dynamics!

The table below provides some advice on what activities to use at each stage.

Stage	Attributes	Main tasks for the trainer
Formation	<ul style="list-style-type: none"> • The participants have not yet decided, what role they should accept, or don't know what roles the others will accept • On a non-verbal level the participants are communicating diffidence • Nobody wants to "stick their neck out ", mediocrity is supported 	<ul style="list-style-type: none"> • Explain the goals of the training, discover doubts • Encourage participants to formulate their own goals • If the participants are not acquainted - conduct an introduction session • Establish norms and rules of work • Carry out the first assignments of the work plan
Storm	<ul style="list-style-type: none"> • A leader or leaders appear within the group • The participants start manifesting their attitude towards what's going on negative behaviour may emerge, such that could hinder or sabotage the work of the group • Conflict arises 	<ul style="list-style-type: none"> • Questions to the participants regarding their expectations (diary of wishes and remarks) • Moderate the work • Make sure aggressive behaviour is 'de-fused' and the energy used in a positive way

	<ul style="list-style-type: none"> • "Difficult" participants emerge 	<ul style="list-style-type: none"> • Formation of goals
Getting normal	<ul style="list-style-type: none"> • Acceptance of the training • The participants clearly understand the assignment, take part in discussion, openly express their opinions, learn the group functions efficiently without trainer's attention, a facilitator may arise from among the members of the group • Cooperation, mutual support and mutual perception 	<ul style="list-style-type: none"> • Secure an efficient workflow and the flow of the training process • Summarise the work of the group, moderate the training • Gather feedback information from the participants
Maximum output capacity	<ul style="list-style-type: none"> • The group starts functioning as an effective group • The members of the group take part in doing the assignments, bringing in their ideas, analysing the ideas of the others 	<ul style="list-style-type: none"> • Compare the group's activity with the goals and assess their capability to apply the knowledge they receive in exercises and assignments • Evaluation of the work of the group against established criteria
Parting	<ul style="list-style-type: none"> • Summarising the results of the work • Determining the prospects of cooperation • Exchanging contact information 	<ul style="list-style-type: none"> • Comparing the results of the group process with the tasks of the training • Stimulating the preparation of individual plans • Expressing gratitude for the creative work

As a trainer you have not only to observe and facilitate the work of the group, but also to evaluate the development of group dynamics, and effectively intervene, if the group dynamic hampers the effective implementation of the training.

3.4 Learning Style

Understanding the learning styles can help the trainer to plan the proper training techniques to make the training effective and efficient. There are three distinct communications and learning styles which are Visual, Auditory, and Kinesthetic learning.

Visual Learning:

Visual learning occurs when the training is supported by visual displays including charts graphs, diagram, pictures, illustrated text books, slides, videos, flip charts and handouts.

Auditory Learning:

In this style learning occurs best through verbal lectures, discussions, talking and listening to what others have to say. Written information may have little meaning until it is heard. The trainees often benefit from reading text aloud and using a tape recorder. They will tend to listen to a lecture, and then take notes afterwards, or rely on printed notes. Auditory trainees may be sophisticated speakers, and may specialize effectively in subjects like law or politics.

Kinesthetic Learning:

Kinesthetic learning refers to the learning through moving, doing and touching. In this type trainees learn effectively through touch movement and space, and learn skills by imitation and practice. They learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for

activity and exploration. Predominantly kinesthetic trainees can appear unresponsive, if that information is normally not presented in a style that suits their learning methods.

3.5 Mentoring and Coaching

Mentor: A mentor is an experienced role model who guides the professional development of a less experienced protégé through coaching. Both the mentor and the protégé learn about themselves, improve their skills, and grow professionally.

Coaching: Coaching is the process used by the mentor as he/she works with the protégé examining the behavior of the protégé for the purpose of gaining insights that lead to improved performance.

Effective mentoring and coaching involves:

- **A Learning Conversation:** Structured professional dialogue, rooted in evidence from the professional trainee's practice, which articulates existing beliefs and practices to enable reflection on them
- **A Thoughtful Relationship:** Developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning
- **A Learning Agreement:** Establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability.

- **Combining Support from Fellow Professional Trainees and Specialists:** Collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice.
- **Growing Self Direction:** An evolving process in which the trainee takes increasing responsibility for their professional development as skills, knowledge and self awareness .
- **Setting Challenging and Personal Goals:** Identifying goals that build on what trainees know and can do already, but could not yet achieve alone, whilst attending to both institutional and individual priorities.

Unit Four: Training Implementation

4.0 Introduction

The purpose of implementation phase is to implement the training plan that a trainer designed and developed early phases of the systematic approach to training. This is when the learner undertake the activities of learning, produce the various tangible results that can be referenced as a means to evaluate trainees' progress towards achieving training objectives.

- **General Objective**

This unit intends to equip trainers with different skills for training implementation.

- **Specific Objectives**

By the end of the Unit trainers will be able to:-

- 4.1 Prepare training materials
- 4.2 Prepare training sessions
- 4.3 Describe and apply different training methods and techniques.
- 4.4 Use facilitation skills.
- 4.5 Identify, Select and use different training aids

4.1 Preparation of Training Materials

Preparation of training materials is a necessary part of any program or activity that involves knowledge acquisition and retention. The best approach to developing instructional materials is to start by examining the training plan and available resources. Depending on the learning objectives and length of the training program, training materials may include workbooks, training manuals,

computer-based lessons and audio-visual aids. Here are a few strategies for developing training materials.

- Identify the objectives of the training program.
- Develop a training material.
- Create a list of necessary training materials.
- Write an explanation of core skills to be learned.
- Dedicate a separate session to each learning objective.
- Integrate visual elements.
- Incorporate review exercises.
- Establish an assessment component.
- Ask trainees for feedback.

4.2 Preparing a training session

Training session plan is an organized description of the activities and resource that the trainer will use to guide a group towards achieving specific training objectives. It details the subject matter that will be covered, how long each section should take, the method of instruction for each topic to be covered, and the tools to be adopted to evaluate achievement of intended training objectives.

A good preparation and careful planning of the training session is always necessary. It significantly reduces the nervousness of the trainer, and helps the trainer to pay special attention to each participant and to quickly find solutions to any unforeseen situations.

Indeed, this will vary according to a range of factors such as the personality of the trainer, his or her knowledge and practical experience, how prepared the

trainees are, their desire to learn and their need to apply obtained knowledge and skills in practice, as well as the situation in which the training takes place.

During the preparatory stage, the trainer should pay attention to the following:

- Evaluating the level of knowledge and needs of future training participants
- Setting aims and objectives;
- Developing the programme, (including logic and schedule of work)
- Selecting methods
- Preparing handouts
- Organizational matters (such as the venue, equipment, food for participants, etc)

4.3 Training methods

The purpose of this part is to familiarize trainers with the training methods available, and when each method can be used most effectively through knowing its advantages and disadvantages. Some of the training methods include:

Lecture: Lecture is a training method where by a trainer conveys information to a group of trainees by talking to them, with or without the use of visual aids. An important feature of this method is that there is minimum participation by the trainees and as a result there is little or no feedback to the trainer. This method can be used in the following situations:

- When a group is large – say with more than 25 trainees.
- Where discussion involving the trainees is not practical.

- When topics are new to the trainees.
- When trainees have no relevant personal experiences.
- When the speaker is a recognized expert in the field, and people are coming to hear what he or she has to say.

Demonstration

Demonstration is a training method in which a trainer in reality performs a task, showing and explaining to trainees how to do it. The method involves making trainees observe “*a live activity*” conducted by a trainer or resource person or by viewing a demonstration on a video. A good follow-up for a demonstration is to allow trainees to try to do the task themselves, under trainer supervision. This method can be used under the following situations:

- When training a skill.
- When plenty of time is available.
- When the skill being taught does not take much time for trainees to master and practice.
- When the group is small, or when instructors are available to work with small groups.

Discussion

Discussion is a training method where by a purposeful and focused conversation is a key factor towards facilitating learning. Discussion is the most suitable method for interactive and active learning. This method can be used in the following circumstances:

- i. When a trainer wants to stimulate interest among trainees.

- ii. Where the ideas and experiences of the group will help them to discover the point they are learning.
- iii. Where there is a trained and experienced discussion leader whose experience and knowledge enable him/her to guide the discussion and keep it on track.
- iv. Where a few major, simple points are to be covered.
- v. Where several outcomes are equally acceptable.

Role Play

Role play is a training method in which trainees are instructed to act out situations assuming assigned roles. Trainer or trainees act out roles presented in an open-ended situation. Role playing is distinguished from drama because the lines are not pre-determined. The participants must supply their own dialogue within the context of the roles and the situations, and develop their own ending or outcome to the scenario presented. This training method can be used in the following situations:

- i. When the subject being taught involves person-to-person communication.
- ii. When you want all the trainees to participate.
- iii. To set a mood of fun and excitement for training.

Some of the advantages and disadvantages of using this training method is as summarized in the table below:

Case Study

A case study training method is a prepared presentation of facts or descriptions of realistic situations that may be based on a series of actual events. It is

presented to trainees, either orally, video, pictures or by handout, for analysis and resolution. This training method can be used in the following situation:

- i. When real-life situations make your point more effectively than other methods.
- ii. Where no clear-cut or easy solution to a problem is evident.
- iii. Where multiple points of view will help trainees understand important concepts.

Brainstorming

Brainstorming is a training method of problem solving. In this method, trainees suggest possible solutions, in rapid-fire order, either orally or on cards to be posted. All ideas are considered and criticism is not allowed. Ideas are only evaluated at the end of the brainstorming session. This is the time to explore solution or drawing a conclusion on the issues/ problem at hand. This method can be used in the following situations:

- i. For program planning.
- ii. When the message to be learned involves pulling together shared ideas of participants.
- iii. When a group is having a hard time deciding what to do.

Some of the advantages and disadvantages of using this training method is as summarized in the table below:

Selecting the right method

In order to select an appropriate training method, the trainer should consider answering to the following questions:

- What is the ability and level of knowledge of trainees?
- How many trainees are in the group?
- Why are trainees in respective groups?
- How much time do you have for training?
- Can you cover the full topic in the time available?
- What aids are available?
- Do you have the experience to use available aids with experience?
- Are you aware of the limitations of the available aids?

Thus, trainers should understand that the training method will depend on the answers to these questions.

4.4 Facilitation Skills

Facilitation is the art of bringing trainees together with the learning, by helping trainees learn through self-discovery. For facilitation to be effective, the emphasis must be on both the acquisition and the use of the new knowledge, skills, attitudes, and abilities.

Facilitators are guides to the learning destination, “with” the trainees, but not one of them; responsible and accountable to the group. Their goal is to equip the trainees for self-development and continual learning.

The following are some of qualities of a facilitator

- Does not evaluate ideas

- Helps the group focus its energies on a task
- Suggests methods and procedures
- Protects all members of the group from attack
- Helps find win/win solutions
- Makes sure that everyone has the opportunity to participate.
- Periodically summarizes the group consensus on issues to validate and clarify the progress of the discussion

Below is a summary of important facilitation skills of a trainer

S/N	Facilitator roles	Facilitator skills
1.	Group leader	<ul style="list-style-type: none"> • Modeling appropriate communication skills: listening; repeating and summarizing • Ensuring a safe and conducive learning environment for all trainees • Helping trainees apply content to their jobs • Providing complete feedback during discussions and activities • Managing group involvement processes
2.	Agenda Manager	<ul style="list-style-type: none"> • Practice to ensure planned timing is adequate for content • Keep discussion on track and balanced among participants by monitoring time spent • Return discussion to the topic at hand when necessary • Establishes timing : Starts and ends on time • Manages the time to ensure content is covered
3.	Content Expert	<ul style="list-style-type: none"> • Asking in-depth questions • Answering questions in depth and detail • Sharing experiences that enhance credibility • Using appropriate terminology for the topic and trainees • Accurately representing expertise

		<ul style="list-style-type: none"> • Sharing relevant knowledge
4.	Role Model	<ul style="list-style-type: none"> • Maintaining positive, professional behavior • Modeling behaviors being taught
5.	Consultant	<ul style="list-style-type: none"> • Helping participants understand and apply the concepts • Identifying environmental factors that support (or hinder) transfer to the job • Helping trainees manage the above factors to ensure transfer

4.5 Training aids

All learning is through the senses. The more senses are brought into use, the more effective is the learning; Mostly, learning is achieved through simultaneous appeal to the eye and ear. It is because of this that we should make use of audiovisual aids in training. Effective use of audiovisual aids can be included in any sort of presentation. Charts, slides, videos, overhead projectors and films can be used to add interest as well as supplement verbal explanations.

Classification of training aids

Basically, there are two classes of training aids:

1. Projective

- Motion pictures
- Videos
- Color slides
- Computer projection

2. Non-projective

- Chalkboard
- Whiteboard
- Charts and diagrams
- Models
- Exhibits
- Handouts
- Tape recorder/CD

Selection of Training Aids

In selecting training aids, a trainer should take into account the following:

- Practicability
- Attractiveness and interest
- Vividness
- Time factor
- Suitability
- Complexity
- Clarity
- Portability
- Serviceability
- Visibility
- Availability
- Location
- Preparation and presentation

Unit Five: Training Evaluation and Reporting.

5.0 Introduction

As in any other activity, evaluation of training is an indispensable tool. Evaluation can provide information vital to improving trainers' performance, training workshop logistics, and, most importantly, the impact training has on participants.

- **General Objective**

To prepare the trainers to evaluate trainings, conduct training follow-up and writing training reports.

- **Specific Objectives:-**

By the end of the Unit trainers will be able to:-

- 5.1 Identify Purpose of Training Evaluation
- 5.2 Describe and Apply Evaluation Methods
- 5.3 Develop Evaluation Tools
- 5.4 Conduct Training Follow-Up
- 5.5 Write Training Report

5.1 Purpose of Training Evaluation

In today's environment of increased accountability, the training evaluation process is a critical component of training program. Organizations administering training programs not only are accountable for what trainees learn, but also accountable for ensuring that trainees transfer their knowledge to their work

performance.

The most common reason for evaluating training programs may be to determine the effectiveness of the training programs in order to improve future programs. Evaluation can help to identify which parts of the training were successful and which not, or whether the approach to the training should be changed.

Specifically the following comprises some of the purposes for training evaluation

- To determine whether the objectives of the training were achieved.
- To see how the knowledge and skills learned in the training are put into practice.
- To assess the results and impacts of the training programs.
- To assess the effectiveness of the training programs.
- To assess whether the training programs were properly implemented.
- To identify the strengths and weaknesses of the training programs.
- To assess whether the training programs were suitable in terms of the training contents, timing, participants and other aspects.
- To find problems of the training programs and solutions for improvement.
- To persuade funding agencies to continue or replicate the training

Depending on the objectives, contents, participants, and other factors, each training program might have different purposes of evaluation. Therefore, the evaluation design can be adjusted for each training program to meet the specific purposes of the evaluation.

Who should evaluate training?

- Trainers
- Participants
- An unbiased outsider
- Funding Agency etc.

5.2 Evaluation Methods.

Evaluation methods should be determined based on the goals of the training process and should meet the demands of the various stakeholders involved. The obtained information requirements fall into two categories: whether the competencies have been learned and whether the learning has been applied towards improving performance. The following are some methods of Evaluation:

- **Questionnaires:** Questionnaires offer a structured tool that may provide both quantitative and qualitative information about trainees' reactions to the training event. The questionnaire should focus on both training content and delivery. The training content section should target questions to ascertain whether the training materials provide useful information that will assist in performing work tasks and whether the trainers is more knowledgeable about the subject matter following the training event. The training delivery section should determine whether the information was presented in a logical order, at the appropriate level of detail and in an appropriate format. Questionnaires are restricted to two basic types of question:

- (i) **Closed-ended (or “closed question”)** is a question for which an evaluator provides a suitable list of responses (e.g. Yes / No). This produces mainly quantitative data.
- (ii) **Open-ended (or “open question”)** is a question where the evaluator doesn't provide the respondent with a set answer from which to choose. Rather, the respondent is asked to answer "in their own words". This produces mainly qualitative data.
- **Observation:** Observation is evaluation method that provides information regarding trainees' reactions to the training. Training department/personnel/team should observe trainees interaction, level of engagement with training instructors and responses to course content. This evaluation technique may be informal or highly structured. Informal observation can be used to provide general information about the training structure. While, highly structured observation focuses on monitoring particular points in the training event and commonly involves the utilization of a checklist of the points to be observed.
 - **Pre-and post-tests:** Pre- and post-tests can add value by establishing participants knowledge prior to and at the end of the training. This is another tool that can inform the trainer on how appropriate the training materials were and how successful the trainers were at presenting the materials.
 - **Interview:** This involves structured conversation where interviewer asks questions to obtain information from the interviewee about their impressions of the training program. The interviewer can prepare an interview schedule to guide him or her during the interview.

The choice of a particular method of training evaluation depends on various factors such as time, number of participants and type of evaluation to be conducted as well as advantages and disadvantages of a particular method or tool.

Apart from the evaluation methods explained above, other methods include; Daily participants evaluation form, pros and cons list, daily reflections, focus groups, surveys and suggestions boxes.

5.3 Developing Evaluation Tools

The trainer should:

- Divide participants into small groups to work on the following tasks:
 - (i) Design an overall evaluation form for the particular Training of Trainers Course
 - (ii) Share the designs with other groups for feedback and additional ideas
 - (iii) Agree on one final design
- Use the agreed design as final evaluation for the training
- Ask the following questions about the experience of designing an evaluation form:
 - (i) What did you find difficult about the task?
 - (ii) What would have made it easier?
- Initiate discussion about the form itself by asking for each questions:
 - (i) Why are you asking this question?
 - (ii) What new information do you hope to get from this question?
 - (iii) How will you use this information?

5.4 Training Follow-Up

For training to be truly successful, trainees must be able to use their new skills and knowledge and apply them when they return to their jobs. Only when the trainees have been able to apply the new skills and knowledge that they have acquired during training, has the transfer of knowledge really been achieved. Following-up with trainees once they return to work is essential, this helps to:

- Make sure the trainees can apply the training in a suitable environment,
- Reinforce the learning process,
- Determine what aspects of the training were not well absorbed,
- Clarify confusion and misunderstandings, and
- Reinforce the application of new skills and knowledge
- Determine whether the trainees are correctly providing the service with their newly acquired skills and knowledge
- Helps the trainees solve problems and clarify misunderstandings that might have developed since the training.
- Obtain feedback from the trainees that might improve future trainings;

The following are the procedures which we need to apply when conducting training follow up:

- Maintain regular visits to the ex-trainees where possible
- Establish and maintain regular contacts such as emails, telephone numbers and post address with the ex-trainees.

In a nutshell the training evaluation and follow-up processes have the potential to provide useful information to multiple stakeholders. By designing an effective training evaluation and follow-up processes, the organizations can obtain the

information needed to improve both training program delivery and business performance also creating opportunities for continuous organizational improvement.

5.5 Training Report

After conducting the training and training evaluation, a trainer should prepare a training report. To prepare a training report a trainer must know who the training is intended to assist, what their goals are, who makes the decision about whether or not to accept your recommendation. The trainer should consider the following essential components of a training report when preparing a report.

- Title, place (town, country) of the training
- Background to the training
- Acknowledgements of collaborations and sponsors
- Training Objectives
- Discussions of training activities
- Observation and recommendations based on the evaluation of training
- Follow up action plan to contribute further to the projects objectives
- Conclusions
- Annexes attached to the report should include:
 - (i) Annex 1: List of participants with designation, address, phone number, e mail: All staff involved in planning and co-ordinating the training workshop
 - (ii) Annex 2: Details of any training materials used as reference

materials including local adaptation or translations.

(iii) Annex 3: Program agenda/outline.

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- URT (2011), *The Public Procurement Act No 7 of 2011 and its Regulation of 2013*, National Printing Company Dar es Salaam.

Appendix 1: Training Attendance Register Form

Training Title.....

Date.....

SN	NAME	ORGANIZATION	POSITION	MOBILE PHONE	POSTAL ADDRESS	EMAIL ADDRESSES	SIGNATURE
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Appendix 2: Training Evaluation form

1.0 Introduction

Dear Madam/Sir

Local Government Training Institute (LGTI) through Belgian Technical Cooperation (BTC) under the **Enhancement of Procurement Capacity of Local Government Authorities Project (EPC-LGAP)**, is responsible for conducting a training of trainers (ToT) delivery through LGAs. In order to improve the training we would kindly request that you complete this evaluation sheet and return it to the coordinator. The results of the questionnaire will enable LGTI to improve ToT training.

The information will be treated strictly confidential and anonymous.

Thank you

2.0 General Directions:

Please answer and complete all items by putting a **tick** \checkmark or **filling** whichever applicable. This questionnaire will help us plan for effective training of trainers' course that is relevant to your needs. This is not a test.

3.0 Personal Particulars

Gender:- Female Male **Age:-**.....

Education:- Certificate Diploma Advanced Diploma

Degree Master (PhD)

Profession.....

Work Experience.....

Position.....

Employer..... **Date**.....

4.0 Adequacy of Participation.

4.1 Are you satisfied with the composition of the participant group?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

4.2 To what extent were you given opportunity in the training to participate?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

5.0 Content of the course

5.1 Is the content of the training comprehensive to your mind?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

5.2 Is the training content useful in terms of your professional needs?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

5.3 Will the training be helpful you in your personal growth and development.

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....

5.4 To what extent will the organization benefit from you attending this training?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....

5.5 To what extent were the courses presented practical ?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....

6.0 Quality of Trainers

6.1 How do you rate the trainer’s knowledge/competency?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....

6.2 How satisfied are you with the Cooperation provided by the trainers?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....

.....
.....

6.3 How did the trainers apply various of training methods and aids?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

7.0 Organization

7.1 How conducive was the training environment/venue?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

7.2 To what extent was the training duration enough to cover training content?

1.Fully	2. Mostly	3. Partially	4.Little	5.Not at all
---------	-----------	--------------	----------	--------------

Comments on your answer.....
.....
.....

8.0 Give instances from the training session to illustrate your response on the following aspects by circling the appropriate number using the following rating scale:

- 1 None at all
- 2 Inadequate

- 3 Adequate
- 4 Good
- 5 Excellent

Item	Knowledge or Competency	Rating scale				
		1	2	3	4	5
8.1	Presentation was clear and well-structured.	1	2	3	4	5
8.2	The trainers appeared knowledgeable and used simple and clear terms and understandable.	1	2	3	4	5
8.3	Trainers were passionate	1	2	3	4	5
8.4	Trainers adopted variety of training methods that facilitated learning	1	2	3	4	5
8.5	Trainers adopted variety of training materials/aids that facilitated learning	1	2	3	4	5
8.6	Training materials were available to all participants.	1	2	3	4	5
8.7	Encouragement of participants' active participation	1	2	3	4	5
8.8	Relevance of the training	1	2	3	4	5
8.9	Quality of food, tea and refreshments	1	2	3	4	5

Thanks for your cooperation

Appendix 3: Options for Icebreakers:

4.1 Lifelines

Purpose: To help participants get to know each other.

Time Required: 20 – 30 minutes

Materials Required: Flip chart paper and markers

Description: Ask participants to draw a line on a piece of flip chart paper turned sidewise. If needed, they may use additional paper. At one end is their date of birth. Along the line participants should record the important events in their life that shaped the person they have become today. The events may be personal, professional, or simply interesting. After each participant completes their “lifeline” they should explain it to the group.

4.2 What’s Your Name?

Purpose: To help participants and the trainer learn each other’s name.

Time Required: 15-20 minutes

Materials Required: None

Description: Ask each participant to introduce themselves to the group by giving their name and one unusual thing about themselves. For example, “My name is Elizabeth and I drove a tank.” The next person repeats the name and information about the first person and adds his or her own name and fact. Each person follows the same procedure, recalling all of the names and facts.

4.3 Shout, Whisper, Sing

Purpose: To help participants remember new names.

Time Required: 10 minutes

Materials Required: None

Description:

- Ask participants to stand in a circle.
- Explain that you are going to call out someone's name as you cross the circle towards him or her.
- The person whose name you called should then take your place in the center of the circle.
- The person who is now in the center should call out someone else's name and that person moves to the center.
- When your name is called again, continue the game, but this time everyone must whisper the person's name.
- Finally when your name is called out again, continue the game, but this time everyone must sing the person's name.

4.4: The Interview

Purpose: To introduce participants and learn something about them.

Time Required: 20-30 minutes

Materials Required: Pen and paper for note taking

Description:

- Ask participants to choose a partner they don't know.
- Give 5 minutes for each person to interview his/her partner. Instruct them to find out as much about their partner as possible. Notes may be taken.
- After the interviews ask each person to introduce their partner to the rest of the group.

Note: This introduction works best when the group is less than 20 people.

4.5 The Cocktail Party

Purpose: For larger groups to get acquainted with as many people in the group as possible.

Time Required: This is up to the trainer. Each introduction takes 1 minute.

Materials Required: None

Description: Ask person to introduce themselves to someone and spend a minute learning about each other.

- After 1 minute, ask everyone to find a new person to get acquainted with for 1 minute.
- Continue changing every minute as long as you have time. The longer you spend at the exercise the more people each person will met.

4.6. Common Ground

Purpose: This introduction works for small groups, especially for a small group working as a team. It also works well when there are several small groups that make up a larger group.

Time Required: 10-15 minutes

Materials Required: Pen and paper

Description: Instruct each group to list everything they can find that they have in common. Give them a time limit (5 minutes or so) and tell them to avoid the obvious things like, we are all in this workshop, etc.

- Ask each group to assign one person to write down the things the group has in common.
- When the time is up, ask each group to read the things on their list.

4.7 Who is Who?

Purpose: To help participants and the trainer to learn something about each other. It works best when people already know each other, at least by name.

Time Required: 20 minutes

Materials Required: A slip of paper for each participant and a bowl

Description:

- Hand out a slip of paper to each participant.
- Ask each participant to write several things about themselves that would help other participants recognize them such as tall, thin, hair, glasses, etc.
- Ask participants to fold the slips of paper and put them into a bowl.
- Ask each participant to pick a slip of paper from the bowl.
- One at a time, ask participants to identify the person described on their slip of paper.

4.8 Catch the Ball!

Purpose: To help participants learn each other's names.

Time Required: 30 minutes

Materials Required: A ball, preferably large and easy to catch

Description:

- Have participants form a circle.
- Begin the exercise by throwing the ball to someone else in the circle.
- The person who catches the ball must name the person who threw it.
- The person who caught the ball throws it to another person who names him or her and the game continues.

Variation: With small groups it is possible for each person who catches the ball to recite the names of all the people who have already thrown the ball.

4.9. Pass the Fruit

Purpose: To help participants learn something about each other.

Time Required: 20 minutes depending on the size of the group

Materials Required: A piece of fruit big enough for participants to pass to each other without using their hands.

Description:

- Arrange participants in a circle.
- Give the first person a piece of fruit and ask hi or her to pass the fruit to the next person without using his or her hands.

4.10. Two Truths and a Lie

Purpose: To help participants who already know each other get to know more about each other.

Time Required: 12- 30 minutes, depending on the number of participants

Materials Required: One small prize

Description:

- Each participant should first give their name and designation and then tell the rest of the group 3 interesting things about themselves. The facts should be things the rest of the participants are not likely to know.
- The group has to decide which piece of information is the lie.
- After everyone has introduced themselves and their lie, ask the group to vote on the best or most imaginative lie.
- Give the person who wins a small prize.

4.11. Two Loves and One Hate

Purpose: To help participants who already know each other get to know more about each other.

Time Required: 12- 30 minutes, depending on the number of participants

Materials Required: One small prize

Description:

- Ask participants to write down 2 things they really love and 1 thing they really hate on a piece of paper. Encourage participants to write unusual things, not ordinary everyday things.
- Instruct participants to put their paper face down and not show other participants.
- Ask each person to take a turn reading their 2 loves and 1 hate to the rest of the group. Participants should present each item by saying “The first thing I love or hate is-----”
- Ask the rest of the group to guess which things the person loves and what is the one thing the person hates. At the same time the person tells the things they love and hate, they should also briefly introduce themselves to the other participants.
- At the end of the exercise ask participant to vote on who had the most interesting or outrageous “hate” and give him or her prize.

4.12. Mix and Match

Purpose: To match up participants for mutual introductions.

Time Required: 30 minutes

Materials: Whatever you use, you will need one for each pair of participants. You may use holiday greeting cards or IE&C, or BCC material related to the course.

Description:

- Collect the holiday greeting cards or IE&C or BCC material you have decided to use.
- If you use greeting cards, cut off everything except the first page with the picture on it. Whatever you use, you will need one picture for each pair of participants. Each pair should have a different picture if possible.

- Cut each picture in half. If you don't have a different picture for each pair of participants, then cut the pictures in half in different ways.
- Distribute one half of a picture to each participant.
- Instruct participants to mix with each other until they find the person holding the other half of their picture.
- When they find a partner, each person should find out enough interesting information about their partner to introduce their partner to the rest of the group.
- Gather the group together and have each pair introduce their partner to the rest of the group.

4.13. The Walking Billboard

Purpose: To provide an interesting way of having a new group of participants mix with each other and share information about themselves.

Time Required: 30 minutes

Materials Required: A half of a piece of flip chart paper for each participant, masking tape, markers for each participant

Description:

- Ask participants to think of something themselves.
- Now, ask them to take their flip chart paper and attach it to their back or shoulders using mask-ing tape.
- Ask them to walk around the room and discover who everyone is.

4.14. Self-Disclosure

Purpose: To introduce participants to each other. This is useful as an opening exercise for participants who already know each other.

Time Required: Two minutes for each person

Materials: None

Description:

- Ask each person to take two items from their purse or pocket. Suggest that they take out things that are important to them for some reason or another.
- Ask each person to introduce themselves and explain why the item is important to them.

Note: You can also relate this exercise to a specific training. For example, ask “How does this item relate to you as a potential trainer?”