



What it Means to Deliver an Effective Training: “Magic Details”

3-6 November 2015

Georgia

Olena Pometun, D.Ed., Professor

Preparing the training

Study the needs

Formulate the goals and objectives

(After the training the participants will be able to...)

Design a programme

Determine the sequence of the training sessions

(introduction session – thematic sessions – summary session)

Plan the time schedule.

Choose the appropriate methods

Prepare learning materials and handouts

Work out the logistical matters

How to create a supportive atmosphere from the very start

4 key components of the introduction to the training (40 minutes min.)

- Present the training goals and objectives and the time schedule (what follows what, when the session begin finish, when are the breaks).
- Facilitate the introduction of the participants
- Develop the ground rules
- Determine the expectations (concerns)

Starting the training

- Be with the participants before the start of the training.
- Begin with a brief oral introduction
- Facilitate an interactive introduction
- Suggest ground rules
- Invite to share expectations
- Remember the questions
- Your smile and your sincerity are your training tools.
- Use “ice-breaker” activities

Ensuring effective work

Start each part of the training with an overview of the new content

Combine different methods

Ask open-ended questions to stimulate discussion

Prepare questions, tasks, etc. in advance.

Ask clarifying questions (If I understood correctly...)

Answer questions together with the group

Summarize the suggested ideas to complete each logical part of the training

Encourage the participants

Concluding the training: remember about reflection

Stage 1

- Establishing the facts (What happened?)

Stage 2

- Analyzing the reasons (Why did it happen?)

Stage 3

- Planning actions (What do we do next?)

Stage 1

- Use open-ended questions: “What...?”, “How...?”, “In what way...?”, “How did it make you feel?”, “How does it make you feel now?”, “How was this part of the training important to you?”.
- Insist on descriptive comments instead of evaluative ones.
- Speak of what has been done, rather than what could have been done.

Stage 2

- Ask about causes and effects: Why? What was the purpose? What are the implications?
- Look into the answers: Why not? What could have been, if...?
- Look for alternative theories. Is there another possibility?
- Select other examples. Where else did something similar happen?
- Cite the opinions of independent experts.

Stage 3

Invite the participants to consider the next steps and make commitments regarding further actions.

Use questions such as: What did you learn personally? What would you like to learn in future?

EaPGREEN

Partnership for Environment and Growth



This project is
funded by the EU

What thoughts, feelings does this
information engender in you?
Why did we include it into the
programme?
Was it helpful to you?

*THANK YOU
FOR YOUR ATTENTION*

