



CIDT



Improving Forest Governance in Malaysia

Week 2: Training of Trainers



1. Introduction to the course



1. Introduction to the course

Course Objectives:

By the end of the course you will be able to:

- Talk about the information, training and capacity building needs of various audiences in relation to forest governance.
 - Design targeted presentations and training inputs to build the awareness and engagement of others in the forest governance process.
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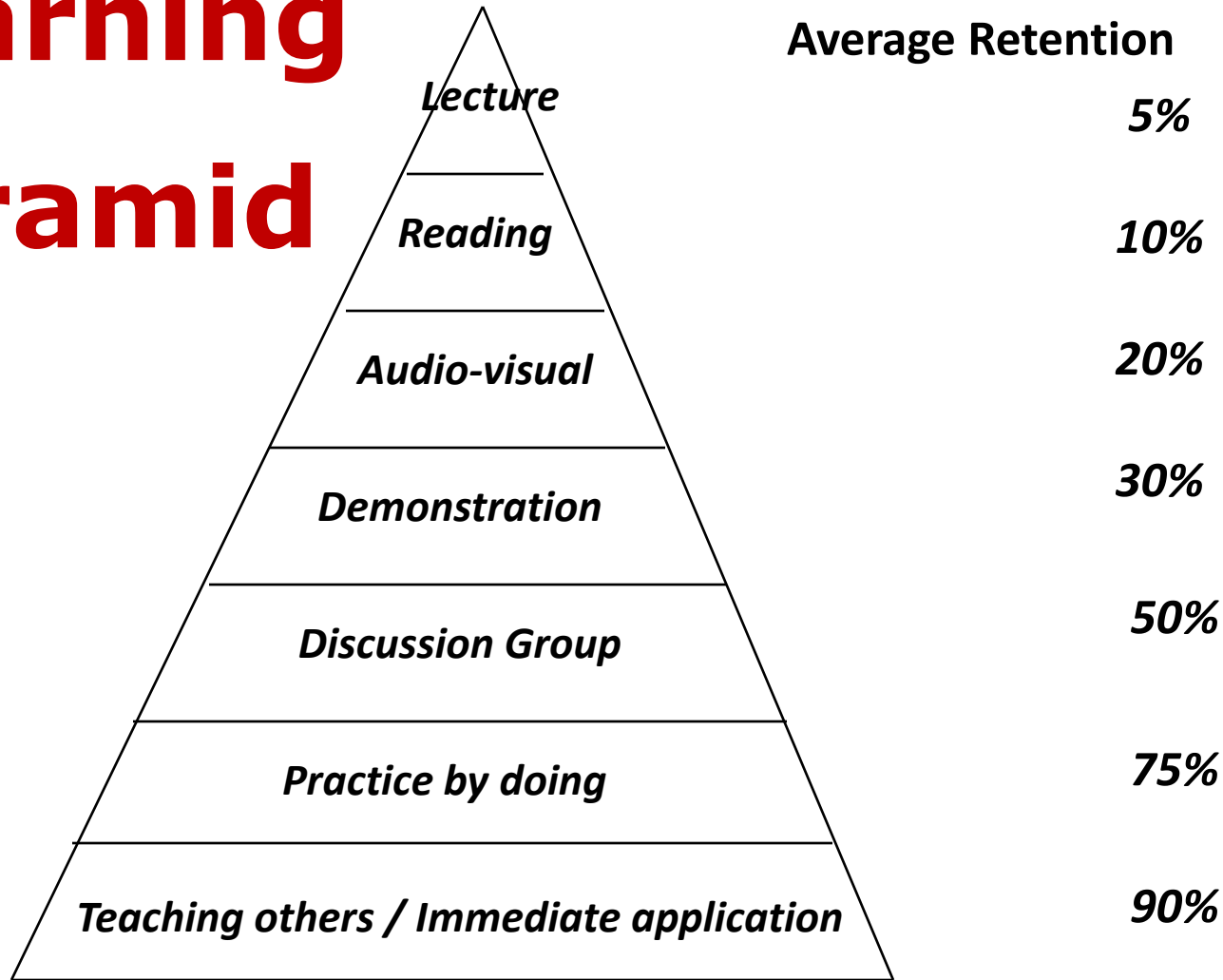
1. Introduction to the course

Course Objectives:

By the end of the course you will be able to:

- Demonstrate effective facilitation and communication skills in the delivery of training.
- Reflect on the success of your training and capacity building events.

Learning Pyramid



What worries me most about training others about forest governance is...

The aspect of forest governance I'm most looking forward to exploring on my course is...

The main skills I bring to my role as a trainer are...

My personal objectives for this course are...

2. Adult Learning : Why and how adults learn.

Learning



The extraordinary capacity to learn from birth e.g.

- language
- to walk
- to avoid the harmful
- values

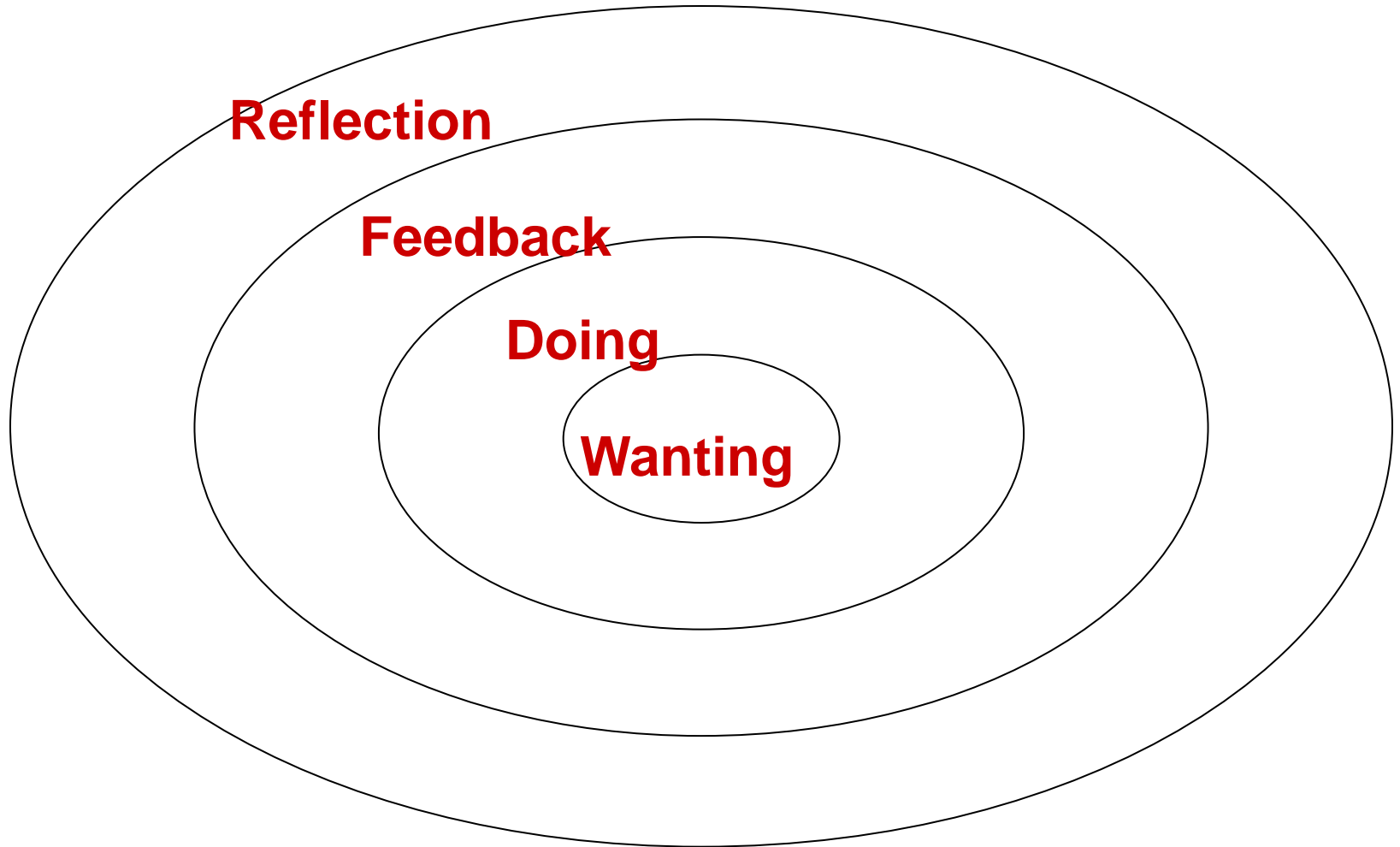
...teachers and trainers need to know how learning happens to facilitate the learning process

Task

Think individually, then discuss in pairs

- What are you good at - something you know you do well. How did you become good at it?
- What are you NOT good at - an unsuccessful learning experience. Why? What went wrong?

Key elements



Key themes



Wanting

- the need for a positive attitude
- wanting to learn
- having the confidence to feel we can.

Doing

- the need to do
- to take part
- to practise rather than just be told, or to watch.

Key elements



Feedback

- presence of value, approval, guidance, clarification
- absence of ridicule, or inappropriate criticism
- opportunity to question.

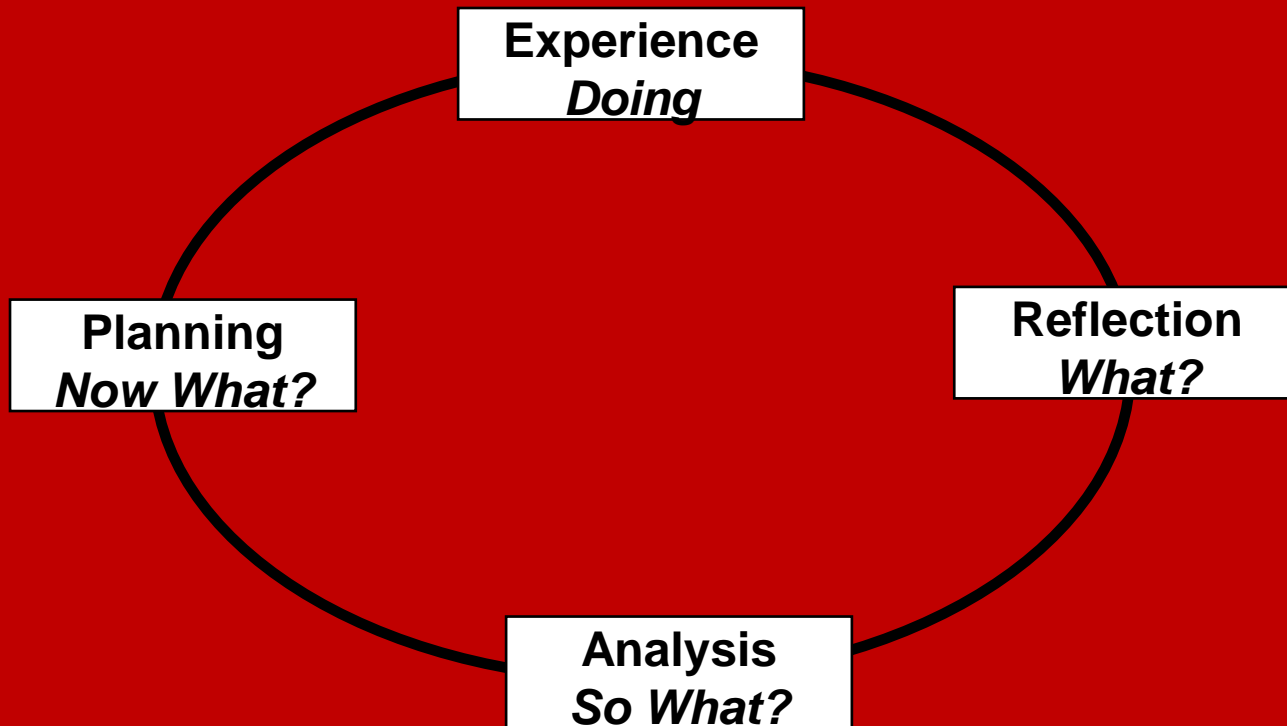
Reflection

- the need to reflect
- to stand back and make sense
- to extract principles
- to own what is learnt.

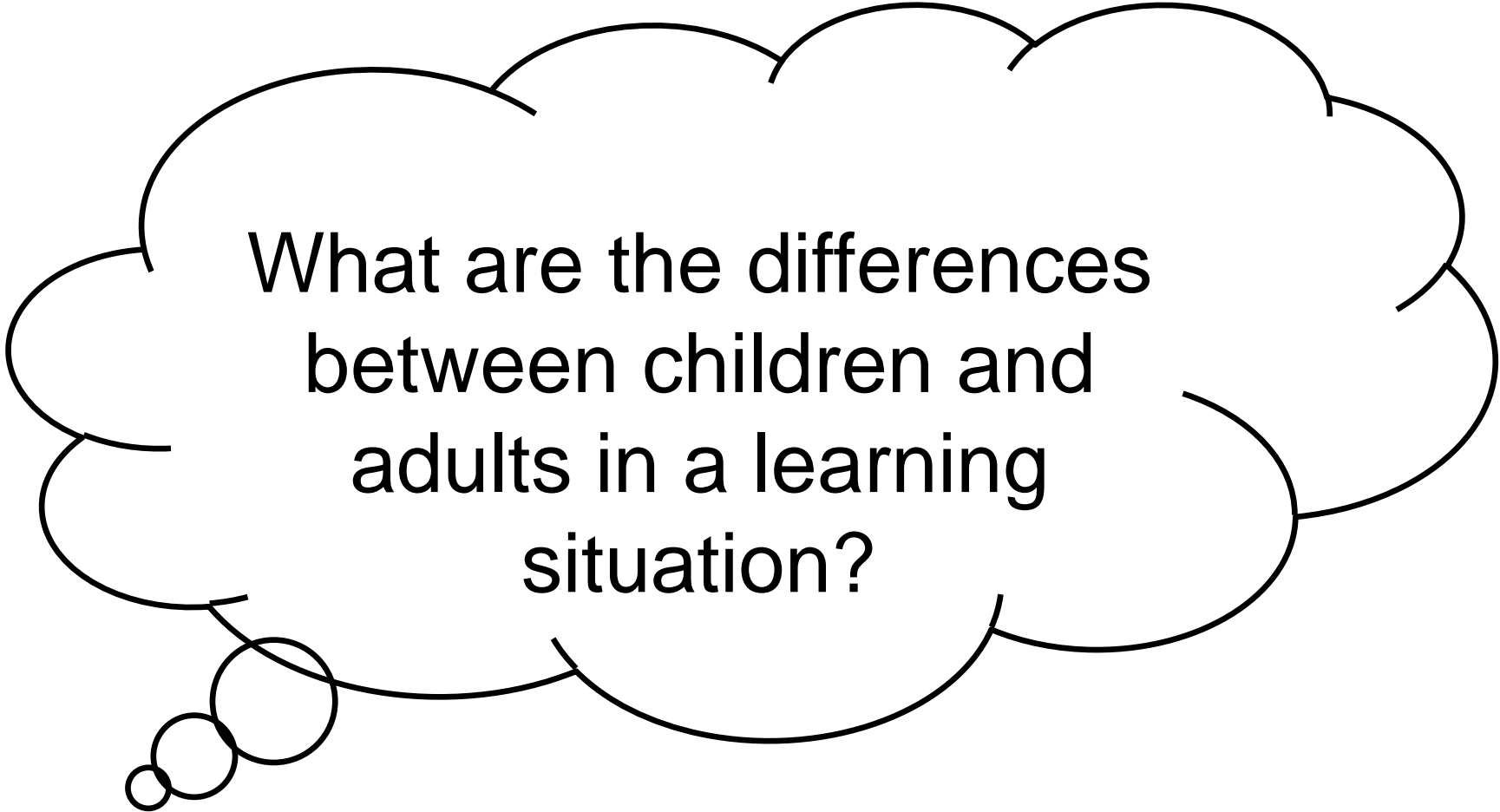
Common themes in learning

- practice by doing
- trial and error
- learning from others - role models
- reflecting on mistakes
- wanting to / needing to learn

Kolb's Experiential Learning Cycle



Adult learning



What are the differences
between children and
adults in a learning
situation?

Characteristics of adult learners **CIDT**

Experience

- Adults have packages of experiences, values, prejudices, attitudes

Self-concept

- Independent, self directing, like to exercise control over their learning

Immediacy of application

- Motivated if learning can be applied immediately

Social roles

- Motivated if learning benefits them in one of their current roles in life

...from a trainers point of view, so what?

Implications for trainers



Experience

- Adults have packages of experiences, values, prejudices, attitudes

Adults need:

- participatory methods
- to explore new material and concepts in the light of their own experience
- to reflect on and analyse their experiences
- perhaps to 'unload' and 'unlearn'

Self-concept

- Independent. Self directing, like to exercise control over their learning

- respect and recognition
- a supportive listening environment; negotiation is important
- to assess their own needs, plan and take responsibility for their own learning

Implications for trainers



Immediacy of application

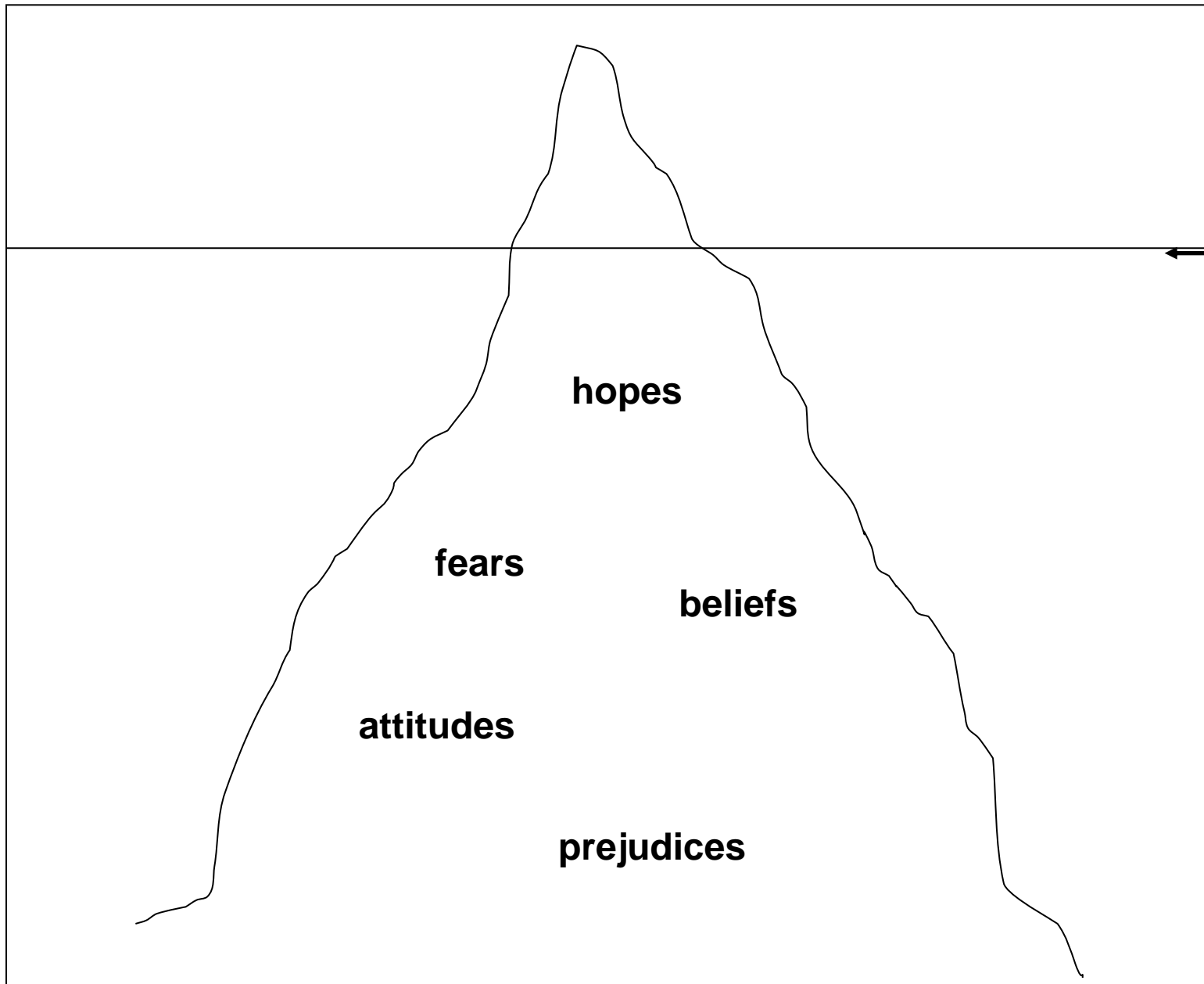
- Motivated if learning can be applied immediately

Adults need:

- practical solutions to real-life problems
- problem-centred, not subject-centred, learning opportunities

Social roles

- Motivated if learning benefits them in one of their current roles in life
- trainers who have analysed the cultural and social background of the learner
- trainers who view themselves as facilitators, not 'dispensers', of learning



**Water
level**

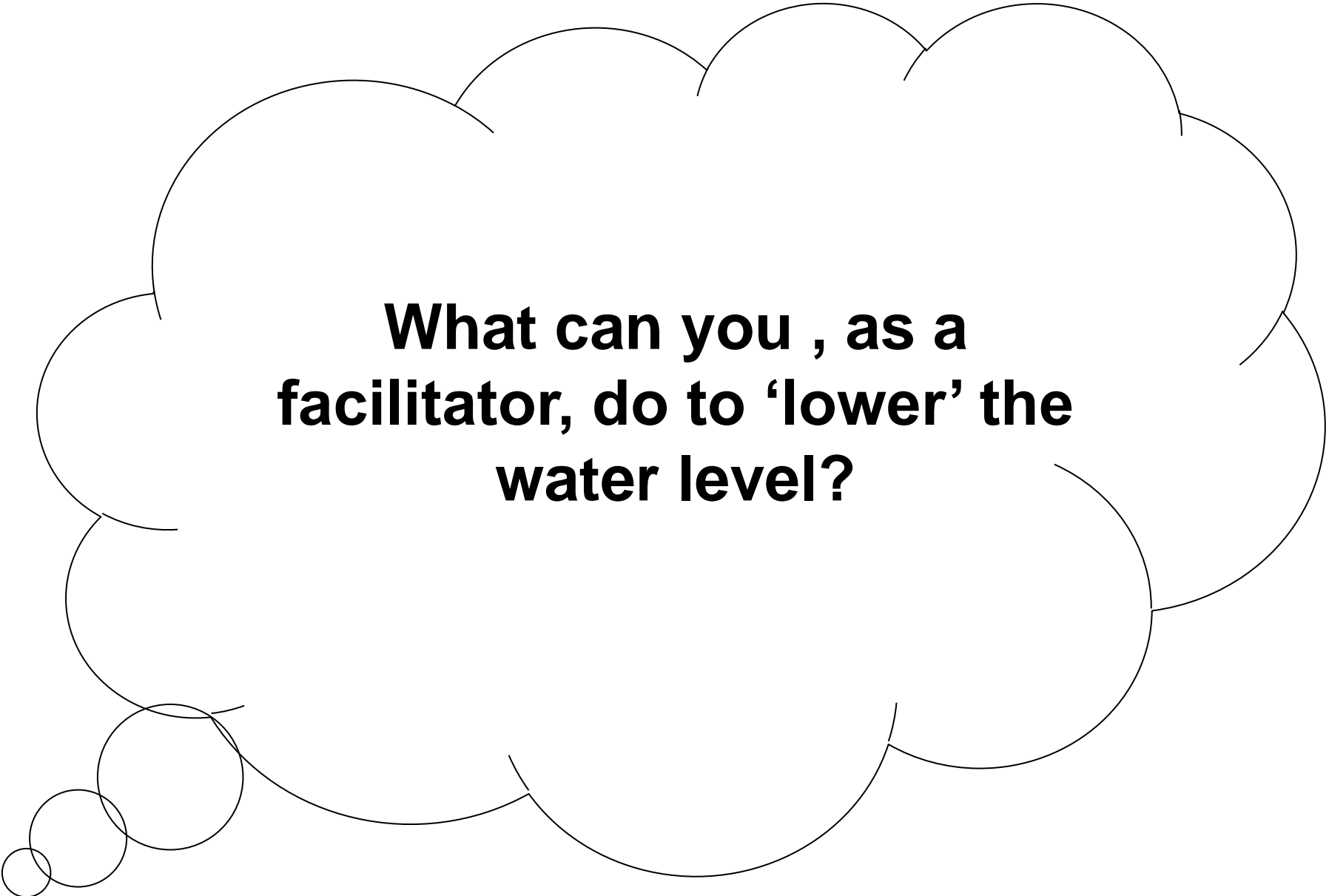
hopes

fears

beliefs

attitudes

prejudices



**What can you , as a
facilitator, do to 'lower' the
water level?**

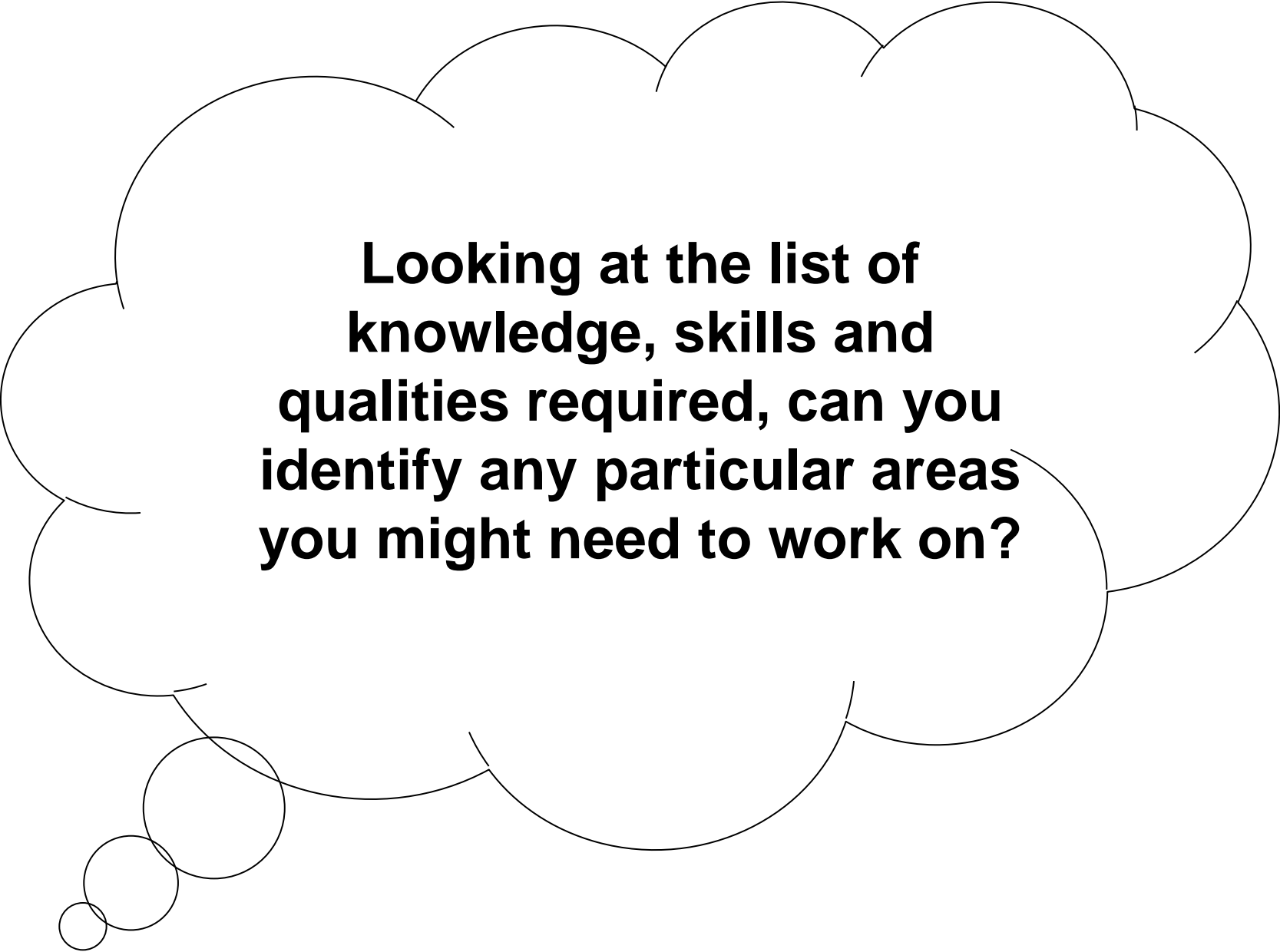


**The Ingredients
of Effective
Training**

3. The Role of a Teacher/Trainer

Key skills and Qualities

- Reflect on good trainers/teachers you have worked with or been trained by. Prepare a job description/person specification which lists their:
 - Roles and responsibilities
 - Knowledge
 - Skills
 - Personal Qualities



**Looking at the list of
knowledge, skills and
qualities required, can you
identify any particular areas
you might need to work on?**

Roles of the teacher/trainer

- **Subject Expert:** trainers are usually expected to know something (but not everything) about the subject.
- **Method expert:** part of the role of the trainer is to exercise sound, professional judgement as to the best method of helping the participants learn.
- **Group Manager:** trainers require a high level of interpersonal skills to be able to manage a group.

Roles of the Trainer

administrator

guide

motivator

technician

counsellor

friend

presenter

leader

psychologist

planner

subject expert

seller

manager

mentor

persuader

problem solver

role model

learner

evaluator

catalyst

innovator

organiser

coach

listener

writer

The Training Continuum



Directive

Facilitative

Where is your 'usual' style on this continuum?

Where would you like to be, and why?

Training Styles

SELLER

Sellers are are: **Task oriented**

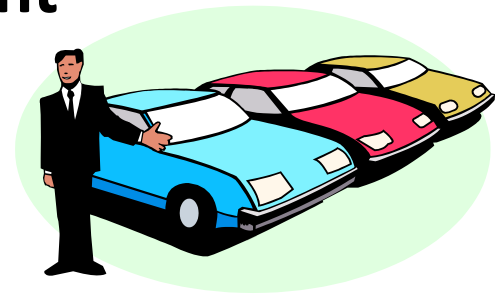
They see themselves as: **Task Masters/
persuaders**

Sellers' main concern is: **Product/content**

They strive to be: **driving, aggressive,
enthusiastic, convincing**

Programmes are structured to be:
informal but inflexible

Leading to sessions that are: **informative,
productive, efficient, complete, persuasive**



Training Styles

COACH

Coaches are: **Learner oriented**

They see themselves as: **Facilitators/
guides**

Coaches' main concern is: **Results/
performance**

They strive to be: **Participatory, accepting,
empathic, supportive**

Programmes are structured to be:
Informal and flexible

Leading to sessions that are: **Involving,
encouraging, constructive, developmental**



Training Styles

PROFESSOR

Professors are: **Instructor oriented**

They see themselves as: **Presenters/
experts**

Professors' main concern is: **Process/
delivery**

They strive to be: **Impressive, polished,
professional, aloof**

Programmes are structured to be:
Formal and inflexible

Leading to sessions that are: **Scheduled,
controlled, organised, disciplined**



Training Styles

ENTERTAINER

Entertainers are: **Relations oriented**

They see themselves as: **Role models/
stars**

Entertainers' main concern is:
Reactions/ feelings

They strive to be: **Dynamic, animated,
charismatic, outgoing, inspirational**

Programmes are structured to be:
Formal but flexible

Leading to sessions that are: **Motivating,
lively, fun, entertaining**

