MODULE 1

TRAINING AND COMMUNICATION SKILLS

OBJECTIVES

1. To expose participants to the importance of combining training methods to increase their ability to achieve learning objectives and conduct training

2. To assist participants to understand the process of communication and in order to communicate effectively.

THEMES

1.1.1 Principles of Adult Education
1.1.2 Needs Assessment – Institutional and Individual
1.1.3 Designing Training Programme for Local Context
1.1.4 Planning and Preparation for Training Session
1.1.5 Evaluation and Follow-up

1.2.1 Process of Communication
1.2.2 Listening Skills
1.2.3 Verbal and Non-verbal
1.2.4 Group Communication
1.2.5 Presentation Skills

DELIVERY TIME

2.5 days

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.1.1	Principles of Adult Education
OBJECTIVE	Trainees will be able to; explain the principles of adult education, identify the advantages and disadvantages of different training methods, and select appropriate methods relevant to the audience
MATERIALS/ EQUIPMENT	Flip chart easel, Paper, Markers Overhead projector Transparencies Handout # 1 – Principles of Adult Education
PRESENTATION	Lecture Large Group Discussion Role-play
TIME	1.5 Hours

INTRODUCTION

Adults will learn what they want to learn. They learn best by doing and by working in an environment that is non-threatening, informal, and involves their participation. For these reasons trainers should emphasize training methods which provide variety, enhance motivation and allow active participation in activities which facilitate learning.

The Trainer, using flip chart paper, will discuss with trainees their experience with adult learning. Following the discussion, the trainer will present the principles of adult learning. Some of these are:

- **Adults must want to learn;**
- **Adults learn best when they see a need to learn, they want to learn something from each session;**
- **Adults learn best from active involvement;**
- **Adults learn by realistic problems, experience is a factor in Adult learning;**
- **Adults learn best in an informal environment;**
- **Adults respond well to a variety of teaching methods;**
- **Adults are out of the learning habit;**
- **Adults want guidance not certificates;**
- **Adults have many other pressing interests; and**
- **Teamwork in small group works best. Trainer will explain briefly each principle.**

Designing a successful training lesson involves selecting a training strategy. The strategy outlines the method or combination of methods used to facilitate the learning process. The appropriate selection of a strategy will do more to promote the effectiveness of training than any other measure.

> Two factors especially relevant when selecting a training method are compatibility and variation. That is, the trainer must select the strategy, compatible to the objectives of the programme, and the trainer should have a repertoire of training methods.

Some of the more effective training methods are:
- Lesson, Lecture Presentation, Demonstration;
- Individual (Programmed) Learning, Group Discussion; and
- Brainstorming, Case Study, Exercise and Role Play

The Trainer will explain each method, and explore advantages and disadvantages through discussion with participants. (See Handout # 2)

The Trainer will select a teaching method.(e.g. Role Play) to demonstrate its effectiveness.

<u>How is Role Play Done</u>

When you role play, a situation is described for you. It could cover what has happened What is to happen in the future, and the role players are to take.

Role plays do not have scripts or detailed directions. The role players use the information they have about the situation, their own experience, and their ways of behaving when they play the role.

<u>Role play tips for Trainers:</u>

a. The Trainer must be skillful to ensure that participants feel relaxed and should make sure the role play is friendly and informal. Trainer should encourage players to be creative and imaginative.

b. When processing role play, the Trainer should process the information, the attitudes and concerns, and lessons learnt. Example, what did you learn from the role-play? What did you like about the interaction?

c. Trainer should draw participants' attention back to the objectives or main point the role-play was designed to demonstrate.

EXERCISE 1.1
Trainees will be divided into groups and assigned situations to role play. At least two groups of volunteers will be asked to present their role play to the large group.

The trainer should lead a discussion on the strength and weaknesses of the role play as presented by the group.

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.1.2	Needs Assessment – Institutional and Individual
OBJECTIVE	♦ Trainees will be able to define the concept of Needs Assessment ♦ Trainees will be able to identify the methods of Needs Assessment
MATERIALS/ EQUIPMENT	Flip chart easel, Paper, Markers Overhead projector Handout # 3 – "Techniques of Assessing Training Needs"
PRESENTATION	Lecture Small Group Work
TIME	1.5 Hours

INTRODUCTION

The Trainer will introduce the concept of needs assessment. Some needs are obvious. Existence of certain training needs can be accepted on the basis of common sense and reason without extensive surveys or analysis. However, some kinds of needs assessment is a practical necessity when planning a training programme. A needs assessment therefore is an exercise which is undertaken to determine the needs (skills, knowledge, attitude, and behaviour of an organization, community, or individual.

> Careful assessment of a problem in the beginning can reduce the need for costly mid-course corrections.

In order to develop a training programme it is critical that an analysis of prevailing situation be undertaken. One should not rely on mere instinct or casual investigation. The person developing the training programme will need to ask some critical questions; such as:

1. What is the problem to be addressed?
2. Who is affected by it and how?
3. What activities have been used in addressing the problem?
4. Are other agencies or organization doing other things to help?
5. What can we say or do to eliminate the problem?
6. What do we want to accomplish?

Tools of Needs Assessment

The Trainer will then ask participants to state ways in which they have conducted needs assessment. These will be listed on the flip chart. Trainer will then explain the fundamentals of how to conduct needs assessment, including:
- ♦ Interview the persons involved;
- ♦ Study the reports, survey, statistics; and
- ♦ Observe the procedures and work situations

The Trainer will briefly present and discuss a list of needs assessment techniques (see Handout # 3A), including:
- ♦ Interviewing;
- ♦ Questionnaires;
- ♦ Test for Entry;
- ♦ Records and Reports; and

♦ Group Problem Analysis.

EXERCISE 1.2
The Trainer will use matrix on transparency or flip chart paper to discuss with participants the advantages and limitations of each method. A completed matrix will be circulated to participants. (See Handout # 3B)

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.1.3	Designing Training Programme for the Local Context
OBJECTIVE	Trainees will be able to identify critical factors in developing training programmes appropriate to the local context
MATERIALS/ EQUIPMENT	Flip chart easel, Paper, Markers Overhead projector Handout # 4
PRESENTATION	Lecture Large Group Discussion Role-play
TIME	45 Minutes

INTRODUCTION

The Trainer will remind participants that the training objective(s) forms the base of effective programme design. The trainer will present a guide to programme design on a transparency, participants will be asked to study and discuss. The guide will show some of the main considerations for programme design, including:

- The training objective;
- The audience that needs training;
- The content of the training;
- The learning materials to be developed;
- The appropriate training method to be used;
- The learning process to be used (i.e. visual, auditory, physical, emotional, conceptual, individual and group); and
- The evaluation criteria.

Trainees will be asked to identify a local situation for which they need to design a training programme. They will be asked to identify what specific factors should be considered when designing a training programme in this local context. The Trainer will explain that close attention should be given to the following specific factors for the local context:

1. Audience
   - Literacy level;
   - Age;
   - Gender;
   - Occupation;
   - Income;
   - Educational attainment;
   - Family situation;
   - Places of residence and work;
   - Cultural characteristics;
   - Attitudes;
   - Opinions;
   - Beliefs;
   - Values; and
   - Self appraisal and their personality traits.

2. Message – the sensitivity of the message the appropriateness of style, and the language.

3. Cultural peculiarities, the existing myths and practices

4. Channels to be used to reach the audience e.g. mass media, community folk medium

5. The existing structures and organizations within the particular local setting

6. The geographic location of the group, community, or organization.

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.1.4	Planning and Preparation for the Training Session
OBJECTIVE	Trainees will be able to develop procedures for the selection of participants, venue, and materials for training sessions.
MATERIALS/ EQUIPMENT	Flip chart paper Graphic Illustrations
PRESENTATION	Lecture, Group Discussion Demonstration
TIME	1.5 Hours

INTRODUCTION

Trainer will inform participants that in planning and preparing for a training session, the trainer needs to consider the training objectives; that is, what do I want to achieve? This is the guide used to determine the following:

- The selection of participants;
- The selection of venue; and
- The preparation of presentation tools.

These three components are inter-connected, and a skillful trainer must constantly work to maintain the right combination to achieve meaningful results.

The Trainer will present a graphic illustration to show the importance of each component and how they help to determine the achievement of the training objectives

TRAINING OBJECTIVES

SELECTION OF PARTICIPANTS	SELECTION OF VENUE	SELECTION OF PRESENTATION TOOLS
1. Who is most affected? 2. Who benefits most? **PRACTICAL REMINDERS** (a) Develop and circulate screening mechanism e.g. Registration Form, Questionnaire, Course Brochure, recommendations from creditable, reputable sources within the organization. (b) Avoid mixing different levels of staff e.g. management and field staff. (c) Be wary of selections of participants based on popularity and of training programme used as reward or prize.	(a) The venue should be central and accessible. (b) Ensure seating is adequate and Comfortable. (c) Ensure room is well lit and ventilated. (d) Ensure adequate restrooms are available. (e) Avoid noise pollution. (f) Ensure there are sufficient electrical outlets/power sources.	(a) Chalkboard (b) Flip Chart (c) Overhead Projector (d) Tape Recorder (e) Video (f) Appropriate posters, brochures, etc. (g) Ice breakers

It is important to remember that where these conditions do not exist, the skilful and versatile trainer should explore other creative solutions. See Handout # 4.

EXERCISE 1.3

The Trainer will ask for volunteer to demonstrate the use of a presentation tool, e.g. overhead projector.

Some Tips for Using Overhead Projector

- Where are the electrical outlets?
- Is an extension cord needed?
- Has the projector been pre-focused and centered on the screen?
- Are the prepared transparencies arranged in order of use?
- Do transparencies lie flat on the projector?
- Is there a supply of blank transparencies available?
- Are felt tip pens available?

Do

- Leave the room lights on;
- Maintain good eye contact by facing the group while discussing transparencies;
- Use techniques such as sliding mask to control rate of presentation; and
- Touch your pointing device on the transparency.

Icebreakers

"Ice breakers' and 'energizers' are games and exercises that can be used for developing trust and group interaction. The more trust there is between participants, and the more they know about each other, the more they will explore and learn.

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.1.5	Evaluation and Follow up
OBJECTIVE	♦ Trainees will be able to explain the principles of evaluation. ♦ Trainees will be able to select and design an appropriate evaluation tool.
MATERIALS/ EQUIPMENT	Flip chart paper Overhead projector Handout # 5
PRESENTATION	Large group discussion Lecture/discussion on principles of evaluation and techniques of evaluation Individual Assignment
TIME	2.5 Hours

INTRODUCTION

The Trainer will ask participants to identify a training course/programme/activity in which they have participated and to individually record the different ways in which it was beneficial to them. The participants will share their experiences with the group, these will be recorded on the flip chart. The trainer will lead a discussion of these comments in the large group.

> Evaluation is not just a single act or event, but an entire process. It is an intrinsic part of the interrelated activities of determining needs, establishing objectives, conducting the programme, and measuring the results.

The evaluation process may begin with the initial phase of programme planning - that of studying past experiences. If the programme planner has conducted similar activities in the past, or if he can draw upon persons who have done so, a review of this past experience should serve as a guide for current efforts.

The Trainer will present the types of evaluation with the overhead transparency.

Process Evaluation

Process evaluation examines the procedures and task involved in implementing a programme or intervention.

Impact Evaluation

Impact evaluation is more comprehensive and focuses on long range results of the programme, or changes, or improvements in the status of the activity.

Outcome Evaluation

Outcome evaluation is used to obtain descriptive data in a project or programme and to document short-term results.

In conducting any of these evaluations, the following principles should be observed.

(1) Evaluation should be an integral part of the planning phase of programme design;

(2) Evaluation should contain an element of measurement that is inextricably linked to the learning objectives.

(3) Evaluation should follow a systematic design and should include;
  a. Who is to be evaluated;
  b. How often the evaluation should be conducted, and what is to be evaluated;
  c. What is the level or depth of the evaluation; and
  d. What evaluation methods are most appropriate.

The Trainer will then ask participants to share evaluation methods they know. These will be listed on the flip chart.

The Trainer will provide additional methods that can be used to conduct evaluations and give the following guidelines for developing the questionnaire. The following points should be considered;

a Determine what is to be found out - What important question are to be asked by participants;
b Develop a form to include these questions;
c Arrange the form for easy tabulation e.g. by using scales rating or checklist;
d Provide a space for free comment; and
e Decide to what extent participants will be asked to provide information about themselves. Generally it is better for responses to be anonymous.

Trainees should be asked to develop a questionnaire. See Handout # 5.

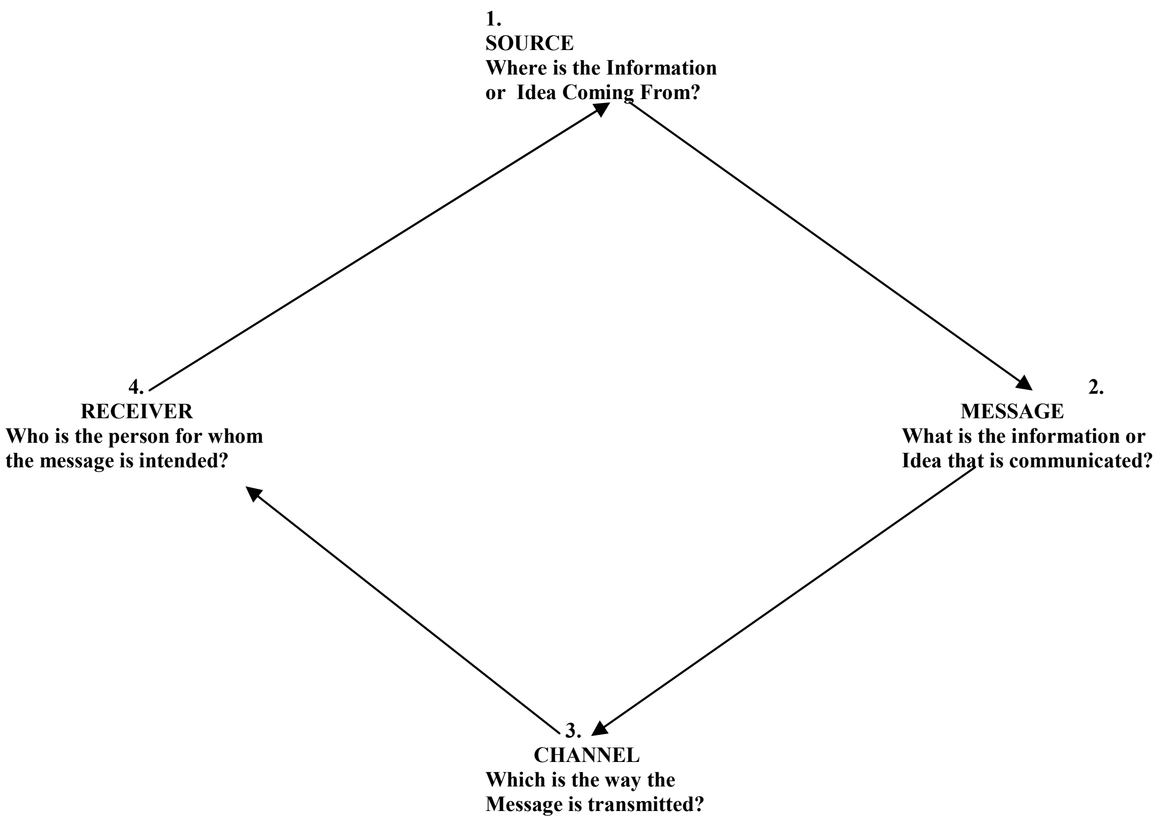
EXERCISE 1.4
Trainees will be asked to develop a complete training programme using the concepts, principles, and techniques from this training module.

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.2.1	Process of Communication
OBJECTIVE	♦ Trainees will be able to explain the process of Communication. ♦ Trainees will be able to summarize the main Barriers to Communication.
MATERIALS/ EQUIPMENT	Overhead Projector Transparencies Flip Chart Handout # 6 – Process of Communication Handout # 7 – Barriers to Communication
PRESENTATION	Group Discussion Lecture Discussion Game
TIME	2.5 Hours

INTRODUCTION

Trainer will use the word of 'mouth game' to explain the process of communication. Trainees are asked to sit in a circle. The Trainer will whisper a message to one persons who will be asked to pass on the message exactly as he/she heard it to the person next to her/him. The person giving the message should say it only once.

The message is passed from person to person until it reaches the last person in the group. The Trainer will ask the last person to reveal to the group the message they received. The Trainer then asks the first person to reveal the message that he had sent. The Trainer will explain that the person sending the message is the source, the person who gets the message is the receiver. The Trainer will then use the simple graphic below on transparency to explain the elements of the communication process.



The Trainer will explain that the most common way to systematically look at the communication process is to resort to the well known paradigm by Harold Lasswell, “who says what, in which channel, to whom, with what effect”. **In every communication situation there is a Source, generating a message, which is transmitted through a channel to an audience receiver**. If the receiver responds overtly to the message, his response will be the first step to another communication process. He now becomes the source and this introduces the element of feedback. In small group, face to face communication where immediate feedback is possible, the communicator can see immediately (simultaneously) with his message how he is doing, how he is being understood, and if need be, can revamp his message or can repeat all or portions of it until misunderstandings have been eliminated**. Immediate feedback basically answers this question for the communicator: “How am I doing?” Delayed feedback answers the question: “How have I done?”**

The Trainer again refers to the “word of mouth” game and ask participants to give reasons for the changes in the messages, that is, why the source and the receiver did not have the same message. These will be listed on flip chart.

The Trainer will highlight some of the reasons why the communication was not effective, including; the clarity of the message, anxiety in sending or receiving the message, existence of any distractions (e.g. laughter, other noise), and the appropriateness of the language. The Trainer will point out that there are many barriers which can disrupt or frustrate the communication process. The two most important are referred to as “Noises”. Mechanical noise includes static in radio, snow on a screen, hums in a public address system, poor printing, coughing, or laughing by a audience.

Semantic noise is brought on when there is a breakdown in meaning or discordance in the message.

EXERCISE 1.5
The Trainer will provide a list of communication barriers and ask participants to add other barriers they have experienced. (Handout # 7)

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.2.2	Listening Skills
OBJECTIVE	Trainees will be able to explain the role listening plays in effective communication
THEME 1.2.3	Verbal and Non-Verbal Communication
OBJECTIVE	Trainees will be able to identify and demonstrate verbal and non-verbal means of communication
THEME 1.2.4	Group Communication
OBJECTIVE	Trainees will be able to identify the principles of effective communication Trainees will be able to demonstrate, through role play, ways of conducting group communication.
MATERIALS/ EQUIPMENT	Flip Chart Role Play Scenarios Just-for-Fun Game Overhead Projetor Handout # 8 - Guidelines for Listening Handout # 9 - Verbal and Non-verbal Communication Handout # 10 - Principles of Effective Group Communication
PRESENTATION	Brainstorm Large Group Discussion Role-play Demonstration Games
TIME	3 .5 Hours

INTRODUCTION

Listening Skills

The Trainer will conduct a game "Just for fun" to demonstrate the importance of listening in the communication process. The Trainer will read a statement and ask participants to listen carefully and identify what is wrong with the statement. Example, “An invisible car came out of nowhere, struck my vehicle, and vanished”.

The Trainer will read four different statements. Trainees will be asked after each statement what they heard and what was understood. The Trainer will commend the participants who were able to identify the errors in the statements. The Trainer will point to the importance of developing sustained listening skills, through the practice of concentration and discipline. Some of the reasons we should listen are:

- ♦ Listening can solve problems;
- ♦ Listening can lead to better working relationships; and
- ♦ Listening helps you make better decisions.

Exercise 1.6

The Trainer will divide participants into pairs. In each pair, one person will be asked to play the role of the speaker the other the listener. The speaker will be asked to describe a real or fictional problem to the listener for 5 minutes. The listener may not speak at all, but must show good listening through non-verbal response i.e., eye contact, sympathetic facial expression, body language, towards the speaker. After 5 minutes let the pairs exchange

Exercise 1.7

After the activity, the Trainer will lead a group discussion on the difficulties of playing the role of the listener.

The participants will be given some guidelines on good listening and ask to rate themselves. See Handout # 8.

Verbal and Non-verbal Communication

The Trainer will explain that people communicate not only with spoken and written languages but also with nods, handshakes, embraces, blows and hugs. Actions do indeed speak louder than, or as loud as, words in interpersonal communication. Trainees will be asked to identify and interpret some of the nonverbal signals they have noted among themselves; that is, the group members since the start of the session. These will be listed. The group will be asked to comment on the interpretations of the non-verbal signals that were noted.

EXERCISE 1.8

The Trainer will write the statement on the flip chart. “I did not say you were a thief”, and ask for three (3) volunteers to interpret the phrase reflecting different emotions e.g., anger, boredom, and humor. The other trainees will be asked to identify which mood was being conveyed and what were the verbal and nonverbal signals they used to aid their interpretation.

The Trainer will remind the participants that verbal communication essentially relates to the:

1. Use of appropriate language; that is, language in which there is a shared meaning; and

2. A sensitivity of the relationship that exists between the sender and the receiver; that is, the awareness of talking “with” and not “at”, “down”, or “to” the receiver.

Trainees should be referred to Handout # 9.

EXERCISE 1.9

The participants will be divided into two groups and assigned two separate situations to role play, one using only nonverbal signs, and the other both verbal and nonverbal communication.

<u>The Two Situations</u>

i. Conduct a meeting with a group of disgruntled fishermen who have been given new zoning areas for fishing and they are dissatisfied.

ii. Conduct a meeting with a group of stakeholders regarding the establishment of a new marine park area.

<u>Group Communication</u>

People spend a sizable fraction of their lives in small groups. Communication in these groups are no different than the practice in one to one, face to face communication. The group setting becomes more complex, because there are more people with their individual biases, prejudices, behaviours, and listening practices coming together and contributing to the dynamics of group communication.

Trainees will be asked to give their experience of group communication. These will be listed on flip chart paper. The Trainer will present some characteristics of group communication to which the participants should pay close attention. These include:

1. Persons who dominate the sessions, demonstrated by frequent question sand explanations and generally given to attention seeking;

2. Persons who are submissive. These persons try to hide in the large group, never ask questions, and never volunteer for any task.; and

3. Persons who make many jokes and see their role as providing comic relief. They tend to believe that this role absolves them from making any serious contribution to the group.

The Trainer will ask participants for suggestion to deal with these types in group communication.

Following this discussion, the Trainer will provide a list of suggestions to help address these types in group communication. Handout # 10.

EXERCISE 1.10

The Trainer will divide participants in small groups of five or six persons. The groups will be assigned topics. The group will be requested to prepare a role play, reflecting the examples and types of characters discussed in the session.

The Trainer will observe the presentation and look for the solutions used in the group communication.

MODULE 1	**TRAINING AND COMMUNICATION SKILLS**
THEME 1.2.5	Presentation Skills
OBJECTIVE	Trainees will be able to list the main points of an effective presentation.
MATERIALS/ EQUIPMENT	Flip Chart paper, Marker List of Speaking topics Posters, Slides, VCR/TV/Cam Corder Handout # 11 – How to make Visual Aids
PRESENTATION	Discussion Demonstrations
TIME	2 Hours

INTRODUCTION

Trainees will be asked to describe presentation styles they have used. These will be discussed among the group.

The Trainer will explain that the style of presentation; that is, how the presenter acts, or presents oneself is almost as important as the content. The presenter needs to be aware of getting the audience to "sit up and take note" of what he says. Eye contact, posture, and hand gestures all contribute to your ability to impact the audience. Other important considerations of style are the creative pause; that is, stopping to take full breaths to regain your thoughts, posture, and stance are a sign of confidence and power. The use of your hands are important in helping to paint a visual picture. Your voice is your strongest asset for getting and holding the audience's attention. Therefore it is important to be aware of the sounds coming out of your mouth.

Visual aids will also enhance your presentations.

EXERCISE 1.11

Trainees will be given topics to prepare and randomly selected to do a five minutes presentation to a large group. Trainees should use Handout # 11 to assist in their preparation. This presentation will be video taped.

This will be later played back for group analysis of content, style, and impact.

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APPENDIX 1.1: PRINCIPLES OF ADULT EDUCATION

(Handout # 1)

1. Adults must want to learn. Parents may be able to influence children to learn by telling them they should, but adults must have a desire – a felt need to acquire knowledge – and usually for a specific goal.

2. Adults learn best when they see a NEED to learn. They tend to be practical in their approach to learning. They need to know how training will help them NOW.

3. They want to learn something from EACH session. They may become quickly impatient with too much theory, but like to think through and test. Allowing time for this process is well worthwhile.

4. Adults learn best from active involvement. They learn from the discussion of problems, finding solutions, and practicing a skill. They have extensive experience, and are often critical of new ideas.

5. Adults learn through realistic problems. Practical every-day issues that they meet in their work are the ones that will attract their best learning attention.

6. Experience is a factor in adult learning. Adults relate their learning to what they already know, and they expect that new knowledge should fit in with previous experience. Adults build their new learning on what is known.

7. Adults learn best in an informal environment. Most adults dislike class-room situations. Arrangement of room seating in discussion formats; choice of chairs and tables and generally a more relaxed environment usually bring good results.

8. Adults respond well to a variety of teaching methods, or presentations, particularly where these use various combinations of the senses for learning .

9. Honest Dialogue among Participants must take place
   In adult learning, the facilitator learns from the participants when there is open dialogue in which honest sharing is taking place. The open dialogue, where the facilitator is learning and the participants are opening up, becomes the training content.

10. <u>Teamwork in Small Groups works Best</u>
    Adult training provides participants with opportunities to practice communication and team-building skills in small groups.

11. <u>Sound Relationships and Clear Roles need to be Established</u>

    Adults learn best in a climate of mutual respect and trust. Everyone needs to know what is expected of trainers, participants, and the training. Each participant needs to know what he or she is expected to contribute and to gain from the training.

APPENDIX 1.2: DESCRIPTION OF TRAINING METHODS

(Handout # 2)

Lectures

Usually, a lecture uses a fairly detailed set of notes. As such, lectures almost always involve a great deal of detailed preparation and planning beforehand. Most lectures are illustrated in one way or another. Audiovisual aids, such as slide projectors, overhead transparencies, flip charts, and videotapes, can add both clarity and interest to a presentation. Skillful lecturers also adjust their material and vocabulary to fit the needs and level of comprehension of a specific group. All successful lectures are well organized, to the point, relevant, and use enough examples, illustrations and humour to keep the audience interested.

Lectures and short presentations can be an effective training method when the objective is to convey information. Thus, when introducing a new subject, a short presentation can arouse the interest of trainees and explain what they will be expected to learn. In many cases, it is important to provide trainees with some basic facts and concepts as background for later activities. Trainers often make short presentations to provide an overview of a topic, and to review, clarify, emphasize or summarize a lesson. A lecture is also effective when there is not much time and when there is need to show the application of rules or concepts. When time is limited or a group is large, lectures are sometimes the only manageable alternative.

Demonstrations

The demonstration method has certain similarities with the lecture method. In both cases, telling plays a large part. In the case of the demonstration method, however, a considerable amount of time is also spent in showing trainees how to do something. It is highly visual as well as verbal.

In this method, the trainer has to impart not only knowledge, but also skill. Understanding is also important. Normally, some sort of procedure or task is involved. This might include demonstrating the steps involved in replacing a wheel on a car, showing how to balance a financial ledger, or demonstrating interviewing techniques for hiring new employees.

The underlying principle of a demonstration is that skill comes from seeing how something is done, then having the opportunity to practice and get feedback from trainers. Generally speaking, the demonstration begins with an explanation of what trainees should look for during the demonstration. As each step of the procedure is shown, it is important to stress its place in the sequence. This way, the skill will be seen as integrated activity, and not just a set of separate operations. Trainees then get the chance to practice for themselves. Feedback from the trainer is important so that correct behaviours can be reinforced and errors can be corrected.

The demonstration method arouses trainee interest. As well, the pace is flexible and can easily be changed to the needs of the group. On the other hand, considerable time, effort, and expense may be required to set up an effective demonstration.

Group Discussions

The discussion method is trainee-oriented. Group discussions are generally informal, with a great deal of involvement, interaction, and sharing of experience. Trainees remember more because of their involvement. For this reason, the method is a very popular one with trainers and trainees alike.

Discussions are especially useful for solving problems, for exploring issues, for sharing experiences, and for making decisions. This process is one of the best ways to bring about a change in attitude on the part of trainees.

Discussions form part of many training lessons and virtually all participative instructional methods involve interaction with the group. It is therefore important for trainers to develop their skills in leading group discussions so that they can use this technique to explore differing opinions with trainees, to provide opportunities to share and develop ideas on the training material, and to discuss reactions to experiences and problems. However, discussion is time consuming and can be difficult to manage, especially in larger groups. Often, many viewpoints are presented and it can be difficult to keep a discussion on track. The trainer's ability to ask appropriate questions, to encourage participation, to summarize key points, and to limit unnecessary or lengthy dialogues are the keys to effective discussions.

Brainstorming

In this method, trainees produce as many ideas as they can in a short period of time. Quantity is what is desired. They should say anything that occurs to them, however silly it might sound. One person in the group writes down every idea, including the funny ones (these can often be quite revealing or good for climate building after the exercise). The one important rule is that trainees do not discuss or criticize any of the ideas brought forward. Since most of us have a tendency to judge what others say and to express our criticism, it is important for the trainer to carefully monitor each group and interrupt every time someone breaks this rule.

The principle of brainstorming is that ideas stimulate the development of other ideas. It is a creative process. Criticism stops this flow of ideas, whereas encouragement and time pressure increase the activity level. As such, brainstorming is a useful group discussion method for encouraging involvement, for developing ideas, and for finding out in a short space of time what a group knows or is thinking.

Case Studies

The case study method involves in-depth group discussion of real-life situations. It requires reading, study, analysis, discussion, and free exchange of ideas. As well, trainees make decisions and practice selling decisions to others.

The case study portrays a factual and accurate picture, based on firsthand observations, of a situation that portrays people acting, interacting and reacting. Trainees review the case study and discuss it in depth. They try to diagnose the problem(s) and develop solutions.

There are five important uses for the case method:

1. To promote discussion of the significant factors in a situation;
2. To develop judgement, critical thinking, and problem solving ability;
3. To learn important principles of management and leadership;
4. To build human relations skills; and
5. To learn to identify the meaningful events in a situation.

The process of developing and presenting one's own ideas is more interesting than listening to the ideas of a trainer. The results of the case discussion are generally more relevant to the experience of trainees because they reflect their own perceptions, attitudes, and feelings about the case. Ideas, concepts, and principles developed through case discussion are more likely to be retained by trainees. They become more aware of individual differences and gain new insight in their own ways of thinking, talking, listening, and making decisions.

However, a considerable amount of time is required for trainees to read, digest, and discuss all the material in case studies. The trainees' level of concentration must be consistently high if good results are to be achieved. In addition, a case situation can never fully reflect the changing quality of the real situation. It only presents a situation from one observer's point of view at a fixed point of time. Nonetheless, the case study method is one of the most popular classroom activities in business training.

Role Playing

Role-playing can be described as real behaviour in an imaginary situation. Role-playing isn't acting a part or trying to behave as you think someone else would; it involves people being themselves in different situations. It is a good way to bridge the gap between the study of principles and techniques and the use of the same principles and techniques.

How is Role Play Done?

When you role-play a situation is described for you. It could cover what has just happened, or what is to happen in the immediate future, and the role the players are to take.

Because you don't have to act in any prescribed way, role-plays don't have scripts or detailed directions. The role players use the information they have about the situation, their own experience, and their ways of behaving when they play the role.

APPENDIX 1.3: TECHNIQUES OF ASSESSING TRAINING NEEDS

(Handout # 3A)

Some needs are obvious. Existence of certain training needs can be accepted on the basis of common sense and reason, without extensive survey or analysis. Training of some kind is a practical necessity for the growth and development of an individual or organization.

The trainer officer may make use of each, or all, of these methods in his inquiries:

INTERVIEW	Senior officer, Supervisors, and Field staff; use of questionnaires, Tests and Group discussion.
STUDY	Reports, Surveys, Statistics, and other Management data.
OBSERVE	Procedure and Work situations.

1. Interviewing

Interviewing is one of the most useful methods of obtaining information. More than any other method, interviews help the training officer to assess how interviewees feel about their work, and why. This information is crucial to the success of the training effort.

Interviewing is time-consuming and requires planning.

Naturally, the more skilled the interviewer, both in asking and interpreting responses, the more valuable are the facts he gathers. Try out the questions in advance, and revise them as necessary to ensure that they are correctly understood. Give interviewees time to talk, concentrate on listening to their replies and avoid pre-judging their opinions. Do not use these fact-finding interviews to interpret or sell you own ideas or educate interviewees on training matter.

Here are some questions you may want to ask.

- What is the specific purpose of the training?
- What staff groups are concerned?
- What are the principal subjects?
- Who can provide the knowledge and experience to give the training?
- What direct benefits should follow?

2. Use of Questionnaires

In support of an interviewing plan, questionnaires can be used to obtain a wider sample of opinion on training needs.

These question sheets may have reference to a specific need, or to wider problems. They can be used to reach a large number of persons in a short time, and the method gives each recipient an opportunity to think about his problems and give considered replies. If the questions are carefully prepared, the information can be quickly processed and used for its training purpose.

Preparing a questionnaire can be a difficult task, and requires skill in the framing of the questions. A brief preliminary survey will help in defining the sort of questions that will give the information required, and a critical examination of the answers will give guidance in improving the form and the content of the questionnaire. The way in which supervisors and staff are informed about the purpose of the questionnaire is also important.

Once you have commenced interviewing staff, or requested help through questionnaire, interviewees will expect advice of findings and the training action to follow. In the initial stages of your survey, explain what you are attempting, and how their co-operation will assist them. Explain how the results of the survey will help to:

- Determine the training needs for the organization, or for the individual;
- Outline a training programme for urgent requirements; and
- Decide the extent of training resources needed to meet these needs.

3. Tests for Entry to Training

Tests of various kinds are sometimes useful in assessing training needs. Testing devices can be used to determine whether the cause of a recognised problem is due to a deficiency in knowledge, skill or attitude, and what sort of training should therefore be provided.

4. Conference of Supervisors

The use of conferences, in which selected groups of supervisors or executives analyse the problems of their organisations, is an excellent method of determining training needs and gaining cooperation.

This process, not only identifies training (among other) needs, but can be used to build a solid foundation of support for training, because the officers themselves reach agreement on the need for action and help to decide the training required.

Further, the process itself is sound training in analytical method and group discussion of mutual problems. The training officer gains maximum benefit from such conferences, if he facilitates the arrangement of meeting, helps in the clarification of objectives, and advises on the nature and extent of possible training benefits. He should avoid making value judgements or directing the conference toward his own conclusions.

APPENDIX 1.4: TECHNIQUES OF ASSESSING TRAINING NEEDS

(Handout # 3b)

SUMMARY OF SOME METHODS USED IN DETERMINING TRAINING NEEDS

METHOD	ADVANTAGES	LIMITATIONS
Interviewing	Reveals feelings, causes and possible solutions of problems as well as facts. Affords maximum opportunity for free expression of opinion, giving of suggestions.	Is time-consuming, so can reach relatively few people. Results may be difficult to quantify. Can make subject feel he is "on the spot."
Questionnaire	Can reach many people in short time. Is relatively inexpensive Gives opportunity of expression without fear or embarrassment. Yields data easily summarized and reported.	Little provision for free expression of unanticipated responses May be difficult to construct Has limited effectiveness in getting at causes of problems and possible solutions
Test	Are useful as diagnostic tools to identify specific areas of deficiencies. Helpful in selecting from among potential trainees those who can most profitably be trained. Results are easy to compare and report	Test validated for many specific situations often not available. Test validated elsewhere may prove invalid in new situations. Results give clues, are not conclusive. Tests are second-best evidence in relation to job performance.
Group Problem analysis	Same as for interview plus: Permits synthesis of different viewpoints. Promotes general understanding and agreement. Builds support for needed training. Is in itself good training	Is time-consuming and initially expensive. Supervisors and executives may feel too busy to participate, want work done for them. Results may be difficult to quantify.
Job Analysis and Performance Review	Produces specific and precise information about jobs, performance. Is directly tied t actual jobs and to on-job performance. Breaks job into segments manageable both for training and for appraisal purposes.	Time-consuming. Difficult for people not specifically trained in job analysis techniques. Supervisors often dislike reviewing employees' inadequacies with them personally. Reveals training needs of individuals but not those based on needs of organization.
Records and Reports Study	Provide excellent clues to trouble spots. Provide best objective evidence of results of problems Are usually of concern to and easily understood by operating officials.	Do not show causes of problems, or possible solutions. May not provide, enough cases (e.g. grievances) to be meaningful May not reflect current situation, recent changes.

APPENDIX 1.5: HOW TO DESIGN YOUR TRAINING PROGRAMME FOR THE LOCAL CONTEXT

(Handout # 4)

Primary target audiences are those you want to affect in some way. Secondary target audiences are those with influence on the primary audience.

1. Determine the content of the training
2. Determine what audience needs what training
3. Why is the audience not performing the desired behaviour now?
   - If they cannot do it, train them to understand and perform it;
   - If they will not do it, provide motivation for them to change their attitude.
4. Determine the benefits of and barriers to adopting the new behaviour
5. Decide what behaviour is feasible
6. Determine what would reinforce the behaviour when adopted
7. Establish measurable training objectives
8. Define very clearly the content to be learned
9. Organize content for logical learning
10. Determine and develop learning materials
11. Develop materials presentations
12. Develop and organize administrative procedures
13. Analyze tasks and define the kinds of skills to be acquired or practices: reaction skills, perception skills, conceptual skills, application skills
14. Determine the learning process to be used: visual, auditory, physical, emotional, conceptual, practical, individual or group
15. Determine how participants will process and use new learning

16. Determine the most appropriate training media

17. Design evaluation criteria and instruments for the training

18. What resources are available? Include:

    - ♦ Staff and other 'people' resources committee members, associates from other programmes and volunteers;
    - ♦ Budget-funds and in kind resources such as computer time, mailing cost, printing;
    - ♦ Services available from another source; educational materials free or at cost;
    - ♦ Information – about the issue, the target audience, the community and media structure and available educational materials; AND
    - ♦ Time- the number of weeks, months or years available to complete the programme

19. What community activities, organizations, and or other contributing factors exists?

20. What barriers (such as approval obstacles, absence of funding, hard-to-reach target)

21. Which activities would best suit the resources you have identified and best fit within the identified constraints?

APPENDIX 1.6: EVALUATION

(Handout # 5)

Evaluation is not just a single act or event, but an entire process. It is an intrinsic part of the interrelated activities of determine needs, establish objectives, conducting the programme and measure the results. The evaluation process may begin with the initial phase of programme planning - that of studying past experiences. If the programme planner has conducted similar activities in the past or if he can draw upon persons who have done so, a review of this past experience should serve as a guide for current efforts.

Such a review will indicate that certain material, methods, schedules, participants and so forth are more likely to produce effective results than others.

Evaluation also influences the selection of programme objectives. Choosing certain objectives as being more important or more feasible than others is an evaluation in itself. Whether or not the achievement of an objective can be evaluated should be kept in mind. However it is more important to consider, whether an objective is appropriate than whether it is easily measurable.

The Principles of Evaluation can serve as guidelines and can help the programme planner avoid some of the pitfalls encountered in evaluation.

(1) Decisions about evaluation should be an integral part of the planning phase of programme design. To evaluate a training programme is to assess its value. Evaluation cannot be accomplished effectively unless the connection between the objectives of the programme and the evaluation procedures to be used are established in the planning stage.

(2) Evaluation should contain an element of measurement. This is intricately linked to the learning objectives. This the learning objective will tell the programme manager what he is able to see or what he can expect participants to be doing when the objects have been reached.

(3) Evaluation should follow systematic design should include the following:

   (a) Who is to be evaluated? in most cases trainees or programme participants will be evaluated
   (b) How often should evaluation be conducted? Evaluation should be conducted more than once. It is recommended that participant be evaluated before the programme begins, and again after it has been completed.

(c) What is to be evaluated? the basic choice is whether to evaluate the programme or the participants behaviour or performance

(d) What is the level or depth of evaluation. Ideally evaluation should be carried out at more than one level and in more than one way i.e. reaction of participants should learned as well as those of meeting leaders, coordinators, and the persons who are able to observe participants back on their jobs.

(e) What evaluation methods are appropriate. Checklists and questionnaires to be filled out by programme participants are among the most frequently used methods of evaluation. However other methods may replace or supplement them.

Determining which method is appropriate depends largely on the type of learning outcome produced by the meeting or programme

APENDIX 1.7: THE PROCESS OF COMMUNICATION

(Handout # 6)

The term “communication” comes from the Latin communis (common) or communicare (to establish a community or a commonness, or to share). At least it is clear that the term implies a sharing, a meeting of minds, a bringing about of a common set of symbols in the minds of the participants-in short, an understanding. Communication, then, as a process, is a two-way street; messages flow both ways, resulting in a participatory procedure, and shared responses. It should be reiterated here that we are considering communication as a process, not as a synonym for “message.” One may speak of a communication in the way he speaks of a message. In that sense there may be a communication without there being a receiver of the message. But when we speak of communication (a process), there must be both sender (communicator) and receiver (communicatee).

It is probably safe to say that the communication always requires four factors:

I. Source
II. Message
III. Channel
IV. Destination

When the source (communicator) has translated his mental message into symbolic stimuli (message), he channels it to the destination (communicatee) in some manner (medium or channel). If these stimuli (message) “get through” and are understood by the destination (communicatee is able to decode it), then the communication process is concluded. Most likely, if the communicatee does respond to the message overtly, his response will actually be the first step in another communicative process, he becoming now the communicator and his “response” being the new “stimulus” or message directed toward somebody else.

APPENDIX 1.8: BARRIERS TO COMMUNICATION

(Handout # 7)

Effective communication implies communication where an understanding is established, where the message elicits in the receiver the response desired by the sender. In effective communication the message “gets through” to the communicatee and his meaning is very similar to that of the communicator. It is extremely difficult to achieve effective communication; in fact, many students of communication say it is really impossible. Many barriers exist to disrupt or frustrate communication. Probably the two most important are often referred t as “noises.” They are:

- ♦ Mechanical noise; and
- ♦ Semantic noise.

And they are at work in every type of communication situation.

Mechanical Noise

This is often referred to as physical or channel noise. It is in most respects what laymen think of as “noise,” at least when related to the electronic media of mass communication or to oral interpersonal communication. For example, mechanical noise that would disrupt communication would be static on radio, “snow” or other screen distortion on television, hums in public-address systems, coughing or laughing by members of an audience. In the print media, examples of mechanical noise would be poor printing that results in illegibility, lines of type missing or upside down, torn pages, missing paragraphs or story continuations to the pages, or muddy or wet pages.

Semantic Noise

This is, in a sense, not really noise at all. It is an interference with the message brought on by “meaning” discordance or breakdown. Semantic noise filters into a message through the language used. The more confusion there is among the participants in the communication situation over the “meaning” of terms and concepts, the more semantic noise there is in the message. Semantic noise results in misunderstanding. The participants, in effect, interpret the language of the message in different ways; therefore, they have differing meaning in their minds. They may have received the message very clearly, mechanically or phonetically-physically it got though loud and clear-but due to meaning difficulties (semantic noise) their communication has broken down.

Other barriers that tend to hinder or disrupt effective communication include:

- ♦ Wrong timing
- ♦ Divergent backgrounds of the participants
- ♦ Differences in education, formal and informal
- ♦ Differences in interest in the message
- ♦ Differences in IQ
- ♦ Differences in language levels and usage
- ♦ Lack of mutual respect among participants
- ♦ Difference in such factors as age, sex, race, class and culture
- ♦ Mental and/or physical stress at time of communication
- ♦ Environmental conditions at time of communication
- ♦ Little or no chance for "feedback" or interaction
- ♦ Little or nor "experiential overlap" –few, if any, common experiences
- ♦ Lack of skill on part of communicator (poor writer or speaker)
- ♦ Lack of skill on part of communicatee (poor reader or listener)
- ♦ Lack of information in message ("empty" message)
- ♦ Lack of commitment in message or in policy behind it
- ♦ Inadequate preparation or insufficient knowledge of the subject
- ♦ Group political differences (protocol, etc.)
- ♦ Overpowering attitude of communicator

- Differences in language levels between source and audience
- Physical disabilities (speech, hearing, etc.)
- Inappropriate use of channel.

APPENDIX 1.9: GUIDELINES FOR LISTENING

(Handout # 8)

1. You should prepare yourself physically by standing or facing the speaker. Making sure you can hear physically is essential for good listening. You thereby tell the sender that you are ready to listen and are able to hear the verbal messages and also see the nonverbal messages the speaker is sending. This face-to-face attention also shows that you are interested in what is being said..

2. You should learn to watch for the speaker's nonverbal as well as verbal messages. Everyone sends two messages. One message is sent verbally and the other is sent non-verbally through inflection in the voice or thorough facial expression, bodily action, or gestures.

3. You should not decide from the speaker's appearance or delivery that what he or she has to say is worthwhile.

4. You should listen for ideas and underlying feelings. Again, the purpose of good communication is to be able to reflect upon and exchange ideas.

5. You should try to determine your own biases, if any, and allow for them. Communication gets blamed for many things.

6. You should attempt to keep your mind on what the speaker is saying. Don't allow yourself to become distracted.

7. You should not interrupt immediately if you hear a statement that you feel is wrong. Indeed, if you listen closely, you may be persuaded that the statement is right.

8. You should try to see the situation form the other person's point of view. This doesn't mean that you always have to agree. However, there is no way that you can change other people's perceptions until you can see how they have formulated those perceptions.

9. You should not try to have the last word. Listen to what is being said and then think about it. This reflection may take some time, but you need time to think before you communicate.

10. You should make a conscientious effort to evaluate the logic and credibility of what you hear. Our mind functions at some 500 words a minute, but we normally speak at 125 words a minute. In other words, we can think four times faster than we speak.

APPENDIX 1.10: VERBAL AND NON VERBAL COMMUNICATION

(Handout # 9)

People communicate in many different ways. One of the most important ways of course, is through language.

Like all animals, people communicate by their actions as well as by the noises they make. It is perhaps true to say that our vocal noises have so far outgrown in importance and frequency, all our methods of signaling to one another.

For instance, children learn many things about their culture by aping or imitating their elders, long before their linguistic skills are far enough developed to understand verbal descriptions.

The use of clothing is avenue of obvious communication. Eye contact, the distance we observe in face to face communication, our smiles, handshakes, hugs and walk are all eloquent examples of non-verbal communication.

Then there is the other side of communication that is vocal, but nor really verbal. Examples of these are the spontaneous gasps of surprise or cries of pain. It is generally agreed that the way you say something is as important as what you say, and often more important for telling your listener about your real intentions.

Rapid and highly inflected speech usually communicates excitement, extremely distinct speech usually communicates anger, very loud speech usually communicates pomposity, and a slow monotone usually communicates boredom.

Verbal communication uses only one of the many kinds of signals that people use to exchange ideas, feelings, and information. Non-verbal behaviour can greatly reinforce or contradict the intended exchange. Understanding the communication process means we must try to understand what a person says, how he says it,, and why he says it.

Within this broad frame of reference we must recognize that both the verbal and non-verbal modes have their natural and complimentary roles to play in communication.

APPENDIX 1.11: EFFECTIVE GROUP COMMUNICATION

(Handout # 10)

You will come across all types of audiences. Here are a few tips on how to deal with some of the people you will encounter in groups.

If you are challenged or for some reason greeted with a hostile question or remark, you may want to deflect the negativity by asking other groups members what their opinions are or what they think about it. Not only does it promote good ideas and lively discussion, it also diffuses latent hostility in the advocate very quickly.

If a person begins to tell a long, drawn-out story before getting to the actual question or point, politely interrupt and tactfully ask the person if he has a specific question.

Similarly, if a person begins “story-telling” during a question-and answer session or is obviously off-track, or if the audience is getting bored and inattentive, you might ask “Is there a question in that?” or “How does that apply to our topic?”

Be sensitive to how the other audience members respond to your questioning when you use this technique. You, the presenter, are responsible for monitoring the dynamics of the situation.

Another suggestion is to use “ownership language.” For example, say “Whenever I get before an audience I get nervous,” rather than “Whenever <u>You</u> get before an audience, well, you know, <u>you</u> always get nervous.” This refers to people in general rather than speaking from personal experience.

<u>Controlling Your Audience</u>

Remember to:

- Speak with authority; assure your audience that you are informed – an expert on the subject
- Make sure your comments are focused and Logical.
- Use as many specific examples, anecdotes and facts as possible and appropriate.

- Be early
- Be warm; “relate” to the audience
- Show enthusiasm— if you’re glad to be there, chances are your audience will be too!
- Be entertaining—but don’t go overboard. Don’t use the occasion to try out all your latest jokes.
- Show that you are comfortable, which will put your audience at ease as well.

DON’T

- Show up at the presentation obviously unprepared and disorganized
- Jump from topic to topic. Focus your comments on a few key ideas, making sure to incorporate your key message points at every appropriate opportunity.
- Generalize. Use specific examples, anecdotes and facts pertinent to the points you are making.
- Be late
- Don’t be cold or aloof.
- Don’t be dull or boring.
- Don’t alienate your audience by being unresponsive to their questions and comments.

APPENDIX 1.12"HOW TO MAKE VISUAL PRESENTATIONS

(Handout # 11)

Defining your objective

First and foremost, you must organize your thoughts and plan your time wisely.

Starting from the presentation date and working back to the present time, try to anticipate every consideration that will help make your presentation a success. Pay close attention to everything, even the smallest of details, since they too can make the difference in the success or failure of your presentation.

Be sure to consider each of these factors:

Know your audience (Research their needs and tailor your presentation accordingly.

Make advance arrangements (Provide for space, equipment, and props.

Select Proper Media (Fit audience size; small, medium or large)

Select the Right Equipment (Match equipment to media)

Research your Presentation (Get information from all available sources)

Make an Outline (State problem or need and give method or solution

Write Your Script (Use sequences method; write to be seen as well as heard)

Design your Visuals (Give support, substance and credibility to your presentation)

Knowing your audience should be your first concern. Are they engineers, secretaries, or civic club members, an in what way are they interested in your subject? Designing a presentation for engineers and then giving it to a civic club may cause you to lose your audience before you ever get started. Conversely, designing a presentation for a civic club that you will be giving to engineers could be just as tragic. But when you do know your audience, you can create effective, custom-made presentation.

Making advance arrangements cannot be over-stressed. How many speakers have arrived at the conference room door with 35 mm slides, only to find that there is NO projector in the building? Having a presentation for thirty-five people in a meeting room that only holds twenty can also prove to be embarrassing. Don't let such minor physical details ruin you presentation.

Select the Proper Media only after you have determined audience size and facilities available. You can use these sample guidelines

Small Audience	**Medium Audience**	**Large Audience**
Chalkboard	Overhead projection	35mm Slides
Flip Charts	35mm Slides	Super Slides
Desk Charts	Super Slides	Movies
Video Programmes	Movies	
Overhead projection		

Select the right equipment to support your choice of media. It may be necessary to take extra equipment such as bulbs, cords and even and extra projector.

Research Your presentation; you need details, facts, figures, case histories. Leave no stone unturned. Use any and all sources; libraries, previous reports, brochures, newspapers and experts in the subject field. The digging and sifting of this information will take time, but without it you won't have much to say that is relevant. And, after all, you can effective present information that you don't have!

Make an Outline emphasizing selected parts that you want your message to convey. State problem or need and give method with advantages or comparisons. Follow with action or solution recommended. And always keep in mind how you could visually illustrate the most important points to your audience.

APPENDIX 1.13: ICEBREAKERS

The aim of the following set of games is to encourage participants to get to know each other and talk openly.

a. Let's Talk

- Walk freely about the room avoiding physical contact.
- At a sign from the facilitator (e.g. hand-clap) find a partner.
- Find out two or three facts about your partner (e.g. birthday, likes and dislikes, hobbies). Listen carefully to each other.
- Answer the questions from your partner with full sentences. Avoid yes' and 'no answers.
- Bring all partners together in a large circle and ask each person to introduce his/her partner using a few of the facts learned.

b. Person to Person: Let's Get Physical

- Walk freely about the room.
- When the facilitator says, 'Person-to-person', find a partner.
- The facilitator calls out body parts and participants connect together with these parts of their bodies, e.g. 'head-to-head'; 'toe-to-toe', 'nose-to-nose', 'finger-to-finger'; 'pelvis-to-pelvis'.
- Change partners when the facilitator repeats the instruction, person-to-person.
- Repeat the exercise two to four times.

c. The Atom Game

This exercise can also be used to break the large group into small groups of any size required.

- Walk freely around the room changing directions and speeding up the pace.
- Follow the facilitator's instructions:

  'Freeze and hug yourself. Walk again'.
  'Find a partner and hug each other. Walk again'.
  'Hug in fours. Walk again'
  'Hug in 13. Walk again.'
  'Hug in six.'

APPENDIX 1.14: COMMUNICATION GAME

<u>Listening and Speaking Effectively</u>

<u>JUST FOR FUN</u>

OBJECTIVE : To inject humor in discussing problems of communication

PROCEDURE: Identify that while communication is serious business, we often find humor in strange places. For example, these statements were actually sent to insurance companies:

- "An invisible car came out of nowhere, struck my vehicle, and vanished"
- "I was on the way to the doctor with rear-end trouble when my universal joint gave way, causing me to have an accident".
- "The pedestrian had no idea with direction to go, so I ran over him".
- "I collided with a stationary (sic) truck coming the other way."
- "I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment".
- "I had been shopping for plants and was on my way home. As I reached an intersection, a hedge sprang up, obscuring my vision".
- "I had been driving my car 40 years when I fell asleep at the wheel and had an accident."
- "The other car collided with mine without giving warning of its intentions".
- "I though my window was down, but I found out it was up when I put my hand through it".

"My car was legally parked as it backed into the other vehicle."