

Planning and designing a training session

For a training to take place, a great deal of planning needs to be done - both by the Training Organiser and the Trainer. The former organises and coordinates with the people involved in a training event; the latter delivers the training.

This chapter covers the role and duties of the Training Organiser and then describes in detail how a Trainer plans and designs a training session.



THE TRAINING ORGANISER'S RESPONSIBILITIES

As the Trainer it is important for you to be aware of the planning that the Training Organiser and her team have already put in.

The role and responsibilities of a Training Organiser vary across the Countries and Regions of Girlguiding, but they can be split into three time-specific stages:

- before a training event
- during a training event
- after a training event.

Girlguiding provides support for Training Organisers in the form of a downloadable resource or as a one-day training session. To download the resource, follow the link.



Before the training event

Deciding to hold an event

The decision to hold a training event could be the result of a request from a Commissioner or from a District team - sometimes known as the sponsor - or it may be something that is held every year at a particular time or event, for example, the Spring County Day. Whatever the prompt, the Training Organiser has first to **ensure that the purpose and outcomes of the training event are clearly defined**, so that the planning works towards delivering that event. From this point, the order in which the tasks are carried out may vary, but all need to be considered.

Setting the budget

Before any major decisions can be made, the Training Organiser will need to establish, with the sponsor, what the budget for the event is. The training may be funded solely

by fees paid by those attending, or it may be subsidised, or there may be a grant available. There will be outgoings to consider (cost of hiring the venue, food, the Trainer's expenses etc).

Booking the training venue

One of the first and most important things a Training Organiser has to do for a training event is to book a suitable venue. Often this needs to be done several months in advance. There are many considerations in choosing a venue: it should be in a location that is convenient to the majority of learners, ideally have good transport links, have facilities for both able and disabled learners, be cost effective and provide an appropriate learning environment.

When choosing a venue she will need to consider:

- the potential number of learners - can the venue accommodate them all and provide adequate facilities for parking, refreshments and comfort breaks?
- whether she will need additional volunteers for managing car-parking, setting up the event or providing refreshments
- what additional resources are needed and available, such as computers, internet access, outdoor space, cooking facilities, disabled access, projectors, flipcharts and the flexibility of seating arrangements.

Identifying and capturing learning needs

Part of the Training Organiser's role will be to identify and capture the learning needs of the Girlguiding members within her remit. This information may come from a variety of sources, for example, from Country/Region, County or Division Advisers or Commissioners, from Mentors and Tutors, directly from members, or as a result of new Girlguiding initiatives, direction or programme changes. She, and you as the Trainer, can find out more about the needs of the individuals on the training once bookings are taken.

to the role, and doesn't yet have a feel for what it is you need to know.

It may also be that because of people's different experiences of guiding, even a straightforward-looking title can be interpreted in a number of ways. Should a session on 'Enjoying the outdoors at unit meetings' include making use of the local public footpaths and nearby riverside or woodland? Or focus on what can be done in a tarmac-covered school playground? Or is the pavement outside the girls' meeting place the only nearby outdoor space available? You have to think about which interpretation will have most relevance for the learners you will be training.



What is the aim of the session?

Sometimes the answer to this question will be clear and straightforward, but on some occasions it might not be, so it may help to ask the Training Organiser the same thing in other ways, even if the aim was set down in the training brief.

- Why is this session being offered?
- Who is the session aimed at?
- Has the Training Organiser offered any training in this subject in the recent past? What was the result?
- Where is this subject working well in practice, and what is she seeing and hearing that tells her this? What else needs to happen to spread that success?
- What do the learners need to know/do/be aware of by the end of the session?

By asking these kinds of questions you can explore with the Training Organiser what is behind the title, the reason for offering this session to learners, and the scope of the session, till you understand what has to be included in order to meet the aim of the session.

Who are the learners?



You will also need to know who will be coming to your training session and why. Will it be members who already have a lot of experience of this subject, or Leaders who are very new to it? Could you have Leaders from different sections working together?

- Why will the learners be in your session on the day?
- Will they have chosen the session in advance?
- Will they be allocated to it on a random basis?
- Will they be choosing sessions on the day and able to opt in, or out, right up to the session start time?
- Do they need this session as part of a qualification?
- Is this session part of a themed programme that needs to link to other events running over several months?

The answers to these kinds of questions will help you decide how to approach the design stage. Will you for example offer a standalone session that focuses on finding some common ground for all the learners who attend, knowing that they may have wide differences in knowledge and a variety of experience between them? Or, will you need to offer in-depth, targeted content that best suits the specific needs of the learners you know will be coming to your session?

Objectives: what does the outcome of this training need to be?

An important aspect of planning for the training session is to know what the outcome should be. This is different from the aim, which is what learners need to have achieved by the end of your session.

The outcome is a description of what the learners will be able to do with the learning after the session. To produce good training objectives you need to focus on the outcome.

For example, if you are asked to lead a session on the subject of Go For Its! for a group of new Leaders who are working with the Guide section:

- the **aim** of this session is straightforward enough - it is to show Leaders how 'Go For Its!' fit into the overall programme and how they work in practice, and what Go For Its! look like
- the **outcome**, on the other hand, is Leaders introducing Go For Its! into their unit so their Guides know what they are, how they work in practice and, in their Patrols, how to choose one to work on.

Having in mind the **actual** beneficiary of your training - ultimately the girls in the units who are led by the learners in your session - will help you bring a girl-led guiding focus to your training. It will help you design a training with the purpose of helping the learners take back their learning to their unit - and apply it.

Do I now understand the training brief?

Have you asked all the questions you need to enable you to start designing the session?

As you gain in experience as a Trainer, you will also develop an appreciation of what information best helps you plan for developing a new session and what kinds of additional questions it is helpful to ask to get a better understanding of the training brief.

If the Training Organiser is new to her role, she may be relying on you to ask these questions so you both can feel confident the training session will meet expectations.



Do I have the knowledge and the skills to deliver this training?

Once you are clear about the scope of the session and what outcomes are wanted, think about whether you have the knowledge, skills and perhaps qualifications to be able to deliver that session. Do not worry if you feel you do not. It may be that you are already a very experienced Trainer, and the subject of the session is familiar, so you have no concerns on that front. Alternatively, there may be a part of it you don't know, or can't do, so you can decide if there is time to gain the knowledge and/or practise the skill.

If you are new to training, you might feel that you don't have enough knowledge or skill for some training sessions, but agreeing to train in something you don't quite have all the answers to is a good way to gain experience. In fact it is the way that all the experienced Trainers you have met learned and gained their skills! So work out how best to use the time you have before the training to acquire the knowledge and skills you need for the session.

Do I have the experience to work with this type of learning group?

The answer to this depends on what is meant by 'experience'. It may be that you have been doing something similar for 20 years, and although you may seem very experienced, you may just be repeating the same training many times over, so do not have depth of experience.

It may be that you don't have experience in working with a section other than your main one - but you do have experience of helping learners to learn. Then what will count more is how you work with the adult learners to help them share their experience with each other, rather than cramming in information about a section you don't know very well.

Or, if you are new to training, perhaps you have a lot of practical experience from running a unit, so you have plenty of personal learning to draw on that others will benefit from - but feel less confident at the moment in working with adults? If so, can you team up with a more experienced Trainer who will help you to share your experience to help others learn while she looks after the learning process as a whole?

If the group you will be training seems very experienced, and you are wondering what you can bring to them that is 'new', it may be that by just asking some good, thoughtful questions you might help them have insights into their guiding that will make a difference.

There may be ways to stretch and enhance the learners' understanding, whether or not you are an expert in the subject.

Do I have relevant materials and resources I can use for this session? Or do I know where I can get them?



If you have delivered training on the subject before, you may well already have the basis of the materials and resources you will want to use. It will be a question of checking the content of the new session to be sure the resources are still a good fit with the aims, objectives and training methods you will be using, and then producing more copies/examples, perhaps repairing or replenishing materials, or adding in some more if needed.

If it is a subject that is completely new to you, you will need some time to research, source materials, make examples, produce handouts - whatever is appropriate to your session. If so, consider all of these aspects of the preparation.

- How long might it take to do this?
- Is this a realistic option for you, given everything else you will have to do in that time frame?

- Could you get your learning point across in another way?
- Could you borrow some of what you need from a friend?
- Are there copyright considerations?



Many successful learning sessions are based on facilitating good conversations and discussions, with the minimum of materials and props, if any. Equally, the success of others is heavily dependent on having the right equipment, resources and visual aids available.

Producing good resources in very tight time frames is possible of course, but sometimes a rush job will look like a rush job to the learner, which may leave her feeling undervalued by the experience of being in your session, and/or thinking that this is an acceptable way to produce the resources she uses with her unit.

How long you need to do the detailed planning will depend greatly upon the amount of time needed to prepare the resources.

Planning and preparation

The planning and preparation for every training session are essential, as each one is unique. Even when you are asked to carry out 'repeat' trainings, no two sessions will ever be the same. The learners at every training session will come with their own needs and expectations, and for that reason you need to plan and prepare for every session. If you have planned your session well, you are less likely to experience difficulties, and will feel more confident when delivering your session. Good preparation will make sure that the training session meets the needs and expectations of all the learners, and will help you to deliver and facilitate the session successfully.

Informal planning of the session often starts as soon as you get the title, but you should aim to finalise plans no later than three to four weeks before the session date, to give you plenty of time to produce resources. Experienced Trainers are constantly on the lookout for ideas, content, materials and resources to support and include in their learning sessions now and in the future. Over time, this is a useful habit to develop.

TIME	DETAILS	EQUIPMENT
8.30pm	<p>How do we do planning ?</p> <p>In your groups, look at the case studies.</p> <p>How would you 'arrange' these?</p> <p>What would you expect the young women to do?</p> <p>What might go wrong?</p> <p>What is your role?</p> <p>Feedback</p>	<p>Cards with questions on</p> <p>Cards with the planning case studies on</p> <p>Flipchart and pens, Blu-Tack</p>
8.45pm	Closing thoughts playing music	See below - which do they empathise with the most CD Player and reflective music

Extra activity as filler:

■ All different from WAGGGS World Thinking Day 2013

Failure is only a temporary change in direction to set you straight for your next success.

Only those who dare to fail greatly can ever achieve greatly.

The only true wisdom is in knowing you know nothing.

A wise man does not need advice and a fool won't take it.

I have enjoyed life a lot more by saying yes than by saying no.

Don't waste a minute not being happy. If one window closes, run to the next window – or break down a door.

Happiness is the best face lift.

Think of the beauty still left around you and be happy.

If you spend your whole life waiting for the storm, you'll never enjoy the sunshine.

- Felt-tip pens
- Flipchart paper
- Scissors
- Spare pens
- Erasers
- Rulers
- Blu-Tack
- Elastic bands
- First aid box
- Sticky tape
- Paperclips
- Post-its
- Glue
- Envelopes/plastic bags
- Highlighters/marker pens
- Storage boxes



As you will now be aware, the resource list you will require for each training session will vary, for example, if you run a 'First Aid' training session you will obviously need specific items such as bandages, slings, antiseptic wet wipes and 'airways' torsos, whereas a training session on the Rainbow programme would not.

It is good practice to draft a personal 'mandatory' resources list - items that you feel you need with you at every training session such as flipchart paper, extra pens, marker pens and so on, and to keep these in one box that is marked as your 'Training Resources Survival Kit'. This will go with you to every session and be replenished after each training event so you are never caught out.

Then in the planning stages of every training session that you agree to do, draw up a separate list of all resources and equipment that you will need specifically for that session. Run through the training plan, aims and objectives, listing every item you may need and the approximate quantity. This will highlight any items that you might have overlooked and will ensure that you have everything you need for the session to run smoothly.

MANAGING COSTS AND BUDGETS



As a Trainer, you are generally expected to provide basic materials which will be used by the learners. This basic stock can be used at all training sessions you run, and will need to be replenished as and when required. Your guiding County should allow you to claim your expenses for these basic items.

Within reason, any items bought specifically for a training session should be claimed as an expense from the Training Organiser at the end of the session. Therefore, it is essential that you keep your receipts for anything you purchase for training purposes.

What you might need to spend money on to deliver training

- Basic materials for personal use by the learners such as pens, pencils, note paper.
- Basic materials for use by groups of learners such as flipchart pens, flipchart paper, Blu-Tack, drawing pins, glue, scissors and card.
- Examples of resources the learners will produce during the session.
- Enough materials for every learner to make an example for herself.
- Copies of Girlguiding UK publications for learners to see and use during the session.
- A box, or boxes, to transport everything in.

 *Trainer resources*

What other costs you need to consider

- Travel to and from the training event.
- Postage and phone call costs incurred as part of planning the training.
- Overnight accommodation if you have an early start and the venue is far from where you live.
- Items of official guiding wear if you need to top up what you wear in other guiding roles.

How to pay for these expenses

- The County (or other guiding area) that asked you to deliver the training should refund the costs of any materials you use during the session, and pay your travel, planning and accommodation costs.
- If any of the materials/resources are only partially used during the session, charge only for what the learners actually used.
- When starting out as a Trainer, check with your County, Region or Country whether there is a grant for you to buy materials so that some basic and regularly used materials, like scissors and marker pens, which should last for months or years, can be bought for use at all trainings.

How do you know how much to spend?

- Before you spend any money, speak with the Training Organiser to check what the budget is.

 *Training Organiser's responsibilities*

What if the budget seems too small to pay for what you want to use in the session?

- Check your chosen training methods again. Is there another way to get the learning point across without spending money on this or that resource?

 *Training methods*

- Can you make something that works just as well, instead of buying it?
- Can you borrow what you need from another Trainer, or elsewhere, instead of buying it?

Budgeting for future training sessions

As you become more experienced, you may want to add additional resources to your training sessions.

What might you want to spend money on once you have been training for a while?

- Equipment to play music - DVD player, MP3 player and pair of small speakers.
- Extension lead.
- Laminating machine and laminates in A4, A5 and A3 sizes.
- Paper/card cutter.

How do you pay for this?

- Some of the things in this category are down to personal choice rather than necessity - so you may decide to use your own personal belongings for the training, or borrow them from a shared equipment source such as from a County or Region/Country support group.
- Consider sharing and pooling resources with other Trainers when delivering training.

TECHNOLOGY IN TRAINING



As new forms of technology becomes more readily available, it is inevitable that more training sessions will embrace them.

What technology is available to use?

There is a large variety of technology that is already available - for example, you could use PowerPoint presentations, send handouts via email, capture and communicate key learning points via Twitter, use QR (Quick Response) codes to direct people to websites and events pages, and sign up to news feeds on social network sites.

What are the opportunities for outreach training?

There is potentially a huge opportunity to use Skype or web conferencing (webinars) for training, especially in rural areas.



Environment

What to consider when delivering Skype or web conference training

- You will need to consider if learners are confident in using this technology.
- If they are not, you could consider adding a section to some of your current training session on how to sign up and use Skype or webinars so that learners could use this method of training in the future.
- You may also need to consider if the technology is up to delivering training - for example, is the internet connection stable enough?
- This type of technology may be more suited to one-to-one training or small groups, especially initially while you are new to this yourself.

Other types of technology that could be used

- QR codes could be used to direct learners to websites or to give maps showing where the venue is.
- Electronic handouts could be sent out to learners.
- Social networks such as group pages on Facebook or similar could be used to give tips or new ideas out each month.
- Twitter can be used to start discussions before a training event, during a training event and to capture key learning points.



Disadvantages of technology

- There is a danger that use of technology on principle may disengage some learners.
- Do not rely on technology to deliver key messages by themselves, but use them to enforce the key messages as it can go wrong without notice.
- Learners may have concerns about the security of online social networking tools and be unwilling to join in. Be clear about addressing any security concerns the learners may have, or choose another method.

The future

While it is difficult to predict, it is likely that technology will continue to develop fast, and so as a Trainer it is important that you keep up to date, so that your training remains current.

USEFUL REFERENCES

Mind mapping

-  www.mindmapping.com/
-  www.mindtools.com/pages/article/newISS_01.htm
-  www.thinkbuzan.com/uk/

Brainstorming

-  www.mindtools.com/brainstm.html

ADDIE model

-  www.learning-theories.com/addie-model.html