Training to Do in Preparing Training Courses

Kanokwan Thobphuk, SEAFDEC/TD

I.   Introduction

Human resource development is essential and necessary to other agencies and organizations as well. The organization will successful if there are personnel who are qualified and available to perform this task. It is essential that the agency will need to focus on human resource development or knowledge management. It is necessary to be developed in order to development organization and steps to excellence.

II.   Activities

The good and effective training / seminar require the implementation plan to know which tasks need to be performed before or after. To perform the job done well, those responsible must have clear understood the procedure to conduct training / seminars. This step in the process of organizing workshops / seminars can be divided into three phases follow as

- Pre-course preparation

- During-course preparation

- After-course preparation

Pre-course preparation

The success of the training is depends on good preparation. In the process of preparation of the activities to be carried out as follows

Planning and logistics

As soon as course dates have been agreed and a venue has been arranged, course organizers need to designate a small support team which assists with the planning, organizing and actual day-to-day logistics of the course. Such an administrative team is of vital importance to a successful training course. Not only can they be responsible for arranging the training room, transport, refreshments, accommodation and entertainment, they can also help to type up participant outputs and sort out any practical problems that may arise so as to allow the trainers to focus solely on delivering a good quality course.

Venue

The venue for training needs to be comfortable and of a suitable size to accommodate and conduct both whole-group and small-group learning. A service-based setting is not always the most appropriate if work demands interfere with the learning. Aim for an environment that provides opportunities for learning without distraction. The location should be readily accessible to participants. Specific consideration should be paid to the needs of participants with disabilities or special needs. You may need to give specific instructions relating to travel, parking and public transport.

Workshop logistics

Ensure that toilets and any necessary catering facilities are available. Always check that the equipment you need is available and working and that you have the materials listed at the beginning of each training or workshop.

During-course preparation

During course preparation is very important the organizer must manage activities continued, prepare for equipment, welcomed the opening speech, registration for the training, assessment training and the closing ceremony of the training.

During-course preparation consists of.

Participants

Define the size and composition of the group in order to determine how the course can be made most suitable for the participants' training needs, how many will be trained, their experience, their professions/occupations and their potential role in promoting and implementing effective and care.

Pre-course assessment

After registration on the first day of the course, participants need to individually complete a pre-course assessment. The end of course assessment completed on the last day has a similar format so that trainers can assess level of learning and improvement.

Daily monitoring / groups monitoring

The main point is that trainers need to get feedback at the end of the training day to know what participants are thinking, and feeling, and this feedback needs to be anonymous.

At the end of each day all the groups discuss for five minutes and complete the 4x4 daily monitoring matrix pictured below on a sheet of A4 paper. These representatives feed back to the trainers the comments from their group. This allows for all concerns to be voiced, but the person who feeds them back is not necessarily the original voice. Trainers note down all feedback and collate it daily. They must respond to feedback and address as appropriate. Monitoring groups stay the same for each day; ensure a different representative stays behind to feed back each day.

Keep it	Change it:
Add it:	What I will remember:

Mood meter

The mood meter can be used after morning or afternoon sessions, or at the end of a day. Put up a flipchart sheet with five smiley faces from very happy to very unhappy on horizontal axis, and along the vertical axis put the days. Give each participant a sticky dot which they place next to the face that most represents how they feel at that point in the course. It is best if the trainer shows how to do this, but then does not look at who is putting which dot where (so as to keep anonymity). Give dots a score of 5 to 1 from very happy to very unhappy and add up the scores for all dots to get the daily score. If you get dots in the middle, or towards the unhappy face this is a signal to trainers that things are not going well and trainers need to pay extra attention to comments/feedback to ensure the majority of the group is kept happy. The downside of using a mood meter is that people tend to place dots where others have placed them; this can have a negative visual effect if they lean towards unhappy.

Daily review

There is a 10 minute review of the contents/issues of the previous day. If the trainer does the review, ensure that you elicit the main points from the previous day from participants using different techniques. If the review is to be led by participants, explain the task at the end of day, every day a different group will do the review. Get some participants to volunteer for each day (random groups), write this list down and keep it visible so groups know when it is their turn. The trainer must ensure that the review covers main issues, by commenting or addition.

Energizers

Use energizers when you feel concentration is dwindling; when you see participants dropping off; after you come back in from lunch break, etc. Energizers are quick (5 to 10 minute) fun activities that help to re-energize participants, enable them to physically move about, laugh and think of something totally unrelated to the training course. All trainers should be comfortable with trying out a few routine as well as new energizers. .

Quiz

At the end of the training, participants are asked to complete an Quiz/Test. This tests the participants' knowledge and shows current understanding in the training course.

End of course evaluation

At the end of training you will need to get participants to quietly and anonymously complete evaluation forms. End of course evaluation will be 2 parts. Part 1 asks participants whether they feel the course objectives have been achieved and asks them to rate the usefulness of the course as a whole as well as the importance they give to different course components. Part 2 is structured in the same way as the pre-course assessment so that questions can be taken from each and compared 'before' and 'after' opinions. When analyzing the forms, trainers can compare in the pre and end-course assessment. The completed forms need to be collated and the results included in the trainer course report. Trainers and course organizers need to analyze evaluation results, share lessons and make recommendations for future training. Feedback on trainer delivery and behavior also needs to be taken into account as self-analysis and self-development are important trainer skills.

After-course preparation

After-course preparation is the last stage is not many activity but important, because is cover to the summary report, finance clearance and the way to develop the training in the future. Including reports and sent a letter to thank the speakers and those involved.

III. Conclusion and discussion

We should consider the culture, gender, race, ability and age of participants. Gender is particularly important, since there may be cultural restrictions on matters that can be talked about by one gender in front of the other. Be sensitive to these issues within small group discussions where same-gender groups may ensure that participants are not made uncomfortable by discussions and exercises. Be aware of religious needs and consider how you might cater for prayers and observances and holidays and ensure that support is given to those with literacy problems.

IV. References

Suchart **Phunwalee**,*Community Development Officer*, *Center for Education and Community Development Udon Thani*.35 pp.

Essential EAFM , 2015,*Trainer Resource Guide*.60 pp.