

Chapter 3

Preparing Trainers

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Winning trainers . . . have this in common: They have mastered the use, and they know the importance, of participative methods.

--Julius E. Eitingon, *The Winning Trainer*

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SCOPE

This trainer preparation chapter provides information and instructions on how to prepare trainers to deliver PST effectively. Included are:

- Guidance on ways of preparing trainers and other presenters and making other PST arrangements.
- Suggestions for providing trainer training.
- Hints for planning and implementing a mock PST session to test your materials and your "training team."

IMPORTANCE

No matter how solid your training design, PST will be successful only if training is effectively planned, delivered, and evaluated.

**LESSONS LEARNED:
SKILLED TRAINERS**

Many grantees have found that individuals who know a great deal about a topic are not necessarily effective in transmitting knowledge or skills to others. They have learned to look for presenters who have training experience or are comfortable in interactive group situations. When they feel a presenter has wonderful knowledge but may not be experienced in such settings, they don't hope that things will just go well. They work with the presenter ahead of time, focusing on the process as well as the content of the presentation.

To be sure that training follows your agenda and uses the experiential approaches you have specified, and to enable all participating trainers and presenters to work as an integrated team, you need to do careful preparation before the members arrive. This chapter helps you to test your materials and prepare your trainers and presenters before the PST begins.

TARGETED USERS

Individuals responsible for pre-service training, including those providing oversight, trainers and facilitators, and outside presenters who will participate in a specific training unit and need guidance on how to present their unit effectively.

EXPECTED LEARNING

This chapter will help you to:

- Screen trainers to identify individuals who have the skills and flexibility to conduct effective PST.
- Increase your own training knowledge and skills and those of other program staff.
- Brief and assist individuals who will provide a particular unit of training so that they are able to present it in a way which maximizes member interest and learning.
- Be prepared to carry out a process to test and refine your PST agenda and materials prior to the actual PST.

RELATED CHAPTERS

This chapter is closely related to the preceding design chapter, and complements the Trainer's Notes related to specific activities found in each of the Training Topics & Activities chapters, page 233.

Hint: If you developed the PST package internally but will not deliver it, remember the difficulties trainers face in using training materials developed by others. The delivery of training requires not just training and facilitation skills, but also in-depth understanding of the subject matter. Ideally, you will want trainers to help develop or modify the training modules they will deliver. A trainer preparation session can help prepare everyone to use the same approaches, reflect your program's training philosophy, and work as a team.

OTHER THINGS YOU SHOULD KNOW

- Be clear on your philosophy in working with members and providing training, and communicate it clearly to your trainers and presenters. Make sure they understand and can work within this framework.
- Provide opportunities to discover any possible problems. A trainer who cannot deal positively with group conflict or shows a lack of multicultural competence may cause great damage to your PST. Avoid such mistakes by screening carefully to ensure that trainers really have appropriate prior experience with similar groups, checking references, and

asking questions in interviews about how the trainer would handle particular situations where no "right answer" is obvious.

- Include in consultant contracts your right to replace a trainer based on a negative trainer-training or mock training experience.

PART #6: PREPARING YOUR TRAINERS AND PRESENTERS

WHO SHOULD PARTICIPATE:

Anyone who will be part of your training team for PST should participate in trainer preparation; all trainers and presenters should be a part of the mock training session.

TIME REQUIRED:

Depends upon the length of your PST, the size and experience of your training team, and whether you have provided similar training before. Trainer preparation might include three activities:

- 1. Trainer training** designed to ensure that trainers and presenters possess appropriate skills, understand your training philosophy, and are prepared to present learning objectives, do lecturettes, use experiential methods such as work in small groups, "process" activities, sum up, and interact with members using the format and techniques you consider important for your PST.
 - This can be done in half a day if the senior trainers are experienced and trainer preparation is needed primarily for presenters and supporting trainers.
 - If most of the training will involve individuals with limited training experience, a one- or two-day session run by experienced trainers should be arranged.
- 2. A mock training session or "walk-through" of the PST,** to familiarize all members of the training team with the agenda and materials, test icebreakers or other activities, try out lecturettes, ensure that the agenda "flows" and that time allocations are adequate, clarify roles, and prepare trainers to work together effectively. This will take at least a day. For an intensive PST session, set aside several days or a weekend.
- 3. A mandatory meeting** for all key trainers, to ensure familiarity with the training materials and their roles. This is critically important. If you do not conduct a mock training session, allow three hours for this meeting.

MATERIALS NEEDED:

A completed training package with activities
Trainer-training materials
Easel pad, markers, and masking tape
Overhead projector (optional)

OBJECTIVES:

- To ensure that trainers and presenters for your PST have the knowledge and skills for effective training.
- To ensure that your PST agenda and materials are appropriate and practical, and can be implemented successfully.

Hint: The way trainers train should model not only the way you want members to train other people, but also the way you want them to interact with each other, host site personnel, and community members. Be sure everyone on the training team is conscious of playing this modeling role.

DIRECTIONS:

Review *Implementing a Trainer Preparation Plan*, page 113, and the other materials in this chapter, plus the supporting materials in Chapter 5, page 203, and decide the extent of trainer preparation required. Then incorporate as much or as little of the material as you feel is needed to ensure that you are well prepared for your PST.

Implementing a Trainer Preparation Plan

1. **Review your PST agenda and package.** At this stage, it should be complete except that trainer instructions may not yet have been prepared.
2. **Determine the level of trainer and presenter experience with training similar to your PST.** (You may want to use the *Trainer/Facilitator Skills Assessment Form*, page 117, in this chapter to determine trainer and presenter skills.) This helps you to decide the extent to which trainer training may be needed.
3. **Identify and assign your core trainers.** Be sure they are available for any planned trainer training and for your mock PST session.
 - Perhaps several members of your PST design team -- grantee staff, staff of collaborating agencies, or personnel from one or more host sites -- are going to serve as core trainers. If you haven't already done so, agree on the type and level of involvement of each, and select one lead trainer who will have primary coordinating responsibility.
 - Hopefully, if you are using consultants as your "core" or senior trainers, you selected them early in the design phase (see *Hints for Hiring and Using Training Consultants*, page 185, in *Chapter 5: Supporting Materials*). If you are hiring external trainers only to *deliver* the training, first familiarize yourself with this section, and discuss key topics with potential trainers; see especially the *Trainer/Facilitator Skills Assessment Form* in this chapter. Include several decision makers in the interview process, and ask tough questions. Inquire about their training philosophy. See if they understand and are comfortable with both the role of a trainer -- which involves directly teaching knowledge and skills -- and a facilitator -- which implies organizing and encouraging work and discussion so that participants learn, but not providing "answers." Find out their views on experiential learning, and the extent to which they lecture. Determine their understanding of adult learning styles and needs.
4. **Identify and arrange for other presenters responsible for a particular unit or activity.** Be sure each one is available at the desired time and is prepared and available to participate in some or all of your mock PST session. (For guidance in this process, see *Hints for Preparing Outside Presenters*, page 207, in *Chapter 5: Supporting Materials*.)
5. **Schedule and implement a special trainer-training session if needed.** If most trainers have considerable experience, a separate session may not be needed -- you can provide any necessary trainer training at the beginning of your mock session. If you will be doing the training yourself and do not have extensive training experience, hire experienced

trainers to conduct a trainer-training session some time before the PST and before the mock session. If someone has appropriate experience, ask him/her to plan and conduct the session, providing clear guidance concerning the focus and objectives of the training (see *Conducting Trainer Training*, page 119, later in this chapter). Allow at least one day for the session. In conducting trainer training:

- Make sure that it provides maximum opportunity for trainers to practice skills of special importance to you. If you want trainers to use cooperative learning groups, be sure to use materials on cooperative learning (see *An Introduction to Cooperative Learning Techniques for Adults*, page 197, in *Chapter 5: Supporting Materials*). If you are concerned about making lecturettes interesting, have trainers prepare and deliver lecturettes that will be included in your PST. If you want them to become comfortable with "processing" case studies or other activities, give assignments involving case studies from your PST plan. Have some trainers take member roles.
- If you find during the training that some of your trainers or presenters lack skills important to your PST, or if someone who lacks training experience does not participate in the session, consider some changes in trainer or presenter assignments. If you discover that someone you hired -- or a volunteer trainer -- has serious deficiencies, find a way to replace that person or minimize his/her role.

6. Plan and implement a mock PST session. Consider the following:

- Schedule the session for a time when all trainers and presenters can participate -- perhaps a weekend at least two weeks prior to the actual PST to allow time for revisions to the PST package if needed.
- Schedule an extra day at the beginning for a trainer skills development component, if it is necessary to provide trainer skills preparation as well as a walk-through of the PST package.
- If you want to test your materials on members, invite a small number of current or past members to participate, explaining that they will serve as test participants and be asked to provide helpful critiques of the materials.
- Make the mock session as realistic as possible and do your best to identify potential problems at this stage -- before they can threaten the success of your pre-service training (see *Steps in Conducting a Mock PST Session*, page 123, in this chapter).

7. Rethink trainer and presenter assignments as needed. Remember that your principal purpose for PST is to prepare members for their assignments; if any presenter or trainer is

likely to jeopardize the success of that effort, make a change now. You may find that you need to team a presenter with a skilled facilitator, so the presenter does the lecturette but is not responsible for the experiential activity. You may need to give more complete instructions to less experienced presenters. Make these decisions as far before the PST session as possible.

8. Revise your training package as needed. Replace icebreakers that don't work. Further refine case studies that need more "personalizing." Change instructions to get the best work from small groups. Rearrange topics if the flow doesn't seem logical. Refine the package so that it represents your best possible plan for PST -- and then prepare member notebooks and trainer notes.

9. If you do not have a mock training session, hold a mandatory meeting for all key trainers before the PST. At a minimum, you need to be sure that:

- Participants include all trainers and all presenters doing more than brief presentations;
- The training team becomes acquainted and is able to function as a unit;
- Training consultants and outside presenters are briefed about AmeriCorps, including its history, philosophy, and terminology (being sure they know to use terms such as "member" and "assignment," and not terms like "volunteer" or "job");
- Everyone becomes familiar with your training philosophy, desired PST outcomes, and format;
- Evaluation plans and strategies are discussed;
- Roles and responsibilities are clearly assigned;
- All training team members receive a copy of the PST package and have a chance to ask questions and/or brief the team about the units for which they are responsible; and
- Everyone has a chance to raise concerns and identify potential problems, so they can be prevented.

Trainer/Facilitator Skills Assessment Form

[This form can be used by anyone participating as a trainer or presenter -- including members, host site supervisors, staff and consultant trainers. If the form is to be shared, you may want to ask for names and contact information. If it will be used only by the individual, identifying information is not needed.]

For each of the questions below, indicate whether your knowledge and skills are **Excellent, Very Good, Good, Fair, or Poor**. Use a numerical system, in which:

- 4 = Excellent** - feel fully prepared to deal with this issue in pre-service training
- 3 = Very Good** - feel well prepared but could sharpen knowledge or skills
- 2 = Good** - feel somewhat prepared but would prefer to increase knowledge or skills
- 1 = Fair** - limited capacity; would not like primary responsibility for this in a pre-service training situation
- 0 = Poor or Non-Existent** - little or no related experience; would not want to deal with this issue in pre-service training without more knowledge or skill; or am not familiar with this concept

A. Please assess your training/facilitation and group process skills:

- ___ 1. Using icebreakers and other games
- ___ 2. Explaining and using learning objectives
- ___ 3. Preparing and delivering "lecturettes"
- ___ 4. Using questions to promote discussion and learning
- ___ 5. Presenting and teaching complex skills or concepts
- ___ 6. Using role plays
- ___ 7. Preparing pre-written newsprint and using newsprint during a training session
- ___ 8. Using audio-visuals (video camera, overheads, movies, slides)
- ___ 9. Using small groups for experiential learning
- ___ 10. Establishing and using cooperative learning groups
- ___ 11. Helping groups to "process" exercises and see how the experience applies to their roles and assignments as AmeriCorps members
- ___ 12. Giving feedback on/critiquing individual or group presentations
- ___ 13. Listening to/understanding member concerns and feedback
- ___ 14. Helping members use journals and portfolios
- ___ 15. Evaluating training
- ___ 16. Dealing with individuals who try to dominate training
- ___ 17. Getting quiet members to participate
- ___ 18. Motivating members and keeping them interested
- ___ 19. Handling conflict in a training situation
- ___ 20. Communicating confidence as a senior trainer
- ___ 21. Overseeing and encouraging learning through community activities
- ___ 22. Helping groups consider alternative actions without being directive (in a facilitator role)
- ___ 23. Keeping a group on track and on schedule without cutting off discussion
- ___ 24. Knowing when and how to modify a training agenda on-site
- ___ 25. Knowing when to serve a skill-training role and when to serve a facilitator role

Total Score: _____ (possible maximum = 100)

B. Identify the five most important skills you feel you need to improve prior to the pre-service training.

1. _____

2. _____

3. _____

4. _____

5. _____

C. Identify your five strongest training skills -- the ones you are most prepared to use during the pre-service training.

1. _____

2. _____

3. _____

4. _____

5. _____

Conducting Trainer Training

PLANNING THE TRAINER TRAINING:

1. Provide trainer training as a separate session lasting one or two days, or as an extra day or more preceding your mock PST training session.
2. Hold the session far enough ahead of the actual pre-service training to be able to replace or re-assign trainers or presenters who seem unable to apply your training philosophy or provide experiential training.
3. Base trainer-training content on the knowledge and experience of your trainers -- which you can determine through use of the *Trainer/Facilitator Skills Assessment Form*, page 117, included in this chapter.
4. Arrange for participation of both trainers and presenters who have limited experience. Consider making trainer training mandatory for individuals with major roles in the PST.
5. Have the session conducted by experienced trainers -- members of your training team if possible.
6. In conducting the training, model the methods you are teaching. If you want trainers to use cooperative learning techniques in the PST, use cooperative learning structures in the trainer training. Model various methods of grouping members, types of groups, experiential learning approaches, and other techniques.

RESOURCES: TRAINER-TRAINING MATERIALS

MOSAICA has provided a full set of trainer-training materials, including sample exercises, to the National Service Resource Center (NSRC). To request MOSAICA's trainer-training manual, contact:

National Service Resource Center
ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830

Telephone: (800) 860-2684 or
(831) 438-4060
TTY: (831) 461-0205
Fax: (831) 430-9471
E-mail: jenniferr@etr.org
Website: <http://www.etr.org/NSRC>

OBJECTIVES:

Develop specific learning objectives for your trainer training. Some of the important participant outcomes might include the following: by the end of the trainer training, to be able:

- To accurately describe your program's training philosophy and how it applies to your pre-service training plans
- To differentiate "training" and "facilitation" roles and identify situations in which each training approach is most appropriate
- To demonstrate the ability to plan and deliver a "lecturette" using prepared newsprint by providing a sample lecture
- To draw and explain the experiential learning model and to relate it to adult learning and skill development models
- To set up and facilitate an experiential activity using cooperative learning structures and techniques, as demonstrated by using these techniques with a sample activity
- To describe and demonstrate at least three ways to divide members into small working or cooperative learning groups
- To identify and describe in writing or orally how to use at least five different experiential learning techniques
- To describe how to handle typical trainer/facilitator challenges, as demonstrated through a written or oral presentation

TOPICS:

You will probably want to cover such topics as the following (see *Chapter 5: Supporting Materials*, page 151, for background information that can help you develop the trainer training -- such as materials on adult learners, cooperative learning, trainer versus facilitator roles, preparing trainer notes, preparing outside presenters, and PST evaluation).

1. Training Philosophy and Context

- AmeriCorps training guidelines
- Grantee training philosophy and focus
- Expected PST topics and integrating themes
- Background on your program priority areas and host site assignments

2. Trainer Experience and Skills

- Roles and responsibilities of PST trainers
- Facilitator and trainer roles

- Trainer self-assessment (see the *Trainer/Facilitator Skills Assessment Form*, page 117, in this chapter)

3. Experiential Learning Models and Applications

- Understanding the experiential learning model
- Understanding the adult learner
- Application of the experiential model to skill development
- Cooperative learning structures and techniques
- "Field-sensitive" learning
- Community projects as experiential learning

4. Training Techniques and Applications

- Preparing and delivering lecturettes
- Small-group experiential techniques (see the box on *Types of Experiential Activities* for some frequently used techniques)
- Getting the most from activities -- using all the steps of the experiential learning cycle
- Using audio-visuals
- Using handouts
- Other techniques important to your PST

5. Handling Training Challenges

- Varying small-group composition
- Handling difficult questions
- Dealing with members who dominate discussion
- Getting members to participate
- Training members with diverse skills, knowledge, attitudes, and needs
- Handling conflict within groups
- Keeping discussions on track
- Helping members with content
- Modifying training to fit member needs

6. Other Elements of Successful Training

- Facilities and room arrangements
- Participant group interaction
- Outside presenters

TYPES OF EXPERIENTIAL ACTIVITIES

Trainers can use a wide range of experiential activities in helping members to gain knowledge, practice skills, or explore attitudes. Several frequently used types of activities are summarized below; the activities provided in the Training Topics & Activities section of this manual include all these techniques. Some of them can be used with either individuals or groups, but many are typically used with groups because of the extra benefits of cooperative learning and group problem solving. Trainer training should ensure that your PST trainers are comfortable with using these techniques.

- **Self-assessment or inventory** - written form designed for use by individual members in recording their own preferences, experience, skills, or knowledge
- **Case study** - description of a practical situation illustrating themes or issues being learned and used as a basis for group or individual analysis and/or problem solving
- **Scenarios** - brief situations used as a basis for group discussion or individual analysis, usually about how a situation should be handled or why it occurred
- **Role play** - description of a situation illustrating material being learned, along with background information on several involved individuals, set up so that members can take the roles of these individuals and play out how they might respond to the situation, often with other members observing the process
- **Brainstorming** - method by which a group generates a list of items or approaches without critique, with emphasis on quantity of ideas (see a detailed description of *Brainstorming*, page 419 as a group process in *Chapter 9: Working Effectively in Groups*)
- **Worksheet** - set of questions or directives used to organize individual or group discussion or problem solving about a specific topic; sometimes accompanies a case study
- **Contest or Competition** - situation in which individuals or groups compete against each other to solve a problem or answer questions

Steps in Conducting a Mock PST Session

- 1. Decide on the necessary length and intensity of the mock PST session.** You may want to go through a new PST design in considerable detail, necessitating a two- to three-day session. If you have done similar training before and your key trainers are experienced, you may need only a half-day meeting of all trainers and presenters or a one-day session to review the agenda and clarify roles. If you decide to conduct an in-depth mock session, read on!
- 2. Clarify mock session purposes:**
 - To ensure that all key trainers and presenters are familiar with the content and methods of the PST package;
 - To prepare trainers and presenters to work as an effective team;
 - To complete a review and run-through of major units and activities, so that they can be implemented smoothly and successfully during the PST; and
 - To identify any aspects of the PST agenda or materials that require revision prior to the actual PST session, and to arrange for those changes to be made.
- 3. Decide who should participate in all or part of the mock session.** You will want key trainers to participate in the entire mock session, but presenters involved in only one unit might come specifically for a run-through of that unit. If the trainer group is small or if you feel some activities need a realistic test, you may want to involve some AmeriCorps members as participants.
- 4. Schedule the mock session** -- set a time and location, and be sure the location provides access to all needed audio-visual materials and training equipment and supplies. If feasible, hold the mock session in the location selected for the actual PST, to get familiar with the facility.
- 5. Ensure that each trainer and presenter has copies of the PST package and the *Sample PST Package and Mock Session Assessment Form* (in this chapter) to review prior to the session.** Emphasize the importance of careful review before the session.
- 6. Prepare detailed trainer instructions for any unit which will not be facilitated by the person who developed the unit.** Where the person developing the training unit will not be presenting it, be sure that s/he is aware of the responsibility to prepare trainer instructions for that unit. (See *Preparing Trainer Instructions*, page 211, in *Chapter 5*.)

Supporting Materials, or use as a model the Trainer's Notes included with each activity in the Training Topics & Activities chapters.)

7. Review the PST package to decide what to emphasize during the mock session.

Identify:

- Those units and activities which require only a quick review because they have been used before or are fully understood; and
- Those units and activities which require a full test or detailed review because they are new or complicated.

8. Have one or several key trainers get together to develop a mock PST session agenda.

It should enable you to review and run through activities and units in the order in which they will be presented at the actual PST. For each unit, allocate time to cover any or all of the following:

- Review of the format and content of materials;
- Review of learning objectives;
- Description of activities or detailed run through with the trainer/presenter group serving as participants;
- Identification of major points to be emphasized in lecturettes and processing/generalization/application -- and discussion of their relationship to other units;
- Review of how the session will be evaluated;
- Determination of whether overall time allocation is reasonable;
- Review of time allocations for specific segments of the training unit; and
- Discussion of other issues of concern.

Also allocate time during the mock session for an overall review of PST plans including logistics, and for a discussion of methods to be used for monitoring and evaluating the session. Be sure to schedule several hours at the end for summarizing mock session experiences and results, identifying follow-up such as materials revision, and agreeing on responsibilities for follow-up activities.

- 9. Assign responsibility for preparing each segment of the mock PST session.** Provide the lead trainer or presenter for each unit with a copy of the time-phased mock session agenda, and ask him/her to prepare activities covering specified aspects of that unit, making the best use of the allocated time. Assign the lead trainer or some other person the responsibility for preparing all other mock session segments, such as the logistics review, monitoring and evaluation plans, and summary and follow-up sessions.
- 10. Implement the mock session as planned and evaluate each unit with the assessment form designed for this purpose** (see the *Sample PST Package and Mock Session Assessment Form*, page 127, in this chapter). Be sure to:
- Spend some time making sure that everyone understands your overall PST philosophy and its practical implications;
 - Give trainers and presenters time to get to know each other and learn each other's styles;
 - Discuss the underlying or integrating themes of special importance to the program and to the pre-service training;
 - Review desired PST outcomes as well as the learning objectives of specific units;
 - Test icebreakers or other games, and make sure instructions are clear and the time required is manageable given the size of your member group;
 - Test new or potentially problematic components of the agenda;
 - Document trainer instructions including potential problems or challenges (see the sample form for *Preparing Trainer Instructions*, page 211, in *Chapter 5: Supporting Materials*);
 - Go over planned community projects to be sure they are both feasible and relevant to the members' project assignments;
 - Clearly identify changes that are required in the agenda, activities, trainer notes, or member instructions and any need for different or additional handouts; and
 - Review the overall training flow and package after working on its individual parts and assess its strengths and weaknesses.

Sample PST Package and Mock Session Assessment Form

USE THIS FORM IN TWO WAYS:

1. To review and assess each unit of your PST right after it has been drafted, to determine the need for revisions
2. To review and assess each unit of the PST which is discussed as part of the mock session

Fill out Part A for the overall session, and use one Part B form for each unit of training reviewed. Modify the form to address other needs and concerns. Use the form for oral discussion or written summaries. If the discussion is oral, be sure someone is responsible for taking notes so agreed-upon follow-up can occur.

A. REVIEW OF OVERALL PST PLAN/PACKAGE

Reviewer: _____ Date: _____

Indicate the adequacy of each of the following, and identify needed changes:

	OK as Is	Changes Needed	Explanation
1. Overall content	_____	_____	_____
2. Overall flow/order	_____	_____	_____
3. Integration of major themes throughout the PST	_____	_____	_____
4. Variety of experiential activities and types of presentations	_____	_____	_____
5. Community experiences	_____	_____	_____
6. Amount of flexible time and time for reflection	_____	_____	_____
7. Teambuilding experiences	_____	_____	_____
8. General skills development	_____	_____	_____
9. Preparation for specific assignments	_____	_____	_____
10. AmeriCorps administrative information	_____	_____	_____
11. Member involvement/partnership	_____	_____	_____
12. Involvement of service sites and host agencies	_____	_____	_____
13. Trainer/facilitator approaches	_____	_____	_____
14. Evaluation	_____	_____	_____

Identify needed changes:

B. UNIT REVIEW

Reviewer: _____ **Date:** _____

Name of unit being reviewed: _____

Time allocated in the PST agenda: _____

Based on the PST agenda and materials, and the content as discussed or presented in the mock session, answer the following questions:

1. Content

- a. Is the content appropriate and sufficient?
 Yes, fully Yes, partly No

- b. If there are problems with the content, what are they? (Check all that apply, and explain.)
 Needed information or skills missing
 Too much material to transmit in the time available
 Emphasis or focus should be different
 Other

Explain:

2. Time Allocation

Should the time allocation change?
 No, it's OK Need more time Need less time

3. Order and Flow

Should this unit be moved to another part of the agenda to improve logic and flow?
 No, it's OK Yes, move to:

Explain:

4. Methods of Presentation

- a. Are the methods of presentation used in this unit appropriate and sufficient?
 Yes, fully Yes, partly No

Explain:

b. If there are problems with the methods of presentation, what are they? (Check all that apply.)

- Not enough experiential learning
- Not enough content presented through lecture or other presentation
- Activities not sufficiently targeted at our group of members and our program
- Activities didn't seem to "work" effectively as presented
- Not enough skill practice provided
- Trainer/facilitator approach not fully effective for this unit
- Other (specify)

Explain:

5. Other Issues

Are there other problematic aspects of this unit? Yes No
If yes, explain.

6. Agreed-Upon Follow-up (to be agreed upon and recorded by the trainer responsible for revising the training unit)

Changes to be made are:

Who is responsible:

Completion date:

