



គម្រោងពង្រឹងសមត្ថភាពដល់គ្រូបង្គោលថ្នាក់ក្រោមជាតិ  
 នៃអង្គការការងារជាងត្រូវភពនិស្ស និងវាយតម្លៃ  
 Sub-National M&E Capacity Development  
 through Champions Development Project



# TOT Module 1: Designing Training Program



## Training Manual

8-12 June 2009  
 NCDD/PST M&E Unit

With technical and financial assistances from Project to Support Democratic Development through Decentralization and Deconcentration (PSDD):



Sub-National M&E Capacity Development through Champions  
Development Project

TOT Module 1:  
**Designing Training Program**

Training Manual

By  
Chhoun Bounna, Master Trainer  
Rezaul Karim, Advisor  
UNDP PSDD

NCDD/PST M&E Unit  
2009

# **TOT Module 1: Designing Training Program**

## *Content*

<i>Session Subject</i>	<i>Page</i>
List of provincial champions and facilitators	
Session 1: Course introduction	1
Session 2: Concepts of competency improvement training	12
Session 3: Competency improvement: training needs assessment	19
Session 4: Training needs assessment through questionnaire	33
Session 5: Training needs assessment through interview	45
Session 6: Analysis of the information/data and report writing	56
Session 7: Develop course outline/training curriculum	74
Session 8: Develop session plan	84
Session 9: Course review	90
Reference:	96

**TOT Module1: Designing Training Program**  
**Day 1: Session 1**  
**Course Introduction**

**Trainer:**

**Time:** 9:00 –12:00

**Objective:**

- By the end of the session participants will have:
- Getting to know each other
  - Express their expectations and fear for this course
  - Understanding of the course objectives and schedule
  - Set the ground rules for the course;
  - Self assessment of their ability in ToT

**Key contents:**

- Course aim, objective and schedule
- Expectations and fears in module1
- Ground rules
- Daily journalist
- Pre-test

**Methods:**

- Opening ceremony
- Introducing game
- Triple work
- Brainstorming
- Presentation
- Review
- Individual work

**Materials:**

- Colour cards, flipcharts, maker, tape, knife, scissors
- Pictures, session title, aim, objectives and schedule's flipchart
- Pre test and post evaluation form
- Daily journalist
- Participant's work book

**Step/ Activities:**

**1. Introduction and present session objectives, (9:00 - 9:10):**

**A. Introduction of session:** Well come and congratulation to all of you that selected to be the provincial champions. We are in the ToT training, it divided into parts. First we focus on training design including TNA and develop training curriculum/courses outline for one week. Second will detail about training performance including knowledge, skills methods, tools and attitudes of training/facilitation for one week. We hope that you all participation fully, more enjoy and learn more from this training course.

**B. Present objective above**

## 2. *Getting to know game: (9:10 - 9:45):*

### **Instruction:**

- Facilitator prepared many nice picture (must more than participants)
- Display all pictures in the floor
- Invite participant to chose one that they most interested
- Organise participants site a nice cycle
- Allow participants talk with the neighbours about their “Name, positions, Department, province and why interested those picture
- Let participants say to big group about what they have discussed with neighbours

### **Refection:**

- What do you feel?
- What important of this game for getting to know?

**Facilitator conclusion:** the benefits of this game are participants have opportunity getting to know each other and they brave or don't hesitate to speak up at beginning of the training because what they want to speak come from their inside, no pressure for somebody.

## *Break (9:45-10:00)*

## 3. *Triple- work of expectation and fear in module 1 (10:00 - 10:30)*

### **Instruction:**

- Divide participants in triple
- Each triple think about their expectation and fear in training course
- Each triple write down 2 expectations on yellow cards and one fear on pink card
- Each triple to stick their answers on the flipchart
- Facilitator clarify those answer to participants

## 4. *Present aim, objectives and schedule (10:30 -10:40):*

- Facilitator describes about aim, objectives and schedule of training and with participant's expectations (*handout #1: training aim, objectives and schedule*)
- Facilitator clarify logistic issues

## 5. *Exercise for set up ground rules (10:40 - 11:00):*

### **Instruction:**

- Divide participants in 4 groups
- Each group discussing to find what values/proverbs or principles that related to rule for learning to follow in the workshop and write down in color card
- Each group tell their values/ proverbs to large group and to stick them on the flipchart
- Each group have to responsible a day of the training for class management, morning review session, time management, energizer game, clean room and facilitator's assistant
- Facilitator explain daily journalist (*handout #2: daily journalist*)

**6. Individual work of pre test (11:00 - 11:45):**

- Provide pre and post test form to participants (handout #3)
- Clarify some point, if not clear

**7. Session conclusion: (11:45 - 12:00)**

- Session summary
- Clarify participants issues, if they have

## Handout# 1: Training aim, objectives and schedule

### Training aim:

The Provincial Champions have increased their confidence, knowledge, skill and ability in organizing and facilitating TNA and training.

**Training objectives:** by the end of the course participants will have:

- ◆ Better understanding of the concepts of competency based the training
- ◆ Ability to prepare and deliver training need assessment including trainee and job analysis
- ◆ Clear understanding how to design course outline/training curriculum
- ◆ Ability to develop concrete session plan

### Training schedule:

Time	Contents	Resp.
Day 1		
8:00 -9:00 9:00-12:00 (Break 15mn)	Course opening Session 1: Course introduction	PSO or RK CBN
14:00 - 17:00 (Break 15:00)	Session 2: Concept of competency improvement training (CIT)	
Day 2		
8:00 – 12:00 (Break 15mn)	Session 3: Basic of training need assessment (TNA)	
14:00 – 17:00 (Break 15mn)	Session 4: Training Needs Assessment trough questionnaire	
Day 3		
8:00 -9:00 9:00-12:00 (Break 15mn)	Session 4: Continue Session 5: Training Needs Assessment trough group interview	
14:00 - 16:00 (Break 15mn) 16:00-17:00	Session 5: Continue Session 6: Summary/ analysis data and report	
Day 4		
8:00 -10:00 (Break 15mn) 10:00-12:00	Session 6: Continue Session 7: Develop course outline/training curriculum	
14:00 – 17:00 (Break 15mn)	Session 7: Continue	
Day 5		
8:00 – 9:00 (Break 15mn)	Session8: Develop session plan	
14: – 17:00 (Break 15mn)	Session9: Course review	

## Handout# 2: Daily journalist tool

### Daily journal keeping for personal learning

- Documentation / keeping of records of training events and process is important for a trainer.
- Daily Journal writing is an effective form of documenting training and training processes.
- Daily Journal provides the basis for: effective review of training progress and challenges; personal learning as a trainer and for making training more responsive to the trainee needs.
- The trainer is expected to write the journal at end of the training day using the following format.

Name:.....

- **Personal challenges you experienced as a TOT:**
  
- **Your personal learning need/objectives as a ToT at start of the course:**
  - 1)
  
  - 2)

### Individual learning report

- **Day 1: (...../...../.....)**
  1. What were the key points in today's program?
  2. Personal learning: what did you personally learn?
  3. Implications for you: what are the key points that you learnt and are relevant to your work as a ToT?
  4. Implication for your organization: what are the implications of this learning for your organization?
  5. What are the new questions you have?
  
- **Day 2: (...../...../.....)**
  1. What were the key points in today's program?
  2. Personal learning: what did you personally learn?
  3. Implications for you: what are the key points that you learnt and are relevant to your work as a ToT?
  4. Implication for your organization: what are the implications of this learning for your organization?
  5. What are the new questions you have?
  
- **Day 3: (...../...../.....)**
  1. What were the key points in today's program?
  2. Personal learning: what did you personally learn?
  3. Implications for you: what are the key points that you learnt and are relevant to your work as a ToT?

4. Implication for your organization: what are the implications of this learning for your organization?
5. What are the new questions you have?

▪ **Day 4: (...../...../.....)**

1. What were the key points in today's program?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the key points that you learnt and are relevant to your work as a ToT?
4. Implication for your organization: what are the implications of this learning for your organization?
5. What are the new questions you have?

▪ **Day 5: (...../...../.....)**

1. What were the key points in today's program?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the key points that you learnt and are relevant to your work as a ToT?
4. Implication for your organization: what are the implications of this learning for your organization?
5. What are the new questions you have?

### Handout# 3: Pre and post test

## TOT Pre and Post Test Questionnaire

Please select the best answer from among the given answers to each question bellow:

1. Which is CIT objective?
  - a. Knowledge and skills development
  - b. On the job performance improvement, skills and competency development
  
2. How many stages in CIT cycle?
  - a. 3 stages
  - b. 4 stages
  - c. 5 stages
  - d. 6 stages
  
3. Which is a TNA component?
  - a. Organization analysis
  - b. Person analysis
  - c. Task analysis
  - d. Job Descriptions analysis
  - e. All answers above
  
4. How many basic steps in task analysis?
  - a. 5 steps
  - b. 6 steps
  - c. 7 steps
  - d. 8 steps
  
5. Which is the step in questionnaire preparation?
  - a. Determine what you need to know
  - b. Ask discrete question
  - c. Establish contact/build relationship
  - d. Give the person a chance to talk about what they want
  
6. What does the interviewer should avoid?
  - a. Ask open-ended questions.
  - b. Initially discuss general information
  - a. All answers above
  - b. Ask compound questions.
  
7. What kind of data that is gathered through observation method?
  - a. Fact data
  - b. Opinion data
  - c. All answers above
  - d. Easy collect quantitative data
  
8. Which is the best technique for note taker?

- a. Write in short, uncomplicated sentences and make a schedule for reviewing
  - b. Ask clarify wither speaker
  - c. Keep space for fill after
  - d. All answers above
9. Which is not a part of data analysis?
- a. Tabulate data
  - b. Use recorder
  - c. Interpret the results and draw conclusion
  - d. Decide on recommendation
10. What should we have in a good quality report?
- a. Accuracy and clarity
  - b. Conciseness
  - c. Completeness
  - d. All answers above
11. Which is not a training curriculum element?
- a. Session topic and objective
  - b. Key content and method
  - c. Session plan
  - d. Reference material and time
12. What criteria used for developing session objective?
- a. Time
  - b. Performance
  - c. Quality
  - d. All answers above
13. What is the benefit of session plan?
- a. Funder easy to follow up
  - b. Trainer/factor easy to manage process
  - c. Trainees not talk outside topic
  - d. All answer above
14. What is Training?
- a. Is conducted to increase understanding and develop new skills with the explicit aim of establishing new behaviors, or changing existing behaviors.
  - b. Is concerned with providing ongoing guidance (as opposed to instruction) and feedback in order to encourage successful individual or group performance.
  - c. Is a process to create a situation and an environment in which the participants will find it easy to think and to learn and to take an active part in the process during the workshop/meeting.
  - d. All answers above

15. What is Facilitation?
- Is conducted to increase understanding and develop new skills with the explicit aim of establishing new behaviors, or changing existing behaviors.
  - Is concerned with providing ongoing guidance (as opposed to instruction) and feedback in order to encourage successful individual or group performance.
  - Is a process to create a situation and an environment in which the participants will find it easy to think and to learn and to take an active part in the process during the workshop/meeting.
  - All answers above
16. What is coaching?
- Is conducted to increase understanding and develop new skills with the explicit aim of establishing new behaviors, or changing existing behaviors.
  - Is concerned with providing ongoing guidance (as opposed to instruction) and feedback in order to encourage successful individual or group performance.
  - Is a process to create a situation and an environment in which the participants will find it easy to think and to learn and to take an active part in the process during the workshop/meeting.
  - All answers above
17. How many steps in learning cycle?
- 3 steps
  - 4 steps
  - 5 steps
  - 6 steps
18. Which element is not in learning style?
- Action
  - Learning
  - Planning
  - All answers above
19. What action the facilitator should not do?
- Provide more input
  - Prepare process and material
  - Help participants share ideas
  - Keep participants stay on track
20. What a good facilitator should have?
- He/she has experience a long time
  - Good cooperation in team
  - All answer above
  - Qualities, attitudes, skills, methods and tools
21. Which is tool for facilitation?
- Small group work
  - Patient

- c. session plan
  - d. Ability to synthesis
22. What is the purpose of brainstorming?
- a. To present a certain situation for reflection and learning.
  - b. In order to collect ideas related to an issue/problem.
  - c. To share ideas and experiences among the group members regarding the topic/issue of discussion.
  - d. To provide an opportunity to the participants to question and learn from the experience of the expert.
23. What color should use to write on flipchart to make it easy for the audience to see?
- a. Blue and black
  - b. Green and red
  - c. Yellow and pink
  - d. Base on writer's feeling
24. Which one is the best rule for writing in color card?
- a. Key word and one idea
  - e. Using blue and black
  - b. Produce color card to fit contents
  - c. No answer above
25. What is an open question?
- a. These demand a yes or no answer
  - b. Trying to understand underlying needs
  - c. Several questions in one
  - d. Cannot be answered by yes or no
26. What is a multiple question?
- a. These demand a yes or no answer
  - b. Trying to understand underlying needs
  - c. Several questions in one
  - d. Cannot be answered by yes or no
27. What are the characteristics of good listening?
- a. Clarifying
  - b. Restatement and Neutrality
  - c. Reflecting and summary
  - d. All answer above
28. Which one is tip of synthesis?
- a. Select appreciate method for using
  - b. Delegate task to participant
  - c. Consider way to intervention
  - d. All answer above

29. What are good interventions in dealing with personal attacks/conflict in training session?
- a. Apply gentle humor
  - b. Restate the ground rules
  - c. All answer above
  - d. Find resource person to help
30. How to encourage participants who does not talk and who are not so interested to contribute to and to share ideas?
- a. Ask direct to he/she
  - b. Give chance for them to speak first
  - c. Using brainstorming method
  - d. Using small group or pair work

**TOT Module1: Designing Training Program**  
**Day 1: Session 2**  
Concepts of Competency Improvement Training (CIT)

**Trainer:**

**Time:** 14:00-17:00

**Objective:**

By the end of the session participants will have clear understanding of:

- What is CIT
- How CIT is different from another training
- CIT concepts and elements namely, competency standards, CI-TNA
- How the Champions will use CIT in training needs assessment and training design for the targeted officials

Key contents:

- Definition of competency improvement training and of related terms
- Key steps and elements of competency improvement training
- Similarities and differences between CIT and another general training

**Methods:**

- Brainstorming
- Presentation
- Small group
- Matching game

**Materials:**

- Colour cards, flipcharts, maker, tape, knife, scissors
- Handout in session #2 and related tools

**Step/ Activities:**

**1. Introduction and present session objectives, (14:00 - 14:15)**

**1. Energizer game:**

**B. Introduction of session:** In session#1, you have learnt of course introduction processes, it made you more confident, helped you develop good relationship with your classmates and facilitators and to contribute your ideas to the training. This session will let you know about basic concept of CIT. CIT is different from another type of training. The aim of CIT is to improve the competencies of the targeted officials in the provinces and districts to perform better on their current positions. It requires review and analysis of the job descriptions, competency standards development, review and analysis of current level of competency of the position holder, use of many assessment tools and customized training curriculum and after training support and evaluation. You as the Champion, are expected to use and implement this CIT method in the province. So, your understanding of CIT and of how to use it are very important.

### **C. Present of session objective above:**

#### **2. Role-play of CBT(14:15 -15:00)**

Instruction:

-Invite 6 volunteers for playing and divide them in 2 group

-Group 2 tasks:

- One person as trainer (M&E unite Phnom Penh): prepare content and train to trainees (show presentation the topics and then finish).
- Two people as trainees, they was invited by M&E national to attend M&E training in P.P (show felling low interested on the topics).

-Group 1 tasks:

- One person as trainer/facilitator
- Two people as trainees
- Step 1: trainer and trainees meet together for discussing of trainee's challenges in their work. The trainees show about their weakness in work that related to organize and deliver training, workshop and meeting. The trainer show selecting topics for prepare training of facilitation skill.
- Step 2: 1month ago, facilitation skill training is happen. The facilitator who a good training, present objective, ask question and make interactive with trainees. The trainees show happy with training and take some parts to apply.
- Step3: 2 months ago, follow up action plan. The trainer and trainees meet together again to discuss about trainee's action plan. The trainees show improve their performance and confident on facilitation skill.

#### **Break (15:00-15:15)**

#### **3. Reflection (15:15 - 16:00)**

- What do you see?
- Which is subject based training and competency based training?
- What are similarity and differently between subjects based training and competency based training?
- What is competency based training for you?
- What are element/steps of competency based training for you?

#### **4. Explain of characteristic of CBT (16:00 - 16:45)**

- Clarify in hand session #2.

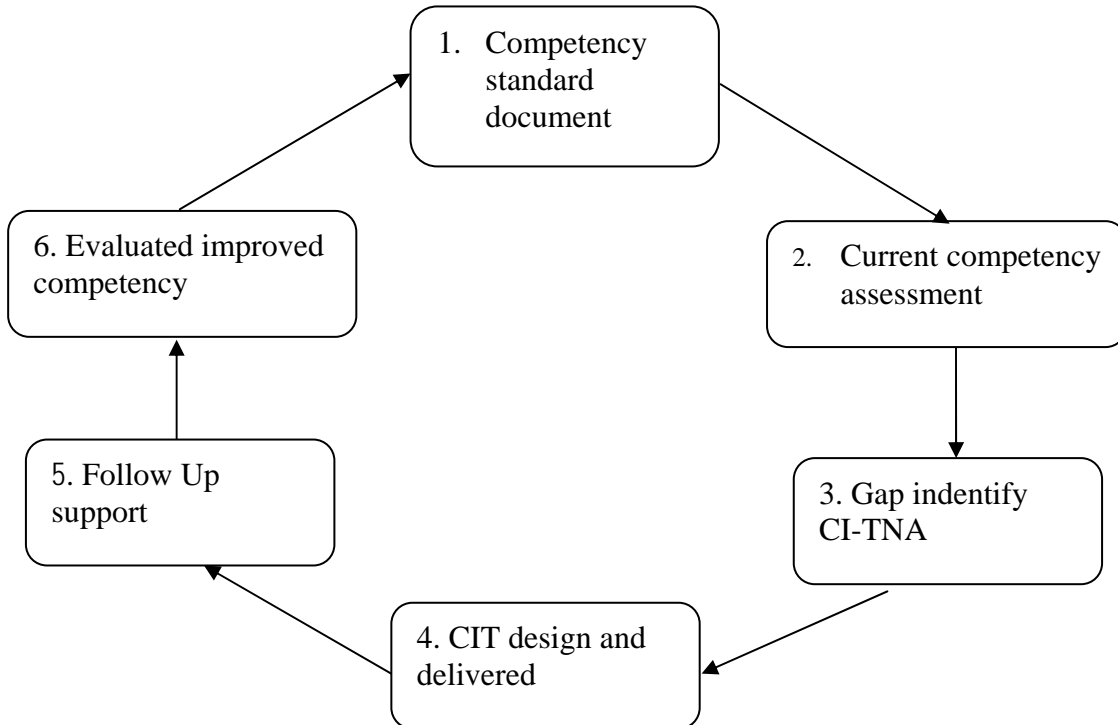
#### **5. Conclusion (16:45-17:00)**

- Summary key learning points
- What have you learnt in session # 2?

**Handout session #2:  
Competency Improvement Training (CIT)**

The provincial champions will design and deliver “on the job skills and competency improvement training” for the targeted sub-national officials. This is done through:

**1. Competency Improvement Training (CIT)**



Step #1: **Establish** position-specific **competency standards**: essential education, knowledge, skills and abilities required for a particular position duties and responsibilities for example, CAU M&E Officer. Materials and tools needed are:

No.	Material	Method/ tool
1a)	Official Job Descriptions attached to the Contract	Review and analysis
1b)	Supervisor’s expectations of the position	Interview / Questionnaire
1c)	Project/organizational context within which the position is located ( <i>for example, PRDC ExCom CAU Unit</i> ) and position details (externally recruited vs departmental employee with salary supplement contract)	Review and analysis

Based on the above, a brief **Competency Standards document** by the position is produced.

Activities, materials, tools and techniques: The Champion is required to:

- 1) Collect and gather documents as above.
- 2) Develop interview questionnaire (s).
- 3) Compile and write Competency Standard Document covering the position the targeted trainee official is holding.
- 4) Conduct interview using the tools as above.
- 5) Conduct review and analysis of documents as above.

Step #2: **Assess** the position holder's (CAU M&E Unit) **current competency level** (education, knowledge, skills, experience and abilities) against the Competency Standard Document for the position as follows:

No.	Material	Method/ tool
2a)	CV of the position holder	Review and analysis
2b)	Completed work samples and work plans	Review and analysis
2c)	Recent performance appraisal report	Review and analysis
2d)	Position holder's self assessment	Questionnaire / interview
2e)	Supervisor's feedback	Questionnaire / interview

Activities, materials, tools and techniques:

- 1) Conduct interview as per assessment tools above.
- 2) Conduct review and analysis of documents as per above.
- 3) Assess the gap between the Current Level of Competency and the Standards Document.

Step #3: **Identify the gaps (CI-TNA):** Compare and analyze the level of current competencies (Stage #2 with Stage #1 position competency standards).

Activities, materials, tools and techniques:

- 1) Establish CIT aim and objectives.
- 2) Identify progress/success indicators by the CIT objectives. The trainer uses the indicators to determine how the training will be conducted and evaluated and the trainee uses the same indicators as milestones for competency improvement.
- 3) Meet, consult, interview the trainee, trainee supervisor and ExComs

Step #4: **CIT Design and delivery:** Based on CI-TNA, the Champions will:

1. Establish training aims and objectives for competency improvement focused training aims and objectives. The training must respond to the identified gaps and must improve knowledge, skills and competencies and on the job performance of the officials.
2. Design session plans and training curriculum and related materials.
3. Deliver the training with pre- and post-training trainee feedback and evaluations.
4. Provide after-training follow up, progress monitoring against Competency Standard document, mentoring, follow up support and refresher training.

Activities, materials, tools and techniques:

- 1) As per the above steps.
- 2) Designing training curriculum
- 3) Facilitating training
- 4) Pre and post test evaluation
- 5) Coaching
- 6) Trainee take action/ create action plan for implementation.

Stage #5: **After training follow up and support:** Trainer maintains communication with his trainees, review progress against the training objectives and provide technical assistance.

Activities, materials, tools and techniques:

- 1) After-training visit, consultations and mentoring.
- 2) On site technical advice and problem resolution.
- 3) Regular communication.

Stage #6: **Evaluation:** The outcomes of the training in terms of the level of competencies at month six after the training against the position competency standards are evaluated and documented. The evaluation serves as the basis for additional / refresher training and for CIT effectiveness.

Activities, materials, tools and techniques:

- 1) Continue visit and on-site observations.
- 2) Follow steps under B2 above
- 3) Record change using the Evaluation form.
- 4) Plan follow up / refresher training.

The above described method to training is called, “**competency improvement training**” (CIT). This CIT training method is to be used by the Champions for sub-national training.

**How different is CIT from another training?**

Dimension	Other general training	CIT
Objectives	Knowledge and skills development	On the job performance improvement focused skills and competency development
Approaches	<ul style="list-style-type: none"> <li>- Trainer determines what is best for the trainee.</li> <li>- Generic TNA</li> <li>- Topics were identified by trainer.</li> <li>- Follow up and support are not strong.</li> </ul>	<ul style="list-style-type: none"> <li>- Specific position and position holder based need-gap analysis.</li> <li>- Trainee focused</li> <li>- Topics are identified jointly with the trainees and based on identified gaps.</li> <li>- Followed up and evaluated against position standards and the training objectives.</li> </ul>

**Definitions of terms and concepts - CIT:**

**Competency Improvement Training (CIT):** A training to improve competencies of the targeted sub-national official (for example, CAU M&E Officer) to do his duties and perform on the job more effectively after the training.

**Competency:** Refers to “what” is required of a position holder or a job-applicant to deliver position duties and responsibilities. This “what” is a mixture of job elements: training, education, knowledge, experience, skills and of the abilities. Also included in the mixture are behavioral elements: effective communication, professional and managerial confidence, ability to produce results, time management, team work, leadership and all other traits, qualities and qualifications essential to delivering the position duties and to producing results as expected.

**Competency Standards** Refer to the minimum essential requirements of a job. These requirements are the required elements comprising the job. These are identified at the time the position is established and

they serve as the standards against which recruitment would be made and performance of the position holder would be evaluated (for example, CAU M&E Officer or M&E Focal Point). “Requirements” are: education, experience, knowledge, skills and the abilities specific to the position. These requirements are generally described in the Job Announcement / Job Descriptions / the ToR document. The position supervisor may interpret the written standards differently or may have specific expectations of the position. Based on the available information and materials and interviews, a Competency Standards Document is established for the position to facilitate the TNA work (see below).

**Competency Standards Document:** In reality looking for the Job Descriptions / ToR of the targeted official to be trained, the Champion will face these situations: Job Descriptions / ToR is not available; it is available but is not up to date; what the position holder is doing is different from what the Job Descriptions require; different are the Supervisor’s expectations / requirements of the position. So, the Champion will need to compile a brief **Competency Standards Document** for the position the target official is holding in NCDD context (for example, CAU M&E Officer/ Line Department M&E focal point). The document will focus on essential Knowledge, Skills and Abilities (KSA) required for the post / post holder. This document is a must for CIT needs assessment and CIT planning and management.

**Knowledge:** Refers to the specific knowledge elements of the position/job necessary for carrying out position functions effectively. These are the body of knowledge and information that position holder must have and apply in order to perform on his job. For example, the CAU M&E must have the knowledge of project management, key M&E principles and practices that he can apply in his work to PRDC ExCom projects and contracts monitoring and to the NCD database management.

**Skills:** Skill is acquired – comes from knowledge and experience of performing a task/ function over and over. It is the proficiency with which a position holder can carry out a job function. For example, key board typing/ data entry speed. Another example, the time taken to draft /number of revisions needed by the PMESA for an official letter to a line department on a contract follow up issue for the SPPA to approve and the PM to sign. Skill produces an out put that is observable and measurable.

**Ability:** It is associated with behavioral skills and refers to the technical confidence/ power with which a particular function / task is performed on the job. For example, the CAU M&E officer’s ability to plan, to organize work and to produce outputs on time.

**Knowledge, Skills and Abilities (KSA):** See above and note: these three job requirements are closely linked to each other. In the context of a job/position, these are considered together and describe “competency” for a job. KSA/competency concepts, practices, uses and issues are important to CIT.

**Competency/KSA Standards Document – compilation format**

Instructions: 1) Please gather completed Job Description, Self Assessment and Supervisor’s Assessment.  
 2) Transfer all information from those 3 sources onto this form by the KSA element in column 2, 3 and 4.  
 3) On the last column 5, summarize the key words and phrases from column 2, 3, and 4 and eliminating all repetitions. Column 5 information thus compiled then is going to signify and serve as the Competency Standards document for the given position

Position Title: \_\_\_\_\_ Province: \_\_\_\_\_ Compiled by: \_\_\_\_\_

Competency/ KSA element (1)	Information source			Competency Standards Aggregated (5)
	Job Description (2)	Self Assessment – position holder (3)	Supervisor’s assessment (4)	
<b>Knowledge</b>				
<b>Skills</b>				
<b>Abilities</b>				

**TOT Module1: Designing Training Program**  
**Day 2: Session 3**  
**Competency Improvement: Training Needs Assessment (CI-TNA)**

**Trainer:**

**Time:** 8:00-12:00

**Objective:**

By the end of the session participants will have:

- Clear understanding of TNA
- Clear understanding of TNA in the context of Competency Improvement (CI) of targeted officials
- Clear understanding of how to conduct job analysis
- Practiced Job analysis

**Key contents:**

- Definition of TNA
- Definition of CI-TNA
- Trainee analysis
- Job analysis

**Methods:**

- Brainstorming
- Presentation
- Case study
- Reflection

**Materials:**

- Colour cards, flipcharts, maker, tape, knife, scissors
- Session #3 handouts

**Step/ Activities:**

**1. Introduction and present session objectives, (8:00 - 8:30)**

**A. Morning review session:**

**B. Introduction of session:** In order to clearly establish the goal and objectives of any training program, it is important first step to explore the specific needs of the targeted trainees. This Training Needs Assessment is a carefully structured process involving tools and analysis. For the CIT-TNA, the Champions will need to collect and analyze job descriptions, interview the trainee and his supervisors, develop competency standards and determine the gaps as the basis for designing the training. In this session, we will discuss all the details and explain as to how to conduct the CIT-TNA and to use related tools.

**C. Presentation of the session objectives as above:**

## 2. *Brainstorming on definition and components of TNA (8:30 -9:00)*

Question: Based on your experiences:

- What is TNA?
- What are the components of TNA?
- What would be the components of Competency Improvement Training Needs Assessment (CI-TNA)?

## 2. *Pair working on trainee and job analysis (9:00 - 9:30)*

A. Questions:

- What is trainee/person analysis?
- What is job/task analysis?
- What are purposes of job/task analysis?
- What is a **competency standards** document?
- How to assess current competency level of the targeted official?

B. Expected answer:

- Facilitator clarifies in handout #1.

Break (9:30 - 9:45)

## 3. *Small group work (9:45 - 10:45)*

Instruction:

- Divide participants in 4 groups
- Each group answer the questions below:
  - What specific data should be collected during CI-TNA process?
  - What are techniques and tools for data gathering?
  - What are steps of job/task/function analysis?
- Each group presents their results.
- Facilitator presents handout # 2 and #3.

## 4. Case study analysis: CAU M&E officer job description (10:45-11:45)

Instruction:

- Divide participants in 4 groups
- Group 1 and 2 analyze on M&E staff's job description (*handout # 4.1*)
- Group 3 and 4 analyze on Champion's job description (*handout # 4.2*)
- Each group use the tool in handout #3

## 5. Conclusion: (11:45-12:00)

- Summary key learning points
- What have you learnt in this session?

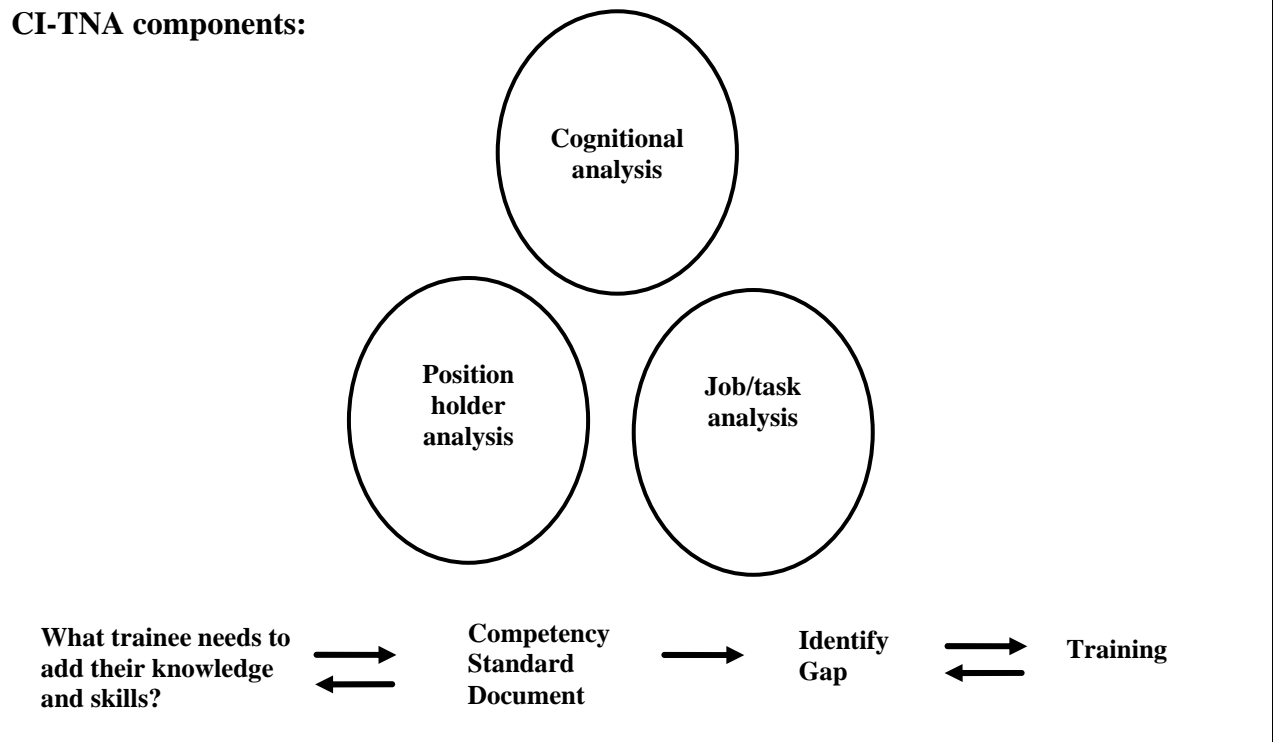
**Handout # 1: Competency Improvement Training Needs Assessment (CI-TNA): definitions and use in the context of sub-national capacity development through the Champions**  
**Definitions:**

**Training Needs Assessment (TNA):** Training needs assessment is a process for determining and addressing *needs* or gaps between the position holder’s current competency level and the required competency level as per the position Job Descriptions / position competency standards document. It involves job analysis and identification of performance deficiencies and of competency (Knowledge, skills and abilities) building needs of the position holder. It uses tools such as interviews, surveys, Job Descriptions, Competency Standards and analysis.

**Competency Improvement (CI)-TNA:** The Champions use CI-TNA in the identification of knowledge and skills development needs of the position holder and in designing training accordingly. Please refer the CIT Cycle and six-step process. Please see TNA definition above and note below how different the CI-TNA is:

Dimension	CI-TNA	General TNA
Aim	Specific: On the job performance and competency improvement of the position holder	Generic and broad: Professional knowledge and skills development
Focus 1	The position and the position holder – PRDC ExCom / Line Department context	A group of employees
Focus 2	Customized curriculum and materials to addressing identified gaps/needs	Topic based and standard curriculum and materials
Tool	Develop and Use: Competency Standards Document and Job Analysis	Does not use

**CI-TNA components:**



**Component #1: Analysis - Project / organizational context within which the position is located:** To make the training to be effective, it is important for the Champion Trainer to understand the organizational context in which the position is located. For example, the position of CAU M&E Officer within PRDC ExCom managing and monitoring line department contracts, PIFs and DIFs and technically supporting CS Fund contracts. To understand the purpose of this position, it is equally important to understand how PRDC ExCom functions and its relationship with the provincial government machineries. This analysis is part of CI-TNA and of Competency Standards Document compilation. Please see Step #1, CIT for details and the related definitions.

CIT Cycle, Step #1: **Establish** position-specific **competency standards:** essential education, knowledge, skills and abilities (KSA) required for a particular position duties and responsibilities for example, CAU M&E Officer. Materials and tools needed are:

No.	Material	Method/ tool
1a)	Official Job Description attached to the Contract	Review and analysis
1b)	Supervisor's expectations of the position	Interview / Questionnaire
1c)	Project/organizational context within which the position is located ( <i>for example, PRDC ExCom CAU Unit</i> ) and position details (externally recruited vs departmental employee with salary supplement contract)	Review and analysis

Based on the above, a brief **Competency Standards document** by the position (for example, CAU M&E Officer position) is produced by the Champion Trainer.

**Component #2: Analysis – the key position tasks and functions:** Refers to collection and analysis of the Job Description / ToR document in terms of the key tasks and functions. In PRDC ExCom and sub-national line department contexts, interview of the position supervisor and of the SPPA is recommended. This is part of Competency Standards document development. See Step #1, CIT cycle above and related definitions and handouts below.

**Component #3: Analysis – Trainee/position holder and current level of competency:** As part of CI-TNA, it is important that the Champion Trainer determines the current competency level of the position holder (for example, CAU M&E officer) against the **Competency Standards** document. This would then reveal the gap (s). This gap identification would then lead to setting of training objectives, training materials development and training addressing the gaps and improving on the job performance of the position holder. Please see CIT step #2 and CIT step#3 below for the processes and for the tools used.

CIT Cycle, Step #2: **Assess** the position holder's (CAU M&E Unit) **current competency level** (education, knowledge, skills, experience and abilities) against the Competency Standards Document for the position as follows:

No.	Material	Method/ tool
2a)	CV of the position holder	Review and analysis
2b)	Completed work samples and work plans	Review and analysis
2c)	Recent performance appraisal report	Review and analysis
2d)	Position holder's self assessment	Questionnaire / interview
2e)	Supervisor's feedback	Questionnaire / interview

Activities, materials, tools and techniques:

- 1) Conduct interview as per assessment tools above.
- 2) Conduct review and analysis of documents as above.
- 3) Assess the gap between the Current Level of Competency and the Competency Standards Document.

Stage #3: **Identify the gaps (CI-TNA):** Compare and analyze the level of current competencies (Stage #2 with Stage #1 position competency standards).

**CI-TNA methods, materials and tools:** Refer the CIT cycle and the six-step process and the above.

**Competency:** Refers to “what” is required of a position holder or a job-applicant to deliver position duties and responsibilities. This “what” is a mixture of job elements: training, education, knowledge, experience, skills and of the abilities. Also included in the mixture are behavioral elements: effective communication, professional and managerial confidence, ability to produce results, time management, team work, leadership and all other traits, qualities and qualifications essential to delivering the position duties and to producing results as expected.

**Competency Standards:** Refer to the minimum essential requirements of a job. These requirements are the required elements comprising the job. These are identified at the time the position is established and they serve as the standards against which recruitment would be made and performance of the position holder would be evaluated (for example, CAU M&E Officer or M&E Focal Point). “Requirements” are: education, experience, knowledge, skills and the abilities specific to the position. These requirements are generally described in the Job Announcement / Job Descriptions / the ToR document. The position supervisor may interpret the written standards differently or may have specific expectations of the position. Based on the available information and materials and interviews, a Competency Standards Document is established for the position to facilitate the TNA work (see below).

**Competency Standards Document:** In reality when looking for the Job Descriptions / ToR of the targeted official to be trained, the Champion will face these situations: Job Descriptions / ToR is not available; it is available but is not up to date; what the position holder is doing is different from what the Job Descriptions require; different are the Supervisor's expectations / requirements of the position. So, the Champion will need to compile a brief **Competency Standards Document** for the position the target official is holding in NCDD context (for example, CAU M&E Officer/ Line Department M&E focal point) as per B1 procedures above and using the template #xx. The document will focus on essential Knowledge, Skills and Abilities (KSA) required for the post / post holder. This document is a must for CIT needs

assessment and CIT planning and management.

**Job Description:** At the time when a position is established, the key of the position namely, position purpose, key duties and responsibilities, expected outputs and required qualifications including knowledge, skills and abilities are identified and described as a document. This document is known as Job Description (sometimes as the Terms of Reference (ToR) and is attached to the employment contract. This document serves as the reference document governing the position, its outputs, the position holder and performance evaluation.

**Job Analysis:** Refers to the process of identification and analysis of the tasks that are necessary to perform on the job. The analysis looks at the key knowledge, skills and abilities (KSA) needed to perform on the job. It helps to identify the tasks for which training is needed.

**Functional Analysis:** It is a technique used in job analysis. When a position performs a large number of tasks and of different nature (for example, PMESA), analysis of the major functions of the position and of the KSA required to carry out those functions is done to identify the gap (s). From this analysis flow the training objectives and training curriculum.

Trainee/person analysis: See Component #3: Trainee/ Position Holder Analysis above.

**Task Analysis:** Refers to the process of examining each task/function, one at a time, to identify the task/function elements, action steps and the KSA. Task analysis is conducted after the task list is completed and tasks have been selected for training. It is not necessary to include those tasks/functions and KSA elements that do not require training. The process takes time. The Champion Trainer would look for the essential tasks/functions and KSA elements of the position, for which a deficiency is identified and a training solution is required.

### Model Job Description (JD) – Template

Position Title	
Project / Dept.	
Duty station	
Duration	
Contract type	
Supervised by	

#### Position background:

--

#### Position purpose:

--

No.	Specific tasks, duties and responsibilities	The deliverable
1		
2		
3		
4		
5		

#### Required qualifications, knowledge, skills, abilities (KSA) and experience:

Education:

Knowledge:

Skills:

Abilities:

Experience:

Languages:

## **Handout #2: Specific data to gather, data gathering techniques and steps in task analysis:**

### **A. Specific data to gather during the need assessment process**

1. What does the position holder/ targeted trainee need know in order to perform well on the job?
2. What are the current levels of knowledge, skill and abilities (KSA) of the position holder/targeted trainee in relation to the Position Standards Document?
3. How does the position holder/targeted trainee see his/her role within the project/ organization?
4. What are the personal and behavioral characteristics of the position holder / targeted trainee?

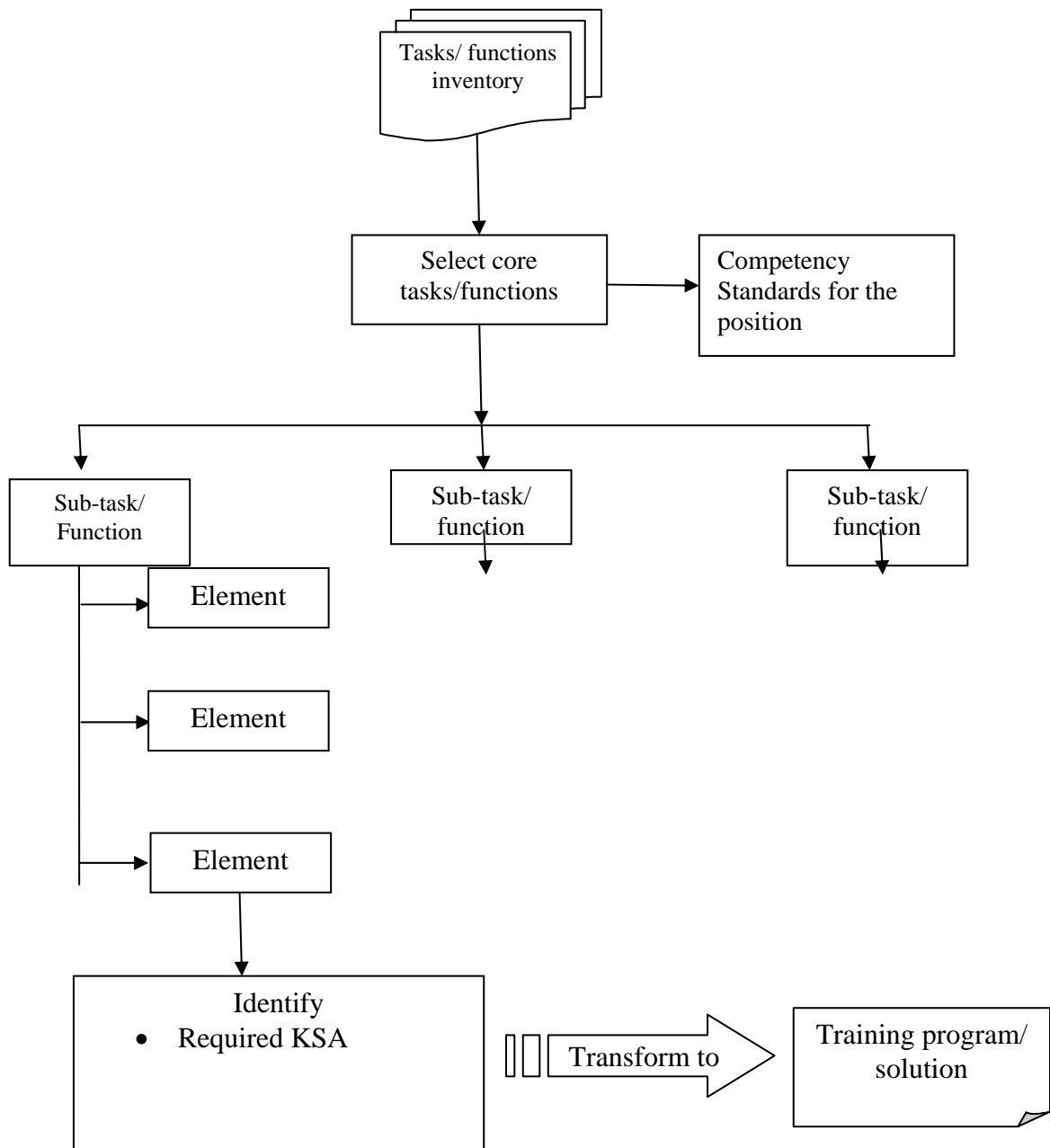
### **B. Techniques of data gathering**

1. Interview
2. Questionnaire
3. Observation
4. Discussion / consultation
5. Testing

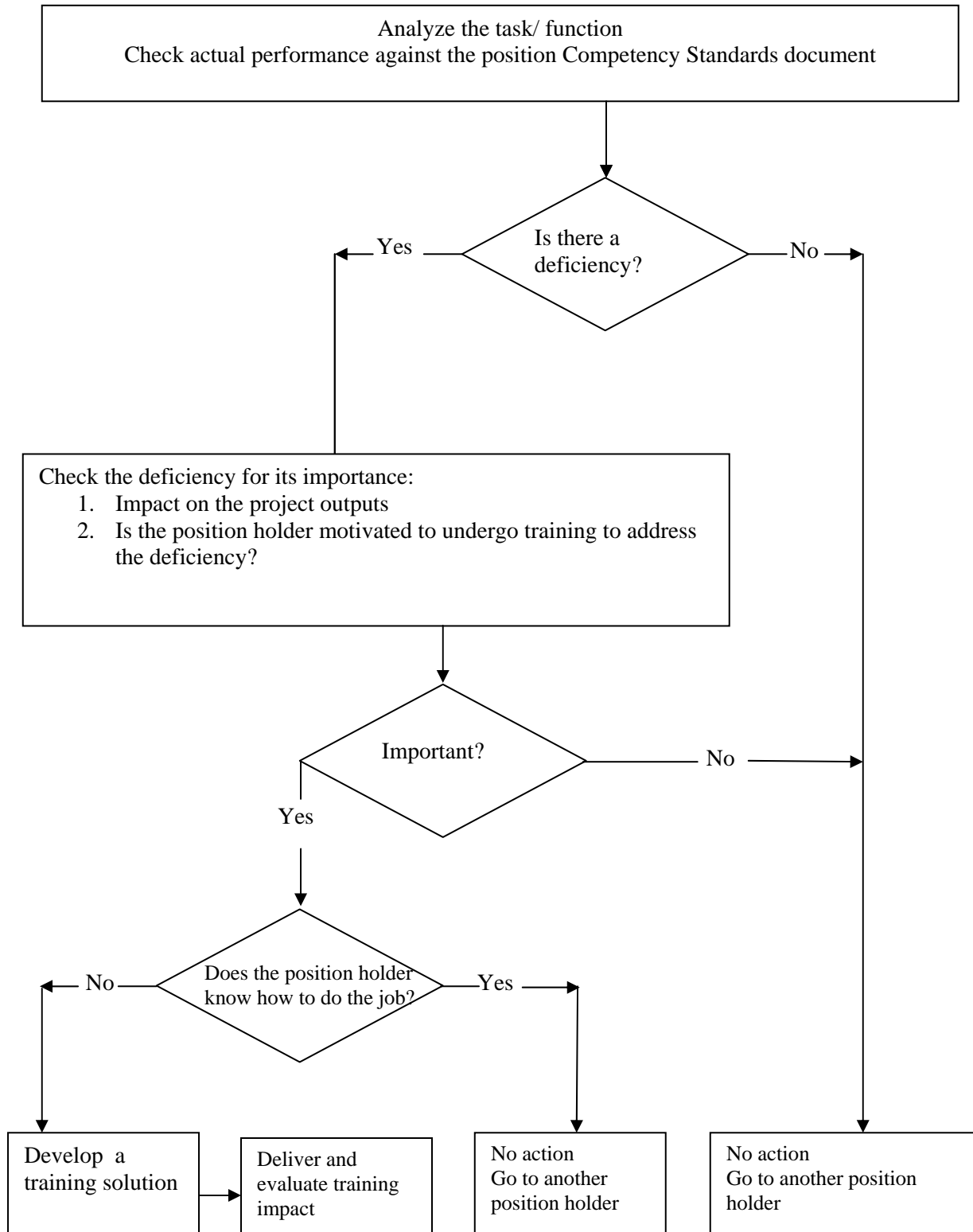
### **C. Basic steps in tasks/functions analysis**

1. List the tasks from the Job Description/ Competency Standards document and interviews.
2. Select tasks/functions for the analysis.
3. Review the task/function against the Competency Standards.
4. Divide the task/function into sub-task and the sub-tasks into elements.
5. Identify the KSA needed to perform the task/function.

**Handout #3: task analysis tools**  
**Model 1: Basic steps in task analysis:**



## Model 2: Training problem tool



## Handout #4: Job Description

### 4.1. Provincial M &E staff's job Description (needs editing)

**Position:** CAU/Monitoring, Evaluation & Information Staff  
**Project Title:** PSDD 2007 -2009  
**Budget Line:**

Duty Station: Provincial/Municipal Rural Development Committee Executive  
Committee (P/MRDC-ExCom)

**Duration:** One year (with annual performance review)

#### **General:**

Decentralization and Deconcentration Reform Policies is under overall authority and management of the National Committee for the Management of Decentralization and Deconcentration Reform (NCDD), in which the Programme Support Team of the NCDD Secretariat is responsible for overall execution. The P/MRDC, chaired by the provincial/municipal Governor, is responsible for the management of this task at the provincial/municipal level.

The P/MRDC establishes an ExCom to execute the annual work plan and budget and the day-to-day work of the P/MRDC. The ExCom of the P/MRDC establishes four management units to fulfill its executive responsibilities in implementing the annual work plan and budget. The four management units are: (1) Contract Administration Unit; (2) Local Administration Unit; (3) Technical Support Unit; (4) Finance Unit.

The Contract Administration Unit (CAU) is responsible to assist the ExCom in the preparation and management, monitoring and reporting of all contracts signed between the P/MRDC and various implementing agencies under the Program. In addition, this Unit is responsible for coordinating the monitoring, evaluation and reporting on all development projects under the NCDD AWPB framework at province/municipal level as well as managing the administration of the ExCom.

**Post Supervision:** Under the overall supervision of the CAU Chief, the Monitoring Evaluation and Information Staff is responsible for assisting deputy CAU chief in monitoring, evaluation and reporting, and implementation of information/communication tasks.

**Required Tasks:** The specific duties of the Monitoring Evaluation and Information Staff are:

- Develop the ExCom workplan and schedule for monitoring and evaluation and implementation of the information/communication strategy and submitting to the ExCom/CAU Chief for approval;
- Under the guidance of the CAU Deputy Chief, implement the ExCom approved monitoring and evaluation workplan;

- Provide support and training to relevant staff of Provincial/Municipal Departments, Districts/khan and staff of implementing agencies at provincial/ municipal level in monitoring, evaluation and reporting under D&D reform framework;
- Ensure that all implementing agencies submit regular reports, to the PRDC/ExCom, as agreed in the respective contract agreements;
- Check the progress reports submitted by implementing agencies and aggregate these reports on a quarterly and annual basis and submit to the CAU Deputy Chief for further checking;
- Assist the CAU Deputy Chief with the coordination of the other ExCom Units to ensure consistency and completeness in the implementation of the monitoring, evaluation and reporting tasks, in line with the D&D program and National regulations and procedures;
- Assist the CAU deputy Chief to collect and document information on lessons learned within the program including case study and special researches;
- Coordinate with the P/M Facilitators and D/K Facilitators for the development of simple information materials that can be understood by villagers to promote understanding of decentralization and deconcentration principles and local awareness of Commune/Sangkat plans and activities;
- Coordinate the production and distribution of the Provincial/Municipal development newsletters;
- Coordinate with P/M Facilitators and D/K Facilitators on the implementation CS Council Information Strategy;
- Manage the ExCom Resource Library and ensure appropriate filing systems of all development documents, data and information materials received from National and Provincial/Municipal institutions, IOs/NGOs and other development agencies;
- Carry out any other tasks assigned by the CAU Chief and ExCom management.

**Qualifications:**

- Both man and woman with relevant educational background from secondary level or higher degree and/or combination of appropriate work experiences;
- Good report writing and communication skills;
- Facilitation skills and training experiences;
- Field experiences and willing to travel work at the village.
- The civil servant.

## 4.2. Champion’s job Description

Annex-2: Terms of Reference - Sub-National Contract Trainer

<b>Position</b>	<b>Contract Trainer (part time on as and when necessary basis)</b>
<b>Project</b>	<b>Sub-National M&amp;E Capacity Development through M&amp;E Champions Development</b>
<b>Location:</b>	<b>All Provinces</b>
<b>Technical supervision:</b>	<b>Master Trainer, M&amp;E Unit, Phnom Penh</b>

Background:

The training modalities used by PSDD to strengthen PRDC ExCom and Line department M&E capacity did not produce the improvement in M&E capacity as intended. This was further compounded by a lack of: sub-national M&E capacity building strategy, plans, budget and dedicated resources. The 2007 sub-national M&E TNA recommended the use of local “champions” and building core training capacity around those champions and supporting them. Accordingly, M&E capacity development through provincial “champions” development is now organized. Identification and recruitment of suitable “champions” as Contract Trainers are completed.

*Objectives – Contract Trainers:*

*To establish a province-based training capacity through a network of part time Contract Trainers (hereafter, CT). To deliver M&E and related training needs across PRDC ExCom and Line Departments.*

<b>No.</b>	<b>Specific tasks, duties and responsibilities</b>	<b>The deliverable</b>
1	<b>Training Needs Assessment:</b> To determine, in consultation with the targeted agencies and officials and through analyses of the job descriptions of the targeted M&E focal points, top five core knowledge and skills building needs (TNA) essential to results based project M&E and management of the PRDC ExComs, District and Line Department focal points.	a) Training Needs Assessed. b) Identified priorities for training.
2	<b>Training design and development:</b> Under technical guidance of the Master Trainer and based on the TNA, to design training curriculum, make session plans and develop/adapt training materials.	Developed a set of training modules, methods, materials including handouts and reference materials for the trainees.
3	<b>Training delivery:</b> With technical assistance from the Master Trainer, organize and delivery two rounds of training for the targeted M&E focal points and PSDD-enabled project management officials in the province.	On the job performance improvement focused training delivered.

4	<b>Training resource:</b> To serve as the training resource person in the province and network with related other training resources and events in the province on as and when necessary basis.	Provincial training needs responded.
5	<b>Training management, documentation and reporting:</b> Manage and compile training related all documents, materials and report to the project Master Trainer routinely.	Training and training outputs are documented.

**Required qualifications and recruitment criteria:**

- 1) Is known for his/her outstanding motivation and initiative; project / contracts management work and for exceeding performance expectations of his supervisors.
- 2) Has proven training and group presentation skills and who enjoys doing training.
- 3) Is a very good communicator and presenter.
- 4) Is always willing to learn to acquire new knowledge and to make improvements to his work without asking.
- 5) Is available to serve as one of the ToTs from January-December 2009 on demand.
- 6) Is educated to a suitable level.

**TOT Module1: Designing Training Program**  
**Day2&3: Session 4**  
**Training Needs Assessment through questionnaire**

**Trainer:**

**Time:** 14:00-17:00  
8:00-9:00

**Objectives:**

By the end of the session participants will have:

- Clear understanding of Questionnaire as a data collection method.
- Clear understanding of when and how to use Questionnaire in CI-TNA process.
- Practiced a sample questionnaire.

**Key contents:**

- Questionnaire definition
- Questionnaire use in CI-TNA
- Tips in using questionnaire

**Methods:**

- Brainstorming
- Presentation
- Practice

**Materials:**

- Colour cards, flipcharts, marker, tape, knife, scissors
- Handout in session #4
- Questionnaire sample

**Step/ Activities:**

**1. Introduction and present session objectives, (14:00 - 14:15)**

**A. Energizer game:**

**B. Introduction of session:** In order to develop an effective and relevant training program, trainers need some important data from targeted trainees/officials. Questionnaire is one of information collection methods that can be used in CI-TNA. As a Champion trainer it is necessary for you to know about questionnaire, about how to and when to use a questionnaire. This lesson will explain how to conduct a questionnaire, its advantages and disadvantages, and ways by which it can be used effectively

**C. Presenting the session objective above:**

**2. Brainstorming on kinds of questionnaire (14:15 -14:30)**

Question: Base on your experiences:

- What kinds of questionnaire?

**3. Small group work (14:30 – 15:30)**

Instruction:

- Divide participants in 3 groups
- Group 1 discuss on steps of preparing a questionnaire
- Group 2 discuss on discuss in using the questionnaire effectively
- Group 3 discuss on the advantage and disadvantage of a questionnaire
- Each group presents their results

**Break (15:30-15:45)**

**4. Present session 4 handout (15:45 - 16:15)**

- facilitator presents of key points how to develop questionnaire (handout session 4)

**5. Group practice (16:15-17:00 and 8:00-8:40 )**

Instruction:

- Divide participants in 4 groups
- Each group to develop questionnaire for collecting data from your target group (M&E focal points) about their leaning need.
- Each group presents their results

**6. Conclusion: (8:40-9:00)**

- Summary key learning points
- What have you learnt in this session?

## Handout Session 4:

### 1. Use of Questionnaire in CI-TNA:

#### CI-TNA data collection methods and tools - Questionnaire:

In Session 3, we discussed TNA for competency improvement (CI-TNA), related processes and methods. To do CI-TNA, we need to gather information about: the position, the position holder and related KSA issues.

The following are some of the data collection methods, tools and techniques used in CI-TNA:

1. Questionnaire.
2. Key informant Interview
3. Observation
4. Discussion / consultation – one to one / group / focus group.
5. Testing.

In this session we will discuss **Questionnaire** as a method for gathering information for CI-TNA.

**Questionnaire:** Refers to a series of questions for the purpose of gathering information from respondents. Questionnaire may come with multiple choice answers (close ended) or ask the respondent to write his own answers (open ended). Questionnaire can be self-completed by the respondent. In an interview, the interviewer asks the question and records the answer while the interviewee answers to the question.

**Questionnaire in CI-TNA:** In the CI-TNA context, questions are designed to gather information about a position, position holder and job elements from the position holder, position supervisor and other key informants. Information thus gathered are analyzed to identify KSA deficiencies against the position standards and to plan competency improvement training. When using questionnaire, the Champion Trainer must be clear about what specific information he needs to know from the respondent/ informer.

#### Tips in using a questionnaire:

##### 1. Steps:

- Determine what you need to know
- Choose a response format for your questionnaire
- Identify the frame of reference for your respondents
- Write the questions
- Prepare a summary sheet
- Pilot test your questions and revise them
- Put the questionnaire together

##### 2. Using the questionnaire effectively:

- Determine the kind of results you expect from the questionnaire
- Select the appropriate type of questions based on the number of respondents
- Avoid using open-end questionnaire with large group
- Give every assurance to respondents that the information provided is confidential
- Always use questionnaires in conjunction with a variety of other methods
- Do not administer questionnaires to respondent with low literacy
- Always pre-test the questionnaire
- When appropriate, share the results with respondents

### **3. Advantages of a questionnaire**

- Inexpensive to administer
- Easily constructed
- Generates information that can be tabulated and reported without difficulty
- Respondents may freely give confidential information with-out fear or reprisal
- No special training is necessary to administer or tabulate results
- 

### **4. Disadvantages of a questionnaire**

- Since communication in one way, respondents may not properly interpret questions, and results may also be misinterpreted
- A questionnaire may not get at causes of and solutions to problem
- Development of effective and reliable questionnaires require strong technical skill

## 2. Questionnaire sample:

### A. Questionnaire for interviewing to position holder

#### CI-TNA through Questionnaire (*Confidential when completed*)

Dear Trainee,

We would like to request you to give 60 to 90 minutes of your time to fill in this questionnaire or to an interview with us. The purpose of this survey is to assess your learning needs through assessing your on the job performance. The answers and information that you give us are essential for us to design a training addressing your learning and competency improvement needs.

The information that you give us is confidential. It is important that you be honest to yourself making this self assessment in identifying your strengths and the areas where improvements are needed. So that we can respond to your training needs properly.

Thank you for your time, understanding and cooperation.

Name: \_\_\_\_\_ Province: \_\_\_\_\_ Date: \_\_\_\_\_

#### 1) Position and organization:

Position title and department	Parent Department

#### 2) List past Education and Training:

No.	University/College / High School	Degree (Year)	Offered by:	
<b>A) Formal training:</b>				
1				
<b>B) Specialized short term training/courses attended:</b>				
1				
<b>C) Any training on project cycle management? Monitoring and Evaluation? Contracts Management? If yes then state: How many hours/ days of training? Organizer of the training</b>				
	Describe the training	Dates	Hours	Organizer / sponsor
1				
2				

#### 3) Self assessment against your Job Description (*for CAU M&E officer/focal point*): Please give self rating of your performance on a 1-5 scale (5 being the highest)

No.	M&E specific task, activity and duty description	Describe what specific knowledge, skills and abilities (KSA) you have to do this task/activity	Self rating
1	Develop the ExCom workplan and schedule for monitoring and evaluation and implementation of the information/communication strategy and submitting to the ExCom/CAU Chief for approval;		
2	Develop information/communication strategy and submitting to the ExCom/CAU Chief for approval;		

No.	M&E specific task, activity and duty description	Describe what specific knowledge, skills and abilities (KSA) you have to do this task/activity	Self rating
3	Under the guidance of the CAU Deputy Chief, implement the ExCom approved monitoring and evaluation workplan;		
4	Provide training and support to relevant staff of Provincial/Municipal Departments, Districts/khan and staff of implementing agencies at provincial/ municipal level in monitoring, evaluation and reporting under D&D reform framework;		
5	Ensure that all implementing agencies submit regular reports, to the PRDC/ExCom, as agreed in the respective contract agreements;		
6	Check the progress reports submitted by implementing agencies and aggregate these reports on a quarterly and annual basis and submit to the CAU Deputy Chief for further checking;		
7	Assist the CAU Deputy Chief with coordination of the other ExCom Units to ensure consistency and completeness in the implementation of the monitoring, evaluation and reporting tasks, in line with the D&D program and National regulations and procedures;		
8	Assist the CAU deputy Chief to collect and document information on lessons learned within the program including case study and special researches;		
9	Coordinate with the P/M Facilitators and D/K Facilitators for the development of simple information materials that can be understood by villagers to promote understanding of decentralization and deconcentration principles and local awareness of Commune/Sangkat plans and activities;		
10	Coordinate the production and distribution of the Provincial/Municipal development newsletters;		
11	Coordinate with P/M Facilitators and D/K Facilitators on the implementation CS Council Information Strategy;		
12	Manage the ExCom Resource Library and ensure appropriate filing systems of all development documents, data and information materials received from National and Provincial/Municipal institutions, IOs/NGOs and other development agencies;		
13	Carry out any other tasks assigned by the CAU Chief and ExCom management		

**4) Other line department officer:** Please write down your Key duties, tasks and responsibilities and give a self rating of your performance on a 1-5 scale (5 being the highest). (*for line department staff only*)

No.	Key duties, tasks and responsibilities	Describe what specific knowledge, skills and abilities (KSA) you have to do this task/activity	Self rating
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**5) Self assessment of your current strengths in relation to your job description:**

1)  
2)  
3)  
4)  
5)

**6) Self assessment of your current weaknesses in relation to your job description:**

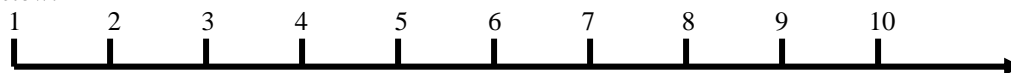
1)  
2)  
3)  
4)  
5)

**7) Self assessment of your own solutions:**

1)  
2)  
3)  
4)  
5)

**8) Self assessment of your feeling in working:**

*Please indicate (record) if you are feeling happy at work place by circling one of the numbers on each scale given below:*



**9) Self assessment: Learning topics to improve job performance and competency**

Dimension	Ranking to improvement			
	Need little help	Need some help	Need strong help	Remark
Project management				
Project planning				
Work plan development				
Refresh project supervision, M&E				
Refresh contracts management				
Information, communication strategy				
Newsletter / public information materials				
Training to relevant staff				
Leadership				
Facilitation/ToT still				
Progress/Reports writing skills				
Review and analysis of reports				
Lessons documentation and sharing				
Filing and records keeping				
Data collection and compilation/analysis				
Use of databases/ spreadsheets				
Public speaking and presentation				
Meeting organization and management				
Office management				
Other				

**10) Self assessment: List your strong competencies including knowledge skills and abilities – you feel very confident and strong:**

- 1)
- 2)
- 3)
- 4)
- 5)

**11) Self assessment: List your weak competencies including knowledge skills and abilities – you feel very confident and strong:**

- 1)
- 2)
- 3)
- 4)
- 5)

**12) Please describe any other issues or add any other comments that would help the champions better understand your strengths, weaknesses and your learning needs for improvement:**

- 1)
- 2)
- 3)
- 4)
- 5)

*Thank you again for your time and information in completing this survey. Your inputs will be used in developing the training course for you.*

## B. Questionnaire for interviewing to supervisor

### CI-TNA through Questionnaire – Supervisor (Confidential when completed)

Dear Supervisor,

We would like to request you to give 45 to 60 minutes of your time to fill in this questionnaire or to an interview with us. The purpose of this survey is to get your own assessment of how your employee holding the position (CAU M& E officers or M&E focal point in line departments).

Please give your expectations of the position and of the key duties, responsibilities and functions that you need the position holder to perform.

Also please give your assessment and feedback (confidential) on how the position holder is performing against your expectations.

The information that you give us is confidential. It is important that you be truthful to yourself in giving us the information, making clear your needs for the position and making an assessment of the position holder's performances, strengths and weaknesses. Based on your information only can we be able to design a proper training for competency improvement.

Thank you for your time, understanding and cooperation.

Supervisor name: \_\_\_\_\_ Province: \_\_\_\_\_ Date: \_\_\_\_\_

#### Position and organization:

Position title and department

Position holder name (individual or group): \_\_\_\_\_

#### 1. What are the five main outputs / results that you expect out of this position?

- 1)
- 2)
- 3)
- 4)
- 5)

**2. Please list below your expectation of this position of the ten most important duties, tasks and responsibilities and then compare those with the current position holder:**

**Note:**

- You give a rating in column 2 of your expectation using scale of 1-10 (1=lowest and 10=highest)
- You assess and give a rating in column 3 of the current position holder using scale of 1-10 (1=lowest and 10=highest)
- You **do not consult/copy the official job description** – please answer based on your own knowledge, observation and experience about this position, position holder and the organizational context.

No.	Describe the specific task/ duty/responsibility of the position (1)	Priority/Scale	
		Expectation of position (2)	Current level of position (3)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**3. Please list your expectation of KSA<sup>1</sup> in term of what the position holder have (column 2) and in column 3 what your observed the position holder actually has:**

**Note:** answer from you own experience and knowledge of the position. Do not use the official Job Description

No	Dimension	KSA expectation	Current KSA	Remark
1	Knowledge	• • • •	• •	
2	Skills	• • • •	• •	
3	Abilities	• • • •	• •	

<sup>1</sup> K= knowledge, S= skill and A = ability

**4. Please assess the key strengths the position holder has**

- 1)
- 2)
- 3)
- 4)
- 5)

**5. Please assess the most weaknesses the position holder has:**

- 1)
- 2)
- 3)
- 4)
- 5)

**6. How to improve the position holder's performance on the job?**

- 1)
- 2)
- 3)
- 4)
- 5)

**7. What specific training you think will help improve the position holder's performance?**

- 1)
- 2)
- 3)
- 4)
- 5)

*Thank you again for your time and information in completing this survey. Your inputs will be used in developing the training course for the position holder*

**TOT Module1: Designing Training Program**  
**Day3: Session 5**  
**Competency Improvement Training Needs Assessment (CI-TNA) through interview**

**Trainer:**

**Time:** 9:00 - 12:00  
14:00-16:00

**Objectives:**

By the end of the session participants will have:

- Clear understanding of “interview” as a method for gathering information for CI-TNA
- Learnt the key steps involved in an “interview” process
- Learnt important tips in using “interview”
- Observed an “interview” session.
- Learnt about effective “observation”

**Key contents:**

- Steps in preparing an interview
- Steps in interview/discussion session
- Tips in conducting an effective interview
- Advantages and disadvantages of “interview” as a technique
- Tips for effective “observation”

**Methods:**

- Brainstorming
- Presentation
- Small group work
- Role- play
- Reflections

**Materials:**

- Colour cards, flipcharts, marker, tape, knife, scissors
- Handout in session #4
- The “Do’ s and the “do not’ s” with trainees
- Observation skill

**Step/ Activities:**

**1. Introduction and present session objectives, (9:00 – 9:15)**

**A. Energizer game:**

**B. Introduction to the session:** Interview is one of the basic techniques of gathering information during the training needs assessment process. It is an active method of interchange of information, either in person or via telephone with an individual or a group. To use this technique effectively, it is therefore, necessary to have a thorough understanding on how to prepare and conduct an interview. This lesson will discuss on how to prepare and to conduct an interview as part of gathering information for training needs assessment.

**C. Presenting the session objectives above**

## **2. Brainstorming on kinds of questionnaire (9:15-9:30)**

- A. Question: Based on your experience:
- How would you do an effective interview?
- B. Expected answer:
- Steps in preparing an interview
  - Steps during an interview
  - Post interview steps

## **Break (9:30-9:45)**

## **3. Small group work (9:45 – 10:30)**

Instructions:

- Divide participants in 4 groups
- Each group discuss answer to the questions below:
  - o What are steps of preparing for interviewing?
  - o What are steps of preparing for interviewing?
- Each group presents their results

## **4. Present session 4 handouts (10:30 - 11:30)**

- facilitator presents the key points on how to develop questionnaire (handout #1, Key concepts of interviewing)

## **5. Matching game of the “Do’s” and the “do not’s” in an interviewer (11:30-12:00)**

Instruction:

- Facilitator write word Interviewer “Do’s” in one color card and other one write word “Don’t”
- Divide classroom in two parts, one side stick card “Do’s” on the floor and another side put card “Don’t”
- Invite participants to stand up
- Facilitator read some statements in handout #2
- Participants decide by themselves which statement go to “Do’s” or to “Don’t’s” and why.

## **Lunch (12:00-14:00)**

## **6. Role-Play on observation: (14:00-14:45)**

Instructions:

### **1. Preparation and performance**

- Prepare scenario of a “fashion freshy girl” show
- Invite 3 participants to the judgment committee (examining board)
- Other participants divide in 3 groups
- Each group select a woman as “freshy girl”, the criteria for selecting based on what the group decides
- Each “freshy girl” perform as seen on the television shows one by one

- Committee members rate the performance using score of 5 to 10 (5 is low and 10 is high)
- Committee members observe the “freshy girl” based on the facts, opinions and available information

**2. Reflection:**

- Ask examining board, why did you give this score....?
- Ask the whole group which information are facts and which information are opinion?

**3. Conclusion:**

- Clarify definitions and meanings of observation, record keeping and using information from record keeping (see handout)

**7. Practicing of an interview ( 14:45-16:00)**

**Instruction:**

- Divide participants in groups
- Group 1 design individual – one to one - interview process
- Group 2 design group interview process
- Group 1 task:
  - Prepare questionnaire or read questionnaire as per session #4
  - Prepare materials and a place for interviewing
  - Assign some group members as interviewers
  - Other participants as target group of group 2 (please show as M&E focal points)
  - Processing interview
    - Group 2 task:
      - Prepare session plan for interview, select methods and tools (see handout #5)
      - Assign 2 members in group as facilitators for interviewing
      - Assign some participants as target group of group 1 (please show as M&E focal
- Processing interview
  - Note: the group is target group of group 2, but group 2 is target group of group 1 too.
  - Another task of all participants as observer (use tool #5.1)
  - Keep results for use in the next session

**8. Reflection: (16:00-16:45)**

**Instruction:**

- Ask to interviewer: What did you feel?
- What went well and what did not well?
- How to improve?

**9. Conclusion: (16:45-15:00)**

- Summary - key learning points
- What have you learnt in this session

## **Handout session #5:**

**Handout # 1:** Definitions and key concepts – “interview” as a tool for gathering information and for training needs assessment.

**Interview:** A common information collection tool that involves oral questioning of respondents, either individually or as a group. An interview is a meeting or a conversation between two or more people where questions are asked by the interviewer to obtain information from the interviewee. The process involves design and use of questions (structured) and face to face interview of the interviewee (target trainee official / supervisor) by the interviewer (who needs the information namely, the Champion Trainer). For CI-TNA, lot information about the job, job KSA and the position holder need to be collected. Interview method with structured questions can be used on one-to-one basis or in a group. Answers to the questions posed during an interview can be recorded by writing them down (during the interview or immediately after the interview) or by tape recording the responses, or by a combination of both.

### **1. Use of interview:**

- To gather background and position specific information in needs assessment
- To obtain inputs from both the targeted trainee/officials and from their supervisors.
- To gather information from those people who better express their views in person than on written surveys or questionnaires
- To identify causes of problems and possible solutions by encouraging interviewees to reveal their feelings and opinions.
- To give interviewee the pride of ownership in the assessment process by inviting their inputs to identifying training needs and solutions.

### **2. Basic steps in preparing for an interview and interview guide:**

- Determine what you need to know
- Choose a response format/session plan for your interview guide
- Write the questions
- Prepare a summary sheet, materials and contact respondents
- Pretest your interview questions and guide and revise them

### **3. Basic steps in interviewing/ discussion:**

- Establish contact/build relationship, set the climate, and try to put the interviewee at ease
- Clarify the purpose of the interview and how the information is going to be used
- Gather information about the person, his job by asking questions
- Give the person a chance to talk about what they want.
- Answer their questions
- Conclude the interview/discussion with them

### **4. Advantages of interview:**

- Clarifies expectations and assumption about the process for both the Champion interviewer and group being interviewed
- Interviews are good opportunities to build rapport **Competency Standards**
- Interviewers receive additional information in the form of non-formal messages.
- Good questioning techniques used in interview generate good information

### 5. Disadvantages of interview:

- Interview-generated data can be affected by interviewer's biases
- It can be very difficult to organize the information accurately, especially with unstructured interviews
- Unskilled interviewers sometime make interviewee feel self-conscious

### Handout # 2:

#### Skills and Attitudes of Interviewers

Do's in interviewing	Don'ts in Interviewing
<p><b><u>Do:</u></b></p> <ul style="list-style-type: none"><li>• Initially discuss general information.</li><li>• Introduce process gradually, step by step.</li><li>• Be informal but polite.</li><li>• Let them do the talking.</li><li>• Listen more (have patience).</li><li>• Be a good and keen observer (be sensitive).</li><li>• Respect their views and knowledge.</li><li>• Use simple language.</li><li>• Add some information as needed.</li><li>• Ask open-ended questions.</li><li>• Record responses and observations fully.</li><li>• Probe responses carefully.</li><li>• Judge responses (politely separate facts, opinions, rumors).</li><li>• Leave with thanks (politely....you may give token gifts).</li></ul>	<p><b><u>Do Not:</u></b></p> <ul style="list-style-type: none"><li>• Lecture.</li><li>• Neglect the values and culture of interviewee</li><li>• Ask lengthy questions.</li><li>• Ask compound questions.</li><li>• Ask negatively guided questions.</li><li>• Ask sensitive questions (e.g. family-related, religion, politics, status).</li><li>• Repeat the same questions.</li><li>• Ask questions all at the same time.</li><li>• Interrupt the speaker.</li><li>• Create annoyance, irritation or confusion during discussion.</li><li>• Ignore the answers.</li><li>• Blame anyone (person or organization).</li><li>• Promise anything.</li></ul>

### Handout # 3: Observation technique and skills:

#### 1. The definition of observation:

**Observation:** The act of noting, observing, recording, or taking into account behaviors, characteristics, objects and events. It can be done in two ways: participant observation: the observer takes part in the situation he or she observes and non-participant observation: the observer watches the situation openly or concealed but does not participate.

Direct Observation allows the TNA analyst (Champion Trainer) to see (and in some cases experience) the work environment, the organization in which the person works, equipment used, interrelationships with other workers and complexity of the job.

#### 2. Steps in preparing for an observation:

- Determine what you need to observe
- Write the item (s) to be observed
- Review the items and prepare for the final observation

### 3. Two kinds of data collection from observation

- Fact data
  - Local environment and conditions
  - Numbers of people (male, female, disabled, young)
  - Group size
  
- Opinion data
  - Interactions, etc.
  - Feeling
  - Level participation
  - Quality

### 4. Take note:

There are 2 techniques for note taking:

- The first technique is to keep your notes clear and brief. Write in short, uncomplicated sentences.
- The second technique is to make a schedule for reviewing. For example, you may decide to review your notes every night after dinner or when you back to office.

### Handout #4: Data/information collection techniques and tools - advantages and disadvantages:

Data collection techniques	Data/information collection tools	Advantages	Possible disadvantages
Use of available information	Checklist; data compilation forms	Is inexpensive, because data is already available	Data may not be easily available; may be incomplete
Observation	Eyes and other senses, pen/paper, watch, etc.	Gives detailed and context related first hand information and facts	Observer bias; presence of the data collector can influence
Interview	Interview guide, checklist, questionnaire, tape recorder	Suitable with both literate and illiterate Higher response rate than questionnaire Allows clarification of questions	Interviewer's presence may influence response
Written Questionnaire administration	Questionnaire	Is less expensive Permits anonymity resulting in more honest responses	Can not be used with illiterate group Low response rate

## Handout # 5: Session plan for interviewing

### Session plan

**Interviewer name:**

**Time:**

**Session objectives:** By the end of session the facilitators will be able to:

1. Understand interviewee's (targeted official/trainee) experiences and background related to their position/job
2. Understand position holder's duties and responsibilities as well as of position holder's KSA levels to fulfill those duties and responsibilities.
3. Identify core deficiencies of the interviewee (targeted official/trainee) including KSA to develop concrete training plans and solutions.

#### **Methods:**

- Getting to know game
- Exercise to understand trainee background
- Myself as a good staff
- Yes And method
- Self assessment
- Presentation

#### **Materials:**

- Color cards, flipcharts, maker, tape, knife, scissors
- Assessment wheel tool
- Observation form

#### **1. Introduction:**

A. Welcome to participants

- Seating arrangement: facilitator encourages participants to arrange themselves in a circle sitting.
- The meeting today is to assess the experiences and the learning needs. Therefore, we hope that we will be able to identify exactly what you are already doing well on your job. We will also identify the learning and competency building needs you all have. The exercises and discussions today will help us decide on priorities to design a training course to fit your needs.
- Facilitators should remind respondents that we need to be honest to ourselves when we identify strengths and the areas for improvement so that we can make an effective training intervention. We trust that the answer is true to the problems encountered.

#### **B. Present the objectives above**

#### **2. Self introduction:**

- Step 1: Facilitator invites participants to stand in the circle and guides participants by asking each participant to tell only his/her name and organization (If most participants have knew each other or participants more than 25 people do not need step 1 because it would waste time)

- Step 2: facilitator draws three things on color card: *sea, mountain, and water fall*. Stick those on different places in the training room and then invite participants to stand in a groups by those three things. Facilitator using question “which is the thing you like? Please go and stand there. Participants in each group discuss with each other why they like that thing.
- Step 3: facilitator change subject to animal and draws on cards: *cow, horse and elephant*. Facilitator asks “which is the animal you like? Please go to the animal and stand there. Participants in each group discuss with each other why they like that animal.
- Step 4: facilitator change subject to color and draws on card: *Red, green and Yellow*. Facilitator asks “which is your favorite color? Please go to that color and stand there. Participants in each group discuss with each other why do they like that color?
- Step 5: facilitator change subject to work in M&E position and writes on card: *0-1year, 1-3 years, more than 3 years*. Facilitator asks “which card is applicable to you? Go to that card and stand there.
- Step 6: facilitator change subject to the position: *manager and staff*. Facilitator asks “which is your card position? Please go to your card and stand there. Participants in each group sk and discuss with each other about their duties and responsibility in this position.
- Step 7: facilitator change subject to the feeling at work: *happy, normal and unhappy*. Facilitator asks “which is your card position? Please go to your card and stand there. Participants in each group discuss with each other their feelings and why the feel like that.

### 3. Panel discussion:

#### A. Group work:

##### Instruction

- Divide participants in 2 groups
- One facilitator to facilitate 1 group
- Each participant discuss following questions below:
  - o *What are the duties that you perform well and how well?*
  - o *What are the duties that you think you do not perform well and what are the barriers and challenges?*
  - o *How to improve?*
  - o *Please make self assessment of your commitment to improve yourself (give score 1 to 10, 1=lest and 10 high)*

#### B. Present Result

##### Instruction:

- Keep the participants in two groups
- Each participant have time (10 minutes) to present result to other people in his own group

##### Note: Facilitator’s roles:

- Use observation form in session 5, handout 5
- Facilitator observes: participant’s results and how they express their feelings.
- Facilitator should consider:
  - o *Participant’s experience, knowledge, skills and abilities required for the work*
  - o *Participant’s feeling/attitudes towards his work*
  - o *Level of commitment to his work*
  - o *Level of confidence in his work.*

#### **4. Myself as a good M&E officer:**

##### **Instruction:**

- Divide participants in 3 groups
- Each group sit a nice cycle
- Allow a few minutes for each member in the group to think about “*myself as a good M&E officer*” (cues for consideration: knowledge, skills, abilities (KSA), behavior and experience)
- Facilitator presents a model of how the exercise is supposed to be done.
- The participants share their ideas in groups and write down on cards the common key characteristics of a CAU M&E Officer.
- Facilitator elicits the commonly identified key characteristics of a good *CAU M&E officer* from each group for use in next step.

#### **5. Prioritizing in assessment tool:**

##### **Instruction:**

- Collect color cards from each group (previous step)
- Consolidate ideas in color cards
- Stick color card on wheel tool
- Provide dots to participants
- Invite participants to put dots on the wheel tool
- Ask participants: Please assess yourself as to where you are now on the wheel for each item/ characteristic (only one dot for each)
- Participants assess themselves for all items/ characteristics shown in the wheel tool
- Facilitator makes conclusion about the total number of responses given for each item/ characteristic.
- Facilitator document and keep for analysis.

#### **6. Conclusions:**

- Session summary
- Ask trainees feeling
- Thank you to trainees


**Handout # 5.1:**

**Observation Tool**

Name of facilitator:.....

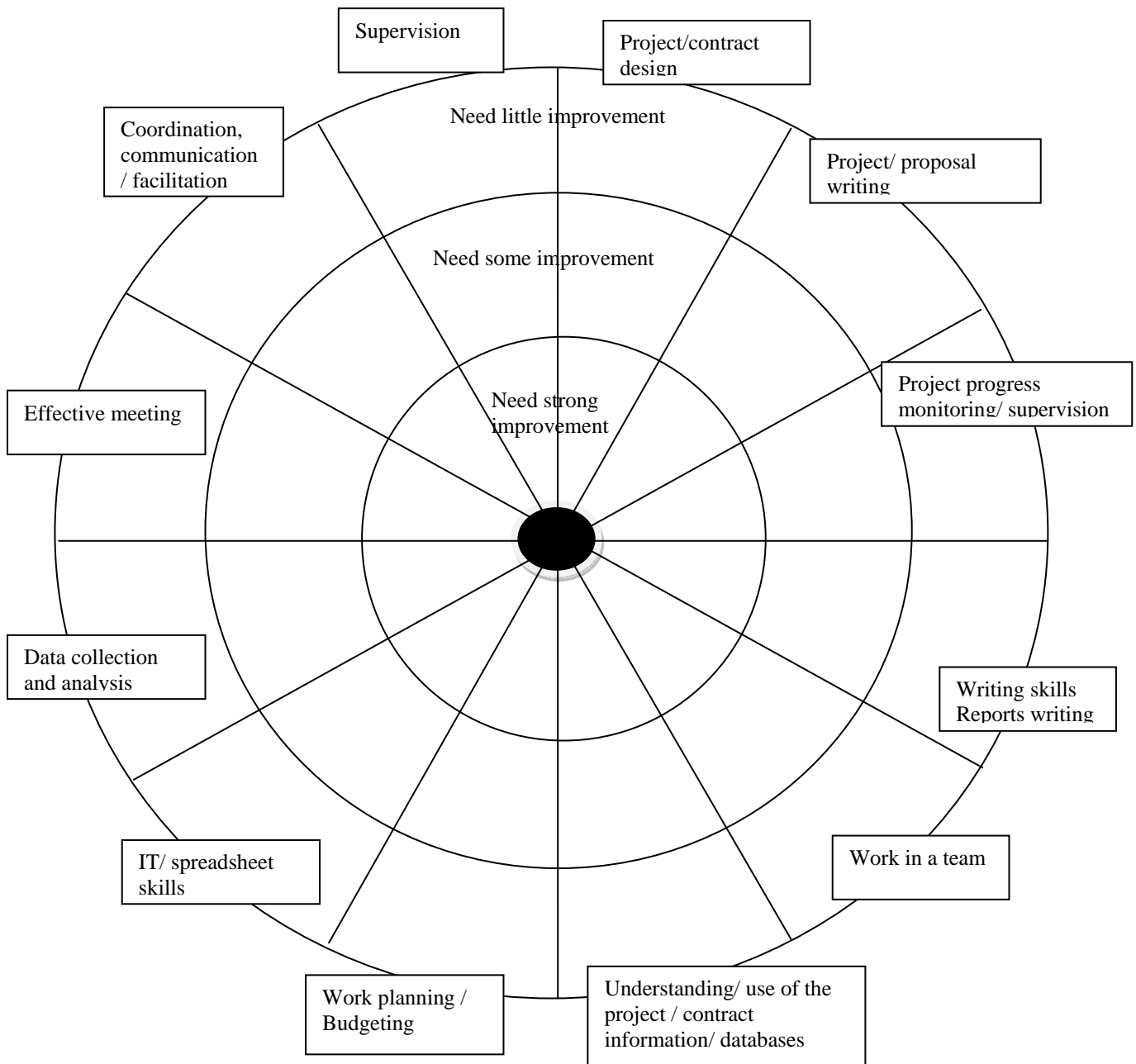
Name of provincial champion: .....

Date:.....

Section	Criteria	V. Poor	Poor	Med	Good	V.Good	Remark
1	Knowledge						
2	Skills						
3	Abilities						
4	Maturity/experience of work						
5	Attitudes						
6	Motivation / Feeling/commitment to the work						
7	Self confident						
7	<p><i>Please indicate (record) of interviewee’s commitment to improving their ability by circling one of the numbers on each scale given below:</i></p> <p>1    2    3    4    5    6    7    8    9    10</p> 						
<b>IV</b>	<b>Facilitator comments</b>						

**Handout #5.2: Assessment wheel tool**

**Example:**



**TOT Module1: Designing Training Program**  
**Day3 &4: Session 6**

Analysis of the information and data and report writing

**Trainer:**

**Time:** 16:00 - 17:00  
8:00 - 10:00

**Objectives:**

By the end of the session participants will have Clear understanding of:

- How to analyze the information/data gathered during the CI-TNA process
- The key steps in data/information summarization and analysis
- The key elements of report writing

**Key contents:**

- Steps in data summary/ analysis
- Report elements

**Methods:**

- Brainstorming
- Presentation
- Case study
- Reflection
- Meditation

**Materials:**

- Colour cards, flipcharts, marker, tape, knife, scissors
- Handout in session 6 (#1: Steps in data analysis, # 2: Sample of TNA analysis and # 3 Report writing concepts)

**Step/ Activities:**

**1. Introduction and present session objectives, (16:00-16:10)**

**A. Energizer game:**

**B. Introduction to the session:** We have generated a lot of information / data from session 5 process. To understand what those information mean, we need to organize and analyze them. So, in this session we will discuss as to how to analyze the data, to interpret them and to write a clear report.

**C. Presenting the above session objectives:**

**2. Brainstorming on the definition of data analysis (16:10-16:30)**

Question: Based on your experiences:

- What is the difference between a data and information?
- What is data analysis?
- What are the key steps in data analysis?

**3. Presentation on data analysis (16:30-17:00)**

- Facilitator presents handout #1

- Large group discuss and compare the TNA theory with sample TNA analysis (handout # 2)

#### 4. **Exercise on report writing concepts (8:00-8:45)**

Instruction:

##### Step 1: Meditation

- Allow participants find a safe and quite place to sit or lie down in training room
- Tell them to close their eyes and to relax
- Facilitator say more about report concepts (10 minutes)
- Invite participant open their eyes

##### Step 2: Free writing

- Participants write down in the their work book of what they remembered during the meditation
- All participants must write non-stop 10 minutes
- Facilitator observes and find who writes longest
- Invite few participants to read what they wrote

##### Step 3: Refection

- How do you feel?
- What went well and not went well?
- What are the benefits of this exercise for you to write or reporting?
- What is a report?
- What a good quality report should have?

#### 5. Presentation of key concepts of report writing (8:45-9:00 )

- Facilitator explains the key points for writing a report ( handout 2)

#### 6. Practice on data analysis and writing a report (9:00-9:45) **including Break**

**Instruction:**

- Participants work by province
- Each province summarize data from session 5 and make a report (brief)
- Invite some provinces share the results
- Each province keep their results for use in the next session

#### 7. Conclusions: (9:45-10:00)

- Summary key learning points
- What have you learnt in this session?

## Handout 1: Data analysis

### 1. Definitions:

**Information:** Knowledge of specific events or situations derived from study, interview, consultation, experience, instruction or, exchange. For CI-TNA, factual information about the position and the position holder are needed. Information can be quantitative (data, numbers, percentage for example, out of 10 tasks I can complete only 50%) and qualitative (statements such as “my job performance is satisfactory” and observations).

**Use of information:** In every step of our daily life and work we use information all the time. Making decisions / choices based on factual information and on their analysis is important to avoid mistakes / wrong decisions. In CI-TNA context, factual information about the position holder, about his job requirements are gathered and analyzed to identify the gaps and to establish training objectives.

**Analysis – data/information:** Information on the same topic for example, on CI-TNA from many officials need grouping, tabulation, interpretation and analysis. It is a process of transforming the raw data into forms of useful information facilitating recommendations and supporting decision making. This is a process of understanding of what do the data when combined together mean. This is a process of translating / interpreting the CI-TNA survey information in terms of the key and common job performance issues and KSA improvement needs. Also, the analysis must include conclusions as to what to do in the CI-TNA context. Data analysis has many steps, approaches and involves many techniques.

**Report-ing:** The analyzed information and findings are then described and presented in a written document (report). For example, CI-TNA report.

### 2. Information processing /data analysis:

Questions you must ask	Steps you will take	Important elements of each step
What data / information have been collected during CI-TNA? Are data complete, accurate?	Prepare data for analysis	Review CI-TNA data collection experience Make an inventory of data for each part of the CI-TNA/targeted officials Organize data and check quality
What do the data / information look like? How can the data be summarized for easy analysis?	Summarize the data / information	Tabulation, means, proportions, listing, summarizing data in a compilation sheets, matrices, flow charts, diagrams and narratives (qualitative data)
How should the report be written	Write the report and formulate recommendations	Prepare outline / table of contents for the report Present and interpret/explain the data Draft and re-draft Discuss and summarize conclusions Formulate recommendations
How should the findings be translated into competency improvement training plans/solutions?	Draft how to implement the recommendations (training plans)	Discuss summaries and the plans for implementation with the Master Trainer/ stakeholders

**Key phases in data analysis:**

- Capture the information/data
- Review and clean the data
- Tabulate the data
- Interpret/summarize the data as to what do they really mean in terms of: key messages, key issues, common points, trends and of what we did not know before.
- Write the interpretations and summary findings from the data (report)
- Decide on the recommendation
- Check the findings and recommendations with the Master Trainer / key informants

**3. Steps in data analysis:**

1. Arrange a list of key issues, and arrange your findings according to this list. Look through your data, and look for differences, variations and contradictions. Judge the relative importance of the information.
2. Formulate a series of questions based on the CI-TNA objectives, and try to answer them using the collected information.
3. Use tables, diagrams, ranking methods and other analytical tools.
4. For further clarification, tabulate information. This pulls out key information from interviews and observations and allows comparison of differences. It also helps you to rely on facts rather than general impressions.
5. Check your results and conclusions by presenting them to key informants or a group of community members.
6. Be self-critical
7. Results have to be consistent and must not contradict each other. Two opposite statements cannot be true at the same time. If your results contradict, you must be able to explain why. Your findings have to be believable.

**4. Sample of TNA analysis:**

**Assessment Results of TNA**

**1. Participant's background:**

**a. Experiences of those who attended ToT**

<b>35 persons have attended ToT before, the contents they remember:</b>	<b>19 persons never attended ToT, the content they expected to learn:</b>
<ul style="list-style-type: none"> <li>• Facilitation skills</li> <li>• Training methods</li> <li>• Develop questionnaire/ questioning skill</li> <li>• Communication skill</li> <li>• Presentation skill</li> <li>• Dealing with difficult situation</li> <li>• Student centre method</li> <li>• Develop session plan</li> <li>• Listing skill</li> <li>• Writing skill</li> </ul>	<ul style="list-style-type: none"> <li>• Design visual aid</li> <li>• Energizer game</li> <li>• Protocol ceremony</li> <li>• Design course outline</li> <li>• Develop session plan</li> <li>• Pedagogy</li> <li>• Facilitation methods</li> <li>• Develop TNA</li> <li>• Questioning skill</li> <li>• Presentation skill</li> <li>• Course report writing</li> <li>• Facilitation skills</li> <li>• Pre and post test</li> </ul>

**b. A list of training provided to target groups at sub-national levels:**

<ul style="list-style-type: none"> <li>• Gender</li> <li>• Domestic violence law</li> <li>• Commune/Sanghat plan (CDP/CIP)</li> <li>• Commune situation analysis</li> <li>• Commune data collection</li> <li>• Monitoring and evaluation</li> <li>• Report writing</li> <li>• AIDS education</li> <li>• Disseminate environment law</li> <li>• Human resource management</li> </ul>	<ul style="list-style-type: none"> <li>• Human and children right</li> <li>• Contracts management system</li> <li>• Reproductive health</li> <li>• Land law</li> <li>• Project management</li> <li>• Facilitation skills</li> <li>• Animal production</li> <li>• Conflict resolution</li> <li>• Commune administration</li> <li>• Home garden</li> </ul>
---	--

**1. Trainer’s observation:**

No	Criteria	V. Poor	Poor	Med	Good	V.Good
1	Creative/innovation	4%	73%	21%	2%	4%
2	Flexible	4%	73%	21%	2%	4%
3	Knowledge and experience of training	38%	38%	19%	2%	38%
4	Presentation style (voice, body language/ movement, eye contact, humor and give instruction)	33%	44%	21%	2%	33%
5	Using question, receiving feedback and encourage people	33%	50%	13%	0%	33%
6	Design material/visual aid	40%	38%	21%	0%	40%
7	Time management	15%	33%	52%	0%	15%
8	Confident	13%	31%	54%	2%	13%
9	<p>Provincial Champion’s commitment (time) to work in Champion Development Project:  <i>Please indicate (record) of the provincial champion commitment in the project by circling one of the numbers on each scale given below:</i></p> <p style="text-align: center;"> <span style="margin-right: 20px;">1</span> <span style="margin-right: 20px;">2</span> <span style="margin-right: 20px;">3</span> <span style="margin-right: 20px;">4</span> <span style="margin-right: 20px;">5</span> <span style="margin-right: 20px;">6</span> <span style="margin-right: 20px;">7</span> <span style="margin-right: 20px;">8</span> <span style="margin-right: 20px;">9</span> <span>10</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">2%</span> <span style="margin-right: 20px;">2%</span> <span style="margin-right: 20px;">10%</span> <span style="margin-right: 20px;">27%</span> <span style="margin-right: 20px;">44%</span> <span style="margin-right: 20px;">13%</span> <span>2%</span> </p>					

**2. Ideas for being a good trainer/facilitator – identified by the Champions:**

<b>Ideas group 1</b>	<b>Ideas group 2</b>	<b>Ideas group 3</b>	<b>Total ideas all 3 groups</b>
<ol style="list-style-type: none"> <li>1. Listening skill</li> <li>2. Small group</li> <li>3. Questioning skill</li> <li>4. Prepare and deliver TNA</li> <li>5. Observation</li> <li>6. Design session plan</li> <li>7. Good attitude</li> <li>8. Time management</li> <li>9. Encouragement</li> <li>10. Role play</li> <li>11. Design visual aid</li> <li>12. Brainstorming</li> <li>13. Synthesis skill</li> <li>14. Dealing with difficult situation</li> <li>15. Adult learning</li> <li>16. Communication</li> <li>17. Presentation</li> <li>18. Pre-Post test</li> <li>19. Energizer game</li> <li>20. Course report</li> <li>21. Job analysis</li> <li>22. Case study</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening skill</li> <li>2. Small group</li> <li>3. Questioning skill</li> <li>4. Prepare and deliver TNA</li> <li>5. Observation skill</li> <li>6. Design session plan</li> <li>7. Good attitude</li> <li>8. Time management</li> <li>9. Encouragement</li> <li>10. Role play</li> <li>11. Design visual aid</li> <li>12. Brainstorming</li> <li>13. Synthesis skill</li> <li>14. Dealing with difficult</li> <li>15. Adult learning</li> <li>16. Communication</li> <li>17. Give feedback</li> <li>18. Course outline develop</li> <li>19. Safe environment</li> <li>20. Prepare training plan and budgeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening skill</li> <li>2. Small group</li> <li>3. Questioning skill</li> <li>4. Prepare and deliver TNA</li> <li>5. Observation skill</li> <li>6. Design session plan</li> <li>7. Good attitude</li> <li>8. Time management</li> <li>9. Encouragement</li> <li>10. Role play</li> <li>11. Design visual aid</li> <li>12. Brainstorming</li> <li>13. Synthesis skill</li> <li>14. Dealing with difficult situation</li> <li>15. Adult learning</li> <li>16. Presentation</li> <li>17. Give feedback</li> <li>18. Course outline develop</li> <li>19. Pre-Post test</li> <li>20. Energizer game</li> <li>21. Develop course objective</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening skill</li> <li>2. Small group</li> <li>3. Questioning skill</li> <li>4. Prepare and deliver TNA</li> <li>5. Observation skill</li> <li>6. Design session plan</li> <li>7. Good attitude</li> <li>8. Time management</li> <li>9. Encouragement</li> <li>10. Role play</li> <li>11. Design visual aid</li> <li>12. Brainstorming</li> <li>13. Synthesis skill</li> <li>14. Dealing with difficult situation</li> <li>15. Adult learning</li> <li>16. Communication (G<sup>1</sup>&amp;2)</li> <li>17. Presentation (G1&amp;3)</li> <li>18. Pre-Post test(G1&amp;3)</li> <li>19. Energizer game(G1&amp;3)</li> <li>20. Give feedback(G2&amp;3)</li> <li>21. Course outline develop(G2&amp;3)</li> <li>22. Course report (G1)</li> <li>23. Job analysis (G1)</li> <li>24. Case study (G1)</li> <li>25. Safe environment(G2)</li> <li>26. Prepare training plan and budgeting (G2)</li> <li>27. Develop course objective(G3)</li> </ol>

<sup>2</sup> G is group

### 3. Champions' self-assessment of level of knowledge, skills and abilities (KSA) and of related methods

No	Contents	Number of participants			Remark
		Need strong improvement	Need some improvement	Need little improvement	
1	Prepare and deliver TNA	65%	33%	2%	(3groups)
2	Synthesis skill	50%	48%	2%	(3groups)
3	Role- play	50%	42%	8%	(3groups)
4	Dealing with difficult situation	42%	50%	8%	(3groups)
5	Design session plan	40%	44%	19%	(3groups)
6	Adult learning	35%	50%	15%	(3groups)
7	Course outline develop	31%	17%	21%	(Group 2&3)
8	Questioning skill	29%	58%	13%	(3groups)
9	Observation skill	27%	54%	19%	(3groups)
10	Communication	19%	29%	17%	(Group 1&2)
11	Job analysis	19%	15%	0%	(Group 1)
12	case study	19%	8%	6%	(Group 1)
13	Design visual aid	17%	71%	13%	(3groups)
14	Brainstorming	17%	63%	21%	(3groups)
15	Time management	17%	48%	35%	(3groups)
16	Presentation skill	17%	35%	19%	(Group 1&3)
17	Develop course objective	17%	15%	4%	(Group 3)
18	Listening skill	15%	58%	27%	(3groups)
19	Encouragement	15%	40%	46%	(3groups)
20	Give feedback	15%	48%	6%	(Group 2&3)
21	Energizer game	13%	44%	13%	(Group 1&3)
22	Pre-Post test	10%	38%	19%	(Group 1&3)
23	Prepare training plan and budgeting	6%	15%	13%	(Group 2)
24	Good attitude	4%	67%	29%	(3groups)
25	Small group	2%	67%	31%	(3groups)
26	Safe environment	2%	31%	0%	(Group 2)
27	Course report	0%	15%	19%	(Group 1)

**Note:**

- Sometimes a Champion participant placed more than one dot (score) on a topic. This influenced the total number given being greater than the number of participants. Also, participants sometimes neglected to use all their dots and to score each topic.
- (3 groups) is the topic selected by 3groups
- (1&2 groups) is the topic selected by groups 1and 2
- (1&3 groups) is the topic selected by groups 1and 3
- (2&3 groups) is the topic selected by groups 2 and 3
- (group1) is the topic selected by only group 1
- (group2) is the topic selected by only group 2
- (group3) is the topic selected by only group 3

#### **4. Champions' self assessment of the challenges/difficulties in ToT**

##### **Design and deliver TNA**

- Never attended TNA course and implemented it
- Do not understand the methods and tools for apply
- Lack guides, manuals and reference documents
- Some departments in the province do not have written job description
- Difficult to develop questionnaires
- Some trainee don't tell the truth
- Lack TNA experiences
- Lack data analysis skill
- Difficult to make conclusions

##### **Synthesis/Analysis**

- Too much contents lead to difficulties in making summary
- Difficult to make decisions/conclusions
- Different level of participation on part of the participants ( Some participants dominated)
- Identify the key words
- Flexibility is limited
- Hesitation in organizing ideas
- Do not understand all aspects, ideas and concepts
- Difficult to judge ideas as to what is wrong and what is right

##### **Develop session plans**

- Identify the elements, prioritize contents in session format
- Estimate time, methods and make questions in relation to each content.
- Write course/session objectives in a way to be useful and effective.
- Update session plans and select appropriate document/ handout to respond to participant's need.
- Find related document and materials.
- Need clear session plans format.
- Find methods and materials to fit with the course contents

##### **Designing role play**

- Target groups did not want to participate during the training that related to old and status.
- Do not know the skills for leading role-play
- Participants are shy
- Difficult to write role-play instruction
- Difficult to select actors/actress
- Experiences for playing the leading role were limited.
- Difficult to make connection /Reflect from the role play to the contents of the session.

##### **Design case study**

- Do not know how to develop case study
- Difficult to find real case

- Difficult to create questions for reflection
- Sometimes participants felt that case study was about themselves
- Takes long time (develop and discussion)
- Create case study that is meaningful

## **Handout 2: Key concepts and points in report writing**

### **1. Definition**

A writing designed to provide information and to make decisions. A written account or description of events/activities/ projects (for example, TNA activities). The purpose of reports is usually to document and to inform. However, reports may usually have elements such as conclusions, recommendations for future actions the report reader might take. As for format, reports range from a simpler format with headings to indicate topics, to more complex formats including [charts](#), [tables](#), [figures](#), [pictures](#), [tables of contents](#), [abstracts](#), [summaries](#), [appendices](#), [footnotes](#), and references.

### **2. Key considerations in Writing a report**

1. Who will read the report?
2. How will the report be used?
3. Report needs to have a logical and clear structure. Structure the document in a way that makes the information flow logically in sequence and does not jump about from one thing to another and back again.
4. Report needs to be to the point and be specific
5. Report needs to use simple language and have a pleasant lay-out.
6. Keep the writing focused on the subject, doesn't wander off into different things.
7. Be clear and concise. That means make sure you know what it is you are trying to say and when you do say it clearly, and say it with as few words and as simply as possible.
8. Be specific in what is being presented; give details and explanations that are exact, not vague.
9. Avoid repetitions.
10. Avoid inappropriate personal judgments.
11. Allow enough time to prepare the document properly.
12. Keep to the deadline for the work, if there is one.
13. Draft, edit and proof-read the document before completion.
14. Always record, somewhere in the document, who has written it and the date on which it was produced.
15. Make sure the work is legible; there is no point in doing all this work to make a good

### 3. A good quality report

A report that has good quality means that it contains the following criteria:

- **Accuracy**  
The information given in the report must be accurate. In addition it needs to be up to date. Data from three years ago are not particularly useful when one can obtain last year's data.
- **Conciseness**  
Conciseness applies both to the content of the report, so that only relevant information is included, and as few words as possible are used.
- **Completeness**  
Although the report should be concise it must also be complete. Nothing relevant should be omitted.
- **Clarity**  
The report must be clear to the specific reader in three areas:
  - ✓ The language must be easy to understand
  - ✓ There must be a logical sequence in the presentation of information so that the reader can follow the progression of ideas without any difficulty.
  - ✓ The layout of the report must be neat and clear so that the reader can easily locate any specific piece of information.

### 4. The Report Writing Process

- 1) Identify the purpose (who it is for, what do they want to know, when it due is?)
- 2) Collect information
- 3) Analyze information
- 4) Order the information logically
- 5) Pick the main ideas and cut out unnecessary details
- 6) Draft your notes
- 7) Draft the report from your notes
- 8) Read, edit and proof-read
- 9) Final copy

### 5. Report writing style:

Remember that your reader is short of time and has other urgent matters to attend.

Therefore, the rules are:

- Simplify. Keep to the essentials.
- Justify. Make no statement that is not based on facts and data.
- Quantify when you have the data to do so. Avoid “large”, “small”; instead, say “50%”, “one in three”.
- Be precise and specific in your phrasing of findings.
- Inform, not impress.
- Use short sentences
- Use adverbs and adjectives as little as possible.
- Be consistent in the use of tenses (past or present tense).
- Aim to be logical and systematic in your presentation.

## **6. Report format/components sample #1:**

TITLE and COVER PAGE

Executive Summary of the study/survey/TNA, Findings and Recommendations  
Acknowledgements

Table of Contents

1. Introduction/Background (statement of the problem that is sub-national M&E capacity development in PRDC ExCom/Line Department context including relevant activities to date).
2. Objectives
3. Methodology
4. Findings
5. Discussion
6. Conclusions and recommendations

## 7. Report format/components sample #2:

**Report Title:**

<b>Workshop dates:</b>	
<b>Duration:</b>	
<b>Training venue:</b>	
<b>No. of Participants:</b>	
<b>Trainer:</b>	

### I. Introduction

### II. Objectives and contents

- Objectives
- Contents

### III. Training Methodologies and processes

### IV. Training Outputs

#### A. Participants' Expectation and Evaluations

1. Expectation:
2. Evaluations:

#### B. Trainer's Observations and Assessment

Things that went well	Challenges

#### C. Results of training needs assessment

### V. Conclusions and Recommendations

#### A. Conclusions

#### B. Recommendations

### VI. Issues for Follow-up

Report prepared by

Date:

## 8. Report sample:

### Workshop Report on Assessment and Orientation of Provincial Champions

<b>Workshop dates:</b>	26–27 February, 05-06 and 10-11 March 2009
<b>Duration:</b>	2 days per workshop
<b>Training venue:</b>	NCDD Secretariat, Ministry of Interior, Phnom Penh
<b>No. of Participants:</b>	48 including 10 women ( <i>see annex 1</i> )
<b>Trainer:</b>	Mr Chhoun Bounna and assisted by Saing Hay

#### I. Introduction

As part of the sub- Sub-National M&E Capacity Development through Champions Development Project, the workshop was designed to assess the suitability of the “Champions” as provincial ToTs. Also, the workshop was to orient the Champions about the project and about their roles and responsibilities. The workshop was delivered in three rounds to cover 48 champions.

The objectives of this report are: a) to document the workshop outcomes and b) to share it with NCDD/PST and the PRDC ExComs. Information in this document comes from participants’ discussions and from facilitator’s observations.

#### II. Objectives and key activities of the workshop

##### ▪ Objectives

- #1: Orient the Champions about provincial ToT initiative.
- #2: Clarify mutual expectations.
- #3: Assess suitability of the participants as future provincial ToTs.

##### ▪ Key activities

Day 1:

- Opening remark
- Presentation of key features of the project
- Getting to know each other
- Sharing of expectations
- Discussion of champion’s roles, duties and responsibilities and target group
- Discussion on expectations of the project
- clarify the next steps in the project

Day 2:

- Review session in the morning.
- Assessment of participant’s experiences related to training.
- Identify topics for ToT.
- Workshop conclusion and final evaluation.

#### III. Workshop Methodologies and processes

The participants were organized into three groups. There were 16 participants (8 provinces) in each of the three workshop rounds. The same program, methods and processes were used in each round. The workshop, its session and processes were designed in ways:

- a) Firstly, to orient and discuss the project with the participants. Issues and questions namely, why was this M&E Capacity Development through Champions Development Project, its goal, benefit, timeline of the project, key roles of champions and champion's target groups, were discussed and clarified.
- b) Secondly, to gain information about the participant's background and in particular, training experiences (ToT).
- c) Thirdly, to gain information about participant's ability to develop training materials and process;<sup>3</sup> and
- d) Fourthly, to identify and assess knowledge, attitude, skill and motivation of the participants and to explore the key challenges faced by the trainers.

The workshop included a mixture of methods and tools such as: presentation, small group work and plenary discussions, sculpture role play and an exercise called "myself as a good trainer", Yes and No method, reflection, morning review session, energizer game, sharing expectation, drawing and an assessment wheel tool.

## IV. Workshop Outputs

### A. Participants' Expectation and Evaluations

1. **Expectations:** At the beginning of the workshop, participants were asked to assess their issues involving work as trainer/facilitator, expectations and to express their concern and suggestions to make the workshop effective. Majority of the participants had issues regarding session plan development, evaluation of training course, training curriculum development, transfer of knowledge to the trainees. They expected to gain new knowledge and skills, to be a good trainer, knowing other participants, knowing champion's roles, experience of TNA and to understand new methods for training. The concerns expressed were: not enough time, difficulty to follow fast speaking facilitators; difficult to understand English language and difficult to understand workshop and project concepts. Majority of suggestions were: to find new methods for practicing, to add more time, to make good communication, to follow ground rules and to supply training and learning materials. (*See annex 2*).
2. **Evaluations:** At the end of the workshop, the participants were asked to assess and to comment on various aspects of the orientation workshop, including the overall achievement of workshop objectives, most and least helpful sessions, comments to improvement for next workshop and the most enjoyable part of the workshop. Majority of the participants indicated that the course objectives were achieved satisfactorily, that the sessions were useful namely, wheel assessment tool, way for getting to know each other, champion's roles and responsibilities, visual aid especially pictures, and methods. Most participants enjoyed the energizer games, facilitation style for facilitators, dynamic activities in class and participatory methods. Their only significant suggestions for improvement were: more time for the workshop and the facilitators should speak slowly. (*See annex 3*).

---

<sup>3</sup> Training process refers to preparation before training, during training and post course.

## B. Trainer's Observations and Assessment

The trainer and trainer assistant observed the participants' reactions and movements in order to assess their understanding of the concepts of the project, of the training and of the ToT as well as of their participation and contribution. The things that did go well and the things that did not go so well are presented in the table below:

Things that went well	Challenges
<ul style="list-style-type: none"><li>• Each and every participant was very committed to learning. This was proved by the close attention they paid to the sessions throughout the workshop and by strong note-taking skills.</li><li>• Participants actively shared and discussed their ideas, particularly, during the pair-work exercises.</li><li>• Participants respected the ground rules: there were rarely latecomers or phone calls during the sessions.</li><li>• Most participants in each group showed good team work, cooperation and friendliness.</li><li>• Most participants had clear tone of voice and their explanation was easy to follow.</li><li>• Some participants were seen confident during presentation in the class of their group work.</li></ul>	<ul style="list-style-type: none"><li>• The participants had very different levels of experience in delivering training or in facilitating workshops. There were 35 participants who attended TOT before and 13 did not.</li><li>• There were 2 participants who asked to be exempted from the project due to other commitments.</li><li>• Most of the participants lacked experiences about designing training, conducting TNA, developing training curriculum and session plans.</li><li>• Most participants lacked the use of participatory methods, for example, they were not clear on how to fit appropriate methods to specific contents.</li><li>• Almost all participants were poor in designing visual aids.</li><li>• Most participants did not show much about the art of facilitation, for example, they lacked how to make introduction, how to make observations and how to do questioning, and how to use eye contact, body language and humor.</li><li>• Most presenters did not summarize and make conclusions.</li><li>• Based on the discussion, all three groups did not show that they conducted rehearsal/dry run before they provided training.</li><li>• Most participants from ExCom M&amp;E focal points were concerned about how to conduct the TNA of the ExCom M&amp;E focal point colleagues.</li></ul>

## C. Results of training of needs assessment

The trainer used two methods for assessing champions need for TOT training contents. First method used was “myself as a good trainer” to explore a lot of topics as inputs to TOT training development. Second method used was “wheel assessment tool” to prioritize the topics by exploring “myself as a good trainer” method. Based on this assessment, the possible topics/contents for TOT in May-June 2009 are identified as follows:

- Prepare and deliver TNA
- Role-play method
- Develop training curriculum
- Questioning skill
- Dealing with difficult situation
- Develop course objective
- Brainstorming method
- Synthesis skill
- Case study
- Develop session plan
- Observation skill
- Job analysis

*(See result of TNT analysis in annex 4)*

## **V. Conclusion and Recommendations**

### **A. Conclusion**

The workshop objectives were achieved satisfactorily, as assessed by most of the participants. Many assessed themselves with high commitment to Capacity Development through Champions Development. However, there were some significant challenges such as that most of the participants did not have prior experience in training design. Two of the champions decided to drop out of the project.

Based on the discussions, there appeared to be a high need for the participants to improve/develop TNA and a course outline. Participants did have only some knowledge about and experience with training. Some of the participants did have long experience in lecturing. But they never developed training curriculum by themselves. They only received training manual from other institutions for delivering training to target groups.

In order to provide training with quality and successfully to targeted officials, the trainers not only need to be confident on technical contents and in giving lectures but also confident on how to use participatory methods, multi-skills, creativity. Also, they need to be flexible with an appropriate attitude.

### **B. Recommendations**

Based on the workshop outcomes and the feedback, the trainer would like to recommend to all stakeholders to consider providing TOT training to provincial champions:

1. To replace vacant champion position in Prey Veng and Preah Vihear provinces quickly.
2. A two week long TOT training program for the provincial champions: first week focus on part of training design in particular TNA, job analysis, design questionnaire for interviewing,

develop training curriculum, session plan, pre and post test and evaluation. Second week focus on performance delivery of trainer/facilitator including ToT knowledge, attitudes, skills, methods and tools for trainer/ facilitator.

3. PSDD and All ExCom should supporting and motivation to the provincial champion's activities

#### **VI. Issues for Follow-up**

- To replace vacant champion position in Prey Veng and Preah Vihear provinces quickly.
- Assign tasks to the provincial champions: 1) list name of all M&E focal points, 2) complete self assessment form sends to master-trainer, 3) read documents that related to TOT and champions development project and 4) get ready for the TOT in May-June 09.
- Priority tasks for the Master Trainer: 1) Finalize the contract with selected champions 2) develop tools for provincial champions to collect data and interview with their target group, 3) TNA analysis, 4) design and develop TOT training. This understanding should be considered as an agreement that the issue needs to be followed up.

#### **Report prepared by**

**Chhoun Bounna**

26 March 2009

**TOT Module1: Training Design**  
**May 2009**  
**Day4: Session 7**  
**Develop course outline / training curriculum**

**Trainer:**

**Time:** 10:00 - 12:00  
14:00 - 17:00

**Objectives:**

By the end of the session participants will have:

- Identified key elements of a training curriculum
- Designed/ developed concrete course objectives
- Clear understanding of the key steps in designing of a training curriculum

**Key contents:**

- Training curriculum format
- Criteria for writing training objective
- Steps involved in designing a training curriculum

**Methods:**

- Brainstorming
- Presentation
- Practice by Provincial Champions

**Materials:**

- Colour cards, flipcharts, marker, tape, knife, scissors
- Handouts from session 6 (#1 **Training curriculum formats**, #2 **Criteria/guideline to set components in Training curriculum and #3 Sample TOT Training Curriculum/Course Outline**)

**Steps / Activities:**

**1. Introduction and present session objectives, (10:00-10:15)**

**A. Energizer game:**

**B. Introduction to the session:** You have new of some guidance for data analysis and writing report process and also you have information for develop training curriculum/course outline. This session will explain you how to write components in course outline.

**C. Presenting the above session objectives:**

**2. Brainstorming on training course outline components (10:15-10:30))**

A. Question: Based on your experiences:

- What are the key components a training course outline must have?

B. Facilitator consolidates participants' ideas and shares with them a course outline format. (handout #1)

**3. Small group work on each of the training course outline components (10:30-11:15)**

Instructions:

- Divide participants in 3 groups
- Group 1 discusses the criteria for writing a training objective
- Group 2 discusses the guidelines for determining the training course contents
- Group 3 discusses the factors to consider when selecting training methods
- Each group presents their results
- Facilitator presents handout #2

**4. Practice of develop training curriculum (11:15-12:00) and (14:00-16:45, include break 15minuts)**

**Instruction:**

- Participants work by own province
- Each province develops training course objectives and create course outline
- Invite some provinces to share the results
- Each province keep their results for use in next session

**5. Conclusions: (16:45-70:00)**

- Summary key learning points
- What have you learnt in this session?

**Handout #1: Training curriculum formats**

**Model 1:**

- **Course aim:**
  
- **Course objectives:**
  
- **Course outline:**

Session topic	Specific learning objective	Necessary key contents	Methods / tools	Existing reference material	Time needed

**Model 2:**

Date/ time	Subject-Matter	Specific objectives	Methods / tools	Material	Person responsible

**Handout #2: Criteria/guidelines for developing each component of the training curriculum.**

**1. Criteria for developing course aim and objectives**

**A. Course aim/general objectives:**

- Describe what positive change in knowledge, skill and abilities (KSA) the training aims at and would bring to the trainees/participants
- A concise and clear statement of the aim or intent of the training program
- Generally the course aim would need to be captured in one sentence

**B. Course objectives:**

**Option1:**

- Relevant to the work situation of the trainee officials
- Designed to improve on the job performance
- Achievable
- Definable/measurable in terms of behavior or specific changes in knowledge, skills and abilities (KSA)
- Specific and that can be evaluated

## Option 2:

1. **Time:** When do you expect to see the desired level of KSA?
2. **Performance:** What do you expect the trainee officials to be able to do as the training result?
3. **Quality:** How well do you expect the trainee officials to perform?

**Example:** By the end of the training session, the trainee officials will be able to write training objectives properly and correctly.

**Time:** By the end of the training session

**Performance:** The trainee officials will be able to write training objective clearly.

**Quality:** At least 3 of the training objectives developed are correct.

## 2. Guideline for determining contents

- Consider what outcomes in terms of knowledge, skill and abilities (KSA) improvements are expected of a participant as result of the training.
- Select the most important topics that must need to be included in the training program considering available time, facilities, manpower and related resources.
- Break down major topics into more specific components.
- For each specific component, make a list of the specific skills that a trainee should acquire / develop through the training.

## 3. Factors to consider in selecting training method

- Objectives of the training
- Subject matter/ technical contents coverage
- Learning activities that are to be assigned to the participants
- Characteristics of the participants
  - Size of the group
  - Educational attainment
  - Level of maturity
  - Previous training
  - Motivation
- Availability of manpower
  - Trainer
  - Support personnel
- Training spece/facilities, equipment and instructional materials
- Time available for training
- Cost

## 4. Assumptions in selecting training methods

- participants have varied past learning and experiences

- Learners learnt best if they participate actively
- The more the participants are actively involved in a learning situation, the more effective the learning will be.
- There is no best training method. A combination of methods is expected to bring better results.

#### **5. The way for finding existing reference materials**

- The Master Trainer
- Books
- Handouts
- Other documents ( real cases, best practice, report and research results
- Library
- Internet
- Relevant persons (ask advise)/ other Champions

#### **6 The way for identify time**

- Based on the contents and methods to be used
- For example:
  - 15- 20 minutes for brainstorming, pair work, large group discussions
  - 10-15 minutes for energizer game
  - Around 45 minutes for small group work, case study and role-play including reflection
  - 30 minutes or more for presentation

### Handout #3: Sample TOT Training Curriculum/Course Outline

#### Training program aim:

The Provincial Champions have increased their confidence, knowledge, skill and abilities (KSA) in organizing and facilitating CI-TNA and training.

#### Module 1:

**Course Objectives:** by the end of the course participants will have:

- ◆ Better understanding of the concepts of competency based the training
- ◆ Ability to prepare and deliver TNA including trainee and job analysis
- ◆ Clear understanding on how to design course outline/training curriculum
- ◆ Ability to develop concrete session plans and to conduct pre- and post tests/evaluations.

Session topic	Specific learning objective	Necessary key contents	Methods /tools	Existing reference materials	Time needed
1.Course Introduction	<ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Express their expectations and fear for this course</li> <li>- Understanding of the course objectives and schedule</li> <li>- Set the ground rules for the course</li> <li>- Self assessment of their ability as ToT</li> </ul>	<ul style="list-style-type: none"> <li>- Course aim, objective and schedule</li> <li>- Expectations and fears</li> <li>- Ground rules</li> <li>- Daily journalist</li> <li>- Pre-test</li> </ul>	<ul style="list-style-type: none"> <li>- Opening ceremony</li> <li>- Introducing game</li> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Review</li> <li>- Individual work</li> </ul>	<ul style="list-style-type: none"> <li>- Course aim, objective and schedule</li> <li>- Orientation workshop ground rules</li> <li>- Daily journalist form</li> <li>- Pre-test form</li> </ul>	4 hours
2. Concepts of competency based training (CBT)	<ul style="list-style-type: none"> <li>- Understand the definition of Competency Improvement Training (CIT)</li> <li>- Describe the key elements of CIT</li> <li>- Explain similarities and differences between CIT and subject/topic based another training</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of CIT training</li> <li>- Elements of CIT</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Small group</li> <li>- Matching game</li> </ul>	<ul style="list-style-type: none"> <li>- Proposed CIT system Handout</li> </ul>	3 hours

Session topic	Specific learning objective	Necessary key contents	Methods /tools	Existing materials reference	Time needed
3. Foundation of competency improvement training need assessment (CI-TNA)	<ul style="list-style-type: none"> <li>- Understand definition CI-TNA</li> <li>- Explain the steps in trainee and job analysis</li> <li>- Practice Job analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of CI-TNA</li> <li>- Trainee analysis</li> <li>- Job analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Case study</li> <li>- Role-play</li> <li>- Reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Performance Objectives Manual Book</li> <li>- Jean Barbazette Book</li> <li>- Dr. Kenneth Kee/NU/HR/ T.6 UD :2006</li> <li>- Job/task analysis tools</li> </ul>	4 hours
4. CI-TNA through questionnaire	<ul style="list-style-type: none"> <li>- Describe step preparation of questioner</li> <li>- Explain how to write a good questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- Types of questionnaire</li> <li>- Step in questionnaire preparation</li> <li>- Types of closed-ended question</li> <li>- Guidelines for writing a good questionnaire</li> <li>- Tips on using the questionnaire effectively</li> <li>- Advantages and disadvantages of questionnaire</li> <li>- Tips on observation</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Practice</li> </ul>	<ul style="list-style-type: none"> <li>- Performance Objectives Manual Book</li> <li>- Sample questionnaire</li> </ul>	4 hours
5. CI-TNA through interview	<ul style="list-style-type: none"> <li>- Describe the steps: preparation and deliver of interview</li> <li>- Explain some tips on interview</li> <li>- Experience as a good interviewer</li> <li>- Explain observation techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Steps: preparing for an interview</li> <li>- Steps in interview/ discussion</li> <li>- Tips on conducting an effective interview</li> <li>- Advantages and disadvantages of interview</li> <li>- Tips on effective observation</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Small group work</li> <li>- Role- play</li> <li>- Reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Performance Objectives Manual Book</li> <li>- Preparation tools</li> <li>- Do's and Don'ts with trainees</li> <li>- Observation skill, handout</li> </ul>	5 hours

Session topic	Specific learning objective	Necessary key contents	Methods /tools	Existing materials reference	Time needed
6. Summarization/ analysis of data and report writing	<ul style="list-style-type: none"> <li>- Understand the steps in summarization / analysis of data/ information</li> <li>- Describe report elements</li> </ul>	<ul style="list-style-type: none"> <li>- Steps in data summarization / analysis</li> <li>- Report's element</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Case study</li> <li>- Reflections</li> <li>- Meditation</li> </ul>	<ul style="list-style-type: none"> <li>- VBNK M&amp;E course</li> <li>- Results of orientation workshop (TNA analysis and report)</li> </ul>	3 hours
7. Develop course outline/training curriculum	<ul style="list-style-type: none"> <li>- Identify element of training curriculum</li> <li>- Develop concrete course objective</li> <li>- Explain step of design training curriculum</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Training curriculum format</li> <li>- Criteria for writing training objective</li> <li>- Steps: design of training curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Practice by Provincial Champions</li> </ul>	<ul style="list-style-type: none"> <li>- Performance Objectives Manual</li> <li>- Examples Training curriculum format</li> </ul>	5 hours
8. Develop training session plan	<ul style="list-style-type: none"> <li>- Give information about what is a good session plan;</li> <li>- Choose the important points for writing session plan;</li> <li>- Explain how to design a session plan</li> </ul>	<ul style="list-style-type: none"> <li>- Key elements: training session plan</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation</li> <li>- Small group work</li> </ul>	<ul style="list-style-type: none"> <li>- Session plan formats</li> </ul>	4 hours
9.Course review	<ul style="list-style-type: none"> <li>- Review and draw lessons learned from 5days training</li> <li>- Develop action plan</li> <li>- Evaluate training course</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Key points from each session</li> <li>- Key elements for developing action plan and</li> <li>- Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Game for review and draw lessons learned</li> <li>- Large group discussion</li> <li>- Provincial work</li> </ul>	<ul style="list-style-type: none"> <li>- Action plan format</li> <li>- Course evaluation format</li> </ul>	3 hours

## Module 2:

**Course Objectives:** by the end of the course participants will have:

- ◆ Better understanding of the concepts of training capacity building particularly, on training, facilitation and coaching
- ◆ Developed and practiced methods, tools and skills for training facilitation as a trainer
- ◆ Identified issues and needs to be considered when organizing and facilitating training including challenges faced and on how to overcome them
- ◆ Demonstrated improvement in KSA required of a good training facilitator

Session topic	Specific learning objective	Necessary key contents	Methods / tools	Existing reference material	Time
1. Review training module and action plan	<ul style="list-style-type: none"> <li>- Explain objectives and schedule of module 2</li> <li>- Review ground rules</li> <li>- Identify what went well and what did not go well of implementing the action plan</li> </ul>	<ul style="list-style-type: none"> <li>- Aim, objective and training course schedule</li> <li>- Expectations and fears in M2</li> <li>- Ground rules</li> <li>- Results of the action plan</li> <li>- Daily journalist</li> </ul>	<ul style="list-style-type: none"> <li>- Game review name</li> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Small group work</li> <li>- Reflections</li> <li>- Exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Aim, objectives and training course schedule</li> <li>- M1 ground rules</li> <li>- Champion's results on the action plan</li> </ul>	4 hours
2. Capacity building approach to training, facilitation and coaching skills	<ul style="list-style-type: none"> <li>- Understand the definition of capacity building, training, facilitation and coaching</li> <li>- Identify similarities and differences between training, facilitation and coaching</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of competency improvement training, facilitation and coaching</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Drawings</li> <li>- Reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of training, facilitation and coaching</li> <li>- similarities and differences between training, facilitation and coaching</li> </ul>	3 hours
3. Adult learning / continuing education	<ul style="list-style-type: none"> <li>- Understand how do the adults learn</li> <li>- Understand of peoples' learning styles</li> </ul>	<ul style="list-style-type: none"> <li>- Adult learning</li> <li>- Concepts of learning styles</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Matching game</li> </ul>	<ul style="list-style-type: none"> <li>- Handout on adults learning</li> <li>- Netherlands course</li> </ul>	4 hours
4. Good role of trainer/facilitator	<ul style="list-style-type: none"> <li>- Explained the roles of good facilitator</li> <li>- Gained experiences the rules of facilitator</li> </ul>	<ul style="list-style-type: none"> <li>- Role of good facilitator (quality, behaviour, skill and method/tool of facilitator)</li> <li>- Rule of facilitator</li> </ul>	<ul style="list-style-type: none"> <li>- Game "Yes and..."</li> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Practice</li> </ul>	<ul style="list-style-type: none"> <li>- Handout on the roles and responsibilities of facilitator</li> <li>- Pictures of 8 rules of a facilitator</li> </ul>	3 hours

Session topic	Specific learning objective	Necessary key contents	Methods / tools	Existing reference material	Time
5. Developing visual aids for training facilitation	<ul style="list-style-type: none"> <li>- Gain knowledge and experience on developing some required visual aids for their training/ facilitation</li> </ul>	<ul style="list-style-type: none"> <li>- Guidelines and principles on how to develop and use some kinds of visual aids</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Small group work</li> </ul>	<ul style="list-style-type: none"> <li>- Hand out on principles in the use visual aids</li> </ul>	3 hours
6. Participatory methods for training/facilitation	<ul style="list-style-type: none"> <li>- Gain knowledge and experience on some useful facilitation methods.</li> <li>- Have the ability to reflect using ARLP as a tool.</li> </ul>	<ul style="list-style-type: none"> <li>- Some useful facilitation methods ( brainstorming, small group work, pair work, role-play, case study, information market, development coffee, inner voice, etc )</li> <li>- ARLP as a tool for reflections and learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Group discussion and reflection</li> <li>- Practicum</li> </ul>	<ul style="list-style-type: none"> <li>- Handout on facilitation methods</li> <li>- ARLP tool</li> </ul>	4 hours
5. Skills as necessary for training / facilitation	<ul style="list-style-type: none"> <li>- Understand some effective skills for facilitation</li> <li>- Have the ability to use those skills through practice</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- presentations</li> <li>- Questioning</li> <li>- Active listening</li> <li>- Summary/synthesis</li> <li>- Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Handout on observation , questioning, listening, summary/synthesis and feedback</li> <li>- Pictures for exercise</li> </ul>	7 hours
6. Dealing with difficult situations and encouraging participation	<ul style="list-style-type: none"> <li>- Gain more confidence in dealing with difficult participants.</li> <li>- Increase knowledge about how to encourage participation.</li> </ul>	<ul style="list-style-type: none"> <li>- Tips on encouraging participation.</li> <li>- Some guidance on how to deal with difficult participants and/or situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Role - play</li> <li>- Pair/group work discussion</li> <li>- Practicum ( group 2 , deliver one session and group 3 facilitate a session )</li> </ul>	<ul style="list-style-type: none"> <li>- Handout: Tips for encouraging participation.</li> <li>- Some guidance for dealing with difficult participants and/or situations.</li> </ul>	3 hours
7.Course review	<ul style="list-style-type: none"> <li>- Self post-test assessment</li> <li>- Review and draw lessons learnt from 5days training</li> <li>- Develop action plan</li> <li>- Evaluate the training course</li> </ul>	<ul style="list-style-type: none"> <li>- Post-test evaluation</li> <li>- Key points from each session</li> <li>- Key elements for developing action plan and for course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work game for reviewing and drawing lessons learnt</li> <li>- Large group discussion</li> <li>- Closing ceremony</li> </ul>	<ul style="list-style-type: none"> <li>- Pre and post test forms</li> <li>- Action plan format</li> <li>- Course evaluation format</li> </ul>	4 hours

**TOT Module1: Designing Training Program**  
**Day5: Session 8**  
**Develop session plan**

**Trainer:**

**Time:** 8:00 - 12:00

**Objectives:**

By the end of the session participants will have:

- Received information about how to make a good training session plan
- Understood the important points in writing a training session plan;
- Understood as to how to design a training session plan

**Key contents:**

- Key elements of a training session plan

**Methods:**

- Role play
- Brainstorming
- Presentation
- Practice by provincial Champions

**Materials:**

- Colour cards, flipcharts, marker, tape, knife, scissors
- Handouts from session #8 (session plan definition, session plan format and sample session plan)

**Steps / Activities:**

**1. Introduction and present session objectives, (8:00-8:20)**

**A. Energizer game:**

**B. Introduction to the session:** Session plan is the basis for conducting a training. A session plan helps the trainer, facilitator and the presenter with training session delivery, time management and the participants from not getting bored and disinterested. Now it is time that we break down the training into detailed session plans. Are you surprised with this activity? What are the components that you should consider in developing a session plan? In this session, you have the chance to pick-up the course topic one by one from training curriculum and to write into detailed session plan.

**C. Presenting the session objectives above:**

## **2. Role-Play (8:20-9:15)**

### **Instructions:**

- Facilitators as a actor/actress
- Participants as observers
- Role of first facilitator: He/she teaches a topic without a session plan (topic is designed based training curriculum). He speaks without a structure, without looking at his notes; some times he talks outside of the topic and misses the content and the points.
- Role of second facilitator: He/she teaches the same topic but based on his session plan. He/she presents the topic objectives, contents and makes conclusion.

### **Reflection:**

- What did you see/ notice?
- Which of the two facilitators was the best? Why?
- What is good session planning?
- What do you think are some of the advantages of session planning?

## **3. Plenary discussion: (9:15 –9:45)**

- What are the components that should be included in the session plan? Format?
- Facilitator synthesis participants' ideas into session plan format
- Facilitator share some model formats (*handout session #8*)

## **Break (9:45-10:00)**

## **4. Practice of developing a session plan(10:00-11:45)**

### **Instructions:**

- Participants work by the province
- Each province develops course objectives and creates course outline
- Invite some province to share the results
- Each province will keep their results for use in the next session

## **5. Conclusions: (11:45-12:00)**

- Summary key learning points
- What have you learnt in this session?

## Handout session #8:

### 1. Definition of session/lesson plan

- A training session / lesson plan is the blue print of a given training topic that a trainer must have.
- Good lesson planning is a process of deciding what to do, how to do it and when to do it. Decisions are made beforehand so as nothing is left to chance. A good plan allows a teacher to command and control the training/session delivery as planned. A fortune teller tries to predict the future; a wise teacher attempts to control the training outcomes to the best he can with a session/lesson plan.

### 2. Session plan format:

Model #1

Name of facilitator:	Name of the lesson	Time:
Objective:		
Key contents:		
Methods:		
Materials:		
Steps/Activities:		
1.		
2.		
3.		

Model #2:

#### **COURSE TITLE:**

<b>Topic:</b>	<b>Duration:</b>	hours
<b>Session plan No.</b>	<b>Time of the day</b>	
<b>Day:</b>	<b>Trainer</b>	

#### **Session objectives:**

#### **Key contents:**

- 1.
- 2.

KLP	Action/Procedure	Time/Materials required
1.		
2.		
3		
4		

Model #2:

Course title:.....

Session #.....: Session title:.....

Times	Specific Objectives	Contents	Methods and Processes	Materials

### 3. Session plan sample

**TOT Module1: Designing Training Program**  
**Day3: Session 8**  
**Develop session plan**

**Trainer:**

**Time:** 8:00 - 12:00

**Objectives:**

By the end of the session participants will have:

- Clear understanding about good session plan;
- Identified the important points in writing a session plan;
- Understood as to how to design a session plan

**Key contents:**

- Key elements of a session plan

**Methods:**

- Role play
- Brainstorming
- Presentation
- Practice by provincial champions

**Materials:**

- Color cards, flipcharts, marker, tape, knife, scissors
- Handout from session #8 (session plan definition, session plan format and sample session plan)

**Steps / Activities:**

**1. Introduction and present session objectives, (8:00-8:20)**

**A. Energizer game:**

**B. Introduction to the session:** Session plan is the basis for conducting a training. A session plan helps the trainer, facilitator and the presenter with training session delivery, time management and the participants from not getting bored and disinterested. Now it is time that we break down the training into detailed session plans. Are you surprised with this activity? What are the components that you should consider in developing a session plan? In this session, you have the chance to pick-up the course topic one by one from training curriculum and to write into detailed session plan.

**C. Presenting the session objectives above**

## **2. Role-Play (8:20-9:15)**

### **Instructions:**

- Facilitators as a actor/actress
- Participants as observers
- Role of first facilitator: He/she teaches a topic without a session plan (topic is designed based training curriculum). He speaks without a structure, without looking at his notes; some times he talks outside of the topic and misses the content and the points.
- Role of second facilitator: He/she teaches the same topic but based on his session plan. He/she presents the topic objectives, contents and makes conclusion.

### **Reflection:**

- What did you see/ notice?
- Which of the two facilitators was the best? Why?
- What is good session planning?
- What do you think are some of the advantages of session planning?

## **3. Plenary discussion: (9:15 –9:45)**

- What are the components that should be included in the session plan? Format?
- Facilitator synthesis participants' ideas into session plan format
- Facilitator share some model formats (*handout session #8*)

## **Break (9:45-10:00)**

## **4. Practice of developing a session plan(10:00-11:45)**

### **Instructions:**

- Participants work by the province
- Each province develops course objectives and creates course outline
- Invite some province to share the results
- Each province will keep their results for use in the next session

## **5. Conclusions: (11:45-12:00)**

- Summary key learning points
- What have you learnt in this session?

**TOT Module1: Training Design**  
**Day 5: Session 9**  
**Course review**

**Trainer:**

**Time:** 14:00 - 17:00

**Objectives:**

By the end of the session participants will have:

- Reviewed and drawn lessons learnt from the 5 day training
- Developed action plan
- Evaluated the training course

**Key contents:**

- Key points from each of the sessions
- Key elements for developing action plan and
- Evaluation of the training course

**Methods:**

- Bidding game for reviewing the training sessions
- Large group discussion
- Working by province creating action plan

**Materials:**

- Colour cards, flipcharts, marker, tape, knife, scissors, paper money
- Bidding questions
- Action plan form
- Final evaluation form

**Steps / Activities:**

**8. Introduction and present the session objectives, (14:00-14:15)**

**D. Energizer game:**

**E. Introduction to the session:** By now you have attended 8 sessions. In the process, you met others, learned about training and training needs assessment, got to know each other better and have renewed your commitment as a Champion Trainer. This is last session of module 1. In this session, we will review the key points from all previous sessions and each province will develop an action plan to take home to implement. At session's end, you will have the chance to evaluate the whole course and to give us feedback.

**F. Presenting the session objectives above:**

**9. Bidding game for course reviewing (14:15-15:45)**

**Instructions:**

- Facilitator has prepared 16 questions and answers; “right” and “wrong” are all mixed.
- Divide participants in 4 groups (4 provinces per group)

- Each group has one place to sit together
- Each group received \$200 (paper money) from the facilitator
- Facilitator explains the bidding procedures
- Facilitator reads out the question and answer one by one on the slides
- Each group makes considerations and bidding
- Facilitator tells to all groups about right or wrong question and answers
- By the end of the game, the group that bought most right questions and answers and saved money, is the winner. (*handout #1*)

***Break (15:45-16:00)***

***10. Develop action plan: (16:00 –16:30)***

- Facilitator explains the action plan form
- Participants from each province work together (make 2 copies, one to keep for themselves and another for the facilitator) (*handout #2*)

***11. Course evaluation (16:30-16:45)***

- Facilitator explains the evaluation form
- Participants work individual to fill final evaluation (*handout #3*)

***12. Conclusion: (16:45-17:00)***

- Invite some participants to share their interesting from 5 days training
- Closing ceremony

## Handout #1 Questions and answer for the bidding game:

Each group considers the following issues and answers. Some of them are right and some of them are wrong. Please buy the one your group think is with right answers.

1. Principle of CIT are:
  - Topics are defined by trainer
  - Topics are defined by nation level
  - Topics are defined by trainer's supervisor
  
2. Steps in CIT cycle include:
  - Competency standard document and Current competency assessment
  - Gaps identification through CI-TNA and CIT design and delivered accordingly
  - After training follow up support and evaluation of improved competency
  
3. Components of CI-TNA are:
  - Organization analysis
  - Person/position holder analysis
  - Task analysis
  
4. Task analysis is:
  - Finding the current level of knowledge skills and attitudes of the prospective trainees.
  
5. Techniques of data gathering are:
  - Good listening
  - Good recorder
  - Ability to analysis
  
6. Steps in questionnaire preparation are:
  - Write simply and clearly and make the meaning obvious
  - Ask discrete question.
  - Provide discrete response options and explain them
  
7. Statements that interviewer should avoid are:
  - Ask open-ended questions
  - Initially discuss general information
  - Respect respondent culture
  
8. Data that received from observation are:
  - Fact data
  - Quantitative data
  - Opinion data
  - Qualitative data

9. Good techniques for note taker are:
  - Clarify with speaker
  - Keep space for filling after
  - Use recorder
  
10. Process of data analysis are:
  - Prepare data for analysis
  - Summarize the data / information
  - Write the report and formulate recommendations
  - Draft how to implement the recommendations (training plans)
  
11. Some steps for writing a report are:
  - Identify the purpose
  - Collect information
  - Order the information logically
  - Pick the main ideas and cut out unnecessary details
  
12. Elements of training curriculum are:
  - Session topic and objectives
  - Key contents and methods
  - Reference materials and time
  
13. The criteria to develop session objective are:
  - Based on title of session
  - Based on participant's expectation
  - Based on results of TNA
  
14. Some factors to consider in selecting training method are:
  - Objectives of training
  - Characteristics of the participants
  - Training space facilities
  - Time available for training
  - Cost
  
15. Some tools for training/facilitation are :
  - Workbook
  - Session plan
  - Handout
  
16. Benefits of session plan are:
  - Easy to follow up for the training sponsors
  - Trainees not talk outside topic

**Handout #2 Action Plan**

Name/group:	Department:	province:
Supervisor:	Position:	Department:
Objective:		

**Please give details in the table below:**

Key activities	Date												Number of participants	Location	Sessions/Tools
	6				7				8						
	1	2	3	4	1	2	3	4	1	2	3	4			

Prepared by \_\_\_\_\_ Supervisor: \_\_\_\_\_

**Handout #3**

**Final Course Evaluation Form**

1. Are the course objectives met as set out at the beginning?  
Please tick (✓) in one of the boxes given below:

Not at all

a little

Somewhat

Quite a lot

fully met

2. What are the sessions/topics you found most useful?

3. What are sessions/topics you found least useful?

4. Please rate the points in table below using the scales provided about your understanding on the training process and contents:

	<b>V. Poor</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Contents					
Process/methods/tools					
Facilitators					
Workshop place					
Confident to conduct TNA					

5. Please indicate improvement of your facilitation skills after the course by circling one of the numbers on each scale given below:

\* Note: Number 0 = no improvement 10 = Improved very much

**Before** the ToT:



**After** the ToT:



6. What you think was the most enjoyable part of the training workshop?

7. Any suggestions/Comments:

Thank you very much indeed for all your comment for improvement as well as your good attention and contributions to the cour

**References:**

1. IRRI International Rice Research Institute, 1990. *Training and Technology Transfer Course*.
2. International Training Course 8-27 September 2008. *Facilitating Multi Stakeholder and Social Learning, Wageningen International, Netherlands*.
3. Jean Barbazette, 2006. *Training Needs Assessment*.
4. Men Kunrath, *Handout, proposed Competency Based Training System*.
5. VBNK, 2008. *Training of Facilitator for Room to Read organization*.
6. VBNK, 2004. *Focus Group Interview*.