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**Training Manual Template**

**Preface and Purpose of the Manual**

***Clarity:***

***Capacity:***

***Consistency:***

 ***Commitment:***

*Coordination* **11**

**1. Coordination**

* 1. **Pre-Training Planning**

**1.2 Training Logistics Checklist**



|  |  |  |  |
| --- | --- | --- | --- |
| **WHAT YOU NEED** | **WHERE TO FIND** | **HOW TO FIND THE** |  |
| **TO KNOW** | **THE ANSWER** | **ANSWER (STEPS)** | **TEAM NOTES** |

*Coordination* **13**

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**TRAINING LOCATION**

Access

Comfort Comfort

Training facility

Accommodation

Supplies on-site

Food and drink

**ADVERTISING**

Lead time for advertising

Information for nomination and

enrolment

Direct invitations

Other advertising ideas

**REGISTRATION**

Online or by email

By post

Other ways of registration

*Needs Assessment* **15**

**2. Needs Assessment**

**2.1 Assessing Needs**

**3. Design**

**3.1 Course Design Process**

**3.2 Learning Outcomes**



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| **FACT** | **ANALYSIS** | **UNDERSTANDING** | **APPLICATION** | **ATTITUDE** |
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**STEP 1:**

**WRITE** a

**STEP 2:**

**CONSIDER**

**For example**

**STEP 3:**

**For example**

**STEP 4:**

**THINK**

**Development**

*Development* **31**

**4. Development**

**4.1 Developing Material**

**A. Background and descriptive information.**

* 1. **Directions on how to use the curricula.**
	2. **Course planning forms and checklists.**
	3. **Guidance on tailoring each particular workshop so it matches the needs or wants of participants, or fits a program’s needs.**

**E. Specific, measurable, and realistic learning objectives.**

1. **Clear and complete course content.**
2. DEVELOPING TRAINING MATERIAL GUIDE

**G.Integrated evaluation plan/tools.**

* + **Process** -
	+ **Outcome** -
	+ **Impact** -

The **draft stage**—

The **final stage**—

|  |  |
| --- | --- |
|  | *Development* **35** |
| **1. Draft Stage** |
|  |  |
|  | **PLANNING** |
|  |  |
| **Step 1** | **Description** |



**CONTENT DEVELOPMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 2** | **Description** | **Est.** | **Date** | **Staff** |
|  |  | **Timeline** | **Due** | **Lead** |
| Draft text |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Word processing |  |  |  |  |
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| Editing |  |  |  |  |
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| Reviewer input |  |  |  |  |
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| Incorporate |  |  |  |  |
| reviewer input |  |  |  |  |
|  |  |  |  |  |
| Proofreading |  |  |  |  |
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**DRAFT LAYOUT AND PRELIMINARY REVIEW**

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| **Step 3** | **Description** | **Est.** | **Date** | **Staff** |
|  |  | **Timeline** | **Due** | **Lead** |
| Preliminary |  |  |  |  |
| design concepts |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Brief meeting |  |  |  |  |
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| Photo selection, |  |  |  |  |
| illustration |  |  |  |  |
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|  |  |  |  |  |
| Initial layout |  |  |  |  |
|  |  |  |  |  |
| Team review |  |  |  |  |
| of designs and |  |  |  |  |
| initial layout |  |  |  |  |
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| Discussion |  |  |  |  |
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| Revisions |  |  |  |  |
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| Finalise specs |  |  |  |  |
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|  |  |  |  | *Development* **37** |
| **2. Final Stage** |  |  |  |  |
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|  | **FINAL LAYOUT AND FINAL REVIEW** |  |  |  |  |
|  |  |  |  |  |  |
| **Step 1** | **Description** | **Est.** | **Date** | **Staff** |
|  |  | **Timeline** | **Due** | **Lead** |
| Text finalised |  |  |  |  |  |
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| Design refine- |  |  |  |  |  |
| ment and layout |  |  |  |  |  |
| of final text |  |  |  |  |  |
| Final team |  |  |  |  |  |
| review |  |  |  |  |  |
|  |  |  |  |  |  |
| Final revisions |  |  |  |  |  |
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|  | **PRINTING** |  |  |  |  |
| **Step 2** | **Description** | **Est.** | **Date** | **Staff** |
|  |  | **Timeline** | **Due** | **Lead** |
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**AFTER PRINTING**

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| **Step 3** | **Description** | **Est.** | **Date** | **Staff** |
|  |  | **Timeline** | **Due** | **Lead** |
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**4.2 Developing Presentations**

**Delivery**

*Delivery* **41**

**5. Delivery**

**5.1 Training Methods**

1. DEVELOPING TRAINING MATERIAL GUIDE

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|  |  | **POSSIBLE** |  |
| **METHOD** | **ADVANTAGES** | **DISADVANTAGES** | **COMMENTS** |
|  | **INFORMATIONAL** |  |
| **Lecture** | Conveys large sum | Audience is largely | Trainer should be an |
| **Lecture-Forum** | of information; fast; | passive. | interesting speaker, |
| (with question cards | efficient forum allows |  | able to self-limit and |
| or question/answer | exploration of content |  | stick to time, be able |
| period) | in more detail. |  | to facilitate questions |
|  |  |  | effectively. |
| **Panel** | Adds different points | Audience is largely | Leader must express |
| **Panel forum** | of view to content. | passive with excep- | solid set of ground |
|  |  | tion of expanding | rules and have skills |
|  |  | panel; expanding | to enforce them. |
|  |  | panel not practical |  |
|  |  | with groups larger |  |
|  |  | than 20. |  |
| **Debate** | Provides different | Audience is largely | Same as for panel. |
|  | points of view; | passive. |  |
|  | thought-provoking. |  |  |
| **Presentation** | Keeps participants | Learning points can | Trainer should |
| **Presentation with** | interested and | be confusing or lost. | structure listening |
| **Listening Teams** | involved. | A few participants | assignment with |
| (participants given | Resources can be dis- | may dominate the | clear purpose; must |
| listening assignment | covered and shared. | discussion. | select panellists from |
| before presentation | Learning can be | Time control is more | a cross-section of the |
| question speaker | observed. | difficult. | group. |
| afterward) | Lots of information; | Audience is largely |  |
| **Presentation with** | fast; new points | passive; reaction pa- |  |
| **Reaction Panel** | of view; a more | nel may not represent |  |
| (small group listens | organised question- | all views of the group. |  |
| and forms panel fol- | and-answer format; | Trainer orally presents |  |
| lowing presentation) | reaction panel can | new information to |  |
|  | speak. | the group. |  |

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|  |  |  | *Delivery* **43** |
| **Group Discussion** | Keeps participants | Learning points can | Trainer divides |
| (of given topic) | interested and | be confusing or lost. | large group into |
| **Buzz Groups** | involved. | A few participants | small groups; groups |
| (short, time-limited | Resources can be dis- | may dominate the | of 4–6 are most ef- |
| discussion on given | covered and shared. | discussion. | fective. |
| subject) | Learning can be | Time control is more | Small group has a |
|  | observed. | difficult. | short time to discuss |
|  | Participants are | Inexperienced leader | a topic or solve a pro- |
|  | active; allows chance | may be unable to use | blem |
|  | to hear other points | format for attitudinal | Trainer should be |
|  | of view; quieter | purposes. | able to give clear |
|  | people can express |  | instructions and keep |
|  | viewpoints and ideas. |  | discussion on target. |
|  |  |  | Main function is |
|  |  |  | judging when to cut |
|  |  |  | off discussion. |
| **Brainstorming** | Can get all partici- | The problem/is- | For idea generation |
|  | pants involved in | sue must be clearly | and creative group |
|  | collecting a lot of | defined. | thinking; all partici- |
|  | information. | Time control is more | pants present many |
|  | Quickly generate | difficult. | ideas as rapidly as |
|  | ideas. | Need clear trigger | possible on a problem |
|  | Good for problem- | questions and evalua- | or issue. Then group |
|  | solving; quick change | tion/discussion after- | organizes list into |
|  | of pace; filler; allows | wards; somewhat | categories for further |
|  | all to participate; | over-used method; | discussion. |
|  | validates ideas of | requires careful | Do not evaluate, criti- |
|  | group. | facilitation. | cize, omit, or discuss |
|  |  |  | contributions until all |
|  |  |  | are written; record |
|  |  |  | in contributor’s own |
|  |  |  | words; use another |
|  |  |  | person to record if |
|  |  |  | possible. |
|  |  | **POSSIBLE** |  |
| **METHOD** | **ADVANTAGES** | **DISADVANTAGES** | **COMMENTS** |
|  | **ATTITUDINAL** |  |
| **Task Groups** | Sustained interac- | Time consuming; | Keep groups small |
|  | tion allows quieter | requires great degree | and diverse with |
|  | people to express | of self-direction and | sustained interaction |
|  | themselves; validates | group maturity. | and clear purpose. |
|  | participants. |  |  |



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|  |  | **POSSIBLE** |  |
| **METHOD** | **ADVANTAGES** | **DISADVANTAGES** | **COMMENTS** |
|  | **BEHAVIOURAL** |  |
| **Role-Play** | Helps retention. | Requires preparation | Participants act out |
| **Mini-Role-Play** | Allows participants to | time. | problem-solving situ- |
|  | practice new skills in a | May be difficult to | ations similar to those |
|  | controlled environ- | tailor to all situations. | they will encounter in |
|  | ment. | Needs sufficient class | their workplace. |
|  | Participants are | time for exercise com- | Trainer needs skill |
|  | actively involved. | pletion and feedback | and understanding— |
|  | Observers can | Requires maturity and | must get people into |
|  | impact attitude and | willingness of groups; | roles, give directions, |
|  | behaviour. | requires trainer have | and establish a cli- |
|  |  | excellent facilitation | mate of trust. Trainer |
|  |  | skills. | needs insight into |
|  |  |  | how an activity may |
|  |  |  | pose a threat to some |
|  |  |  | individuals; ability to |
|  |  |  | help group process & |
|  |  |  | de-brief. Use in well- |
|  |  |  | formed group. Can be |
|  |  |  | structured into dyad, |
|  |  |  | triad, and fishbowl. |
| **“Movie”** (role-play | Useful in rehearsing | (Same as for role- |  |
| assisted by feedback, | new skills, behaviours. | play, intensive and |  |
| “more\_\_, or less \_\_”) |  | time consuming.) |  |
| **Simulation games** | Intense involvement; | Competitive; requires | A package game |
|  | practice skills in | a game and possibly | requires prep time |
|  | problem solving and | a consultant to | for the leader to |
|  | decision-making. | help facilitate; time | learn the rules and |
|  |  | consuming. | directions. |

*Delivery* **45**

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| **Case study** | Requires active partic- | Information must | Participants are given |
| **Mini-case study** | ipant involvement. | be precise and kept | information about a |
| (problem situations | Can simulate perfor- | up-to-date. | situation and directed |
| for small groups to | mance required after | Needs sufficient class | to come to a decision |
| analyse) | training. | time for participants | or solve a problem |
| **Critical incident** | Learning can be | to complete the case. | concerning the |
| (small section of case | observed. | Participants can be- | situation. |
| stating most critical or | Opportunity to apply | come too interested | Trainer needs to have |
| dramatic moment) | new knowledge; | in the case content. | knowledge and skills |
|  | requires judgment; | Case study must be | to “solve” the prob- |
|  | good assessment | relevant to learner’s | lem; may need to |
|  | tool; participants | needs and daily | design own studies; |
|  | active; chance to | concerns. | compare approaches |
|  | practice skills. |  | of several groups |
|  |  |  | and reinforce best |
|  |  |  | solutions. |
| **Demonstration** | Aids comprehension | Must be accurate and | Participants are |
| **Demonstration with** | and retention. | relevant to partici- | shown the correct |
| **practice** | Stimulates partici- | pants. | steps for completing a |
| (by participants) | pants’ interest. | Written examples | task or are shown an |
|  | Can give participants | can require lengthy | example of a correctly |
|  | model to follow. | preparation time. | completed task. |
|  | Allows for optional | Trainer demonstra- | Requires skill to |
|  | modelling of desired | tions may be difficult | model desired |
|  | behaviour/skill; can | for all participants to | behaviour; break |
|  | be active; good for | see well. | procedure down into |
|  | learning simple skills. | Method more effec- | simple steps; ability |
|  |  | tive if participants are | to provide feedback. |
|  |  | active; feedback must |  |
|  |  | follow immediately |  |
|  |  | after practice. |  |
| **Skills practice lab** | Different points of | Group should have | Act as a resource to |
| (small participant | view and feedback; | enough knowledge or | groups. |
| groups practice | participant active; | insight to coach one |  |
| together). | good for translating | another. |  |
|  | information into |  |  |
|  | skills. |  |  |

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|  |  | **POSSIBLE** |  |
| **METHOD** | **ADVANTAGES** | **DISADVANTAGES** | **COMMENTS** |

**PLANNING**

**Group discussion with decision-making re-garding a new action**

**Individual or group planning session with report**

Validates maturity and needs of group members; members have best insight into their problems and needs on-the-job; group leaves session with practical, constructive and mutual goals; groups get ideas from one another...

Requires mature group that can self-direct and stay on task; time consuming.

Leader serves as re-source once directions are given.

*Delivery* **47**

**5.2 Effective Communication Skills**

1. **Support the group of participants by building an atmosphere of trust and modelling a positive attitude.**
2. DEVELOPING TRAINING MATERIAL GUIDE
	* 1. **Ensure that the entire course content is covered.**
	1. **Model effective facilitation skills.**



*Training within the West Africa Disaster Management*

*Capacity Building project.*

*Photo: MSB*

**Evaluation**

*Evaluation* **51**

**6. Evaluation**

**6.1 Forms of Evaluation**

* + Keep the questions brief, no more than 10 or 12.

* 1. **Trainer Assessment:**
	2. **Participant Check-**

* 1. **Post-training participant feedback:** Suggested questions:

**6.2 Process Evaluation**

**Process Evaluation – Needs Assessment**

*Evaluation* **55**

**Process Evaluation – Training Design**

**Training-Model:** *Have training designers:*

**Structure:** *Have training designers:*

**Communication:** *Have training designers:*

*Evaluation* **57**

**Process Evaluation – Training Development**

**References**

*References* **59**

**References**

Swedish Civil Contingencies Agency (MSB) S-651 81 Karlstad Phone +46 (0)771-240 240 www.msb.se/en Order No. MSB507 - December 2012 ISBN 978-91-7383-303-5