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D17 Training module on HR development

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- PP Restricted to all participants of the project (including EU Services)
- RE Restricted to a special group of participants of the project (including EU services)
- CO Confidential, only for members of the consortium (including services of EU)

Disclaimer:

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The RENDEV project

The RENDEV project aims to explore ways to link microfinance and access to renewable energy, bringing a positive contribution in rural development and poverty alleviation in Bangladesh and Indonesia by increasing access to solar energy, the development of micro enterprise, and the provision of microfinance mechanisms tailored for low income people's needs.

The project started in January 2007 and will last until December 2009. RENDEV is financed by the European Commission under its Intelligent Energy line.

The main objectives of the RENDEV project are:






-  To promote development of income generating activities with renewable energy supply;
-  To identify measures justifying involvement of Small and Medium Sized Enterprises in the solar energy sector;
-  To build synergies between the microfinance sector, the renewable energy sector and the micro enterprises in Bangladesh and Indonesia;
-  To better inform stakeholders providing pro-poor sustainable renewable energy services;
-  To bring a positive impact on the quality of life in rural districts.

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I. Introduction

The following training methods are used in PlaNet Finance's training program and have been adapted to the Rendev project.

This report proposes innovative and user friendly learning processes, methods, and activities to communicate its course content to trainees.

1.1. The Main Benefits of training courses:

- Need-based and adapted training course design
- Participatory training module design enables customized training sessions to best meet local demands
- Comprehensive and innovative training module structure provides necessary guidelines to trainers to undertake effective training session, as well as inclusive and relevant subject material for trainees
- Three phase learning method assures maximum commitment through out the learning process and produces efficient outcomes for MFIs
- User-friendly, innovative and effective training methodology maximizes positive impacts on MFIs capacity building enabling them to improve their managerial competence.
- Increase in a cost-effective manner the professionalization of their staff
- Better respond to the needs and demands by ensuring training module adaptation

1.2. The necessary adaptation of content

Training courses are designed to be appropriate and focused: Skill development program for MFIs field level staffs needs to be designed with the organization's product and services in mind. It is important that all employees understand their responsibilities and the products that they are dealing with. As whatever strategy and product designed by the top management will be implemented through field staff and mid level managers, these staff should have appropriate training. With proper training mid-level staff will be able to properly perform tasks given by the top management.

1.3. Training courses have to be simple and decentralized.

Pre-service Orientation, Basic Courses on micro finance for new staff, and on-going training for field staff should be carried out at the field level. As a result of decentralized training program, MFIs can

II. How to develop training session?

II.1. Objectives of the training session

At the end of the session, each trainer will be able to:

- Present the sound basis of a training session to become a good trainer in house
- Develop and improve a training session
- Transfer to learners knowledge and expertise

II.2. Educational content

II.2.1. Personal development

- Attitudes of the trainer
- Words, questions to be used
- Empathy and listening
- Managing specific situations
- His Place in the session
- Preparing a session

II.2.2. Main learning skills and how to transfer knowledge

- The Lecture Method
- The Questioning Method
- The Showing and inducing Method
- The Discovering Method
- Which one and When?

II.2.3. Main learning Tools

- Case study
- Role Play
- Brainstorming
- Multiple Questions Choice Paper
- Knowledge control test
- Post-it method
- Lecture
- Work shops by groups

II.2.4. Improving a training session

- Description day by day of some compulsory points
- Contents
- How to manage the credit manual
- Evaluation of the session

II.3. TRAINING SKILLS

To insure an operational training, the following learning skills will be used, alternately, by the trainer:

- Technical presentations on the topics
- Specific individual exercises to illustrate the topics
- Works shops in groups, with case study, to improve the knowledge by working in team
- Questions-Answers between the trainer and the trainees to mix experiences and to confirm specific points

II.4. In conclusion: the 10 recommendations

Usually the following qualities are requested and may be tested during the first training sessions:

1. Attention and listening to the others
2. Humility, especially when he has not immediately the answer to a question
3. Always let the trainee asking for a question finishing what he had to say
4. Never ironic and accepting contradiction
5. He must always act as a professional: respecting the trainees, respecting the program and the objectives announced at the beginning. He must keep with flexibility and steadiness the training session management
6. Always trying to make a group in progress
7. Creating and impulsion an environment of kindness, respect and conviviality
8. Developing empathy means to be with the trainees, but not “suffering “with them.
9. The trainer is much more now a supporter trying to develop knowledge and know how than a teacher
10. As a summary, the trainer basic principles are:
 - LISTENING
 - EPHRASING
 - QUESTIONNING

III. Training methodologies

Learning is a process of gaining knowledge, skills, or attitudes through formal or informal means. Education is a process involving others as facilitators of learning. These others may be subject matter experts, instructional designers, or deliverers of instruction. Training is a learning process directly tied to specific situational results. In the case of training, the focus is usually based on improving individual and group behavior and performance, and on results to the organization.

Beginning with the end in mind, let's examine the results desired from training. Kirkpatrick (1) classifies these outcomes into four categories:

1. *Reaction* -- evaluates the training program itself (are the trainees satisfied?).
2. *Learning* -- focuses on changes in the participants as a result of the training (have skills, knowledge, or attitudes changed as a result of the training?).
3. *Behavior or performance* -- deals with the transfer of the learning to the job or organization (are the results of the training being applied?).
4. *Outcomes or results* -- is the impact of the training on the productivity and profitability of the organization. While education tends to focus on the first two of these, training should be evaluated by the last two -- on the transfer of learning to the success of the organization.

III.1. Main training methodologies

III.1.1. Lecture method

Principle: TO SAY

- How using it? Transferring knowledge by using different teaching tools
- The trainer can check the knowledge acquisition by using opened questions
- Trainees are listening and writing
- Duration of use: no more than 30 minutes. After, the trainee is not listening.
- You can't use this method at the training beginning, because trainees are not active in that situation. It is non participative method, which do not facilitate the trainee's topics appropriation.

The best use of this method: After an exercise or a case study, as synthesis or to progress in a new reflexion or to present a new

III.1.2. Interrogative method

Principle: TO MAKE THE LEARNER SPEAKING

- The trainer must create a good environment to make easier the trainees speaking. Starting from a written document, he asks questions and corrects the answers if necessary.
- The trainee is thinking and answering
- It's a good method to facilitate discussions trainer-trainees and trainees together. But the trainer must keep the control of the situation, if some trainees are speaking too much
- Don't use this method longer than 15 minutes, because of the non speaking trainees who won't accept this situation during a long time. All the trainees have to express an opinion or to answer to a question.

The best used of this method: in the morning to begin the training by a using opened questions or after lunch time, when the trainee's attention not at the top...

III.1.3. Demonstrative method

Principle: TO SHOW AND TO GET SOMEBODY TO DO IT

- The trainer explains and shows step by step, pointing the key topics and using opened and progressive questions to insure a good understanding by each trainee
- The trainee listens and explains the concepts he understood, asking questions to avoid misunderstandings.
- This method is used for memorizing, because you have a demonstration and after, exercises to illustrate what had been presented by the trainer. -You must respect the different steps of the training knowledge development and be sure that they had been well understood by each trainee
- The trainer's questions can't be too difficult or too accurate, to avoid problems with a non speaking trainee, for example

The best use of this method: To facilitate the know how

III.1.4. Discovering method

Principle: TO LET DISCOVERING

- The trainer uses this method for work shops or cases to be studied by groups. He manages the group's works giving advice and answering to questions, but leaving the groups discovering by themselves as much as possible.
- The trainee must be here helpful, and supporting the groups progress in finding the solution of the case
- Try to have groups of the same strength

- At the end of the exercise, he must present a synthesis referring to the groups solutions. He must not forget this reference
- Trainees have to discover by themselves, understanding by the action and not by listening
- The most important thing is to avoid a synthesis presented as a lecture, without referring to the case study trainees solutions.

The best moment for using this method: at a sequence beginning

III.1.5. In conclusion When and which Method?

Level of trainees/Training Goals	TO KNOW = knowledge acquisition	TO KNOW HOW = practices acquisition	TO KNOW HOW TO BE = changing behaviour
Expert	Lecture	Lecture	Discovering
Initiate	Interrogative	Demonstrative	Discovering
Beginning	Discovering	Discovering	Discovering

III.2. *How to mobilize trainees?*

III.2.1. Open Question

- It's a question waiting for an opinion, a fact, an idea or a explanation.
- The answer is usually long
- It always begins by the following word: How? Why? How Much? Where, what do you mean, what do you think about it?

III.2.2. Closed question

It's the simpler question, the most used in a usual discussion. The answer is no or yes.

It is used as a question for a confirmation of a fact or a price or a rate. By this question you stop any other question.

III.2.3. Alternative question

The answer is given by the answer which gives the choice between two solutions only. Do you prefer the seaside or the mountains? By this question, you can help a trainee in the choice of a case solution.

III.2.4. Get going question

You just used the end of a sentence of a trainee, and you change it a question. For example: this financial structure is usual and common..... **Yes common, because...**

III.2.5. Back Lash question

You answer to a question by another question *if you have a difficult question or a very specific question*. For example: I don't exactly understand what you mean. Could you repeat, please? Or could be more precise?

IV. Training session calendar

Some steps are very important and must be respected to get a winning session. The time will depend of content; the following planning gives an overview of the best way to improve training of trainers capacities.

The learning process consists of three steps that each trainee follows in order to complete the course.

A preparation phase consists of mandatory activities trainees are supposed to undertake before they can attend the training session.

The second session consists of a contact session during which trainees participate and interact.

A third and conclusive step is composed of follow-up activities destined to be completed after the contact session.

IV.1. First session

Here is the first challenge for the trainer. The development is as follows:

IV.1.1. 1- Presentation of the session.

Overall presentation = No more than ten/fifteen minutes

- Objectives of the training: why are you here?
- Contents: what are going to study together?
- Methodology: How are we going to progress together?
- Duration: How long are we going to be together?
- Practical organization of the session (hours of the session, breaks, lunch time): How is organized our timing session and the group life during the session?

Individual presentations of the trainers and the trainees = No more than five minutes for each presentation,

Who are you and what are you waiting from this session. Based on the three following questions:

- Identity: who is(s) he?
- Functions in the organisation and periods of different jobs in case of
- Personal objectives by attending to this session: What is he waiting for and why is (s) he here?

- This last point is very important and must correspond to the program announced before. It's also important for the ending session evaluation.

Before the first session break, the trainees must have studied a technical point. It's very important for the training success. You can't reach this first break at the end of the presentations

IV.1.2. Second session

At the end of the afternoon, before leaving, you must (or make it done by a trainee)

- Summarize the day studied points
- Announce the program of the following day

Morning:

- Reminding the session program and the different steps of each day
- Announcing the daily specifics topics to be learnt
- Seeking the view of all the trainees on the previous day programme:
- Are there some questions? What did they remember? Which main new points they prefer and could be useful in their job?

Ending day

At the end of the afternoon, before leaving, you must (or make it done by a trainee)

- Summarize the day studied points
- Announce the program of the following day

Mid session

- You must ask trainees on their satisfaction, and get a first idea on their appreciation.
- According to their answers, you have to inflect your training, while staying in the general announced session framework

IV.1.3. Last session Evaluation

- For a trainer, it's a very important step, but the last step of the training. So before giving the appreciation sheets, the trainer must
- Summarize what was the announced program and check with the trainees that it has been respected
- Ask each trainee to say what is his opinion and his position according to the session goals and his personal goals, trying to make him saying that they have been reached
- Distribute the evaluation sheet, explaining the different headings
- Thanks and good bye to each trainee

V. Evaluation: Instructional system design

To insure that training is delivered effectively and efficiently, a process of instructional systems design (ISD) should be implemented as a planned process for the assessment, design, development, implementation and evaluation of training. ISD starts with an [assessment of the needs](#) of the organization, which may include surveying, identifying and prioritizing training needs, analyzing the causes of performance problems and opportunities, and identifying possible solutions (2). It is imperative to determine if training is the appropriate solution, and if it will be cost-effective.

Developing training should include analyses of the characteristics of the learners, the setting in which the work will be performed, and the tasks and duties which the trainees will be expected to perform. A complete review of the subject matter (and subject matter experts) is also necessary. Goals and performance objectives must be set, and a plan to evaluate the training should be developed. Instructional materials and strategies must be acquired, prepared, and pre-tested.

The implementation of training includes the preparation of workers and others to be trainers and subject matter experts. The training process itself must be managed and evaluated.

V.1. Communication.

People must learn how to communicate effectively in teams and between teams across the entire organization. Employees must use communication to resolve and manage conflicts, and to air and resolve grievances and complaints.

V.2. Team management and functioning.

Managing projects, setting goals, clarifying roles, and solving problems in teams are skills that must be developed. New organizational skills must be developed if teams are to operate effectively and efficiently.

V.3. Leadership development.

Team leaders and upper management need to learn how to act as role models for team operation, and how to promote the active building, leadership and management of teams.

V.4. Personal development.

Employees need help to learn how to continue to make individual contributions within team structures. Interpersonal skills need to be developed, especially with respect to group problem solving