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Introduction to IFC’s Trainer Capacity Building

Are trainers born or made? While some may have a natural flair or talent for training, at IFC Skills Building we believe it is possible to build and enhance the skills of all trainers, whether one is brand new to the training scene or has been involved in training for many years.

A Comprehensive Skill-Building Approach

Every trainer generally undertakes several key training tasks when providing training for a client: analysis of the training need; design of a training solution to meet that need; development of associated training materials; implementation of the training, including post-training follow-up to ensure transfer of learning to the workplace has occurred; evaluation of the training results; and revision as necessary. These key tasks are sometimes abbreviated by the acronym, ADDIE (analysis, design, development, implementation, evaluation).

In IFC’s Skills Building we have developed capacity-building courses to equip trainers for every ADDIE training task. And for those interested in working with trainers to enhance their capacity, we have organized a parallel capacity-building program to equip master trainers.

Our approach is:

• **Competency-based**: We have analyzed the skills and sub skills involved in the typical trainer tasks of training needs analysis, instructional design, course customization, facilitation, coaching for learning transfer, and training impact assessment. Then we have created training programs which zero in on these skills – what it takes to become competent in them. Our courses aim to capitalize on the strengths you as a trainer already possess and equip you with additional skills that will not only enhance your professionalism but also your competitiveness.

• **Modular**: There is a right time to learn a skill – it often occurs when one has the distinct need to respond to a pressing demand, usually from a client! Our training is built upon a set of interlocking courses that can be taken in any order, to best meet your particular career growth needs and those pressing demands. Your skill-building program grows as you grow.

• **Highly pragmatic**: While all courses are built on sound learning principles, our main focus is on **HOW** to apply these principles efficiently, in order to help you become the most effective trainer you can be.
Accredited Trainer Program

Training of Trainers (ToT): Facilitation Skills

Course Customization (CC)
Training of Trainers (ToT): Facilitation Skills

Target participants
Selected trainers or practitioners who wish to augment their skills in facilitation of interactive training.

Others who may be interested in this training
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this workshop useful.

Prerequisites
Participants should have educational background and management experience in one or more of the following areas: Human Resource Management, Marketing Management, General Management and Operations, Financial Management and Accounting, Tourism and Hotel Management, Governance, or Personal Productivity Skills (soft skills).

Course objectives
Upon completion of this course, you should be able to:
• Describe characteristics, preferences and expectations of the adult learner in general and of your target learner in particular
• Describe competencies required of a trainer
• Explain how to prepare for training
• Identify your own and others’ learning style and its implications for training
• Explain how to introduce a training session effectively
• Explain how to present training content effectively
• Create and use visual aids to support training
• Demonstrate new and effective facilitation skills, behaviors and techniques
• Demonstrate how to ask and answer questions appropriately
• Follow guidelines for giving and receiving constructive feedback
• Explain how to conclude a training session effectively
• Describe how to manage difficult situations in the classroom
• Conduct a five-minute introduction to a training session (based on a topic of your choice)
• Conduct a fifteen-minute excerpt of a training session (based on a topic of your choice)
• Evaluate your own strengths and areas for improvement as a trainer

Methodology

Classroom-based course
The workshop uses an interactive methodology in order to engage participants actively in the learning process. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games. At the same time, you will be guided to develop your own action plan for applying new skills.
Training of Trainers (ToT): Facilitation Skills

Course duration
4 – 5 days (depending on number of participants attending)

Accreditation
This course is mandatory for those who are pursuing accreditation as a Certified IFC Skills Building Trainer. It is also a prerequisite for those who are pursuing accreditation as a Certified IFC Skills Building Master Trainer.

Content

- Introduction to the workshop
- Our learners, our starting point
- Trainer competencies
- Key Competency 1: Preparing for training
  - Creating comfortable learning environments
  - Learning styles (Kolb)
- Key Competency 2: Conducting training
  - Key Competency 2.1: Introducing a training session (GLOSS)
  - Key Competency 2.2: Presenting training content (EASE)
    - Using media effectively
    - Asking and answering questions
  - Key Competency 2.3: Giving and receiving feedback (FEED)
  - Key Competency 2.4: Concluding a training session (OFF)
- Professional classroom management techniques
  - Using projectors and slides effectively
  - Managing session time
  - Managing difficult circumstances
  - Using non-verbal language
  - Creating comfortable learning environments (reprise)
  - Being sensitive to gender
- Key Competency 3: Reviewing and evaluating the training experience
- Key Competency 4: Reporting on training
- Concluding remarks, action planning and wrap-up
Course Customization (CC)

Target participants
Selected trainers who need to lightly tailor IFC Skills Building management training courses for their clients.

Others who may be interested in this training
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this course useful.

Prerequisites
Participants for this course should have completed *IFC Skills Building Training of Trainers (ToT): Facilitation Skills* or equivalent.

Course objectives
Upon completion of this course, you should be able to:
- Describe permitted content changes to IFC Skills Building courses by trainers
- Describe the key elements of systematic course customization
- Determine how the learner profile of your customized course differs from the general learner of the course
- Write clear additional objectives to be achieved by the learner
- Prepare motivational statements that will stimulate the learner’s interest in the customized content
- Select and sequence custom content in respect to existing content
- Develop appropriate and consistent slides and handouts to support custom content
- Develop activities to check learner’s understanding of the custom content
- Determine workplace applications which will help the learner transfer and apply the custom content
- Link custom content with existing content seamlessly
- Adjust course introductions and conclusions to reflect custom content
- Analyze and evaluate customizations
- Apply the key elements to your own customized course
- Exchange design views and methods with other participants and trainer regarding customization

Methodology
*Classroom-based course*
The training adheres to the IFC Skills Building instructional design model and provides a checklist of design activities and considerations to follow in order to ensure professional course customization. Participants in this course are encouraged to bring a small “project” (for instance, a change they wish to introduce to an IFC Skills Building course) in order to practice with the guideline in class.

Following the course, an optional one-on-one one-hour tutorial is arranged for those individuals who desire further feedback and coaching on their customization.
Course duration
The workshop is available in 1-day and 2-day versions:
• The 1-day version helps participants to plan for a customization
• The 2-day version prepares participants to both plan and assemble their customized trainer’s manual

Distance-learning course
Available soon

Accreditation
This course is mandatory for those who are pursuing accreditation as an Accredited IFC Skills Building Trainer.

Content

- What does IFC Skills Building mean by customization?
  - Light adaptations
  - Mixing and matching course sessions
  - Adding a non-IFC Skills Building session
- The seven steps of course customization
  - Defining the target learner profile of the customized course
  - Setting additional learning objectives
  - Preparing stimulating motivational statements
  - Organizing the custom content in respect to existing content
  - Developing activities for the new content
  - Determining workplace application to assist in learning transfer of the new and existing content
  - Orienting your learner
- Administrative steps
- Optional post-workshop tutorial
Accredited Instructional Designer Program

Instructional Design (ID)
Instructional Design (ID)

**Target participants**
Selected trainers who need to make significant changes to existing training or develop brand new courses for their clients.

**Others who may be interested in this training**
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this course useful.

**Prerequisites**
Participants for this course should have completed *IFC Skills Building Training of Trainers (ToT): Facilitation Skills* or equivalent.

**Course objectives**
Upon completion of this course, you should be able to:
- Describe the tasks and role of an instructional designer
- Describe the seven key elements of systematic instructional design
- Develop a comprehensive learner profile
- Identify implications of the learner profile for your design
- Write clear objectives to be achieved by the learner
- Prepare motivational statements that will stimulate the learner’s interest in your training content
- Select and sequence content effectively
- Develop appropriate slides and handouts to support training content
- Develop activities to check learner’s understanding of the training content
- Determine workplace applications which will help the learner transfer and apply the training content
- Insert orientation devices to help your learners navigate the training
- Develop effective course introductions and conclusions
- Apply the seven key elements to plan and develop training materials
- Analyze and evaluate instructional design quality of training
- Exchange design views and methods
Instructional Design (ID)

COURSE SUMMARY

Methodology

Classroom-based course

The workshop uses an interactive methodology in order to engage participants actively in the learning process. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games. At the same time, you will be guided to apply skills learned to an actual course design project of your choosing.

Classroom-based course duration

4 – 5 days (depending on number of participants attending)
A follow-up one-hour “clinic” may also be offered for those interested.

Distance-learning course

The distance learning version of this course uses interactive methodology designed to optimize learning flexibility for individuals while keeping them “on track” in their studies. The training comprises two main components.

• Self-paced learning: This will include opportunities such as: watching brief videos, completing learning activities, using the instructional design reference manual (provided with the course), consulting or researching web resources, and participating in forum discussions with other training colleagues. These materials will be made available exclusively to training participants on the World Bank e-Institute website.

• Scheduled webinars: These weekly webinars provide an opportunity to interact with your trainer and fellow training participants through a variety of interesting activities as well as times devoted to Q&A. Some of the self-paced activities from the prior week will also be reviewed during the webinar. The webinars will be delivered via the WebEx platform to each participant’s own computer.

During the training, your trainer will act as both instructor and facilitator, employing a variety of learning methods to help you and your fellow participants share experiences and learn by doing. At the same time, you will be guided to apply skills learned to an actual course design project of your choosing.

Distance-learning course duration

40 hours over 8 weeks
Each week participants engage in self-paced learning activities (either individually or with colleagues); they also attend a weekly webinar of approximately 1.5 hours in length. The training requires a commitment of approximately 5 hours per week (for both self-paced activities and scheduled webinars) or 40 hours in total. Depending on the nature of the participant’s chosen course design application, this may vary.

Accreditation

This course, whether classroom or distance learning, is mandatory for those who are pursuing accreditation as an Accredited IFC Skills Building Instructional Designer.
Introduction to the course

What is instructional design?
- A model for instructional design
- Tasks and role of the instructional designer
- To buy or to build?

Step One: Defining the target learner
- Adult learning characteristics
- Profiling your learner
- Learning style implications for designers

Step Two: Setting learning objectives
- What is a well-written learning objective?
- Kinds of objectives (learning domains)
- Advantages and disadvantages of behavioral objectives

Step Three: Motivating learners
- Four motivational factors: ARCS
- How to get your learners’ attention
- Six ways to stimulate learner interest
- Other motivational techniques

Step Four: Organizing content
- The importance of content organization
- What content? How to select content for training
- How to sequence content: Inductive, deductive and other approaches
- Developing interesting slides and handouts

Step Five: Developing activities
- The practice cycle and its three factors
- Keeping activities REAL
- Specific types of practice activities: Q&A; brainstorming; case studies; role play; games and simulations
- Giving clear directions

Step Six: Applying to the workplace
- Why workplace application is so important
- Impact of the manager, trainer and trainee in the transfer of training
- Training transfer techniques
Content (continued)

- Step Seven: Keeping your learners oriented
  - Linking and summarizing sessions
  - Workshop introductions and conclusions
- Steps after design and development: Piloting, evaluating and revising
- Documenting your design
  - Planning document
  - Trainer’s Manual
- Closing remarks
Accredited Master Trainer Program

Training of Master Trainers (ToMT): Facilitating an IFC Skills Building Training of Trainers (ToT) Workshop

Training of Master Trainers Course Briefings: Facilitating a Course Customization (CC) and Training of Assessors (ToA) Workshop
Training of Master Trainers (ToMT):
Facilitating an IFC Skills Building Training-of-Trainers Workshop

COURSE SUMMARY

Target participants
This workshop is developed for selected master trainer candidates (Accredited IFC Skills Building Trainers or equivalent) who model IFC Skills Building trainer competencies as well as demonstrate interest and ability in trainer skill development.

Others who may be interested in this training
Existing master trainers who desire a refresher, managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this workshop useful.

Prerequisites
Participants for this workshop should have observed or completed IFC Skills Building Training of Trainers (ToT): Facilitation Skills and Training of Assessors (ToA): Evaluating Trainer Effectiveness or equivalents.

Course objectives
Upon completion of this course, you should be able to:
• Describe characteristics of trainer candidates and implications for you as a master trainer
• Describe the design of the ToT workshop and how to use it to your advantage
• Explain key expectations of you as a master trainer
• Identify your training style and implications for your learners
• Develop clear demonstrations of GLOSS, EASE, FEED and OFF formulas
• Practice conducting short and long practices
• Prepare useful oral and written feedback on trainer candidate performance
• Identify strategies for dealing with anticipated group dynamics during a ToT
• Describe next steps in the master trainer certification process

Methodology
Blended learning course
This course uses a blended learning approach, combining three pre-workshop assignments and face-to-face training.

• Pre-workshop assignments
The three pre-workshop assignments include:
  1. A set of preparatory questions (an activity called “Treasure Hunt”) to help you understand the content and design of the Training of Trainers workshop.
  2. A training style questionnaire and reflection to help you understand your personal training style.
  3. Your personal preparation of 4 examples respectively of the GLOSS, EASE, FEED and OFF formulas.
Training of Master Trainers (ToMT): Facilitating an IFC Skills Building Training-of-Trainers Workshop

COURSE SUMMARY

The first assignment will be completed prior to the workshop. A teleconference will be arranged to review it, per the information below. The teleconference will also provide coaching with regard to the second and third pre-workshop assignments. The second assignment should also be completed prior to the workshop. It will be reviewed with your trainer and colleagues during the workshop. The third assignment should also be prepared in advance of the workshop. During the workshop, master trainer candidates will have an opportunity to present ONE or TWO demonstrations. The demonstration(s) presented will be chosen by lot.

• Face-to-face workshop

The face-to-face workshop is an engaging hands-on training that will help you understand and practice for your role as a master trainer. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games.

Course duration
5 – 7 hours for pre-workshop assignments
3 – 4 days for face-to-face workshop (depending on number of participants attending)

Accreditation
This course is mandatory for those who are pursuing accreditation as a Certified IFC Skills Building Master Trainer.

Content

• Introduction to the workshop
• Your learners: The trainer candidates
  o Skills and knowledge of trainer candidates
  o Motivations of trainer candidates
  o Implications for the master trainer
• About the ToT workshop design
  o Understanding the key design elements of the ToT
  o Leveraging the workshop design
• You as a Master Trainer
  o Expectations – 5 key tasks
  o Your training style
    - Brostrom training style inventory
    - Implications of your training style
Training of Master Trainers (ToMT):
Facilitating an IFC Skills Building
Training-of-Trainers Workshop

COURSE SUMMARY

Content (continued)

• Facilitating the ToT effectively
  o Giving and debriefing formula demonstrations
    - GLOSS
    - EASE
    - FEED
    - OFF
  o Conducting short & long practices and assessing candidates
    - Video case studies in giving oral feedback to trainer candidates
    - Case studies in giving written feedback to trainer candidates
    - Simulations in facilitating short and long practices

• Managing group dynamics
  o Learner characteristics and training strategies for each stage of group formation

• Next steps on your journey toward certification

• Action planning
Training of Master Trainers Course Briefings: Facilitating a Course Customization and Training of Assessors Workshop

**COURSE SUMMARY**

**Target participants**
These briefings are intended to prepare master trainer candidates who will be training trainers in course customization and training assessors in trainer assessment.

**Others who may be interested in this training**
Existing master trainers who desire a refresher, managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this training useful.

**Prerequisites**
Participants in these briefings should have completed *IFC Skills Building Training of Master Trainers (ToMT)*.

**Course objectives**
Upon completion of this training, you should be able to:
- Describe key content and training methods contained in the Course Customization (CC) trainer manual
- Describe key content and training methods contained in the Training of Assessors (ToA) trainer manual

**Methodology**

*Blended learning course*
This course uses a blended learning approach, combining two pre-workshop assignments and face-to-face (or online) training for review and correction of the assignment.

- **Pre-workshop assignments**
  The pre-workshop assignment consists of a set of preparatory questions (an activity called “Treasure Hunt”) to help you understand the content and design of the Course Customization (CC) and Training of Assessors (ToA) workshops. The assignments must be completed prior to the review.

- **Review**
  During the review, answers to questions from the assignments are verified and opportunities to discuss and clarify aspects of the content and methods of each workshop are encouraged.

**Course duration**
2 – 4 hours for completion of both pre-workshop assignments
6 – 8 hours for review of both assignments

The review may optionally be offered on two separate occasions: one focused on the CC workshop; the other focused on the ToA workshop. The review may be conducted in-person or online or through a combination of the two approaches.
Training of Master Trainers Course Briefings: Facilitating a Course Customization and Training of Assessors Workshop

COURSE SUMMARY

Accreditation
This course is mandatory for those who are pursuing accreditation as an Accredited IFC Skills Building master trainer.

Content

• **Content and training methods of the Course Customization (CC) workshop**
  - Review of the trainer manual:
    - Course brief and course outline
    - Session plan
    - Learning activities, handouts and teaching materials
    - PowerPoint slides and slide notes
    - Background readings
    - Tips for efficient and effective facilitation of this workshop
  - Q&A

• **Content and training methods of the Training of Assessors (ToA) workshop**
  - Review of the trainer manual:
    - Course brief and course outline
    - Session plan
    - Learning activities, handouts and teaching materials
    - PowerPoint slides and slide notes
    - Background readings
    - Tips for efficient and effective facilitation of this workshop
  - Q&A
Other Capacity-building Courses for Trainers

Training Needs Analysis (TNA)

Training Impact Assessment (TIA): Evaluating Training Effectiveness

Training of Assessors (ToA): Evaluating Trainer Effectiveness

Coaching Skills

Training of Trainers in Facilitation Skills for the Agricultural Sector (Agri-ToT): Farmer Engagement Training – Basics of Training Adults
Training Needs Analysis (TNA)

COURSE SUMMARY

Target participants
This course is developed for those who wish to conduct training needs analysis for their clients and customers in order to prepare an effective training proposal that will meet the clients’ needs and achieve the desired training results.

Others who may be interested in this training
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this course useful.

Prerequisites
Participants for this course should have completed *IFC Skills Building Training of Trainers (ToT): Facilitation Skills* or equivalent.

Course objectives
Upon completion of this course, you should be able to:
- Describe training needs analysis (TNA), its phases and steps
- Explain how to scan trends, gather data on business needs and define the performance problem
- Summarize key aspects of data collection: questions to ask, sources of data, methods of data collection and their selection, and ways of digging deeper
- Describe how to analyze data and distinguish training from non-training needs
- Use TNA findings to make training recommendations
- Identify the contents of a complete training proposal
- Respond to client objections to a training proposal using the LAPACT method
- Explain how to use professional techniques such as probing questions and survey tools to support TNA
- Apply the techniques and tools

Methodology

*Classroom-based course*
The course uses an interactive methodology in order to engage participants actively in the learning process. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games. At the same time, you will be guided to apply skills learned to client examples of your own choosing.

*Course duration*
2 days (depending on number of participants attending)

*Distance-learning course*
Not available at this time
Training Needs Analysis (TNA)

COURSE SUMMARY

Accreditation
Not available at this time

Content

• Introduction to the course
  o What is TNA?
  o Purpose of TNA
  o Two sides of TNA: Training and non-training needs
  o Four kinds of needs in a TNA
    - Business needs
    - Performance needs
    - Learning needs
    - Learner needs
  o The key steps of TNA

• Training needs analysis step-by-step
  o Scan trends
  o Gather data on business needs
  o Define performance problem
  o Collect data
  o Analyze data
  o Propose training and non-training recommendations

• Concluding remarks
Target participants
This course is developed for those who wish to conduct training impact assessments for their clients and customers in order to demonstrate results of training and its effectiveness.

Others who may be interested in this training
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this course useful.

Prerequisites
Participants for this course should have completed IFC Skills Building Training of Trainers (ToT): Facilitation Skills and Training Needs Analysis (TNA), or equivalents. The Coaching Skills course is an excellent complement to this course.

Course objectives
Upon completion of this course, you should be able to:
• Describe training impact assessment (TIA), its phases and steps
• Describe how to collect learner reaction (Level 1) results
• Explain the advantages and disadvantages of Level 1 evaluations
• Describe how to collect learner outcome (Level 2) results
• Explain the advantages and disadvantages of Level 2 evaluations
• Describe how to collect learner transfer (Level 3) results
• Explain the advantages and disadvantages of Level 3 evaluations
• Describe how to calculate training return on investment (Level 4) quickly and effectively, and determine training impact (Level 5) results
• Explain the challenges of measuring Levels 4 and 5
• Give examples of bias and how to minimize it during Level 4 and 5 evaluations
• Explain the advantages and disadvantages of Level 4 and 5 evaluations
• Outline the content of a TIA report
• Explain how to use professional techniques and tools to support TIA
• Apply the techniques and tools

Methodology

Classroom-based course
The course uses an interactive methodology in order to engage participants actively in the learning process. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games. At the same time, you will be guided to apply skills learned to client examples of your own choosing.
Training Impact Assessment (TIA): Evaluating Training Effectiveness

Course duration
2 days (depending on number of participants attending)

Distance-learning course
Not available at this time

Accreditation
Not available at this time

Content

- **Introduction to the course**
  - What is TIA?
  - Why do TNA?
  - Benefits of TIA
  - Five key steps of TIA

- **Training impact assessment step-by-step**
  - Collect learner reaction results
  - Collect knowledge and skill mastery results
  - Measure transfer results
  - Measure impact and return on investment (ROI)
  - Report on training results and impact

- **Concluding remarks**
Training of Assessors (ToA): Evaluating Trainer Effectiveness

**Target participants**
This course is developed for those who wish to augment their skills in assessment of trainers.

**Others who may be interested in this training**
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this course useful.

**Prerequisites**
Participants for this course should have observed or completed *IFC Skills Building Training of Trainers (ToT): Facilitation Skills* or equivalent.

**Course objectives**
Upon completion of this course, you should be able to:
- Define assessment
- Analyze standards to identify skills, knowledge and attitudes required
- Identify and use the rules of evidence
- Select appropriate methods of assessment for given competencies
- Apply principles of assessment
- Describe differences between being a trainer and an assessor
- Identify ways in which assessment outcomes can be influenced
- Conduct assessments professionally by following *IFC Skills Building* approaches and methods
- Give feedback in a professional manner
- Make decisions about competency

**Methodology**

*Classroom-based course*
The classroom-based workshop uses an interactive methodology in order to engage participants actively in the learning process. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games. At the same time, you will be guided in how to apply skills learned to an actual trainer assessments.

**Course duration**
1.5 – 2 day workshop (depending on number of participants attending)

*Distance-learning course*
Available soon
Training of Assessors (ToA): Evaluating Trainer Effectiveness

Accreditation
This course is a prerequisite for those who serve as assessors on behalf of training partners or clients to fulfill internal verification requirements of the IFC Skills Building program. It is also a prerequisite for those seeking accreditation as a Certified IFC Skills Building Master Trainer.

Content

- **Introduction to the course**
  - What is TIA?
  - Why do TIA?
  - Benefits of TIA
  - Five key steps of TIA

- **Concept of assessment: What is it?**
  - Relationship between skills, knowledge and attitudes and competency
  - Relationship between competencies and standards
  - The IFC Skills Building trainer assessment standard
  - How standards affect assessment
    - Norm vs. criterion-based standards
  - The application of IFC Skills Building standards

- **Collecting evidence: What to look for?**
  - What is evidence? What is good evidence?
  - Rules of evidence: Relevance, currency, authenticity and sufficiency
  - Using evidence in decision-making

- **Methods and principles of assessment: How to conduct assessments?**
  - Assessment methods
  - Questions in assessment
  - Principles of assessment: Validity, reliability, fairness and flexibility

- **Role of the assessor: Who does it?**
  - Comparison of assessor and trainer roles
  - Dealing with bias
  - Skills required of an assessor

- **Conducting assessments: Putting it all together**
  - Determining competency
  - Giving feedback
  - Dealing with negative reactions to an assessment
  - Achieving consistency in assessments
Coaching Skills

**COURSE SUMMARY**

**Target participants**
This workshop is developed for those who wish to help trainees effectively apply skills learned in training courses at their workplace, using a structured approach to learning transfer.

**Others who may be interested in this training**
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this workshop useful.

**Prerequisites**
None. However, IFC Skills Building Training of Trainers (ToT): Facilitation Skills and Training Needs Analysis (TNA) courses, or equivalents are excellent complements to this workshop.

**Course objectives**
Upon completion of this course, you should be able to:
- Explain purpose and benefits of coaching
- Review the action planning context for coaching
- Describe 5 coaching skills
- Use effective listening techniques with a coachee
- Explain the four dimensions of how to build rapport with a coachee
- Apply the 4P model to resolve problems and issues arising with a coachee
- Give feedback to a coachee in a constructive manner
- Explain how to facilitate and support a coachee’s learning
- Demonstrate techniques of each coaching skill
- Apply coaching skills to transfer of learning from the classroom to the workplace: Initiating, monitoring and concluding action plans

**Methodology**

*Classroom-based course*
The workshop uses an interactive methodology in order to engage participants actively in the learning process. During the course, your trainer will act as both instructor and facilitator, using a variety of learning methods to help you and your fellow participants share experiences and learn through participation in activities such as group discussions, case studies, role-playing, and games. At the same time, you will be guided to apply skills learned to client examples of your own choosing.

*Course duration*
2 days (depending on number of participants attending)
Coaching Skills

Accreditation
Not available at this time

Content

- **Introduction to the workshop**
  - Overview of coaching: What and why

- **Coaching and action planning**
  - The business case for training transfer
  - Requirements for successful training transfer
  - Transfer methods
  - The IFC Skills Building action planner

- **Five coaching competencies**
  - 1: Questioning and listening (LACE)
  - 2: Building rapport (RITE)
  - 3: Observing and analyzing (4P’s)
  - 4: Providing feedback (FEED)
  - 5: Facilitating learning (STAIR)
  - Putting it all together

- **Concluding remarks**
Training of Trainers in Facilitation Skills for the Agricultural Sector (Agri-ToT): Farmer Engagement Training – Basics of Training Adults

COURSE SUMMARY

Target participants
The course is designed for agricultural extension workers who provide training and agricultural support to small scale farmers. Typically, the target audience trains farmers on a one-to-one or one-to-few basis on agricultural topics in fields or in outdoor meeting locations.

Others who may be interested in this training
Managers with direct responsibility for training programs and administrators with indirect responsibility for training may also find this workshop useful.

Prerequisites
None

Course objectives
Upon completion of this workshop, you should be able to:
• Describe characteristics, preferences and expectations of adult learners
• Open meetings effectively
• Present content effectively
• Give and receive constructive feedback
• Demonstrate a five-minute introduction and ten-minute meeting excerpt
• Demonstrate how to ask and answer questions appropriately
• Describe how to manage difficult meeting situations
• Conclude a meeting effectively

Methodology
Classroom-based course
The workshop uses an active learning approach with group and individual activities such as group discussions, case studies, and individual presentations interspersed between short lectures. During the course, the trainer acts as facilitator to help participants share their experiences. At the same time, participants develop an action plan for applying their new skills and tools to actual challenges at work.

Course duration
2 days (depending on the number of participants)

Accreditation
Not available at this time
Training of Trainers in Facilitation Skills for the Agricultural Sector (Agri-ToT):
Farmer Engagement Training – Basics of Training Adults

COURSE SUMMARY

Content

• **Introduction to the workshop**

• **Presenting content effectively**
  o Our audience, our starting point
    - Our learners - the starting point
    - Adult learning principles
    - What are learning styles
    - Visual, Auditory, Kinesthetic (VAK) learning styles
    - Learning cycle
  o Opening a Meeting
    - Introducing a training session using GLOSS
  o Presenting Content
    - Presenting with EASE
  o Providing feedback on learner progress
    - Giving feedback using FEED
    - Receiving feedback
  o Concluding with OFF
    - Using OFF

• **Short practice presentations**

• **Increasing understanding and acceptance**
  o Asking and answering questions
  o Meeting management techniques
    - Managing difficult participants
    - Using the LAPACT objection handling tool
    - Building rapport and influence

• **Long practice presentations**

• **Concluding remarks**
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