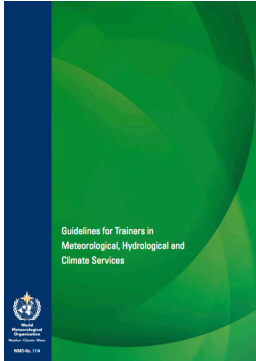# Chapter 7: Training Delivery

NOTE: This is an extract of the document "Guidelines for Trainers in Meteorological, Hydrological and Climate Services" (WMO-No. 1114).

To read the full document, please access:

[WMO-No 1114](http://www.wmo.int/pages/prog/dra/documents/wmo_1114_en.pdf)

http://www.wmo.int/pages/prog/dra/documents/wmo_1114_en.pdf

7.   **TRAINING DELIVERY**

<div style="border:1px solid black; padding:10px; background:#e8e8e8;">

Competence V: Deliver training and manage the learning event

Competency description
Classroom and/or distance-learning courses are delivered in an environment that fosters and sustains learning.

Performance criteria
– Create an environment conducive to learning;
– Ensure learning activities are engaging and effective;
– Clearly communicate the purpose and expected outcomes of learning activities;
– Apply technologies that aid the learning process;
– Give feedback and manage and mitigate disruptions to learning.

Knowledge requirements
To be able to understand, explain and/or critically evaluate:
– What preparation and decisions are needed before a learning event;
– How to create an environment that supports learning;
– How to develop mutual trust and respect between trainer and learners;
– How to give presentations and conduct learning exercises;
– How to listen, question and give feedback;
– How to deal with conflict.

Personnel who should demonstrate this competency
      All trainers and training managers.

</div>

7.1   **Introduction**

Delivering training is the culmination of much thought and effort underpinned by careful planning. For success, trainers need to ensure not only that the activities and resources they have designed are good, but that the learning environment is conducive to learning. The factors that contribute to an effective learning environment are illustrated in Figure 7.1.

An effective learning environment can be established by:

–   Creating a relaxing and non-threatening atmosphere;

–   Using collaborative activities to make learning meaningful and memorable;

–   Appealing to multiple senses to aid stimulation and retention.

From the start, learners need to fully understand the purpose and structure of the learning activities and their role as learners in contributing to the success of the training. The information provided in advance and at the start of the learning event should set the scene and establish expectations. Learners with less background knowledge and experience, and learning outcomes that require more complex skills, will need more careful and thorough scene-setting to ensure
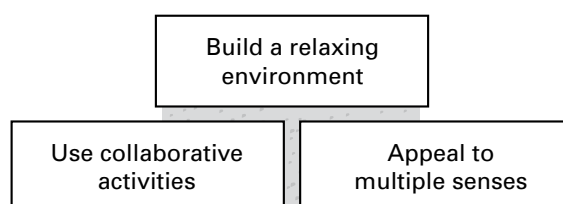

Figure 7.1. Factors contributing to an effective learning environment

learners are ready for the experience. Trainers should spend a significant portion of their total effort in pre-course planning and preparation, and in the initial days of the event. For distance-learning courses, the ratio should probably be higher than for classroom courses: up to 70% effort in pre-course and initial course activities.

Many formal learning solutions will involve a variety of learning activities, including giving presentations, using learning resources, running exercises and providing feedback. Trainers need a range of both subject matter and training knowledge and skills to apply it. Implementation of semi-formal solutions requires similar skills, but there is even more emphasis on the ability to listen, question and give feedback.

Providing relevant and high-quality learning solutions will support learning and add to the learners' enjoyment. Though enjoyment is no guarantee of learning, it is likely that deeper learning will take place if the activity is a pleasurable experience and learners become and remain engaged.

This chapter will focus on formal learning solutions, namely classroom and trainer-led distance learning, because these require the most direct and ongoing involvement of trainers. The term "learning events" will be used to refer to a range of solutions including single sessions lasting only a few hours, week-long workshops and courses lasting several months. The guidelines for classroom and distance-learning courses are similar and sometimes identical, but they are given separately to take account of existing differences.

7.2   **Before the learning event**

Learners need joining instructions before the start of a formal learning event so that they have plenty of time to prepare. Normally learners and their managers would already have accurate information about the event. However, it is wise to provide this information again as part of the joining instructions.

Learners should be clear about the knowledge, skills or behaviour that will be learned. They should be given information about the aim of the event and the key learning outcomes rather than only a description of the content. In addition, joining instructions usually include the following:

Classroom courses:

–   The location of the event, how to find it and the start and end times;

–   Dress code and domestic arrangements such as accommodation, meals and refreshments;

–   Preparatory work required;

–   The types of activity that will be undertaken;

–   Equipment or resources to bring;

–   Assessment and post-course expectations;

–   What to do if a learner has special dietary, visual/hearing or mobility requirements;

–   How to contact the organisers of the course.

Distance-learning courses:

–   The schedule for live or asynchronous events;

–   Information about the web-based or telecommunication tools, location of online resources and login instructions;

–   Participation expectations and protocols;

–   The types of activity that will be undertaken and the technologies used;

–   Personal introductions of trainers and learners;

–   Preparatory work required;

–   Assessment and post-course expectations;

–   What to do if the learner has special schedule requirements or technical difficulties: do have back-up plans and do not make room for excuses for limited participation.

7.3   Creating the right environment: facilities

It is important to create an environment in which learners feel comfortable and want to learn, and can interact in desired ways. A collaborative learning environment can be created using a managements learning system such as Moodle (see Box 7.1).

Box 7.1. Moodle: a learning management system

The philosophy behind Moodle is the creation of a collaborative learning environment in which groups, including trainers and learners, communicate and provide information from which everyone can benefit. Having learners provide information for others is a very effective way of enhancing their own learning. The Moodle environment is flexible and can quickly respond to the needs of particular groups. These can include:
– Resources such as course information, handouts, presentations, video and web links;
– Activities such as discussion forums, assignments, quizzes, wikis, and blogs.

Moodle can be thought of as the distance-learning alternative to the physical space of the classroom. It can be used as a platform for complete on-line courses or to supplement classroom courses. For more information on Moodle go to http://moodle.org/.

7.3.1   *Classroom courses*

Depending on the planned learning activities, the room should be set out in a way that supports and encourages the appropriate interaction among learners and between trainers and learners. Layout options, such as those illustrated in Figure 7.2, may be more conducive to large group discussion (U-shape, Boardroom, Group Circle), small group activities (Cabaret), or lectures (Classroom and Theatre), and should be chosen accordingly. It is also possible to change rooms or move furniture depending on the planned activity. The degree of learner-centeredness should be reflected in the classroom layout.

The seating and temperature need to be comfortable and the room should be reasonably quiet. Interruption – for example, from mobile phone calls and inattentiveness – for example, dealing with e-mails – can disrupt the learning process. Equipment should be working and ready to use, and learning resources should be available. Learners should have a clear view of the trainer's presentations and demonstrations, and be able to communicate easily with the trainer and fellow learners.
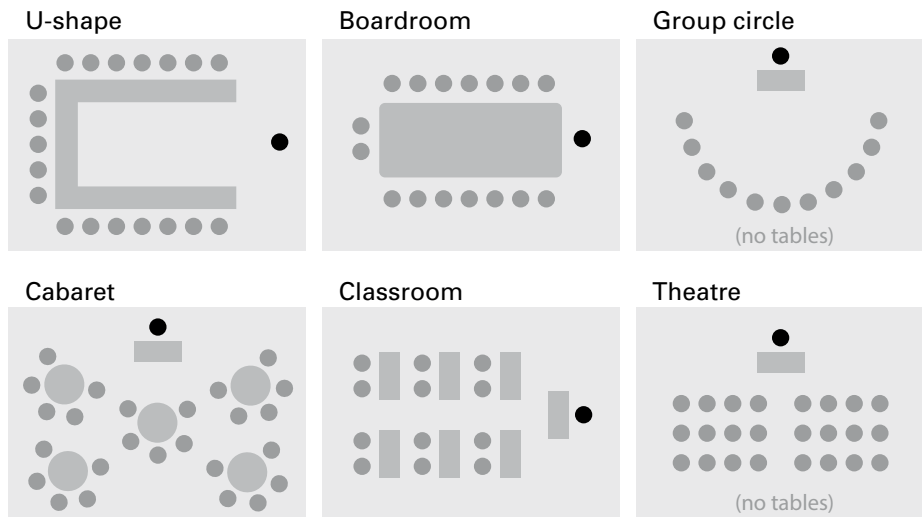
Figure 7.2. Various seating configurations that suit different purposes

Facilities for activities involving case studies, simulations and practical exercises should be set up to allow some degree of interaction and support by the trainer, at a minimum over-the-shoulder guidance. Ideally, the facilities would also provide space for collaboration between two or three learners, even if each learner can have access to a separate computer system. Hardware and software need to be thoroughly tested to avoid disruptions to the schedule.

7.3.2   *Distance-learning courses*

In distance learning, the central course website is the equivalent of the classroom. Even though there is no communal physical space, there is a communal virtual space, and it is most likely accessed via the course website. The way the site is organized and the resources it contains will be strong determining factors in the success of the course.

A distance-learning course website should be well structured, easy to navigate and easy to read. The interface should be intuitive and all the course elements and activities clearly titled and described. The structure of the website should reflect the guiding structure of the course. If the course is broken into logical units based on a series of topics, then those logical units should determine the headings under which the course content is presented. On the other hand, for a course more driven by schedule, a structure organized by the days, weeks or months of the course is probably best. The key consideration is to use whatever organization will best help learners remember the content and activities.

On the course website, provide all possible learning resources, including recordings or transcripts of lectures, learning guides to support the readings or viewings, links to discussion forums, instructions for projects and exercises, test guides and evaluation criteria, the course syllabus, links to outside resources, and anything else learners may find useful. Clearly label all of these so that they can be distinguished from one another. The more general, frequently used, or more important resources, such as the syllabus, the final assignment or the course evaluation, might be placed prominently at the top of the course website.

7.4   **Creating the right environment: personal and social considerations**

The behaviour and personal qualities of trainers and learners can have a profound effect on the learning environment. A few of these considerations are outlined below.

7.4.1   ***Trainers***

Trainers should show interest, confidence and enthusiasm for the subject, which help establish their credibility. By describing their own experiences and what they like about their work, trainers can provide insights for learners and help bring activities alive. Trainers should also demonstrate confidence in their training skills.

Trainers should show respect and demonstrate support for the learners: they should be prepared to learn from them as well as to teach them. There is a need to build trust so that learners will speak up, ask questions and feel comfortable about making mistakes. Sharing opinions, making mistakes and asking questions are a critical part of learning, and learners should feel comfortable doing so. Trainers should show empathy for learners, teach at the needed level and respond helpfully to questions.

The delivery style used by trainers should not distract or put off learners. Trainers may have distracting mannerisms, overuse particular words, phrases or overly technical jargon, or use poor body language – for example, not appearing confident or displaying culturally insensitive traits.

Trainers should work to develop a strong sense of community among learners. The tone for this is set at the start (see 'Beginning the event') but it is something that must be nurtured throughout. A conscious effort to build community is particularly important in distance learning, where learners have little opportunity to chat before and after class, unless it is explicitly supported. But the recommendations for building community are very similar regardless of the venue:

–   Give each learner opportunities to speak and share ideas. This allows them to feel part of the class;

–   Use learning activities that require cooperation and collaboration;

–   Create opportunities for non-instructional interactions such as sharing personal hobbies and stories, sports events, meals together and job experiences. For distant learners, this can be done in a non-instructional discussion forum;

–   Foster high-quality discussions, either in class or online, but these should be moderated so that the exchanges contain personal opinions and deep thinking whilst respecting differing views;

–   Assign projects that require long-term collaboration, which can develop stronger supportive relationships;

–   Ask learners to give presentations to the entire group. These can be based on project reports or a topic of interest;

–   Consider creating a social networking site, such as a Facebook page, and encourage participation and sharing.

Trainers might need help and training in developing the skills required to support learners. This can be achieved through a trainer mentorship system, in which an experienced trainer offers guidance, an observer sits in a course and provides feedback to the trainer, and feedback from learners is gathered at several stages of the course.

7.4.2   ***Learners***

Frequently, learners need assistance in overcoming barriers to their success. Some learners might lack motivation – perhaps, attending the course was not their decision – or confidence in their ability to learn new things. Trainers should look for opportunities to understand individual values and interests, to be encouraging and acknowledge success. Some learners might have difficulty

working in groups, while others could have difficulty managing their independent learning responsibilities, particularly in distance-learning courses. Significant difficulties might require individual facilitation and coaching, but all learners could benefit from trainers who provide motivation, foster confidence and help them to develop good learning habits.

Of course, some learners may lack the required prior knowledge and skills, or even the capacity to benefit from the course. These are not personality issues and require careful handling by trainers. A decision has to be made whether to provide or recommend remedial learning or to ask the learner to discontinue participation in the event.

Even if the learning needs have been carefully identified, and the solutions and activities have been chosen well, there might still be a mismatch between the learning outcomes for the course and the learning needs of some of the learners, or between the chosen learning solutions and activities and learners' expectations or desires. Some course content might be less relevant to learners working in environments different from those anticipated. Trainers, therefore, should develop a supportive attitude towards learners and be willing to modify activities when they are too difficult or do not correspond to learners' needs. Where this would be too time consuming and disruptive, or serve only a few individuals, trainers need to ask learners to be flexible and to try and gain from the experience at their level, or to find a study partner for collaborative study.

7.5   Beginning the event

It is important to make learners feel comfortable amongst what will often be a lot of strangers. If the group is sufficiently small then people can introduce themselves thoroughly. They might talk about their background, job, leisure interests and what they would like to get from the event or how they hope to use it. A very large group might have to be split into smaller groups for successful introductions, or introductions will need to be shorter and combined with other team-building activities.

"Icebreakers" are sometimes used to get learners to mix and learn more about each other. Ideally, they should be informal, non-threatening, short (5 to 10 minutes) and related to the subject of the learning event. At the end of the icebreaker, learners should feel more relaxed and ready to participate. A variety of ideas for icebreakers, for both classroom and distance learning, can easily be found by doing a quick internet search on icebreakers for training events.

As well as welcoming learners and asking them to introduce themselves, at the beginning of a learning event, trainers need to communicate important course logistics, even if they were presented before the event began. They should also outline again the aims and key learning outcomes of the event and how it will be structured. Workplace learners like to know from the start what is planned and should be given the opportunity to ask questions about the event.

Even after introductions and icebreakers, learners will likely know little about each other, so a team-building activity may help create a group in which participants trust one another, are willing to share questions and concerns, and can work together toward common goals. The challenge of building a team is different for classroom and distance learning courses.

7.5.1   *Classroom courses*

In the classroom, team building can occur in the course of repeated meetings and class activities, but trainers sometimes forget to give it the attention it deserves. In addition to introductions, icebreakers and orientation, it is useful to devote a good portion of the first session to discussing individual learning goals, backgrounds and experience in similar courses. Having learners report about their work and workplaces will help everyone understand the context from which they will be approaching the event. Learners might also help each other in recalling important prior knowledge by talking about their experience on the job or in training related to the goals of the event.

7.5.2   *Distance-learning courses*

Due to the remoteness of distance learning, team building can be more difficult and this is something that must be attended to from the start. Distance learners can quickly feel lonely if there are not enough opportunities and reasons to interact at a distance. There are many tools available for facilitating such interactions, including discussion forums, blogs, wikis and the personal profile pages of a course management system.

Distance-learning communication tools can be used to carry out the same team-building activities recommended for classroom courses, such as having learners report about their workplaces and work experiences. In addition, trainers might also want to try to incorporate other activities:

–   *Non-instructional activities* create the opportunity for interaction outside the pressures of the course (for example, a project to develop a social networking site that is not course-related, or hosting an "online café" for sharing favourite new movies, music, sports, news or other things from daily life);

–   *Personal profiles* encourage learners to share both professional and personal information using the personal profile pages on the course management system. Trainers should lead by example;

–   *Group projects* teach learners about collaboration tools like those within a course management system, which are available as online applications;

–   *High-quality discussions* aim to create a safe and stimulating environment for learners by engaging them in discussion forums and live events. Some tools for facilitating interaction are described in Box 7.2.

7.6   **Delivery modes**

The role the trainer assumes will determine the choice of the primary delivery mode. One can view trainer roles as falling within three main categories:

–   *Lecturing role*: the lecturer presents information that helps learners acquire knowledge, primarily passively;

–   *Training role*: the trainer delivers information that learners use, under his/her direction, in activities aimed at enhancing knowledge or developing skills;

–   *Facilitating role*: the facilitator supports learners who learn in primarily self-directed activities, building upon their existing knowledge and skills.

The role chosen determines the level of engagement and participation of the learners.

During a particular learning event, the trainer can take on all three roles at various times, and the delivery mode can move from lecture to training to self-directed learning. For example, during a lecture, a trainer could use questions and audience interaction techniques to make the lecture more active, thus taking on also a training role. If, during training, a trainer consciously provides less information up front and allows learners to research on their own the information they require for completing their activities, he/she is acting more in a facilitating role. The key is to adopt the best role to suit the required learning outcomes whilst retaining variety to enhance learning.

7.7   **Giving presentations**

Presentation delivery should not be taken for granted, because even a well-designed presentation (as described in chapter 6) can fail if the learners do not become engaged. Engagement with

---

Box 7.2. Distance-learning tools to facilitate interaction

Advances in technology continue to increase the effectiveness of distance learning, with the development of more sophisticated tools for real-time conferencing, as well as asynchronous tools for extended online interactions. The following are some of the most popular tools used by successful online trainers:

Live online learning tools
Online meeting and Webinar software provide ways to interact in real time with learners, offering the possibility to share presentations and whatever application can be opened on the computer. In addition to web-based voice communication (VoIP: voice over Internet Protocol), many also allow live, text-based chats with individual or multiple learners. Most offer the possibility to interact with learners in a way that replicates what trainers feel are the advantages of live instruction.

Discussion forums
Forums create the possibility for asynchronous discussions, just like those that occur in the classroom, but written and carried out over time. They provide the opportunity for structured dialogue that can lead to shared ideas or highlight differences of opinion. Unlike classroom discussions, the contents can be preserved for later rereading.

Wikis
Wikis are used to build documents collaboratively. They are public projects, different from discussion forums in that their goal is to build a lasting resource with the input of everyone in the collaborating group. A Wiki can be used for a group report, a brainstorming session or a collaborative planning forum. It might also be shared with many others who are not helping to build it.

Blogs
Learning blogs are individual writings from learners about their learning experience, ideas on or attitudes toward the content, and changes in their attitude over time. They provide opportunities for reflecting on and sharing of personal impressions. They can be publicly shared or restricted to certain groups. Most blogs also allow readers to contribute comments, but they are not as interactive, or meant as much for true discussion, as a discussion forum.

For additional information on this topic, visit the Education and Training Resources section of the WMO/ETR website at http://training.wmo.int.

---

learners needs to be authentic, relevant and non-threatening. The aim is to build relationships and promote learning. Presenters can achieve this by asking questions, getting a show of hands about a topic or pausing the presentation to have learners discuss something with their neighbours.

The presenter supports engagement by having a positive and enthusiastic attitude, open demeanour and a willingness to interact with the audience – for example, by being an active listener and providing helpful responses to questions. Even things as simple as maintaining eye contact and speaking in a conversational manner, using first- and second-person voice, and polite, personal phrasing, can be critical to successfully engaging learners and encouraging them to think about what they are being told.

Trainers will give a better presentation if they speak clearly and without distracting verbal or physical mannerisms. But a reasonable amount of moving around, using the physical space in the room, and being animated can help retain the attention of the audience. Beware of speaking too fast, using jargon and not fully explaining important content.

Research has shown that it is almost impossible for a learner to absorb what is being said and to read at the same time. This is because written words are processed in the same part of the brain as spoken words. However, the brain is able to process verbal and visual information at the same time. So presenters should use a minimum of text accompanying slides, but should provide graphics and images to support the spoken content.

The guidance for distance-learning presentations is nearly identical, but additional considerations are covered in the document available at the Education and Training Resources section of the WMO/ETR website at http://training.wmo.int. The eLearning Guild offers a free handbook on

synchronous e-learning at http://www.elearningguild.com/publications/index.cfm?id=6&from=content&mode=filter&source=publications&showpage=2.

7.8   Learning exercises

For any exercise that requires their active involvement, learners need to:

–   Understand the purpose of the exercise and how it addresses the learning outcomes;

–   Receive clear instructions about how to carry out the exercise, the time available and what they are expected to have produced or achieved at the end;

–   Have the materials and equipment to carry out the exercise.

If the exercise involves group work, the trainer should decide beforehand how the groups will be formed (for example, randomly or based on some common characteristics).

Soon after the exercise starts, the trainer should check that the groups are clear about what they are supposed to do. After that, it is best to just monitor progress without getting closely involved unless a problem occurs.

At the end, the trainer should address publicly what each of the various groups or individuals have prepared, or at least allow each group the option to offer their results. All participants must feel that their efforts have been worthwhile. Any significant differences in what the groups or individuals have produced should be discussed. If there is a "correct" solution, the trainer should explain it and lead a discussion on why different solutions might have been proposed. This feedback will point out common misconceptions or challenges to understanding and help everyone learn from the efforts of others. Sometimes a group will identify an unexpected issue that is not the focus of the session; the trainer should try to anticipate this eventuality and have a plan for how to address such issues at a later time, or offer additional resources.

7.9   Listening and questioning

Dialogue has often been said to be the heart of learning[13]. Trainers should consider the interactions with learners, rather than the presentation of information, as the key to effective training. Even quality self-paced distance learning should generate a form of dialogue through the use of questions and exercises with feedback.

Before learning is complete, learners need to test and solidify their growing knowledge by explaining it in their own words. Trainers should listen carefully to what learners are saying to enhance their engagement as well as to gauge whether the required learning has taken place. Responding thoughtfully to what has been said indicates that the views and comments of learners are valued, which in turn builds trust. This approach is often referred to as "active listening". But a thoughtful response also provides the feedback loop critical to guiding learners toward productive learning. In general, learning is an active process that comes about through interactions, and conversations have an important role to play (see Box 7.3).

Hearing (using the senses) and listening (using the mind) are not the same. Active listening can be demonstrated to learners by:

–   Using a positive facial expression (for example, nodding and smiling), having good eye contact (though not in all cultures) and avoiding distracting mannerisms;

---

[13] Laurillard D., 1993: *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology.* London, Routledge.

Box 7.3. The role of conversations

An examination of the work of some learning theorists has identified several ways in which active conversations between trainers and learners can support learning.

Trainers should:
– Encourage learners to talk, write or use other forms of expression to articulate their knowledge about the subject matter;
– Provide substantial feedback to learners' attempts at expressing what they know;
– Encourage learners to tell stories of their relevant experiences; trainers should also tell their own;
– Avoid providing definitive answers to learners until they have had a chance to articulate their own thinking;
– Encourage learners to work outside their comfort zones;
– Create a supportive environment where learners can express themselves without fear of embarrassment;
– Challenge learners to think deeply about content through active and probing conversation;
– Prepare learners to be conversant about the discipline by offering them practice in conversing about it.

– Using confirming statements, paraphrasing what has been said and asking if your understanding is correct;

– Being patient;

– Taking action in response to what has been said.

There might be signs that someone wants to say something, but for some reason does not, maybe because others are more vocal. The trainer can encourage the reluctant speaker, though care needs to be taken not to force someone to speak and thus break his/her trust.

Questioning skills are as important as active listening skills. There are three basic types of questions:

– *Open questions* require answers of more than one word and are aimed at getting general information showing what learners are thinking. They often start with "What", "How" or "Why";

– *Probing questions* follow up answers that have already been given – for example, by checking understanding or extending learning – and sharpen the focus. They often start with "Tell me more about…", "Why was that" or "What then";

– *Closed questions* require a one-word answer aimed at getting specific information. They might start with "When", "Where", "Who" or "How many".

All three types would normally be used in a session: open questions to check for depth of learning or to understand perspectives (for example, "Describe a time when…" or "Explain why you think that…"), probing questions to learn more (for example, "Tell me more about…") and a closed question to check understanding (for example, "So you are saying that…").

7.10   Giving feedback

Usually, providing feedback immediately enhances learning. It is particularly useful for developing skills and changing behaviour. Feedback (using the acronym BOOST) should be:

– *Balanced*: describe both what went well and where improvements could be made;

– *Observed*: only include information based on what has been directly observed and only deal with shortcomings over which the person receiving feedback has some control;

–   *Objective*: ensure that there is no personal bias and that the feedback is related to the learning outcomes;

–   *Specific*: Give specific examples rather than general statements;

–   *Timely*: Provide feedback at an appropriate time during learning activities.

Research has shown that for complex tasks, such as making a weather forecast, delaying feedback until immediately before the next attempt, rather than giving it immediately after a failed attempt, offers a better teachable moment for improvement. Delayed feedback following stressful end-of-course assessments has also been shown to be effective.

When giving feedback to learners, it is important to take into account the cultural, organizational and hierarchical mix of the group, the context of the session and the content of the feedback. The trainer should give feedback in a supportive and positive way, ensuring that the learner understands what is being said. The learner might disagree with the feedback but, as long as it is evidence-based and related to the learning outcomes, the trainer has a sound basis for the views being presented.

When giving feedback, it is usually better to start with asking about the learner's own perception of their performance – what went well and what did not. Frequently, this will lead to the individual identifying what needs to be improved, perhaps in more detail than the trainer is able to do. The discussion can then go on to what can be done to help that improvement take place. At the end of the feedback session, it is worthwhile asking the learner to summarize what has been learnt from the feedback.

Giving feedback in distance-learning environments can be more challenging if it is sensitive and negative. Distance-learning trainers should take special care in being specific and objective, and using good communication skills. Because e-mail can sometimes result in ambiguity, live conversation via the phone or Internet may be best in many cases.

7.11   **Dealing with conflict**

During the learning event, conflict or disruptive behaviour can arise, indicated by strongly voiced disagreement, body language, disengagement or lack of respect. Even if only one person is involved, it can have an adverse effect on the whole group. The trainer needs to recognize that there is a problem and do something about it.

The conflict might be rooted in the learning activity itself; for example, there might be something wrong with the material or pace of delivery. In that case, bringing the issue into the open and discussing it can lead to a resolution that benefits everyone.

If a personality conflict arises, it can either be dealt with by raising the issue with the whole group or separately with the individual or individuals responsible for the disruptive behaviour. Whichever approach is taken, the trainer needs first to clarify what is causing the problem, which might require some probing. Throughout the discussion the trainer must show respect to those raising concerns and listen carefully. Holding different views is not unusual or unreasonable, but everyone will benefit from resolving disruptive differences in a way that everyone finds acceptable; it is better to avoid having winners and losers. However, do not agree to something just to make the matter go away.

7.12   **Next step**

Using a range of learning methods, creating a community of learners, engaging with the learners and ensuring all components of the activity are of high quality will help make the learning activity enjoyable. But the activity will only have been successful if the required

learning has taken place and has enhanced some aspect of job performance or career development. To find out whether this has been achieved, one has to assess learners and evaluate the impact of the learning activity.

7.13   **You and your organization**

In order to consolidate the material presented in this chapter, try answering the following questions:

–   How do face-to-face and distance-learning training differ in terms of training delivery? In what ways are they the same?

–   Think about your best and worst training experiences: what delivery elements affected those experiences?

–   What do you consider to be the top ten features of good training delivery and to what extent do you incorporate those features into your training?

–   What are the main barriers to learning in your organization and what can be done to overcome them?

–   What do you do before a learning event to engage with the learners and make the learning event a success?

–   How could you improve the learning environment within your organization or within your own courses?

–   In what circumstances do you use the lecturing, training and facilitating roles?

–   What can you do to improve your listening and questioning skills?

–   When do you use feedback as part of the training process?

–   How do you deal with conflict and those who contribute too much or too little in a training event?