Tutor's Tráiler

1. Trainer's Profile

Their role is to guide and provide the elements to facilitate the learning of each participant.

The educational experience to have the proper development of the formation events indicates that a communication and nurturing atmosphere shall be created for the trainer and among the participants.

Trainer's Profile:

   Interest to be formed and to form others, that is, to have the interest to learn and consider that

Learning is a continuous development and growth process both personally and professionally.

   Skill to lead learning groups.

   Skills in the use of simple language.

   Have a service vocation, which allows transmitting a culture of continuous improvement.

   Pro-active leadership attitude.

   Availability for teamwork.

   Be entrepreneur and creative

   Capacity to favor significant learning.

   Experience as a Trainer.

   Skills to organize permanent learning.

   Interest and willing to share their abilities, knowledge and experiences in the formation of

advisors that participate in the attention program to Mexican Communities abroad.

   Interest for educational development.

   Be flexible to adapt the pedagogic-operative proposals according to the characteristics of the program.

Activities of the Trainer: International Programs Office

To promote and create

2. Communication in groups

Everything the Trainer says or does communicate something, even without saying or doing something He/she is communicating a message.

Trainers communicate through: face, mimics, voice, graphic symbols, the use of space, words, and writing;

Posture, silence, etc. A Trainer, to be able to communicate, shall know how to listen and observe.

Suggestions to listen properly   Keep eye and face contact.

  Turn your head and body towards the person you are speaking, being attentive (not tense), patient, and relaxed but not distracted or indifferent.

   Always consider your facial and body language, using it conveniently as an answer or non verbal reaction, which expresses interest in what others are saying.

   Offer direct verbal feedback to keep the communication channels open; do not limit yourself to a passive reception of what is perceived.

   Do not incur in the game of takings turns to speak. Your thoughts should not be occupied with decisions regarding what you are going to say when you have the opportunity, or in other matters that are not related with the subjects to be dealt. It is not sufficient to act as a good listener, it is necessary to be one, and to be "truly present" in each conversation.

   Remain with an open mind and a genuine intention of enriching yourself with other points of view. Do not be limited to listening, try to really understand by being empathic*.

   To corroborate his reliable comprehension of the information received: Ask questions that contribute to widen the information or to clarify the doubts of what has been said.

   Make stimulating comments that invite to sustain and deepen the dialogue.

   Paraphrase the key points mentioned during the formation.

   Look for coherence and continuity: relate the different elements boarded during the formation.

   Summarize the fundamental aspects of each subject.

Learn to "read between the lines". Try to go one step further of the formal content of the subjects, considering not only what is explicitly said, but also what is tacit or implicit.

Confirm your impression regarding emotions of the participants.

Develop your sensitivity towards the words and affections they might have.

Avoid mixing your subjectivity with the objectivity of the message sent, modifying it or distorting its essence.

Avoid contaminating yourself or letting the first sensations you have from an individual, whether positive or negative, caused by an isolated characteristic of the person, determine your appreciation of this person. Respect your speaker, even when they differ from your interests, needs, desires, goals, feelings or ideology; this means abstain from having negative attitudes which may impede, deteriorate or nullify the possibility of a productive encounter, such as:

Censuring or criticizing.

Lecture or moralize.

Blame someone.

Ridicule or embarrass.

Interpret or diagnose.

Discredit.

Devalue.

Prejudge.

Interrupt.

☐Ignore or don't give the sufficient importance.

Bias the information.

Simulate approval or concordance.

Basic elements on assertive feedback

The term "feedback" comes from the cybernetic field, and in this context it refers to the partial or full return of a human behavior science; it refers to the result that the individual that issues a certain conduct receives, in order to learn from it and obtain a benefit.

So that the feedback is more productive, we shall emphasize in a substantial aspect of this process: it shall be useful to the person who receives it.

To be useful, the feedback shall be timely, clear and precise, so that the recipient:

a) Understands the information

b) Accepts the information, and

c) Uses the information.

Some kinds of feedback only serve the needs of the person providing it and not of the person receiving it. To this respect it is worth mentioning that the value of the feedback lies in the benefit it provides to the receiver and not the "discharge" that it represent to the issuer; likewise, it is essential to attend the amount of information that can be used and tolerated by the person receiving it, putting it before the amount of data that the issuer has and that it wishes to express. The efficient feedback helps find new answers that settle the bases for future improvement, and not become a way of exteriorizing the desire for vengeance, domain or attack by issuer. Feedback is an instrument whose purpose is to make it easier on the receptor to see how his behavior affects other, and the degree of harmony or discrepancy that may exist with the consequence of its actions and what he consciously wishes to achieve. To reach such purpose, it is recommended to make

feedbacks through the "I messages" as it is known in assertive communication. They transmit ideas, desires, opinions and feelings in first person, unlike "YOU messages", which are verbalized in the second person. The subject that issues the "I messages" speaks for themselves and of themselves in a descriptive manner. This is to avoid (mostly regarding the task of evaluating the performance) hurt, judge, blame, moralize, insult, make fun of or qualify others contemptuously. Therefore, in light of these considerations it is more convenient to say "I perceive that your performance is lower"; "I have theimpression that you are not comfortable with the tasks that have been assigned, since I feel you lacked motivation"; "In my opinion I think there are some mistakes that I would like to go over with you and know

your opinion"; or "I do not agree with your suggestions in this matter, I would like to expose my points of view with more detail and know what yours are in order to reach a mutual agreement", instead of: "Your report falls short of our

expectations, actually it is trash, its all wrong, do it again", "You are negligent and careless with your job", "You cant be trusted with tasks of that nature" or "You have not proven to have

the capacity required to be in this job".

The "I messages" are assertive, they imply to assume responsibility for your own thoughts and emotions, with which in the long term, the possibility opens to a greater as well as a deeper comprehension and closeness with human relations

On the contrary, the "YOU messages" can imply that the person is being attacked or labeled in a negative way, which makes him respond aggressively, defensively or evasively, while the issuer of said messages may feel shame or guilt, circumstances which close the alternatives to promote and reach a

better mutual understanding. The risks of using "I messages" lye in the fear of discovering your own feelings, weaknesses, expectations, anxieties, worries, desires and/or fantasies, among others, and therefore making this information available to everyone, giving them the sufficient tools to use it with the premeditated intention to hurt us, attack us or harass us. These risks are in effect real, but the advantages of the "I messages" surpass them by much. By virtue of their contribution to enriching our bonds to those around us, such as:

Allow a person to person contact.

Not create hostility or wanting to take reprisals against someone, and its frequent practice reduces with time the use of reproaches or explosive accusations, full of anger, derived from the prolonged repression of certain negative feelings.

Lead us to assume the responsibility of our affections, ideas and behaviors.

Promote that another assumes the responsibility of their actions, reflect on themselves and make the pertinent changes.

Prevent us from making the mistake of waiting for someone else to "read our mind and sense what is going on with us" (others wont know what we want unless we speak for ourselves).

Evidence our own identity. By speaking in first person, saying who we are, what we pretend and what can be expected from us. Expressions in first person lose efficiency in achieving their mission when an answer such as another "I

Message" is obtained (1) when our speaker refuses to rectify their attitude (2) or else they ignore our words (3).

1. In the first case, we would have to listen to the other person attentively, allow them to express their feelings and opinions, stimulate them to it, explore their underlying demands and make them feel understood and considered, which will eventually promote in them a greater disposition and interest for listening to us in reciprocity.

2. In the second case, there is an evident conflict which needs to be solved: for this it is necessary to create a more open climate, with more dialogue, wanting to reach a negotiation that equally satisfies the persons involved in the conflict.

3. Lastly, in the third case, when for every answer you obtain indifference, it is important to keep on insisting, looking for the perfect moment for it, at the same time slowly increasing the strength of our message both in form and in content. Common mistakes in the formulation of the "I message" A) Be influenced by the prejudice that speaking in first person may appear as egocentric and/or narcissistic; therefore the person may fear to be the object of criticism and rejection and turns to the "YOU messages", through which we want to externalize our I in an indirect way. Nevertheless, this may lead us to distort the real meaning and the appropriate use of the "I messages", and therefore we distort them in their essence to place them before the eventuality of using again the adjectives when referring to the conduct of our speakers, something that although provides us with temporary benefits since we can achieve our goals, in the long term will leas us to use extra energy and to expose ourselves to misunderstandings, as well as causing an unnecessary mistrust, resentment, anger and frustration in others which will detriment a more fruitful communication.

B) To give excessive importance and emphasis to the negative things when expressing something we don't like, far from being assertive may turn into aggression.

C) Not describing the feelings or events with enough exactitude and then the message ends up diluted, misinterpreted or ignored.

D) Burst into anger when the "I messages" are not externalized at the proper time, but are contained until the accumulation of negative feelings is intolerable, and therefore the issuance of said messages is over intensified and causes the opposite effects than desired.

Basic rules for an efficient feedback

There are several relevant aspects that assure a more constructive result and help to avoid defense mechanisms that limit communication when providing feedback, including:

Every perception, reaction and opinion shall be presented as such, and not as a fact. .

Feedback shall be centered in conducts, results or execution levels and not in individuals as

Persons

Feedback shall focus on specific subjects, not in abstractions, inferences or generalizations, and shall be expressed in a clear way through descriptive and illustrative examples using an accessible language for the receiver.

Feedback shall be given in the most appropriate time, preferably immediately after that what is being referred to, or on the contrary, to be specific, at a later time when the situation is confusing, when the issuer cannot contain his anger which would affect receiver, and when receiver is not prepared or in the best disposition to receive it.

Feedback shall be evaluative more than just descriptive, it shall be based on pre-established criteria, possible results or improvements, more than in the imposition of qualifying judgments on what is "good" and "bad".

Feedback regarding areas or performance indexes shall include a discussion on what is considered as "high" or "low", including comments on specific actions that appear to contribute and limit the total efficiency or goal realization.

Upon analyzing problem areas where limited technical procedures exist to reach solutions, suggestions must be made regarding the possible media or resources to increase performance, but it is convenient to handle them not as advice, answers and dogmatic orientations, which are irrefutable and undisputable and are imposed to the person who is receiving the feedback, but from a perspective of joint exploration of alternatives that involves him in trying to find them and in the responsibility this brings.

☐ Feedback shall avoid the use of "emotionally charged" vocabulary, that awake anxiety and stimulate the appearance of defensive responses.

It is common to find that the feedback content obeys to a distorted perception of the issuer, and in consequence it shall be verified, if possible, by other people, that is, to previously corroborate, asking them questions, the veracity of the opinions and observations that shall be expressed. When it is evident that others confirm it, feedback is more efficient for the receiver.

Feedback shall be linked to the factors on which the individual can carry out some control or change to avoid further frustration feelings which are paralyzing or demoralizing. Likewise, it shall be provided in such a way that it shows how it shall be applied to the planning or to the perfection of optional corrective actions.

When finding emotional defenses or reactions, the person that makes the feedback shall face them and handle them, first of all, more than trying to persuade, appeal to reason or offer additional information.

Feedback shall be issued in such a way that it communicates acceptance to the receiver, as a valuable, dignified person with full rights to their individuality.

Basic rules to receive feedback

There are certain steps to be followed upon receiving feedback, which may increase the value for those who are subject to it, including:

Act as a good listener, which is, using the verbal language together with facial and corporal languages to express attention, interest and will to understand.

Try to make an effort not only by acting as a good listener but also by being one, this means not to fall in the game of "taking turns to speak", thinking what is going to be said at the moment of speaking or discussing "in silence" all the comments or arguments of our speaker, since this allows us to HEAR, but does not allow us to really LISTEN.

Focus on the ideas or main facts, leaving out the accessories, superficial and irrelevant.

Respond to concrete contents of dialogue and not to sensations or feelings that our speaker wakes in us, since this influences in the interpretation conferred to the subjects dealt with, undermining the objectivity with which they are received.

If emotions are too intense, it is important to register them but not allow them to interfere or distract us from listening, but to place them in a more wide and deep communication which leads to understand others and be understood by them.

Avoid defensive attitudes, but mentally take notes of any question or disagreement that may arise, for its further discussion, as long as this does not damage our concentration levels with what is being communicated to us.

Be empathic.

Paraphrase what you think you heard to verify what is perceived.

Make clarifying questions and request examples regarding confusing issues or where there is any discrepancy.
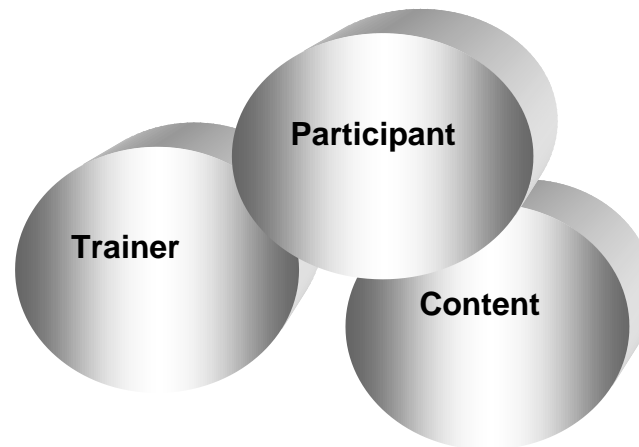
Carefully distinguish the precision, certainty or potential value of what is heard.

Collect the most information of additional sources or of the registration of said conduct, and of the effects it causes on others.

Do not over react to feedback, but as required, try to modify the behavior in the opposite direction in order to evaluate further on the results obtained.

3. Group dynamics

The process of teaching – learning is the result of the interaction between three elements:

- Participant: person with the interest to learn.
- Trainer: person in charge of directing the process of teaching-learning.
- Content: what you want to know.

- All successful learning groups go through a series of progressive stages through which they are

- Organized to reach their goals, which are: formation, sensitization, growth, development and closing. The

- characteristics of each of these stages are:

- Formation: The moment when the members of a group meet. In this stage you observe:

- Different characteristics and needs among the members of the group.

- Individual goals.

- Individual environment or in sub groups within the group.

  Sensitization: Once the encounter has passed, the clarification and consolidation process of the group

   Begins. We find:

-   Task definition.

-   Role identification.

-   Group cohesion.

-   Participation and commitment.

- Growth: Through the group interaction and work clarification, one observes:

      Group satisfaction.

      Affective bonds.

     Thought investment and action according to objectives (task application).

Development: The moment of greatest group performance. Its characteristics are:

-   Investment of thought and action towards the objectives.

-   Group performance and learning.

-   Synergy*.

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🕐 Closing Upon concluding the task and reaching objectives. Its characteristics are:

🕐   Objetive compliance.

🕐   Feedback.

🕐 * Synergy: Integration of participation and interests to achieve objectives and goals.

Group dynamics and leading

To lead a teaching-learning group, we have to make the group dynamics favor development and get over the moments of resistance from the group, promoting an active participation and the involvement of participants. Then, what is group dynamics?

The group dynamics and leading is the interaction of psychological and social forces that intervene in the structure and behavior of the groups.

Interaction includes the group of links, verbal and non verbal communications of the members of the group they have among them and with the trainer, therefore, to lead a group it is necessary to identify the present psychosocial aspects, the group process, which are closely related with the resistance to change, social and labor pressures, attraction, rejection, interdependence and instability.

Each group generates its own dynamics and there are roles that the participants carry out, which facilitate the learning process and the achievement of objectives, and others which hinders them; no group is exactly like another group, even though they have the same learning objectives, similar profiles, the same trainer. Sometimes, the participants have roles which facilitate learning (functional roles) and others, positions which hinder them (dysfunctional roles). Therefore it is important that the trainer has a NEGOTIATOR attitude in the learning process, since there is an infinite role of participants given that each group is different and its members have different personalities.

Next we describe some of these roles and some suggestions are given which can support the trainer in his function:

FUNCTIONAL ROLES:

ROLE	BEHAVIOR	RECOMMENDATION
Participative	• Shares and exposes its own experiences, enrichingthe learning experience.	Thank the participation and give acknowledgement to the participants that assume these roles, in order to promote collaboration.
Stimulator	• Provides comments that promote the interest of thegroup.	
Coordinator	• Relates ideas and efforts, coordinates activities to reach a common objective.	
Detonator	• • Shares with the group its personal learning experiences, she/he "is aware of" and conscious of his/her growth.	
Proactive leader	• The one committed with the learning process, driver and enhancer of the objective compliance.	
Mediator	• harmonizes different opinions.	
Clarifier	• Exposes in a clear, rational and specific way an idea or subject.	

Dysfunctional roles:

ROLE	BEHAVIOR	RECOMMENDATIONS
Apathetic	Expresses a lack of interest towards the subjects, has a negative perception of the formatio	Ask questions that promote participation. • Recognize before the group that participation of everyone is important to reach objectives.
Know it all	• • Exposes its concepts categorically, pretends to impose to others that its knowledge is the valid one	. Promote the active participation of the group, in order not to monopolize the formation session. • Recognize their valuable participation.
Aggressor	• Tries to sabotage the group process, criticizes the content and performance of the trainer	Learn and recognize the objections while they are constructive, generally the group contributes to solving this situation. • Remain proactive and not respond to aggression.
Dominant	• • Constantly participates, pretends to be the protagonist of the formation event.	• Interrupt its interventions in a cordial and discreet manner. • Recognize that his opinions arevaluable but that those of the rest of the group are too
Resistant	• Constantly criticizes the learning process, the methodological proposal and goes against what the group thinks.	Invite to make a reflection regarding its own changing process, suggest to expose other options.

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4. Group techniques

Group techniques are the means based on the theory of group dynamics, which are used in different Situations to develop the group activities with less effort and greater economy of resources.

In searching for a new kind of school, the group dynamics techniques search for the integration of   learning in the classroom with learning of social reality, since the first learning is the one who transforms Life, which not only accumulates mind concepts. We have to constantly prove that only that in which we

Have the possibility to be creative is well learned.

Group techniques offer many possibilities, among them we have to: inject more vitality to a group; incite

Participants to a community service; make better use of the potential of individuals and facilitates work with large groups.

Not all techniques are useful to solve all problems that the group may set out, some or more proper than others in function of all the tasks and the objectives the group wants to reach. This is why the success of a group in the completion of goals greatly depends in making the right and timely choices of the group technique.

To choose a technique it is necessary to consider the following aspects:

1. Group objectives. There are very precise techniques in function of the different objectives.

2. The size of the group. It is an important factors since many techniques can only be applied in a large group.

3. Physical and material availabilities. Some techniques require a proper place, a tape recorder, closed circuit television, etc, and it is important to foresee this before choosing the support technique.

4. Group maturity. A determinant factor. Some techniques suppose more direction of the leader than others. In a more mature the group, the use of more participative techniques will be easier.

5. Knowledge level of the technique on behalf of the leader or the members of the group. It is necessary that the leader is confident in handling the technique; otherwise the expected results may not be reached.

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6. Personal characteristics of the members of the group. In choosing the technique, one must also consider: the age of the participants, the degree of instruction, the previous practice in the same and previous personal attitudes.

Currently, there are many available techniques to apply to the groups. There is an abundant bibliography which gives access to them. Many techniques obey a primary action idea while others have been variations or derive from the first.

Nevertheless, there is something more important than the teaching methods and that is the trainer Formation.

An attitude free of threats is of vital importance, which allows participants to work with no defenses or inhibitions.

The above would create an environment where the participant feels a shared responsibility as well as an interpersonal communication environment where he/she can talk and be listened to, where the confrontation is possible without breaking the relation or simulate it, where teamwork is present and where the group is responsible for their learning.

Therefore, for many reasons it is important not only to learn techniques but to live the group experience.

This document presents some techniques which are considered significant and easy to use in the trainer's teaching work.

Instructional Techniques

The instruction techniques are the procedures use by the trainer to optimize the learning- Teaching process. The facilitate organization and conduction of the education process, communication among the group members and therefore the content understanding.

Instruction techniques are classified in:

TECHNIQUE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Expositive	**Use of oral language to transmit information**	• **Useful when time is limited.** • • **Useful in large groups.** • • **Recommended at the beginning of a subject or activity and to summarize or conclude the same**	• **Its success depends on the skills of the speaker.** • • **Does not favor critical participation and thinking.**
Demonstrative	**Execution of what is exposed, generally to explain the functioning of:** **machinery, instruments** **and tools**	• **The group participates in an active way.** • • **Learning is verified and feedback promoted.**	• **The group cannot be large.** • • **Must have resources or the demonstration.**
Interrogative	**Exchange of questions and answers to obtain information and/or points of view.**	• • **Checks the learning of the participant.** • **Promotes confidence with participants to express their ideas in public.** • • **Stimulates creativity and critical analysis.**	• **Inadequate use can create time loss and centralization of participation.**

Group techniques of integration

Group techniques allow organizing and developing group activities in a faster way. Group techniques which are based in the theory of group dynamics are the procedures which allow the trainer to use the knowledge and experiences with the following advantages:

Facilitate communication.

Promote critical and reflexive participation.

Promote the integration and the companionship environment.

Optimize learning.

According to its function, they are classified in two:

Integration of participants.

From teaching process facilitation – learning.

Although it is true that they can be an important support, it is necessary to consider some elements for their selection in a specific event or activity:

Program targets.

Group characteristics.

Human, Technical resources and available materials.

Domain of technique and ability of the trainer.

We suggest you consult the support materials (little box), where you can find the description of some of the most common techniques.

5. Andragogy

"Discipline that implies Adult's education and learning".

Pablo Cazau, Andragogía: www.galeon.com/pcazau/artdid-andra.htm

In adult's education we must consider that:

a. The adult is a person able to undertake responsibilities and make decisions.

b. The person must be prepared to learn and undertake the responsibility of its learning.

c. Interested to learn when his/her life, needs and interests are directly involved.

d. Have previous experiences.

6. Learning theory

Even when the studies on learning have been aimed towards children's education, these theories enrich adult's education with unquestionable principles for any quality education process. Among the most important are included:

☐ The learning begins with the learner's activity.

Learner is able to know when he/she is able to establish relations between what they know and the new study elements.

Learning implies interaction: participant–participant, trainer-participant and participant–contents.

They learn from what they know, since learning leads to a strong social burden.

Trainer is a mediator between the participant and what they have or wish to learn.

Therefore, trainer:

Is in charge of selecting and organizing the learning matter.

Organizes the new elements to establish links with previous learning.

Translates information to the language of the one who learns.

7. Educational Resources

Educational resources are the means and materials that assist the trainer in simplifying the understanding of the contents. These have several functions during the process: they are the means and materials that aid in the trainer's labor to simplify the comprehension of contents. Their functions in the process are:

Explain, show and illustrate the subject and activities..

Promote attention and therefore, the learning

Facilitate the communication and interaction among the participant, trainer and subjects.

Get the participants closer to the application or to the reality studied in the subject.

Educational resources are classified in:

Educational Materials

Educational Support

Are very valuable materials for trainer. These materials help trainer to focus in key points, classified what is complicated and add color and variety to the activities. They are a tool to enforce learning if they are well chosen and used. Educational support shall:
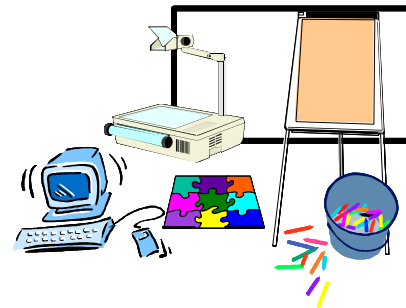
S upport.
U sed in moderation.
M aintain interest.
A dapt to the environment.

They obey the principle that says "There is nothing in the intelligence which has not gone through the senses first"

Educational materials illustrate and enforce comprehension of the subjects.

8. Evaluation

The evaluation is the trainer's tool which allows to identify in what measure the goals have been reached. The formation processes the tool which allows to identify how the goals have been reached. In the formation process, two kinds of evaluation are included with different intentions, which are.

Learning evaluation.

Event evaluation.

Learning evaluation .

The learning evaluation has the purpose to identify in what measure the learning objectives have been reached. This evaluation shall be used permanently during the formation process to:

Identify advances

Give feedback to the participant.

Reorient the process.

To give feedback to the trainer's tasks, it is recommended to revise and take advantage of the resources Of the Conevyt (conevyt.org.mx). Among them, we have the exercise of the Learn Series, which are Made to facilitate learning for everyone. These exercises lead to learning processes which are related to the skills and knowledge that comply with a Completion Profile regardless of a specific education model, from learning to observe, interpret, recover information, explain, evaluate, question and handle variables. (Sciences).

The learning experiences are also there. They are exercises built from the subjects or content of the modules, whose failing index is very high.

To evaluate you can go to different elements: an exercise, an investigation, a game, a questionnaire, etc.

These activities shall be useful as long as they allow us to identify in the formation processes, which have been the achievements, what has to be enforced, modified, if it is necessary to program again, etc.

The importance of the evaluation lies in the feedback.

Event evaluation to determine the effectiveness of a formation event we can turn to the evaluation which provides us information regarding::

Event design and organization.

Satisfaction of expectations and needs of the participants.
Quality of materials.
Conditions of facilities and equipment.
Trainer qualities and deficiencies.
Operative controls.

9. Planning the formation event.
A session previously prepared shall be better than an improvised one, and therefore it is very important that the trainer makes the session plan, derived from the activities program built based on the detection of formation needs.
The session plan will be called the descriptive letter and like the name says, it is the explanation of learning activities that will be developed during an event.
To plan the event it is pertinent to know with anticipation some data that allow us to design and structure the formation of the agreement with the needs they may cover. This information is:
    Number and profile of participants.
    Time available for the event.
    Facilities and resources.
    Activities to develop.
    Subjects to cover.
    Objectives to reach.
The descriptive letter
    Is defined in function of the objectives and times established in the formation event.
    It avoids improvisations and deviations of the objective and goal foreseen.
    It specifies the subject, objective, activity, learning resources, techniques, times and instruments of evaluation that will be used in a session.
    It allows to foresee the requirements necessary for the good development of the event.
    Facilitates the adaptation of activities abased on specific needs within the group or of the
persons that participate in the event.
The steps for the development of a descriptive letter are:
    Writing down learning objectives by content or subject.
    Selection and organization of contents, from the simple to the complex.
    Design and selection of learning activities based on the subject and the objective to be covered.

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Selection and construction of support materials based on the subject and profile of the participants.

Selection and construction of evaluation instruments of learning according to the objectives to be covered and the course.

These elements are written down in a format, generally in a table, to be clear and have control of the development of the event. In this document we present a proposal; nevertheless it may be modified according to the trainer's needs in each case.

Content selection and organization

The contents refer to the knowledge, skills and attitudes that the subject must have to reach its objectives. To facilitate learning, it is important to structure it in a proper and progressive subject sequence, with a logic order that awakens the interest. It may be considered as organization criteria:

From the known to the unknown, from easy to difficult.
Organize from general to specific or vice versa.

Criteria to choose the activity:

Subject objective and organization.
Number of participants.
Facilities and resources
Available time to develop the subject.

Selection and construction of evaluation instruments of learning and the formation event.

In the descriptive letter, the formal and final evaluation activities and instruments are included as well as an instrument of evaluation of the event. It is necessary to select the activity, build and/or select the support instruments and materials and to register them in the corresponding letter.

They are included in the exhibit of this document, some learning evaluation examples and evaluation of the event, which may be modified according to the needs of each trainer..

10. General recommendations for trainer

Trainer shall:

Check the physical space before beginning the formation.
Begin on time.
Take care of their personal presentation. Emphasize on cleanliness.

Avoid superiority and arrogance attitudes.

Orient and conduct, never impose. Their role is of an education trainer.

Try not to involve personal problems and worries with instruction.

Keep contact with the participants even in informal recesses.

Stimulate the exposure of doubts and comments of participants through an attitude of evaluation and respect towards them.

Openly admit mistakes.

Set a break of approximately 15 minutes for every three ours of instruction.

Have a natural body position.

Respect participants

Make eye contact with all participants and direct the attention to them, avoiding focusing on just one or in a specific region of the group.

Call participants by their name.

Give all participants the same opportunity to intervene.

Keep control of the situation, not allowing unforeseen difficulties (failure of an apparatus, interruption of third persons) make the trainers lose confidence in themselves.

Do not get upset. When a situation irritates or makes you impatient, it is more difficult to solve. We have to face everything with calm and serenity.

Place yourself in a visible place for all participants.

Avoid using too much gestures and faces; but do not stay rigid and still.

Use a natural tone of voice that is clear for everyone.

Be concerned about their constant self evaluation and self improvement.

Check the status of the learning material before beginning the session.

Do not use materials and learning resources when you are not sure of its proper handling.

Avoid the use of audio visual materials only to pass the time in the sessions, without a well defined educational.

☐ Try to keep all the trainer's support material (notes, manuals and descriptive letter) in order during the course of each session.

Try to maintain all visual support material perfectly visible for all members of the group.

The opening session has a special relevance, since the inauguration of the course and the way in which the trainer carries it out shall define the characteristics of the instructional process and therefore it is

recommended that the following activities be made in this session:

Trainer presentation.

Participants presentation.

Presentation of objectives and thematic content of the event.

Handling group expectations.

When a session of the event has elapsed, it is necessary to begin the following one with the synthesis of the contents revised the previous day or else asking the participants if they have any doubts or comments (Formative Evaluation).

The closing of each session is the point where the shared contents are concrete and consolidated. Although there are no formulas established to close the sessions since they vary in function of the subjects and of the dynamics which internally regulate the group process, the trainer shall procure that each session ends under a favorable environment, not leaving the subjects planned without a conclusion and resume the contents.. Remember that trainers shall not:

Begin and/or end the session after the hour set.

☐ Excuse themselves from the mistakes they "may" commit.

Use the educational resources and material in an incorrect way.

Be arrogant and overbearing.

Express themselves rudely inside the classroom.

Make jokes or comments with a religious and/or sexual or discriminating connotation.

Ignore the contributions of participants

11. Situations present in group leading.

The dynamics of the formation process implies, among others, the circumstances present in group leading and overcoming obstacles using these circumstances to enrich learning.

Nine situations that are present more frequently and where experts in the matter recommend certain formulas that may be successfully applied when facing each case have been chosen.

These situations shall be discussed in small groups of trainers, shall be taken to the cases where each trainer will face the groups it forms and enriches it with experiences that can be taken again. It is suggested that this part of the document be revised and discussed by the trainers in order to enrich it with the experience of each one. After the analysis and conclusions are obtained, a presentation will be prepared to the rest of the group, regarding the specific points that the trainer has pointed out, adding tot his presentation other suggestions and experiences of each participant.

Below, nine selected situations will be presented:

I. When control of the session is lost

The trainer can make a pause if it is the one speaking. Those interrupting the development of the session will surely focus again on their development with the silence.

Make direct eye contact with the members that are not putting attention, to regain their attention.

The physical action of standing up attracts the attention of participants on trainer.

Make a summary or use some kind of visual aid that attracts the group's attention.

Ask a question to the one distracting the group.

Direct a question to the most influential member of the group which can call the order of the other participants.

Introduce a new development phase on the subject. (change techniques).

Be strict but wit tact when calling the attention of others.

If the disorder is big, establish a recess.

II. When participants move away from the subject.

Make direct questions asking in what way the discussed subject is related with the problem we have on our hands.

Gradually guide the conversation towards the main topic.

☐ Remind the members of the group that their contribution to the "central subject" is one of the main tasks of the trainer to achieve the expected results.

Introduce a subject or data close to the central subject.

Emphasize that the conversation is very interesting, but that the main subject is not being addressed and the course is being deviated from its objectives.

Make a summary about what is being discussed on a certain matter.

Take some time to make an inventory of the progress of the session and to plan the next step.

Make a careful planning of the session, notifying the group the plan to be followed and sticking to it (getting back on track).

III. When the group does not speak.

Slightly separate yourself from the main topic, to introduce another subject with a more general interest, with which all the assistants are more closely related to and lead them to the main subject.

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Comment the discussion or stimulate the exchange of points of view, directing a question to someone who knows the answer.

Use an affirmative or negative question and then follow with a question of why.
Make a general question to the group, preferably one that incites them
Show emphatically that you are alert and interested in their questions.
Do not make questions that may bother the group or that may ridicule one of its members.
Make an intentionally wrong statement to generate a point of controversy to reach the correct statement.
Calm the group, telling a relevant story. (Surely if this happens, the integration phase has not been properly covered).

IV. When the group does not accept Trainer's conclusions.

Address the discussion proposing different words to the same conclusion.
Encourage those participants that agree with the Trainer, in order for them to take sides and talk.
☐ When a member contradicts the trainer' statements, address the question to another participant in order for him/her to answer the contradiction. (Relief question).
Make a nominal vote on the matter.

V. When a member of the group is against the trainer.

Invite other members to answer the questions or objections from opponent.
Leave the point of view from the opponent as a statement, and ignore it.
Take the votes of the group to show the opponent that he/she constitutes the minority.

VI. When the participants discuss heatedly among them.

The trainer assumes control of the situation, making a summary or being quiet while the group is calming down.
The trainer interrupts and makes a question.
The trainer asks the person who at that time takes the floor, to repeat his/her comment.
If the argument is relevant in the discussion, take two of the members and ask them to take the pro and cons and explain their reasons.

VII. When one or more members of the group are shy.

Make him/her questions that may be easily answered.
Congratulate the shy participant when he/she has exposed his/her points of view.
Promote an opening, trustworthy and cordiality environment.
The "rules of the game" technique may help. International Programs Office

VIII. When a participant usually object s the points of view of the trainer of the other participants.

Try to find the hidden reasons that make him/her hostile.

Repeat his/her interventions with other words to underline and make them more evident, without making emphasis in his/her argument and continue.

Leave the group to pressure him/her.

Stimulate other participants in order to show their approval to his/her points of view

If possible, let him/her notice (by itself) that he/she is a minority.

Make rebound questions.

IX. The group is disappointed for external reasons.

A bit of humor or an ingenious comment, make distract them from their concerns.

If they insist to talk about their problems, give them some minutes to vent his/her anger, and proceed immediately with the core subject.

Show him/her the positive aspects and advantages of the problem in question. (Every cloud has a silver lining).

Begin an action to correct this problem. With the group consensus the proposal may be brought to a superior level, and as a result the problem may be solved. Once the analysis of the case is finished, continue with the subject.

EXHIBITS

DESCRIPTIVE LETTER

Session:

Subject:	
Contents:	
Objective:	
Duration:	

Instructional activity	Technique	Educational resource	Time	Evaluation strategy

DESCRIPTIVE LETTER

Subdirección de Asuntos Internacionales - Dirección de Concertación y Alianzas Estratégicas

Activities and objectives to be developed in any course

Subject 1: Objectives and basic activities for the work table

SPECIFIC TIME OBJECTIVE	CONTENT	ACTIVITIES	GROUP RESOURCES AND TECHNIQUES	TIME	
				Partial	Accumulate