Sustainable Human Resource Development in logistics services for ASEAN Member States

"Instructors' Workshop on Training Fundamentals"

Arnoma Hotel, Bangkok (Thailand)

20th September, 2014 (Saturday)

by Thomas SIM (Singapore)

Chairman – AFFA WGET

Module 2 :
Lesson Planning
&
Preparation

- **Introduction**
- **Module Objectives**
- **Producing A Structured Lesson Plan**
- **Review Your Lesson Plan**
  - **– 5 Elements**
- **Evaluation of the Lesson**
- **Reflecting on this Module**

Introduction

Planning & Preparation are crucial part of effective teaching...!

If the lesson is planned effectively, you will less likely to experience difficulties & will feel more confident in the teaching situation

Module Objectives

On completion of this module, you should Be Competent to :

- **produce a structured Lesson Plan for a range of lessons you teach...**

- **prepare classroom arrangements & teaching facilities...**

A Lesson Plan should contain all the information you need to delivery your training. You may wish to use one of the suggested template shown below or your own lesson plan format. Typically a lesson plan should include:

➢ **Course Contents**
➢ **Learning Outcome**
➢ **Learning Activity**
➢ **Duration Of The Activity**
➢ **Deliverables**
➢ **Training Resources Allocation**
➢ **Assessment Details**
➢ **Instructor or Facilitator (if available)**
➢ **Venue (if available)**

Producing A Structured Lesson Plan

Compulsory 5 Elements for ALL Lessons :

- **Learning Objectives**

- **Lesson Content**

- **Instructional Methods**

- **Teaching & Learning Resources**

- **Assessment of Learning**

Lesson Plan

- **is a written document that identifies how you intend to incorporate the 5 elements into any lesson you are teaching**

- **it will also identify specific aspects relating to the Group you are teaching,** *(module name, topic area, time of lesson, location, etc.)*

- **is a working document for teaching a particular lesson !**

Lesson Plan

- after teaching the session, the effectiveness can be reflected & able to make any subsequent changes for future sessions

- not only a plan for the session,

- also a basis to improve & develop it…

Lesson Plan

Considerations when preparing :

- **what format or template to use ?**
(see enclosed template...)

- **how detailed to make the plan ?**
a/ **detailed** – good guide, prevents
"lost" situation...
b/ **summarized version** – for the rather
experienced
trainer

REVIEW YOUR LESSON PLAN

Sustainable Human Resource Development in logistics services for ASEAN Member States

JAIF
Japan-ASEAN Cooperation

asean

AFFA
asean

LESSONS	LEARNING OUTCOME	Time	LEARNING ACTIVITIES	Duration
DAY ONE				
Knowing Your Products & Service	1. Knowledge of the organization's products and services are acquired and developed by using a range of sources and resources 2. Knowledge of the organization's products and services are applied when dealing with customers 3. Knowledge of competitors' products and services are applied when dealing with customers 4. Knowledge of competitors' products and services are developed and regularly updated	08.30am-10.30am	Lecture Written exercises Group Discussions Oral Questioning	1 hr 15mins 30mins 15mins
T-Break (10.30am – 10.45am)				
Knowing Your Customers	1. Customer is approached at appropriate timing in accordance with the organization's standards 2. Appropriate questioning and listening skills and non-verbal communication cues (towards and from …	10.45am-12 noon	Lecture Written exercises Role Play	30mins 15mins 30mins

Sustainable Human Resource Development in logistics services for ASEAN Member States

Time	Learning Activity	Method	Trainer Guide	Resource	Theory Practical / Assessment
DAY ONE					
0800-0900	Course Administration				
0900-1000	1.1 Keep inform of international political climate & terrorist campaigns 1.2 Be alert to possibility of terrorist attack	Briefing with slides/ Discussion	Course Notes	OHP / White Board	20 mins mini lecture 20 mins discussion 20 mins demon & practice
1000-1015	Tea Break				
1015-1115	1.3 Be familiar with organizational procedures &contingency plan 1.4 Comply with ad hoc & standing procedures 1.5 Ensure contact list of relevant authorities are available	Briefing with slides / Discussion	Course Notes	OHP / White Board	20 mins mini lecture 20 mins discussion 20 mins Formative Assessment
1115-1215	2.1 Identify any person who may be engaged in surveillance of assignment premises. 2.2 Identify any person who may be engaged in intelligence gathering. 2.3 Identify any person behaving suspiciously			OHP / White Board	2mini mini lecture 20 discussion 20 mins demon & practice Formative
1215-1315	Lunch Break				

Learning Objectives

- **are specific action-statements**
- **specify what the learner will be able to do, think, as a result of attending a course or a particular session..**
- **do not state what the instructors will do or teach...!**

Learning Objectives

- **should identify exactly what successful learners should be able to do…**
- **make sense to learners who have not yet achieved the objectives…**

Example of a Properly-written Objective

"At the end of this module, you should be able to correctly write specific action statements (learning objectives) that outline what successful learners should be able to do upon completing training sessions that you have conducted"

Learning Objectives

Performance Objectives contain 3 elements :

a/   an **observable** action, behavior, performance

b/   the **conditions**

c/   the **standard/criteria**

Learning Objectives

Performance Objectives should be "SMART" :

S - **Specific**

M - **Measurable**

A - **Achievable**

R - **Realistic**

T - **Time-bound**

Learning Objectives

Performance Objectives should be "SMART" :

	SPECIFIC	Details exactly what needs to be done
S		
M	MEASURABLE	Achievement or progress can be measured
A	ACHIEVABLE	Objective is accepted by those responsible for achieving it
R	REALISTIC	Objective is possible to attain (important for motivational effect)
T	TIMED	Time period for achievement is clearly stated

Learning Objectives

a/ **The behavior or the performance :**

- **OBJECTIVES must clearly identify what the trainees will be able to DO as a result of the training, typically expressed as an *action verb***

- **the VERB must define something *that is observable* & should not be open to interpretation** e.g. *to write, to calculate, to complete a form, to implement...*
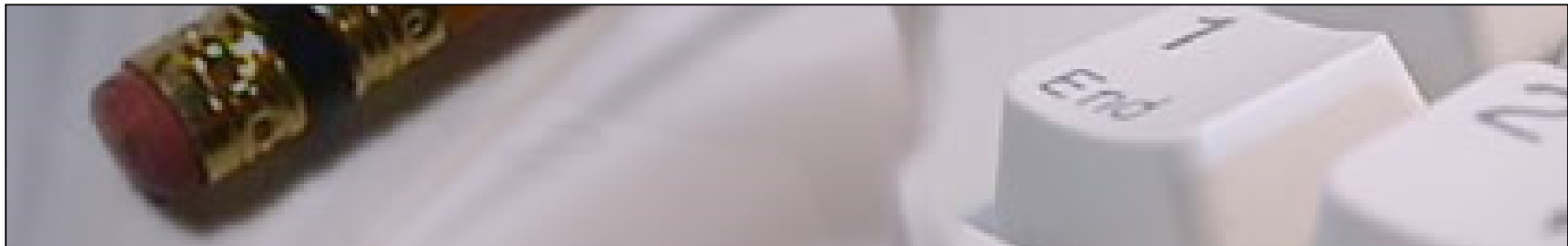
(see enclosed ACTION VERB list)

Learning Objectives

a/   The behavior or the performance :

- **where the verb defines something that is not observable, e.g. hidden behavior like _examine, realize, think through, know, enjoy,_ they should be replaced with an action verb…!**

Classifying	Rule-using	Discriminating	Problem solving
to allocate	to calculate	to accept	to accommodate
to arrange	to calibrate	to adjudicate	to adapt
to assign	to check	to appraise	to analyse
to catalogue	to compute	to appreciate	to compose
to characterise	to convert	to arbitrate	to conclude
to classify	to correct	to assess	to construct
to collect	to deduce	to authenticate	to contrive
to compile	to design	to choose	to coordinate
to define	to determine	to compare	to correlate
to describe	to equate	to criticise	to create
to file	to examine	to discriminate	to develop
to grade	to expect	to estimate	to devise
to group	to explain	to evaluate	to diagnose
to identify	to extrapolate	to gauge	to discover
to index	to foresee	to judge	to find a way
to itemise	to illustrate	to match	to generalise
to order	to interpolate	to rate	to infer
to rank	to interpret	to recognise	to invent
to reject	to monitor	to review	to programme
to screen	to organise	to value	to project
to sort	to plan	to weigh	to realise
to specify	to predict		to reason
to survey	to prescribe		to resolve
to tabulate	to schedule		to solve
	to solve		to synthesise
	to translate		to trouble-shoot
	to verify		

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Learning Objectives

b/   Condition or *"given"* :

- *"to drive"* can be the beginning of an objective, but to drive a car on a dry road is different from driving a truck on a road with ice !

- we have to know the *'condition'* or what is *'given'*. This means that we have to be very clear about how the performance will be carried out…!

b/ Condition or *"given"* :

- **will the trainees have a checklist or work from memory ?**
- **will the instructor work with validated materials or will he have develop his own materials ?**
- **will the pilot fly only in calm weather or in a storm ?**

Learning Objectives

c/   Standard or "criterion":

- *"To type a letter with an electric typewriter"* is an "objective"...the verb *"type"*, the condition *"an electric typewriter"* not a manual typewriter.

- **Criterion ?** How well does the letter have to be typed ? Is it acceptable to have 10 typing errors, or 3 typing errors or none at all ?

- how long can it take ? *(an hour, a day, month)*

Learning Objectives ✓
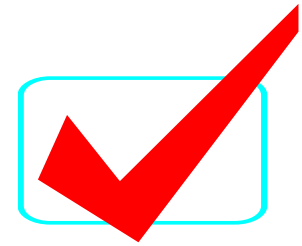
c/ Standard or "Criterion":

Example of a properly written Objective

"To type one-page business letter on any modern electric typewriter, laying the letter out in standard business style, with no spelling or typing errors, in less than 30 mins"

example: Training objectives in the transport sector

In the transport sector, we have already determined that skills development is an important factor. What then should be the focus of such skills development? What should be the broad objectives of training in the transport sector?

Broad objectives: What must training accomplish?

It must give confidence. ☐

The trainee must be able to do something she/he could not do before. ☐

It must give a clear understanding of the work. ☐

It must increase the knowledge. ☐

It must broaden the understanding of transport concepts. ☐

Learning Objectives

Writing Objectives

- **important to consider how you will check whether the objective has been achieved ?**
- **different forms of assessment, particularly through a *validated test***
- ***"Validated" –* test has been tried with other trainees & been shown to provide an effective measure of performance...**
- **enables instructor & trainees to find out whether the objective has been achieved...**

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Learning Objectives

Structuring & Sequencing of Objectives:

- **important to be appropriately structure & sequenced**
- **ensure each area covered the objectives lead to a progressive build-up of the skills & knowledge to be acquired**
- **preceding objectives should support learning in subsequent objectives for each content area**
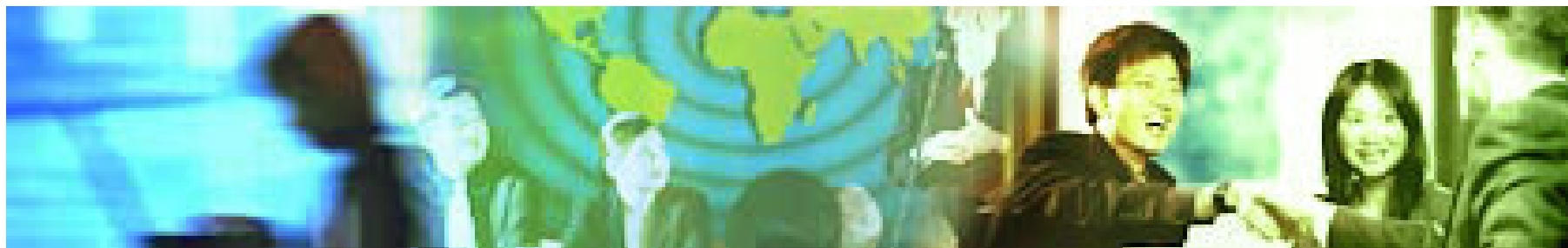
Learning Objectives

Structuring & Sequencing of Objectives:

An Objective is a statement in which the Trainer communicates as clearly as possible - what the trainees needs to learn, whether it is specific knowledge acquisition, skill or both

<u>Structuring & Sequencing of Objectives:</u>
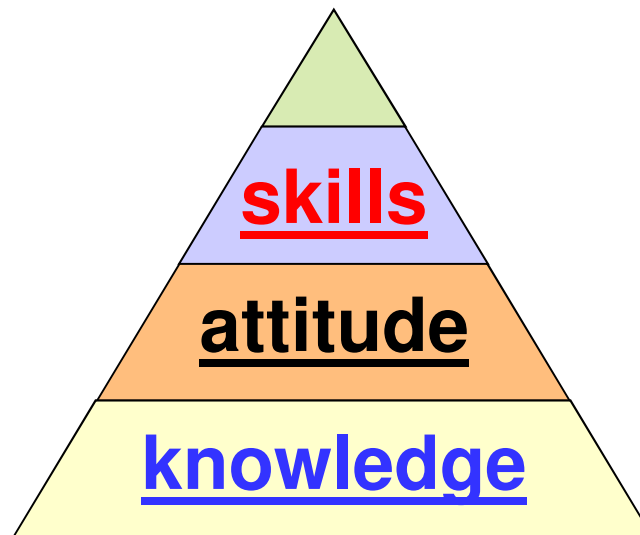
<u>Training should be geared towards one or more of the following 3 Objectives :</u>

<u>Knowledge + Practice = Skills</u>

Skills Development :

- **In designing a training program, different Methods will be needed to teach different Types of skills**

- **Main Classes of skills :**

  - **Physical skills**
  - **Intellect skills**

Learning Objectives

Skills Development :

- **In designing a training program, different Methods will be needed to** _ _ _ **ferent Types of skills**

- **Main Classes of skills :**

  - **Physical skills**
  - **Intellect skills**

Skills Development : Classes of Skills

Skills	Examples in Maritime Transport
Physical (motor) skills	Manipulate a fire hose Load a container on board a ship
Intellect Skills *Classifying Rule using* *Discriminating Problem solving*	Distinguishes between a B/L and a AWB Identifies between different classes of goods Determine for freight rates for cargo shipped on different types of vessel Generates a weather forecast Decides whether a ship's hold has been adequately cleaned. Diagnoses a breakdown in communication between team members

Skills Development : Classes of Skills

Physical Skills (Motor Skills)

- enables a person to make coordinated movements, perform manual tasks & carry out physical activities

   (e.g. driving a crane, running out a fire-hose, stuffing a container)

- dependent on several other skills

   a/ *Rule-Using (procedures, rules, etc.)*
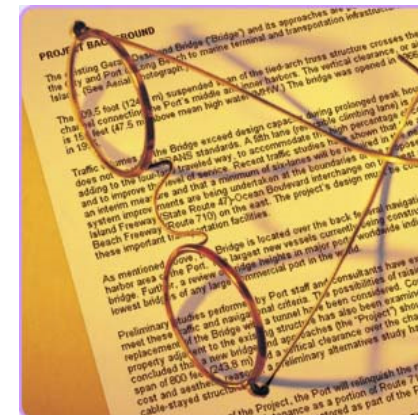   b/ *Discrimination (between signals & irrelevant information)*

Learning Objectives

Skills Development : Classes of Skills

Intellectual Skills - 4 Categories :

- **Classifying**
- **Rule-using**
- **Discriminating**
- **Problem solving**

Skills Development : Classes of Skills

Intellectual Skills - 4 Categories :

Classifying

- this skill will enable a trainee to explain Basic Concept & Rules & provide Definitions.
- this is considered the most basic of intellectual skills.

Skills Development : Classes of Skills

Intellectual Skills - 4 Categories :

Rule-Using

This skill will enable trainees who have learned the basic concepts to apply the concept or given rules to calculate or judge the results

Skills Development : Class of Skills

Intellectual Skills - 4 Categories :

<u>Discriminating</u>

- requires higher skill than in **Rule Using**.
- it involves making a judgment
- the trainee needs to experience different situations before the skills can be acquired

  e.g. a traffic policeman who has to decide whether a vehicle is being driven dangerously cannot be given precise rules & has to learn thru' experience how to discriminate between a vehicle being driven dangerously & a vehicle driven in normal care...

Skills Development : Classes of Skills

Intellectual Skills - 4 Categories :

Problem-Solving

-    extend the Trainees' **Rule-Using** skills beyond **Discriminating** to find solutions to problems
-   the rules learnt have to be combined with logic & experience in a complex fashion

(beyond Problem Solving lies other finer skills worth noting, particularly cognitive strategy.
This is a personal way in which a person thinks – intuitive, creative & systematic)

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Lesson Content

- the content is the knowledge that you want to impart during the session
- this knowledge may focus on promoting understanding of a topic or underpinning a skill that students are to subsequently learn

Sustainable Human Resource Development in logistics services for ASEAN Member States

JAIF
Japan-ASEAN Cooperation

asean

AFFA
asean

Lesson Content

- The greater the knowledge & understanding of the subject-matter; the more effective will be your teaching...

- Simply knowing the subject, or knowing how to do the task will not enable you to teach such task effectively.... A framework or structure which can fit your knowledge must be developed

Lesson Content

- **essential that content is well-organized**

- **follows a sequence that best supports learning for the group...**

- **useful to identify key concepts, principles & models that you intend to teach !**

Lesson Content

- can be sequences in a manner that will enable learners to build understandings from the basic & concrete to the more complex & abstract...

- ensure that in broad terms, there is beginning, middle and an end.

- make sure that the beginning outlines the objectives of the session & the end provides opportunities for recap & clarification..!

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Instructional Methods

- refers to the planned strategies we use to help learners understand the **Content** & dev. competence in what we intend them to learn or meet the **Objectives**

- most used methods – *explanation & demo*

  However, these methods are most effective when supported by other methods that encourage interaction & participation...

e.g. the use of questioning techniques, pair or group activities make learning more active & motivating for learners..!

Instructional Methods

In planning the use of methods, ensure that :

- **Content is well-facilitated by the method**

  e.g. in teaching practical skill, it is essential to use demonstration & supervised practice…! Simply explaining how things are done is unlikely to enable individuals to learn the skill..

Instructional Methods

In planning the use of methods, ensure that :

- **Methods fit the maturity & composition of the Group**
  (ensure the learning group has the necessary experience & competence to be able to effectively learn from the methods used…!)

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Teaching & Learning Resources (TLR)

- refers to any teaching aids & resource
  materials that are to be used in the session
  to help develop the intended learning

  – audio-visual aids (LCD Projector, Speakers, OHP
    DVD/VCD players, CTV, etc.)
  – tasks for learners to complete (tutorials, projects)
  – I.T. applications,
  – handouts,
  – demo-kits, samples,
  – pointers, markers, whiteboard, flipcharts, etc...

Teaching & Learning Resources (TLR)

- often used in tandem with methods & needs to be closely integrated
- ensure that resources are well produced & clearly support what you intend learners to achieve
- consider particular response you want from a specific resource, e.g. emphasis, promoting questions, summary, etc...

If you are providing handouts to support & extend what you have covered in the session, ensure they are sufficiently comprehensive, well-organized & user-friendly. Make them easy to follow & attractive
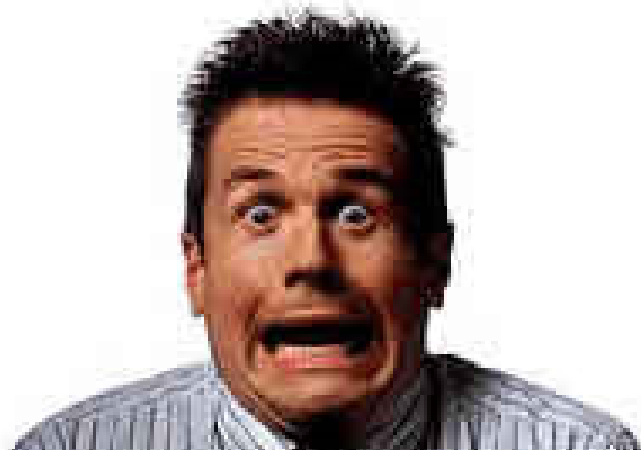
Sustainable Human Resource Development in logistics services for ASEAN Member States

JAIF
Japan-ASEAN Cooperation

asean

AFFA
asean

Teaching & Learning Resources (TLR)

- the best planned lesson can be totally ineffective, if other important planning considerations have not been fully thought-out & implemented...

(trainers have often planned certain activities for a Lesson only to find that the training area does not have the necessary facilities !

e.g. AV or Internet access issues...)

Teaching & Learning Resources (TLR)

Important to find out (as far as possible) :

- **details of Training Area/Venue**
- **available facilities**
- **information on the Group of Trainees**
- **local training culture...**

Teaching & Learning Resources (TLR)

Training Areas & Resource Availability

- ensure that the training area or classroom can accommodate the number of trainees comfortably

- arrange in a way to suit the methods & activities you intend to use

- in some cases, you may not be able to organize the layout until just before the lesson – arrive in good time to check & modify (if necessary)…

Sustainable Human Resource Development in logistics services for ASEAN Member States

JAIF
Japan-ASEAN Cooperation

asean

AFFA
asean

Teaching & Learning Resources (TLR)

Training Areas & Resource Availability

- do not attempt activities that are beyond the room's capacity or resource avail. – they are unlikely to be effective !

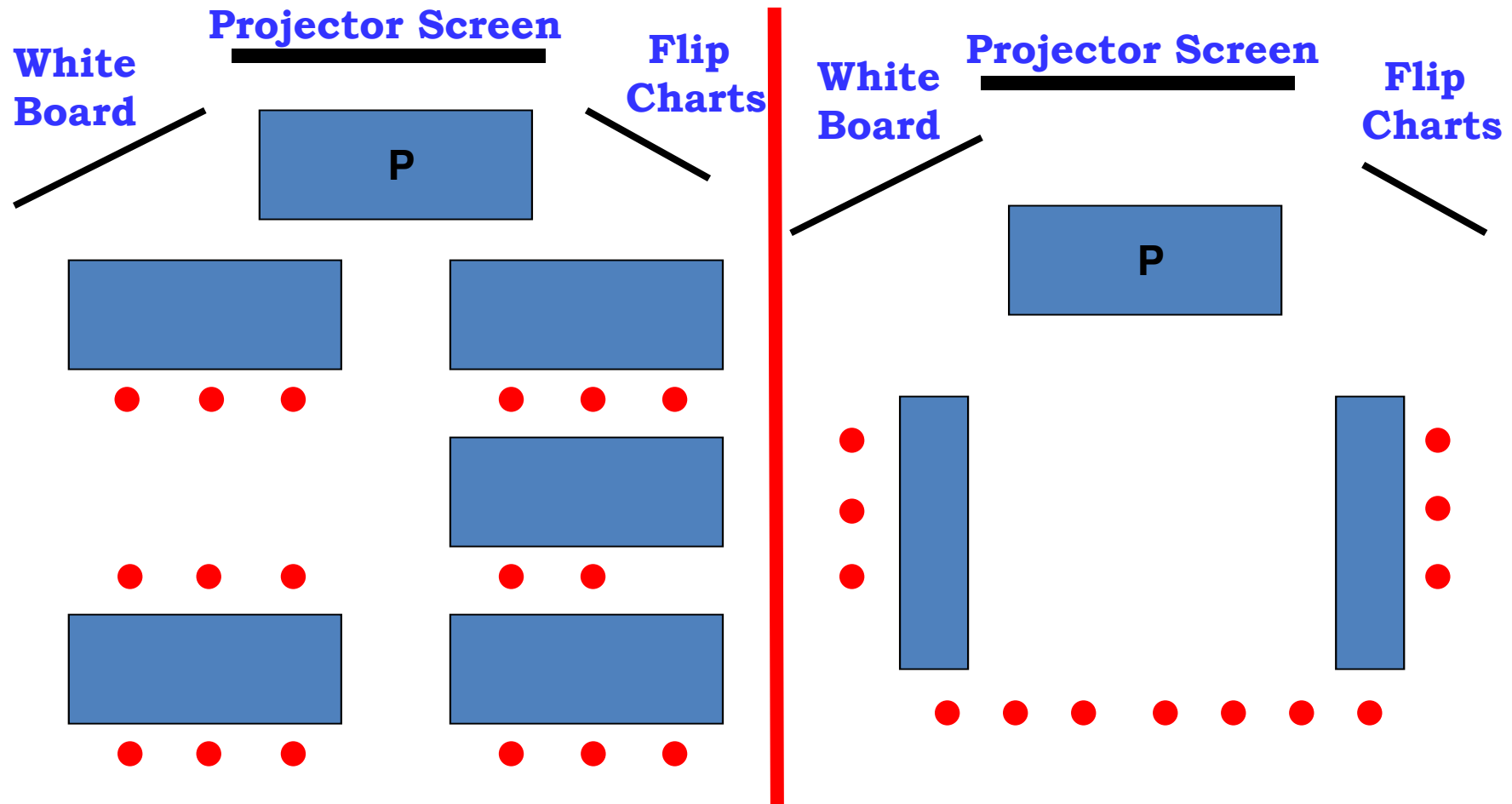- there are many different ways of using the physical space in your teaching & learning area

organize the room to suit yourself, the trainees & the activity in which you are all engaged. Change the organization of the room whenever necessary...

Pedagogy & Andragogy (TOT)

(Thomas SIM)

JAIF
Japan-ASEAN Cooperation

asean

AFFA

Projector Screen

White Board

Flip Charts

White Board

Projector Screen

Flip Charts

P
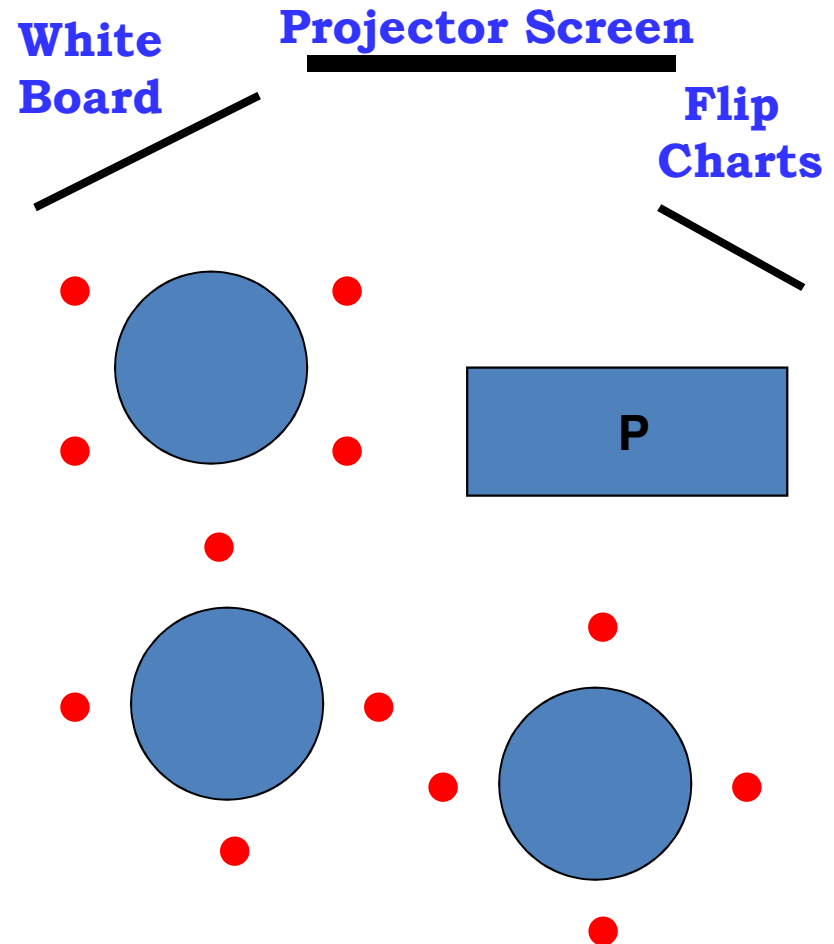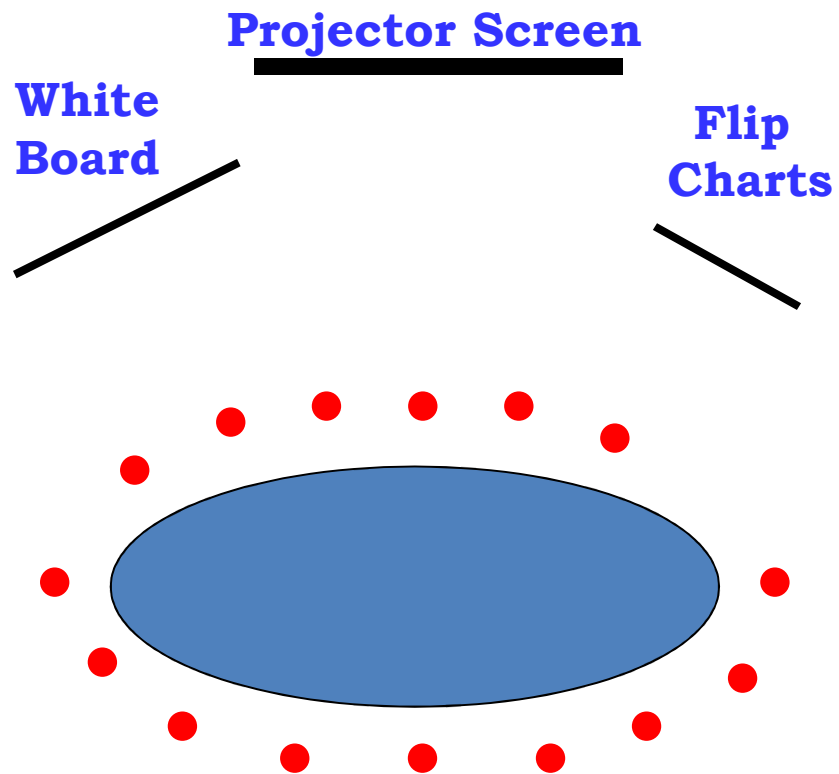
Teaching & Learning Resources (TLR)

The Learning Group

- if you are teaching a new group of trainees, try to find out as much info as possible relating to their learning...

- apart from knowing how many are attending, identify their previous learning in this area & any specific characteristics
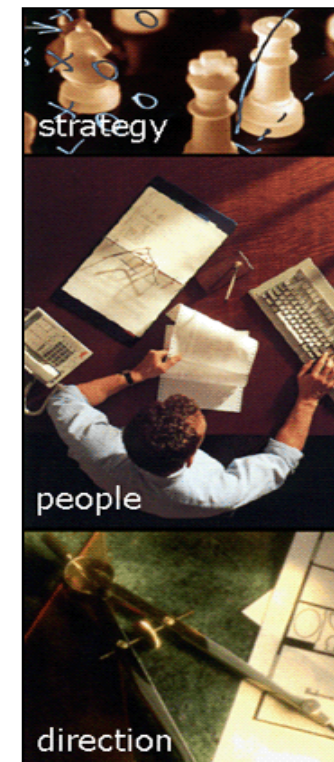
Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Assessment

- is often thought of as allocating marks & something to be done at the end of a course, not in every session...???
- however, it should be an ongoing process of identifying what & how individuals are learning , & providing a guide for the pace & nature of instruction
- ensure that methods used for assessments are most appropriate for what is to be assessed

Sustainable Human Resource Development in logistics services for ASEAN Member States

JAIF
Japan-ASEAN Cooperation

asean

AFFA
asean

Assessment

- it is also a valuable source of feedback to learners, enabling them to monitor their own learning both in terms of competencies met as well as how to develop competence yet to be achieved

- ensure that assessment is planned into a session, whether this be **Formative** *(developing learning)* or **Summative** *(measuring performance for grading)* purposes or both...

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

Evaluation of the Lesson

- one of the best way to improve on any area of performance

- when designing Lesson Plans, you may want to refer to any reflections/suggestions you have made from evaluation of previous sessions

- in evaluating a session, you are in fact helping the preparation of future sessions !

Evaluation of the Lesson

It is well worth spending the time in reflecting on the followings in your sessions :

- **"what went well" ?**
- **"what did not go so well" ?**

Do make any necessary notes on your Lesson Plans... From experience, it is likely that you forget intended changes if they are not recorded in the plan...!

Reflecting on this Module

This module has provided you with the basic Principles & Framework to guide you in preparing & conducting your lessons…

In the next module, you will be introduced to the various instructional methods which you may adopt in conducting your trainings

Questions ?

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014

THE END

Thomas Sim

tomsim@singnet.com.sg

Prepared & Edited by Thomas SIM – September 2014