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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

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**Sustainable Human Resource Development in logistics services  
for ASEAN Member States**

# **“Instructors’ Workshop on Training Fundamentals”**

**Arnoma Hotel, Bangkok (Thailand)**

**20<sup>th</sup> September, 2014 (Saturday)**

**by Thomas SIM (Singapore)**

**Chairman – AFFA WGET**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# **Module 3 : Instructional Methods**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

- **Introduction**
- **Module Objectives**
- **Core Instructional Methods**
- **Know Your Audience, Know Yourself !**
- **Supporting Instructional Methods**
- **Deciding on Methods**
- **The Use of Activities or Learning Tasks  
in Promoting Learning**
- **Designing & Using Learning Tasks**



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- **Individualized Instruction**
- **Knowing the subject well...**
- **Playing the Role of Tutor**
- **Suggestions for Administering Individualized Instructions**
- **Reflecting on this Module**
- **Module Activities**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Introduction**

- **In Module 2, we discussed about the importance of good planning & preparation**
- **however, the Lesson Plan itself will not teach the lesson effectively...**
- **it is the teaching methods & communication skills that translate the plan into effective learning experience for the trainees...**
- **the instructor can make the subject interesting & alive for the learner...!**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Module Objectives**

**Upon completion of this Module, you should be able to :**

- **compare & contrast a range of instructional methods...**
- **select appropriate instructional methods for the specific contents you teach...**
- **use a range of instructional methods in your teaching role...**





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### **Core Instructional Methods**

#### **What is Instructional Methods ?**

- **refers to any planned activity on the part of the teacher that seeks to promote identified learning...**

**We shall discuss and appraise the Main Instructional Methods used in typical teaching or training contexts...**

**It will help you to make effective decisions concerning the choice & use of Instructional Methods for your roles..!**



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# **KNOW YOUR AUDIENCE, KNOW YOURSELF**

### **Learning Outcomes**

- **Review Learner's Profile using information provided**
- **Preview the training programme and determine if learner can achieve the learning outcome**
- **Adjust training programme to match the needs and characteristics of learners**
- **Understand your own fears**



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### **Review Learner's Profile using information provided**

**One of the cardinal principals in training is  
to determine what learners are like and  
*what they want to know*  
and NOT  
just what you want to teach!**



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- **What level are they?**
- **How is the class divided in terms of the levels?**
- **How much prior knowledge and experience do they have?**
- **Will there be a language or cultural barrier during training?**
- **What will they gain from the training?**



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## Course details

**Industry**

**Course Title**

**Level**

**Manager**

**Supervisor**

**Operation**

## Learner's Profile

**Literacy Level**

**Numeracy Level**

**(English)**

**Other languages used**

**Age group**

**Gender**

**Race**

**Religion**

**Work experience**

**Related training course  
attended**

## Special Needs

**Medical condition**

**Pregnancy**

**Visually handicap**

**Physically handicap**

**Hearing impaired**

**Use  
template  
to gauge  
your  
learner's  
profile**

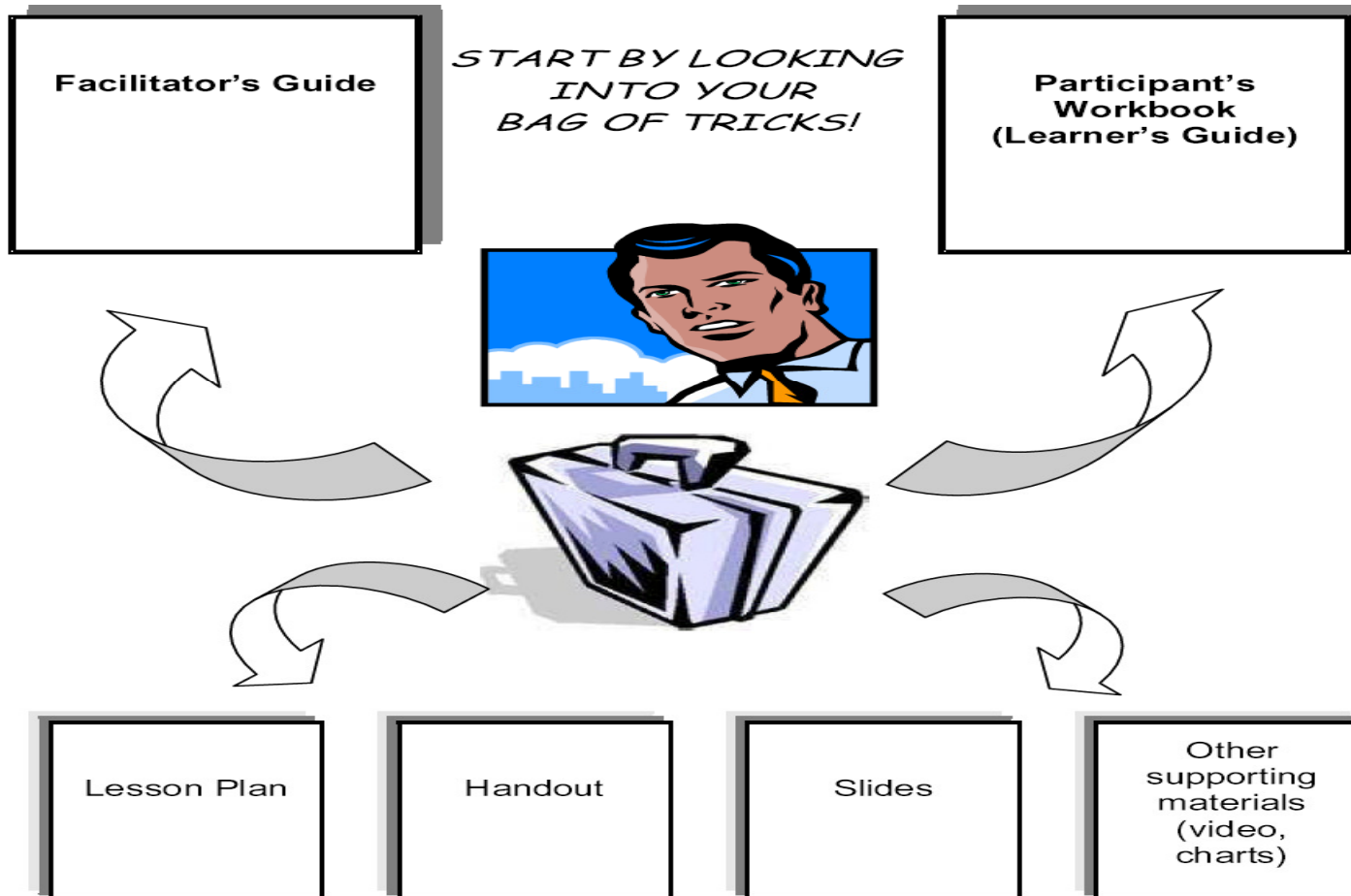


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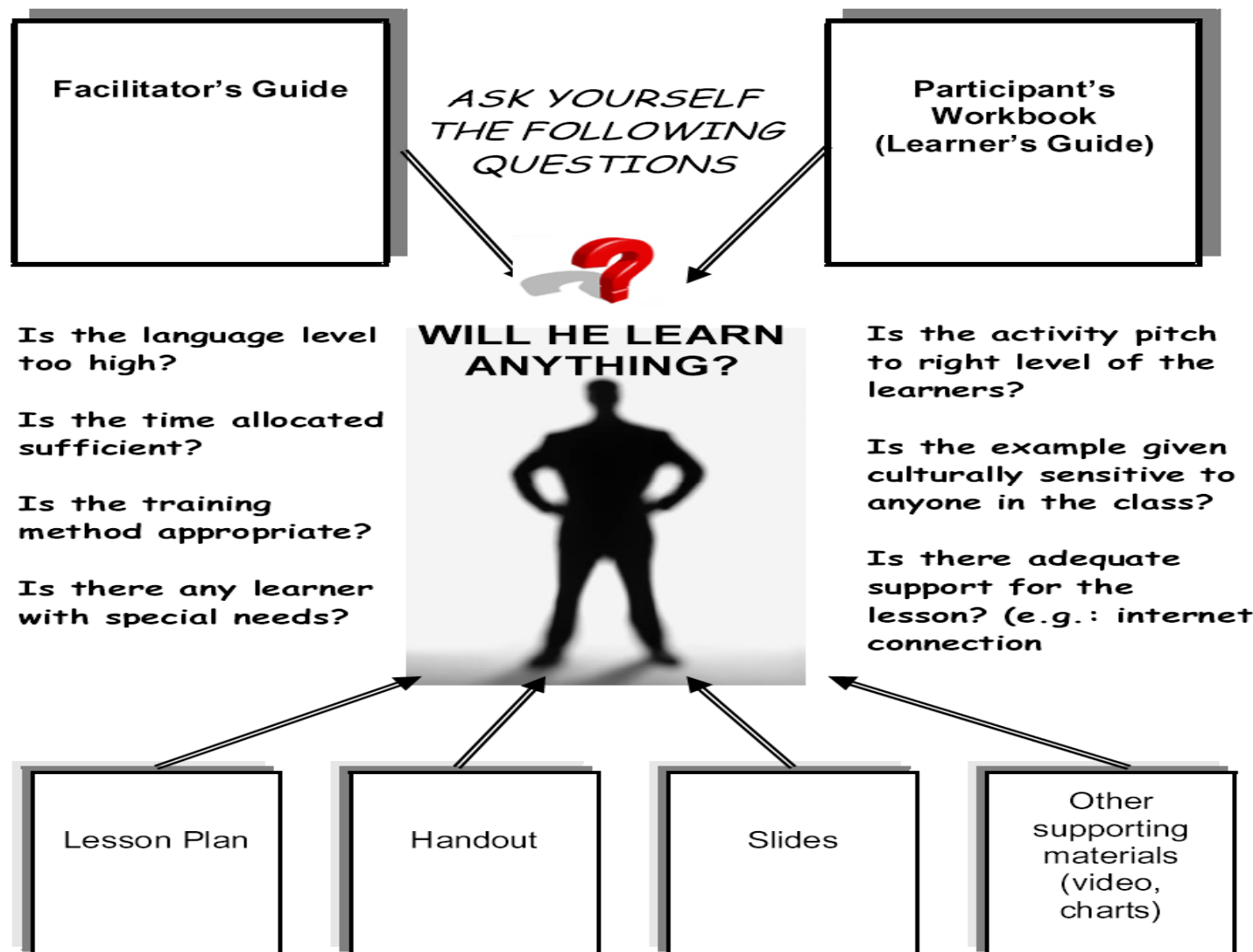
## Preview the training program and determine if learner can achieve the learning outcome

In your earlier training, you would have designed and developed a number of training materials. Start by taking out these documents. Review them.





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# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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### UNDERSTAND YOUR OWN FEARS

"According to most studies, people's Number  
One Fear is ***Public Speaking!***"

**Many people have a "phobia" with public  
speaking**





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# What is a phobia?



**A Phobia is, "... an irrational, persistent fear of  
or an excessive avoidance of a specific  
object, some particular activity or situation."**



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# HOW TO IDENTIFY YOUR FEARS





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<b>POTENTIAL FEARS OF TRAINERS</b>		
<b>Cyberphobia:</b>	<b>Demophobia or Enochlophobia</b>	<b>Geliophobia:</b>
Fear of computer or working on a computer	Fear of crowds or mobs	Fear of laughter
<b>Laliophobia or Glossophobia</b>	<b>Catagelophobia or Katagelophobia</b>	<b>Neophobia</b>
Fear of speaking in public	Fear of ridicule	Fear of anything new



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### **CAUSES OF PHOBIAS**

Phobias are caused by some kind of deep-rooted and unresolved emotional issue from the suffers' past, but may be triggered by, for example, continuous exposure to unhealthy stress levels.

Some of the causes may include:

- A traumatic event in early life such as being ridiculed by friends or family
- An “over-protective” childhood experience where an individual was not allowed to do anything on his own
- A low self esteem, where the individual feels that what he says and do isn't important
- The expectation of failure, sometimes due to being overly criticized during childhood



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### **SYMPTOMS OF A PHOBIA**

breathlessness, excessive sweating, nausea, dry mouth, feeling sick, shaking, heart palpitations, inability to speak or think clearly, a fear of dying, becoming mad or losing control, a sensation of detachment from reality or a full blown anxiety attack



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# **FIVE STEPS TO OVERCOME YOUR PHOBIA TO SPEAK IN PUBLIC**





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### 5 Steps to Overcome Your Fear When You Speak in Public

- ***Recognize Your Fear***

**You are not the only one suffering from this phobia. Understand its symptoms and its causes. By knowing what you fear and how the fear is triggered, you gain mastery over  
Your mind and your body**





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### **5 Steps to Overcome Your Fear When You Speak in Public**

- ***Believe in Yourself***

**Remember that with training and practice, you can overcome your phobia and become more confident than you feel. You have the knowledge, the wisdom and people really will want to hear what you have to say.**





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### **5 Steps to Overcome Your Fear When You Speak in Public**

- ***Focus on the Audience***

**They have come to hear you succeed, not fail. You have something to share with them. Concentrate on what you are going to say and not how you are saying it. They are there for you. Do not disappoint them.**



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### 5 Steps to Overcome Your Fear When You Speak in Public

- ***Prepare Yourself***  
**The more you prepare, the more confident you will be. It is through experience and practice that you gradually learn to manage your fear.**





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### 5 Steps to Overcome Your Fear When You Speak in Public

- ***Share your Fears***

**Talk about it with someone who shares the same phobia. Describe in detail how you feel. By sharing, you will gradually shed your own fear.**





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# **CREATE & MAINTAIN A CONDUCTIVE LEARNING ENVIRONMENT**

### **Learning Outcomes**

- **Establish rapport with learners through appropriate communication and interpersonal skills**
- **Use introductory activities to build a positive learning environment among learners**
- **Identify and reduce barriers to learning**
- **Manage disruptive behaviors effectively**
- **Manage cultural sensitivities appropriately**



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# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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# **ESTABLISH RAPPORT WITH LEARNERS**





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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# ***Establishing Rapport is the key to a Trainer-Learner Relationship***

**WHAT IS RAPPORT?**

**WHAT ARE THE SIGNS OF “GOOD  
RAPPORT”?**

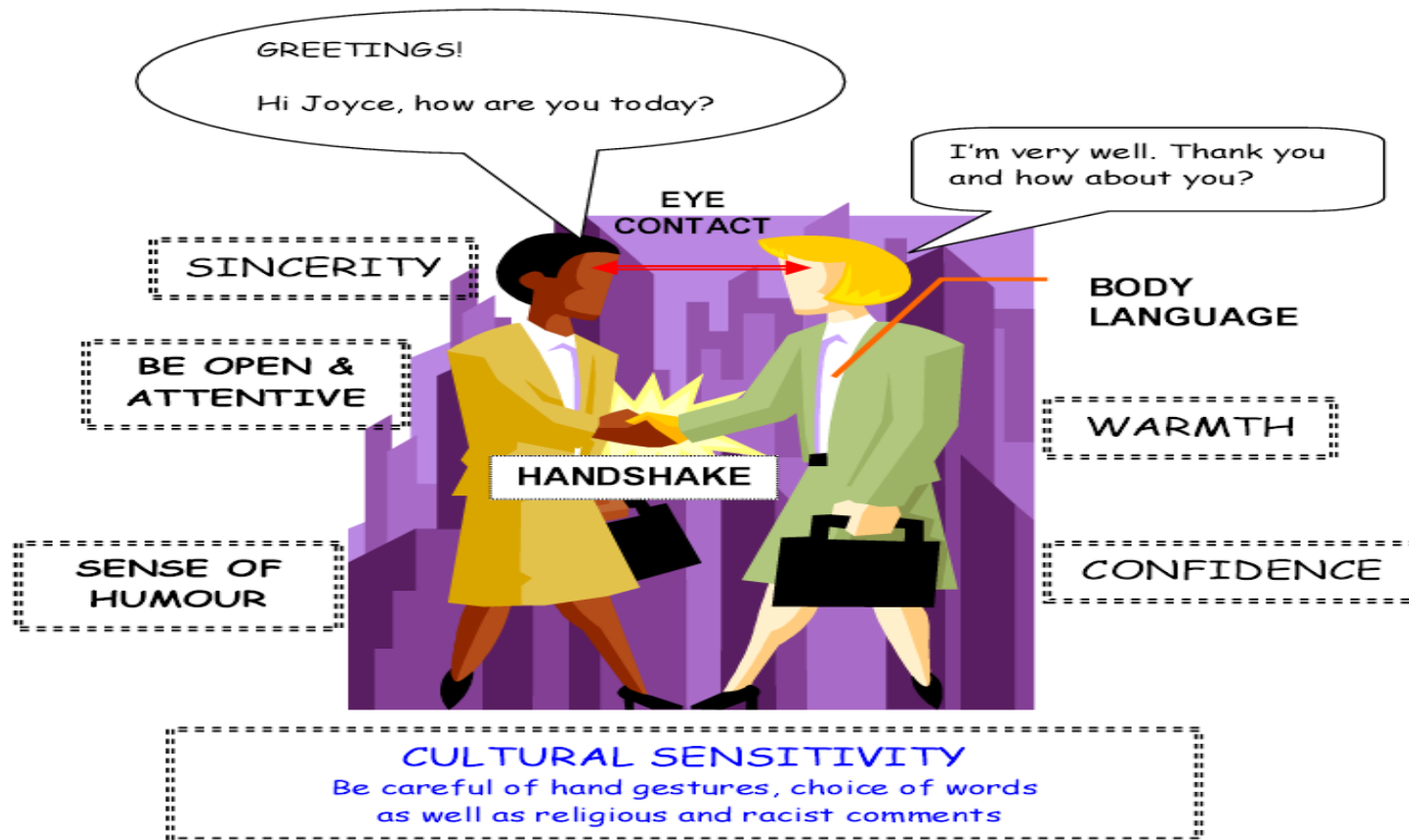
**THE KEY TO BUILDING RAPPORT!**



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## POINTERS TO ESTABLISHING GOOD RAPPORT



**Exercise #1:** Look to the person seating next to you. Try to use some of the pointers highlighted above to increase your rapport with the other person.



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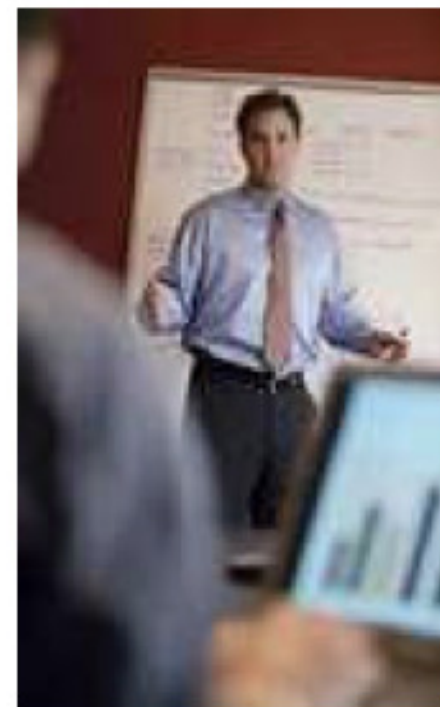


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### WORKING WITH...

#### Individuals

- Treat the individual as equals rather than as persons of lower rank
- Listen actively to the individual needs and concerns
- Guide interaction through open-ended questions
- Be empathic rather than neutral, self-centred or judgmental
- Discuss problems descriptively rather than evaluative
- Help people find individual solutions rather than give a generic solution





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### WORKING WITH...

#### Groups

- Acknowledge group members and their individual experiences
- Balance speaking with listening and asking questions
- Guide and encourage involvement without intimidation
- Check disruptive behavior or dominant interactions
- Know when and how to resume control
- Help the groups stay on the topic
- Halt side conversations
- Tolerate silence





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*Remembers you have 7 seconds to make  
a good first impression*

***7 % is  
influenced by  
the words that  
you say***

***Choose your  
first 12 words  
carefully***



***93% of how  
you are  
judged is  
based on non-  
verbal data***



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# **RULE OF**

# **12**



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# **THE FIRST 12 WORDS SHOULD INCLUDE:**



**Vocal  
Impact**

## **A WORD OF THANKS**

## **THE OTHER PERSON'S NAME**



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**THE FIRST 12 WORDS SHOULD  
BE TAKEN WITH:**

**CONFIDENCE**

**A PURPOSE**

**A LIVELY PACE**



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**THE FIRST 12 INCHES FROM YOUR HEAD  
AND  
LAST 12 INCHES FROM THE FLOOR  
SHOULD BE  
IMPECCABLE !**



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# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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# MAKING YOUR INTRODUCTION

There are many ways to make your introduction as a trainer.

- Start with an unusual fact or a quote
- Use an ice-breaker
- Play a warm-up game
- Set some ground rules
- Compliment your audience
- Introduce an interesting point in your lesson
- Point to a common belief, interest or opinion
- Point out the importance of the training to the audience





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# Start with an unusual fact or a Quote

93% of how you are judged  
is based on non-verbal data

The more you  
chase money,  
the harder it is  
to catch it

Mike Tatum



*"Don't follow where the path may lead. Go instead where  
there is no path...and leave a trail."*



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### Use an 'ice-breaker'

B	O	D	M	A	S
( )	Of	÷	x	+	-

Time : 10 minutes

#### Steps

- Give each participant a place card (shown above)
- Participants are to locate their "partner" who will have a place card with a corresponding letter or symbol < B / ( ) > < O / O f > < D / ÷ >
- Participants will be asked to introduce their "Partners".
  - Name, company and job title
  - What are their expectations for this workshop
  - Share with the class something unique that you have managed to find out about your "Buddy"



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### Play a 'warm-up' Game

**Time:** 15 mins

**Steps:**

Have participants pick a buddy.

Each participant will teach / coach / show the other how to perform a simple task. These could be

- Making a paper boat, plane, crane etc
- Say a greeting in another language
- Play a game
- Operate a feature that is unique to your mobile phone

Ask participants for their feedback on this activity. List their responses on a flipchart. Generally, these should cover using appropriate techniques, need to practice, seeking clarifications, confirming understanding, providing support and positive feedback.





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# **Set some Ground Rules**

### ***Participate actively:***

**You remember only 10% of what you hear but 90% of what you do! So an important aspect of experiential learning is to come forward and actively participate in the discussion and exercises.**

### ***Ask questions:***

**Ask even when you are not in doubt. Questions are not just meant for facilitators. They can be useful and usable to you. Ask a question about how a learning point can be applied to your workplace (Centering question) or how else it can be deployed in another situation (Divergent question)**



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## Sustainable Human Resource Development in logistics services for ASEAN Member States

### Set some Ground Rules

#### *Maintain Confidentiality:*

**Whatever you discuss within the program should be treated with strict confidence.**

**Please respect the privacy of others and do not divulge any information to anyone outside the course.**





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# Compliment Your Audience



***“Richard, you spent six years in Cambodia under the United nations’ programme to clear minefields in the rural areas. Tell us about your experience...”***

***“Shanti, what is the essence of “chakra” in the practice of yoga? How has it helped you in managing stress ?”***



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# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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### Core Instructional Methods

- **“core” – in the sense that they are probably the most used approaches & provide structure for a wide variety of equally important supporting methods...!**





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### Lecturing & Explaining

- **Explanation** – the most used I.M., also often referred to as ‘the lecture method’, ‘presentation’ or ‘chalk & talk’...
- if used well, it can facilitate effective learning by conveying key facts, concepts & principles
- it will provide a framework to guide the learners through topic & simulating interests in a subject...





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### Attributes of a Good Explanation

- **clear statements & examples of what is being explained & its relevance to what learners need to know...**
- **logical organization of info with appropriate examples & analogies to illustrate concepts & principles...**
- **linking of key topics, concepts & principles**





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### **Attributes of a Good Explanation**

- **re-capping of key points at the end of each sub-topics**
- **a clear engaging style of presentation**
- **supporting well-designed & appropriate teaching & learning aids...**
- **opportunities for student involvement**





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# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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### **Demonstration**

- **is a widely used & effective method for teaching of skills at all levels...**
- **learners are unlikely to learn effectively from demonstration alone...**
- **they will need guided practice & feedback on how they are doing...**





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### **Pre-Demonstration Planning**

- **be clear in your mind about what you are trying to demonstrate**
- **analyse the skill(s) you intend to demonstrate**
  - **identify the crucial steps of the activity & break it down into basic operations & procedures...**
  - **identify what senses & what hand; body & foot movements are involved ?**
- **remember that what is easy & comprehensible to you will be less so for most learners...**



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### Pre-Demonstration Planning

- **try to simplify without sacrificing essential components !**
- **organize the equipments needed & prepare any teaching aids that will help learners understand what is involved...**





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### **Carrying-out the Demonstration**

- **make sure everyone can see !**
- **arouse the interests of learners...**
- **describe what you intend to do & why...**
- **run through the complete activity (or discrete sub-activity) first, so that learners know why they are aiming to do**
- **reveal the main steps of the activity & identify the problem areas...**
- **accompany each step with a verbal description, & attempt to show the skill from the operator's point of view...**



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### **Carrying-out the Demonstration**

- **adjust speed of your movements to suit learners, esp. if they are watching & copying. Watch their responses & actions - adjust your pace accordingly...**
- **inspire confidence in learners as you go along...this way they will be willing & keen to have a go...**
- **try not to be over-impress or be too absorbed in your own demo. Remember that you are trying to help learners achieve competence**



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### **Carrying-out the Demonstration**

- **over indulgence in your skills may rob some learners of self-confidence when they try to practise the skill...!**
- **on finishing the demo, check that the process has been fully understood...**
- **ask participants to recap the main points of the activity – this will help to identify gaps in knowledge & reinforce learning...**





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[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)

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### **Learner Practice & Supervision,**

**Learners need to practice new skills in order to achieve positive & beneficial results... In providing learners with opportunities for individual practice, remember the followings :**

- plan specific times during the session when individual practice is to be undertaken...**
- arrange the environment with care...ideally such things should be done before learners arrive, but reality may dictate otherwise... Establish a procedure to re-arrange settings when necessary...**



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### **Learner Practice & Supervision,**

- **ensure that when learners begin, they have an achievable objective in mind..**
- **try to ensure that learners are employing the correct procedure right from the start. This is more likely to occur if participants know exactly what they are to do...**
- **install some enthusiasm into the proceedings...**
- **be conscious as a whole, even when you are dealing with 1 person at a time...**



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### **Learner Practice & Supervision**

- **listen to what is going on around you, in case some learners are bored, confused or giving each other wrong advise...**
- **allocate your time fairly between individuals**
  - **adults do not expect equal time for every session, but they expect you to be fair overall...**
- **provide swift & accurate feedback for learners**



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### **Learner Practice & Supervision**

- **be encouraging & praise people for what they are going to do or trying to do**
- **the whole purpose of individual practice is to do it more efficiently & effectively**
- **when & where learners experience positive results, their achievements will encourage them to put in more effort for further success... however, until learners achieve some degree of competence, you will need to reinforce their efforts in positive ways.**



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[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)

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### **Supporting Instructional Methods**

**We can incorporate the followings within the Core Methods or use as the major methods for developing certain types of learning in a Session :**

- **group work (co-operative learning)**
- **questioning**
- **discussion**
- **case-studies**
- **role-play**





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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Group Work (Co-operative Learning)**

- **it encourages communication & team working...**
- **it facilitates problem-solving & decision making...**
- **it provides active basis of learning !**
- **it enables the sharing of knowledge & the meeting of different viewpoints & perspectives...**
- **it encourages ongoing peer-assessments**



**However, managing group learning can be difficult & the possible benefits to learners can be offset if Group activities are poorly organized & facilitated !**



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### **Planning the Group Exercise**

- **stay control of the activities**
  - **it will require thorough planning & scheduling of space & time frames, thorough consideration of trainees' skills & personalities for assignment to groups, constant follow-ups (& possible help) with each groups' progress, controlling the time of small group activities & of presentation when class is together, and above all – PATIENCE !**

**Being in Control does NOT mean intervening all the time... You may be silent for hours & still be “in control” !**



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### **Planning the Group Exercise**

**Group Exercises can be in many forms.**

**2 of the most common types are :**

- **A large problem or case study**
  - **each small group takes on a small part of the problem, resolves the portion & later comes together with the other groups when the whole class is assembled**
  - **during the class session, each part of the problem & its solution is presented by a spokesperson for each group**
  - **later the whole problem is then discussed by the class & resolved (*instructor must control...*)**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Planning the Group Exercise**

**Group Exercises can be in many forms.  
2 of the most common types are :**

- **Same problem; Different solutions**
  - **each group works on the problem & attempts to arrive at a conclusion or solution**
  - **later, the groups are assembled and their leaders present each group's solution... this is usually followed by a discussion of differences & how the conclusions were reached**
  - **all monitored by instructor !**



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**There is a series of activities an Instructor must attend to for a small group training exercise to be successful :**

- **Plan the exercise ahead of time – How ?**
  - **review case problem(s) or exercises to anticipate potential difficulties & alternative solutions**
  - **schedule training centre space ahead of timing so things will run smoothly**
  - **thoroughly review the background & progress of your trainees to ensure an intelligent assignment of Group Leaders & Members in each working group. Seek interaction & participation; not hostility or dominance**



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- **Plan the exercise ahead of time – How ?**
  - **schedule the times for separate group study & for full class participation realistically**
  - **allow for sufficient time for trainees to work out & debate the answers but not enough time for them to get bored**
  - **make notes for your instructions to class. Be sure they are complete & concise.**
  - **Include information on what will be expected of the groups, the leaders, how long they will have, how to contact you with questions & what will be expected of them when the class reassembles**



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- **Introduce the exercises**
  - **select the trainees as members of each group**
  - **try, when possible, to distribute people with special skills or talents evenly throughout the groups**
  - **avoid putting trainees with personality conflicts together in the same group (to avoid arguments, wasted time & frustration of the other members)**
  - **try to construct groups so that the more shy trainees will feel free to offer their opinions without inhibition**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

- **Introduce the exercises**

- **give clear, concise directions using your prepared notes**
- **be sure to cover :**

**who belongs to which group ?**

**where each group can meet ?**

**what resources (if applicable) are available, and where ?**

**how long they will have to solve the problem ?**

**when & where class will come back together ?**

**what the group is to do while working together ?**

**what your role will be during the exercise ?**

**how you will contact them & how they can contact you ?**

**who are the leaders of each group and what are their responsibilities ?**



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- **Conducting the Exercise**
  - **follow-up at start of the exercise to be sure each group has found its study location & got started**
  - **check the progress & interaction within each group during the exercise**
  - **if they are having small problems, be patient & encourage them to work things out as a group**
  - **lookout for participation by the quietest trainee & encourage them to participate actively...**
  - **remind each group of the imminent end of its individual exercises at least 5 minutes before it is due... Stick to your planned schedules !!!**



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- **Conducting the Class Presentations,  
Summary & Review...**
  - **stay in control of the assembled groups & explain to them what procedures will be applied to cover the time for each group to present their solutions or viewpoints, as well as rules about interruptions or distractions...**
  - **make sure that schedules are met fairly**
  - **conduct the summary or discussion of the exercise, making sure each group's efforts is given credit**
  - **maintain neutral position !**



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# **Questions ?**

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Questioning**

**The effective use of questions is one of the most difficult, but effective methods for promoting learning...**

**Skilful use of questions can achieve the following results :**

- can stimulate interests & motivation**
- can use learners' knowledge for the benefit of the group**
- encourage comms. between group members**
- focus thinking skills & the practice of thinking skills**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Questioning**

**The effective use of questions is one of the most difficult, but effective methods For promoting learning...**

**Skillful use of questions can achieve the following results :**

- **encourage the development of self-expression of thought & feelings**
- **can be used to assess student knowledge & understandings**



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### **Key Tactics in Using Questions**

- **make the questions clear & brief**
- **pitch question at the right level for the individual or group, using language they understand**
- **choose the right type of question for your purpose, e.g. ‘open’ questions for exploration; ‘closed’ questions for a focused response**
- **ask questions in an encouraging way. Your manner will often determine the response..**
- **pause, to give students time to answer...**



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### **Key Tactics in Using Questions**

- **answering a question involves a series of mental operations :**
  - “do I understand the question” ?
  - “do I have the answer” ?
  - “am I prepared to offer it” ?
  - “actually speak it” ?

**You will have to learn to cope with  
‘Thinking Silences’ !**
- **distribute questions so that everybody has a chance to contribute...**
- **sequence questions if more than one,  
& always in a logical order**



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# **Questions ?**

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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### **Responding to Students' Answers**

- **respond to students' answers warmly**
- **use non-verbal as well as verbal signals**
- **ensure that incorrect responses are dealt with appropriately...**
- **do NOT allow an individual to feel embarrassed; but don't allow an incorrect response to pass without correction...**
- **some strategies include :**
  - **re-phrasing the question for the individual**
  - **providing clues to the correct answer**
  - **allowing other individuals to offer a response**



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### **Responding to Students' Answers**

**If you cannot answer a question,  
be honest & offer to find the necessary  
information if it is  
pertinent to the course  
of study...**

**Note !**

**Do NOT GUESS or LIE !**





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[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)

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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Discussion**

- **can be a very effective method when the main objective is to encourage learners to share info & compare points of view...**
- **it can specifically promote learning :**
  - **by providing a framework for co-operative learning;**
  - **by encouraging the critical appraisal of different perspectives;**
  - **by developing a range of thinking skills**





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### **Managing a Planned Discussion**

- **determine the Objectives & Scope**
- **make it clear what are the specific purposes**
- **get the environment right e.g. shape of room, the seating arrangements, etc...**
- **prepare key questions in advance, but work situationally with the emerging flow of the discussion**
- **treat all viewpoints with respect, even though you may disagree strongly with a position**
- **manage the participation of individuals carefully...**



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### **Managing a Planned Discussion**

- **do not allow any individuals to monopolize the discussion, however don't pressure people to contribute...**
- **keep the group focused on the topic, you may allow for some exploration of related issues**
- **ensure that contributions are relevant & purposeful. You will need to :**
  - **clarify vague or confusing remarks;**
  - **challenge obvious misconceptions**
  - **check that everyone understands the key points raised in the discussions**



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### **Managing a Planned Discussion**

- **encourage contributors to support their statements, especially when they show clear prejudice**
- **note important points so that you can refer them later on...**
- **call a halt to procedure at the right moment  
i.e. when the discussion has covered the topics  
sufficiently or the group stops being  
productive in terms of relevant inputs.**
- **summarize what has been discussed,  
identifying the critical points & issues...**



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- Frequent lateness (>15 mins)
- Side conversations
- Forgetting to bring training materials
- Refusing to answer questions or engage in lessons
- Asking questions not related to the topic
- Showing temper tantrums or making aggressive remarks
- Provoking personal conflicts between class members
- Dominating class discussions with personal opinions
- Cracking jokes with inappropriate humor such as sexual or religious connotations

### **Types of Disruptive Behaviour you may expect in a class :**





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### **Three Strategies to overcome Disruptive Behaviours**

#### **1. Take a deep breath.**

Breathing helps counteract the fight-or-flight syndrome and focuses attention on solving the problem NOT fighting the individual. It's very important for a trainer to always keep your cool!

1

#### **2. Highlight the disruptive behavior.**

Make it known to the class that the behavior of the individual is disruptive and not acceptable. As the trainer, you have a responsibility to create an environment conducive to learning. This responsibility should not be compromised by anyone.

2



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### **Three Strategies to overcome Disruptive Behaviours**

#### **3. Asking for clarification.**

**People with disruptive behavior often speak in generalizations: “You’re all wrong!” “You don’t listen to people!” “You don’t see my point!”. Asking for specific examples may produce a more fruitful exchange than trying to reply to general statements.**

**3**

**If the individual makes a remark with sexual or religious connotation, point it out to him/her. Assume he/she has made an oversight. Give him/her an opportunity to clarify the statement.**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

### **Three Strategies to overcome Disruptive Behaviours**

Take a deep  
breath – trainer  
must keep cool

Make it known  
politely that the  
behaviour of that  
individual is not  
acceptable

Ask for specific  
issues or  
questions that that  
individual might  
have



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## Change your language

### *Instead of*

### *Substitute with*

I can't argue with that

*I can accept that  
or I can go along with that*

Let's not get into that

*Let's talk about that later  
or We'll park that aside for  
the moment*

That's not my problem

*That may be true but the  
more important issue is...*

I'm not worried about that

*I'm confident because...*

I don't expect you to...

*Here is what I expect*

I can't ask for more

*I am very pleased*

Nothing seems to work

*We'll have to look into the  
problem*

This is an irrelevant point

*The more relevant point is*

You are always giving me that  
excuse

*Perhaps you have a good  
reason to...*

I don't see any reason why not

*Sounds good to me*



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# **USE GROUP DYNAMICS**

**A useful strategy for circumventing disruptive behaviour in the class is to identify positive task and maintenance roles that members can take up.**



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# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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## Sustainable Human Resource Development in logistics services for ASEAN Member States

# MANAGE CULTURAL SENSITIVITIES





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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# **CULTURAL SENSITIVITIES**

**One: We come from a diverse cultural background**

**Two: We practice different social norms**

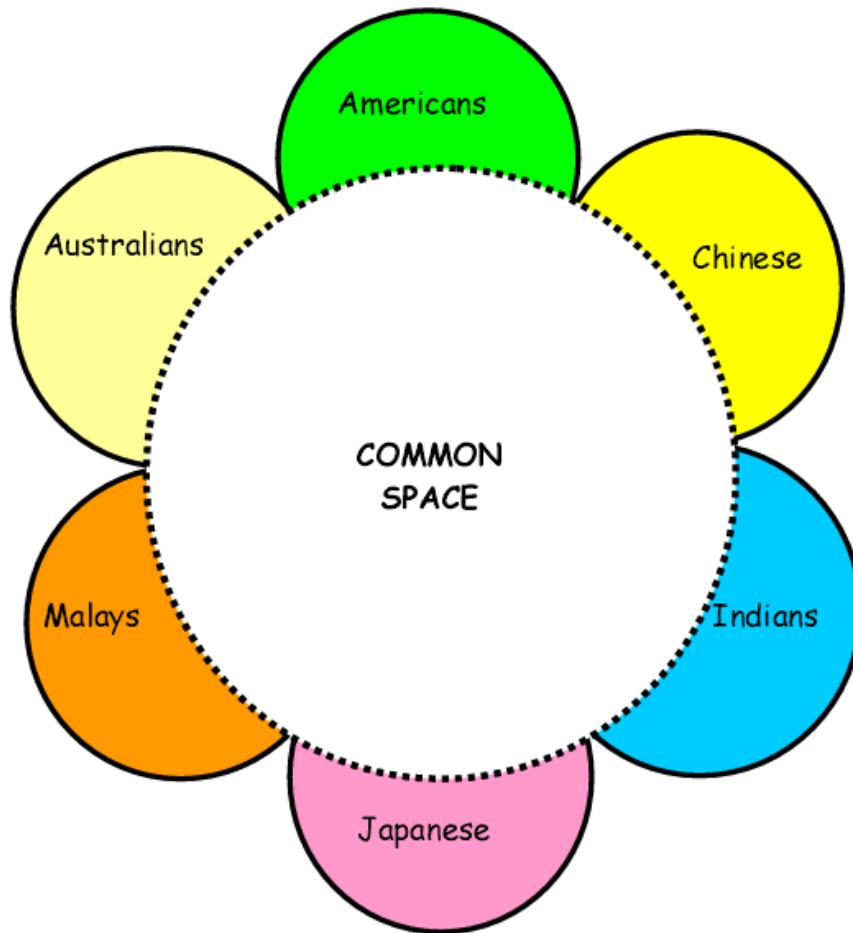
**Three: We have different work attitudes**



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**Managing  
cultural  
sensitivity is to  
focus more on  
our similarities  
and not to focus  
just on our  
differences..!**



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# **PRESENTATION TECHNIQUES**





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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# **INSTRUCTIONAL SKILLS & STRATEGIES**

### **Learning Outcomes**

- **Presentation Techniques**
- **Instructional Tools & Techniques**
- **Questioning Techniques**
- **Coaching and Facilitation**
- **Rounding up**



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### BEGIN WITH A CLEAR MESSAGE

Make clear the aim of the course. The aim of a competency-based course has to be aligned to the competency category or competency unit that is required to be achieved at the end of the course.

*A course aim must be able to provide a clear, concise, and objective description of what the learners will be able to do at the end of the course.*





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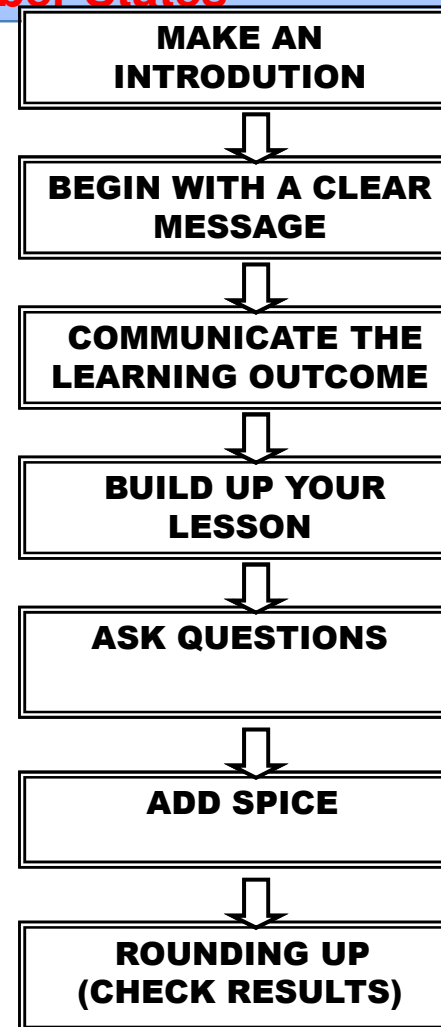
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### Presentation Techniques

*“Tell’em what you are  
going to tell’em*

*Tell’em*

*Tell them what you’ve  
told them”*





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### COMMUNICATE THE LEARNING OUTCOME

Like the course aim and training objectives, the learners must also understand the learning outcome. Learning outcome are usually derived from the performance criteria of each competency element.

**Performance Criteria → Learning Outcome**



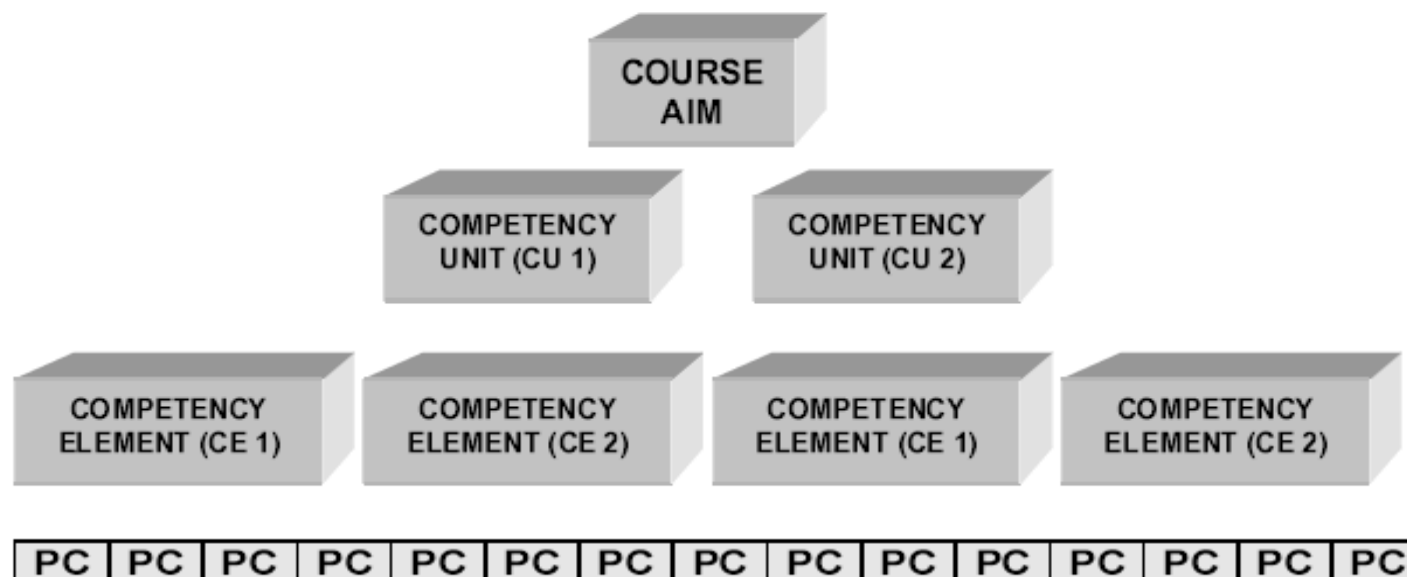
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### BUILD UP YOUR LESSON

Use a pyramid structure to build up the performance outcome, competency elements and competency units for your training.





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### ASK QUESTIONS

- Ask to confirm learning
- Ask to clarify doubts
- Ask to emphasize a learning point
- Ask questions to lead a trend of thought
- Ask about the steps in a procedure
- Ask to reinforce a learning point





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### ADD SPICE

A picture is worth a thousand words. Picture brings ideas to life. In today's classroom, you can use all forms of multimedia to spice up your presentation.

Use your voice!

While speech is how you use words, voice is how you create sound. To your listeners, your voice is a part of who you are and what you believe. Your voice is a bigger and more important part of your presentation than you may think. With your voice, you can mutter, whisper, or shout. You can roar, suggest, and demand. You can state, announce, assert, declare, and affirm.



Source: [http://totalcommunicator.com/vol2\\_3/voicemessage.html](http://totalcommunicator.com/vol2_3/voicemessage.html)

Share a story or real life experience, perform a sketch or a play, crack a joke (but be sensitive to others),. All of these activities can help to spice up your training.



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**ROUNDING UP  
(CHECK RESULTS)**



**SUMMARIZE THE KEY POINTS**

**ASK QUESTIONS TO CONFIRM  
LEARNING & UNDERSTANDING**

**END ON A HIGH NOTE  
MAKE THE LEARNING  
FUN & ENJOYABLE**



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At all times remember

***BODY LANGUAGE***

Be Positive



Be Natural

Be Focused

Make the class feel relaxed

show them that you are  
really glad to be there  
with them!



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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# Questions ?

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

# **INSTRUCTIONAL TOOLS & TECHNIQUES**



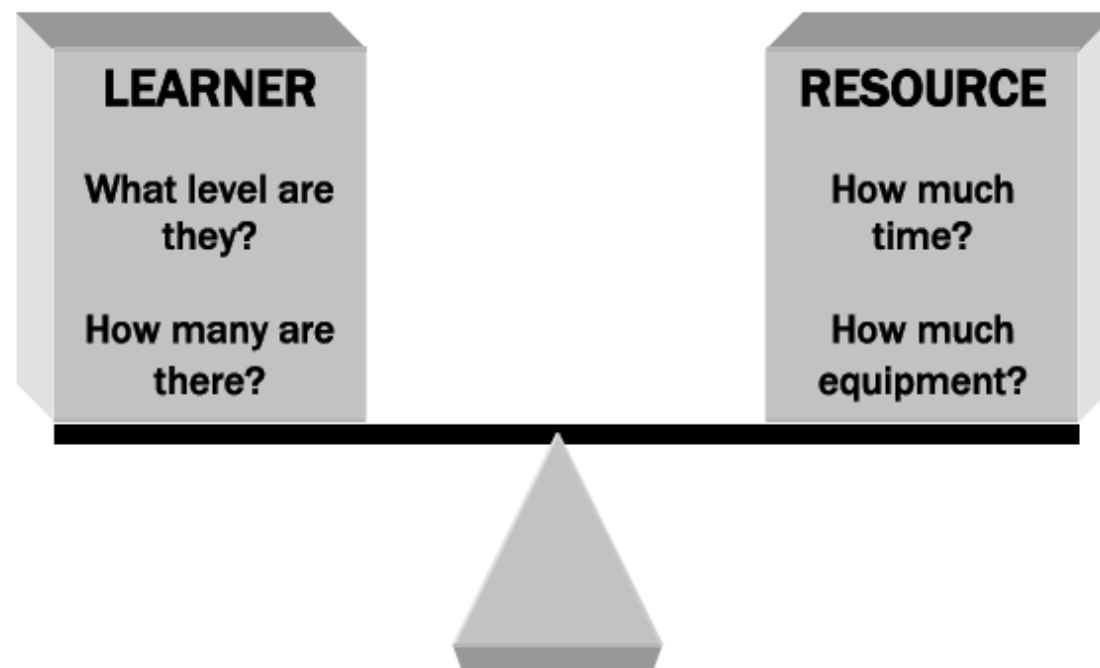


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*The choice of a particular instructional tool or technique is often determined by the balance between two key factors:*





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## **Sustainable Human Resource Development in logistics services for ASEAN Member States**

There are a host of tools and techniques available to the trainer. These include:

<b>MANAGERS &amp; SUPERVISORS</b>	<b>OPERATIONS</b>
Case study	Lecture
Role-play	Rote
Presentation & critique	Mnemonic
Simulation	Demonstration
Mind-map	Limited role-play
Mentoring & Coaching	Games
Training video	Competition
Games	Training videos



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# Comparison of some popular learning methods

Method/Description	Pros	Cons
<b>Lecture</b>		
Widely used; importance has decreased with an increased emphasis on participative methods	Appropriate for developing background for course, presenting material to introduce a topic, or presenting material supplementary to assignments	Proceed at a pace determined only by the lecturer One-way feedback Strains short-term memory capacity of adults Requires a special kind of self-confidence, performance



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## Sustainable Human Resource Development in logistics services for ASEAN Member States

# Comparison of some popular learning methods

Method/Description	Pros	Cons
<b>Discussion</b>		
An excellent way to cover essential points and allow interaction with individuals in a group; incorporating discussion into lecture allows for an increase in maximum length of time recommended to maintain effectiveness and listening	Can draw out conflicting opinions for constructive discussion; provides a memorable context for information	Lengthens the time needed to get a point across Can be difficult to stay on track Leader/facilitator needs specific skills: must be able to manage a group, including redirecting discussion monopolised by a single topic or person



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## Sustainable Human Resource Development in logistics services for ASEAN Member States

### Comparison of some popular learning methods

Method/Description	Pros	Cons
<b>Case studies, role play</b>		
<p>Case study – A short and concise case is written to prompt participants to share prior experiences and discuss various perspectives to an issue</p> <p>Role play – Supervisors will be given roles as “managers” of the department. This is to provide them a wider perspective to the issue and allow them to balance the group demands</p>	<p>Allow for participation</p> <p>Enable participants to learn general principles through interaction and a simulated "real life" situation</p> <p>Help bridge theory and practice gaps</p> <p>Practice in a learning setting can instill confidence in trainees in preparation for the "real life" experiences</p> <p>All group members can be involved</p>	<p>Higher degree of risk than non-participatory methods (unpredictable)</p> <p>Require lengthy preparation</p> <p>Require careful facilitation to benefit maximally</p> <p>Demand time for processing and debriefing following the exercise</p> <p>Clashes of philosophy and style among facilitators may result in difficult situations</p>



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## Sustainable Human Resource Development in logistics services for ASEAN Member States

### Comparison of some popular learning methods

Method/Description	Pros	Cons
<b>Games &amp; competitions</b>		
Games – Learners get actively involved in games. The fun of an activity takes out the chore of learning and games are known to reinforce long term retention of the lesson learnt	Fun and engaging Requires little preparation Relatively easy to conduct Free format Encourages teamwork and adds peer pressure to learning Maximum participant from all	While it is fun, it may not suit all levels of learners particularly for senior management or executives May not be possible for some learning content Not suitable for learners with special needs
Competition - This method is a highly effective way to generative innovation and creative ideas	Promote greater retention Encourage creative thinking and sharing of ideas	Supervision of teams may be required if the game or competition is held out-doors



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### Choice of Training Venues

	CLASSROOM	ON-SITE
		
Training Location	Pros	Cons
CLASSROOM		
ON SITE		



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### **Reflecting in this Module**

- **this Module has provided you with the range of instructional methodologies an instructor like yourself can adopt in conducting your training...**
- **the effectiveness of the instructor's delivery & communication skills can make the subject more interesting, alive & engaging to the participants...!**



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# Questions ?

[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)

*Prepared & Edited by Thomas SIM – September 2014*



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## Sustainable Human Resource Development in logistics services for ASEAN Member States

# THE END



**Thomas Sim**

**[tomsim@singnet.com.sg](mailto:tomsim@singnet.com.sg)**

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