

# Course Description

|                                 |  |
|---------------------------------|--|
| <b>Course Title:</b>            | <i>Extension Training and Conflict Management</i>  |
| <b>Purpose:</b>                 | Train a core group of trainers/officers that already have experience in Tree Improvement, and equip them with a pedagogical understanding that will provide a platform for planning and implementing technical courses and engage in problem analysis.   |
| <b>Course activities:</b>       | <ul style="list-style-type: none"> <li>• Let the participants reflect on how different groups of people learn.</li> <li>• Introduce the participants to training needs assessment and the importance of setting training objectives.</li> <li>• Deciding on course contents and structures</li> <li>• To enable the participants to assess and choose the best extension training techniques in a given situation</li> <li>• Train the participants in methods of trainers self-improvement and course evaluations.</li> </ul> |
| <b>Expected course outputs:</b> | <p>After the course the participants will be able to:</p> <ul style="list-style-type: none"> <li>• Formulate and assess training objectives</li> <li>• Determine which topics to include in a training</li> <li>• Determine structure and length of a training</li> <li>• Select and use a good combination of training methods</li> <li>• Test performance in conflict management</li> </ul>  |
| <b>Training Methods:</b>        | <ul style="list-style-type: none"> <li>• Input to dialogues, structured group work, role plays and reflection</li> </ul>   |
| <b>Participants:</b>            | Officers and Trainers, The Indochina Tree Seed Programme   |
| <b>Down Stream Target Group</b> | Private and public tree planters and seed collectors   |
| <b>Venue:</b>                   | CFSC   |
| <b>Time and Duration:</b>       | August 20, - September 1, 2000   |
| <b>Facilitator:</b>             | Arvid Sloth  |
| <b>Other Resource Persons:</b>  | Translators, Mr. Luu and Mr. Lieu and each Participants  |

# Session Guide 1

**Course Title: HRD Training**

**Session Title: Introduction and Course philosophy**

**Objectives: Upon completion of this session the participants will enjoy a relaxed atmosphere. Necessary adjustments in course contents have been accomplished.**

| <i>Topic</i>                         | <i>Contents</i>   | <i>Time</i> | <i>Method</i>  | <i>Materials</i>           | <i>Trainer(s)</i> |
|--------------------------------------|---|-------------|--|----------------------------|-------------------|
| <b>Opening</b>                       | Welcome<br>Rationale  | -           | Verbal   |                            | AS                |
| <b>Presentation</b>                  | Facilitator<br>Participants   | 15          | Presentations<br>Two by two                            | Flip Over<br>Photos<br>Ohs | AS                |
| <b>Icebreaker</b>                    | Name board exercise<br>""Continues story on<br>why I participate and<br>what I expect to learn" | 40          | Group work<br>Exercise                                 | Scissors<br>Card board     | ↓                 |
| <b>A new start in<br/>your life?</b> | Reflection  | 15          | Lecture<br>Cartoon                                     |                            |                   |
| <b>Programme</b>                     | Course description<br>Course objectives<br>Course structure<br>Course content<br>Rules          | 10          | Reflection<br>Verbal input<br><br>Exercise<br>Exercise | Ohs                        |                   |
| <b>Training<br/>methods</b>          | Approach<br>Reflection models a.<br>the learning cycle<br>b. theory or reality?                 | 10          | Lecture<br>Discussion<br>ohp                           |                            |                   |
| <b>Pause</b>                         |   | 3 lessons   |  |                            |                   |

## Session Guide 2.

**Course Title: HRD**

**Session Title: Teamwork**

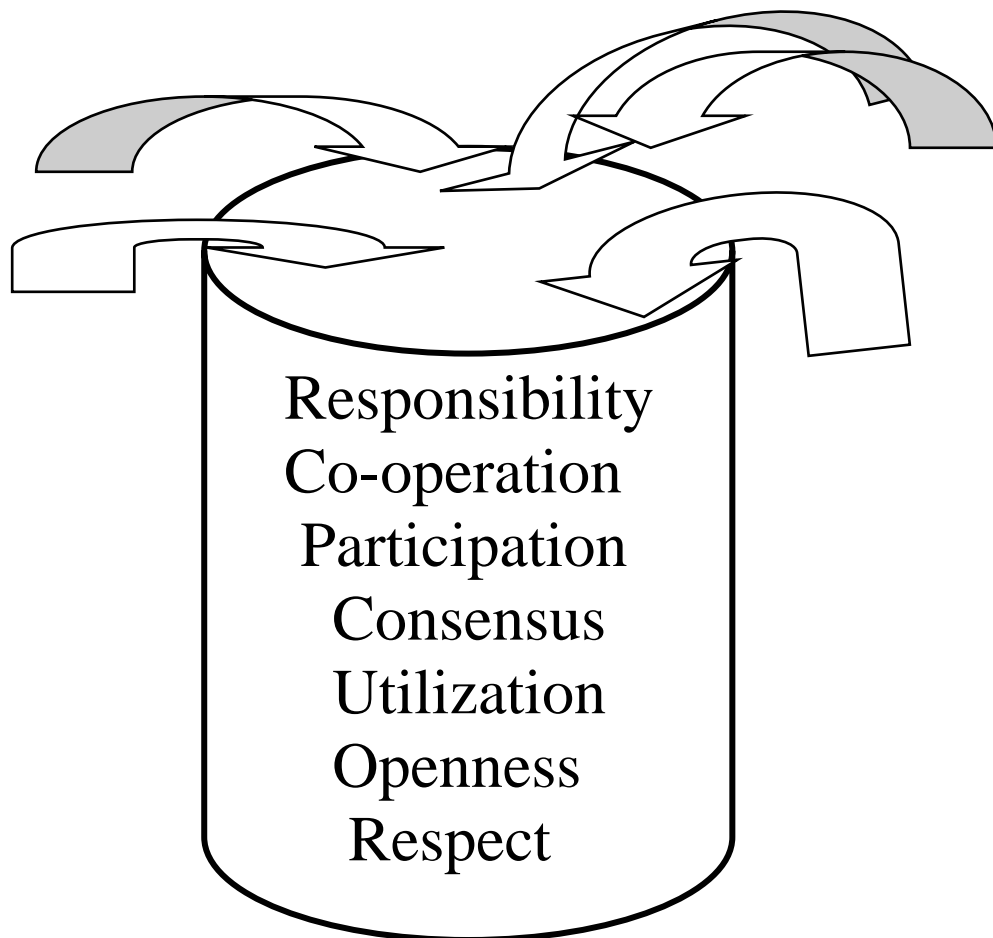
**Objectives: Being exposed to a number of concepts and elements in teamwork and through the reflection on these evaluate ones own strong and weak points for embarking on teamwork. Eventually to find ways for improvement.**

| <i>Topic</i>                  | <i>Contents</i>                              | <i>Time</i> | <i>Method</i>            | <i>Materials</i> | <i>Trainer(s)</i> |
|-------------------------------|--|-------------|--------------------------|------------------|-------------------|
| <b>What is teamwork</b>       | Discussion of the ants                       | 40          | Ants cartoon             | ohp              | AS                |
| <b>Components in teamwork</b> | Identification of components                 | 30          | Lecture<br>Group work A: | ohp<br>handouts  | AS                |
|                               | Define components<br>The teacher's solutions | 45          | Group work B:            |                  |                   |
| <b>Effective teamwork</b>     | Identification of external conditions        | 30          | Discussion               | ohp<br>handouts  | ↓                 |
| <b>Teamwork LAW</b>           | Internal group dependency                    | 30          | Lecture                  | Ohs<br>Handouts  |                   |
|                               |  |             |                          | Ohs              |                   |
| <b>Total</b>                  |  | 5 lessons   |                          |                  |                   |

## The Team Law

1. You must be aware that we count on you
2. You must realize that 5-6 people, your most close are fully dependent on you
3. You should know that we know that there is something good and valuable in you and we need it.
4. You should know that you have human qualifications that we like
5. You should know that we have also tried to feel unimportant, valueless, and lonely and a failure.
6. You must know that you are one of us
7. You must know that we would do much for you
8. You should believe, that your own life and our society is very dependent on your contribution
9. We, -you and I, can solve problems in team work

## The Pot of Components of effective Teams



Qualified people  
Direction and objectives  
Practical working procedures (effective meetings)  
Clear duties and commando lines  
Active rewards and promotion systems

# Responsibility

To which extend do the members take a truly shared responsibility for the team's decisions, results and work.

1. Everybody feels responsibility for the team's work
2. All team members supports the team's decisions
3. The team feels a shared responsibility for the results
4. All team members feel a team-responsibility
5. The individual team member supports a team decision although he might not agree.
6. The team takes also responsibility for bad results
7. All members take their part of responsibility for the team's poor decisions
8. All members are committed towards that the team do good work

## Co-operation

To which extent do the team members represent shared attitudes and norms in relation to teamwork.

1. There are common attitudes within the group to teamwork
2. The members represent the same opinions and perceptions of teamwork
3. The team demonstrates a common unity
4. The members have clarified and harmonized their expectations to teamwork
5. The members have a common understanding of and wishes to working together in the team

# Participation

To which extend does each individual take part in the group's tasks.

1. All members share the tasks.
2. Everybody take their part of the team's task
3. The team divides the work between the members
4. Everybody contribute to the best of his ability
5. Members support other members when ever needed
6. The internal work distribution is fair



# Consensus

To which extent do the members try to obtain consensus in decisions of importance

1. The team agrees usually on decisions
2. Important issues are discussed until consensus
3. The team tries to obtain agreement on decisions
4. It is important for the team to reach agreement
5. The team works toward that all members are having same viewpoint on essential aspects

# Utilization

To which extend to the team members utilize each other's individual and specific qualifications

1. The team capitalizes on the team's total pool of qualifications
2. The team understands to use the members strong points
3. All contribute with their significant and personal knowledge (we are all specialist in our own little field)

# Openness

To which extend are the members ready to listen to each other's opinions

1. Members do listen carefully to each others ideas
2. Members are open for each other ideas
3. Members listen with interest on each others points of view
4. Everybody can speak out his opinion
5. Everybody is open for advise

# Respect

To which extend do the team members show each other respect and empathy

1. Members respect others view points although different from his own
2. Members speak nicely to each other
3. Members take other members very seriously
4. Members appreciate each other

# Session Guide 3.

**Course Title: HRD**

**Session Title: Motivation – Management and planning**

**Objectives: To introduce the participants to selected elements of motivation, management and planning factors, for evaluation and try out in their daily work. This is finally linked to a technique of self evaluation for continued improvement**

| <i>Topic</i>           | <i>Contents</i>  | <i>Time</i> | <i>Method</i>                                      | <i>Materials</i> | <i>Trainer(s)</i> |
|------------------------|--|-------------|--|------------------|-------------------|
| <b>Motivation</b>      | Maslow<br>Grouping of<br>Motivation factors<br>Negative motivation<br>Communication blocks<br>Motivate adult trainees<br>Positive people | 80          | Lecture<br>Group work<br>Discussion<br><br>Cartoon | ohp<br>Handouts  | AS                |
| <b>Management</b>      | What is mgt?<br>Framework for mgt.<br>MBO<br>Control, W.W.H  |             | Lecture<br>Group work                              | ohp<br>handouts  | AS                |
|                        |  |             |  |                  | ↓                 |
| <b>Planning</b>        | Strategic<br>Tactical<br>Unit<br>Operational<br><br>Decision making<br>Control<br><br>A Systematic approach<br>to planning               | 80          | Lectures<br><br>Group<br>assignment<br><br>Cartoon | ohp<br>handouts  |                   |
| <b>Self Evaluation</b> | The input<br>The participants<br>Your self   | 40          | Cartoon  | Ohs<br>Handouts  |                   |
|                        |  | 5 lessons   |  | Ohs              |                   |

# Negative motivation

- ! Ordered to attend, against personal wishes
- ? Not knowing why they are attending
- 🕒 Have their minds elsewhere
- 👉 The teaching style is not sufficiently participatory to involve their knowledge and skills
- 📄 They already know the subject matter
- 👎 They harbour misconceptions about you or your organisation

# Motivate adult trainees

- exercise -

- ♥ Discuss how you will encourage learning in adults trainees
- ♥ **Conclude which psychological aspects you will build on**
- ♥ **Give at least three specific examples on how you will do that in practice**
- ♥ Be prepared for a presentation
- ♥ You have 20 min. for your disposal



**Motivation based on interest:**

Interesting and important experiences  
Feed back  
Unexpected awards/praises

**Motivation based on fear:**

Fear for not passing exams  
Fear for not getting/keeping a job

**Motivation based on success:**

Professional  
Personal and private



## Self evaluation of own presentation

|                   |  |
|-------------------|--|
| The session       | <ol style="list-style-type: none"> <li>1. Was the theory resented logically?</li> <li>2. Did I illustrate the theory sufficiently?</li> <li>3. Had the training sufficiently variation?</li> <li>4. Could I improvise where needed?</li> <li>5. Were my methods adjusted to meet the objectives?</li> <li>6. Did the participants participate ?</li> <li>7. Did I allow for sufficient time and motivation for asking questions?</li> <li>8. Could I maintain the participants interest?</li> <li>9. Which planned details did not work? and why?</li> </ol> |
| Participants      | <ol style="list-style-type: none"> <li>10. How was the:             <ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Humour</li> <li>3. Work distribution</li> <li>4. Environment</li> </ol> </li> </ol>   |
| My self as person | <ol style="list-style-type: none"> <li>11. Was I too quite?</li> <li>12. Did I speak too low? Too fast?</li> <li>13. Was my language simple?</li> <li>14. Any other issues?</li> </ol>   |

# Session Guide 4.

**Course Title: HRD**

**Session Title: Effective Meetings**

**Objectives: To improve awareness and skills for planning and contributions in meetings**

| <i>Topic</i>              | <i>Contents</i>    | <i>Time</i> | <i>Method</i> | <i>Materials</i> | <i>Trainer(s)</i> |
|---------------------------|--------------------|-------------|---------------|------------------|-------------------|
| <b>Meeting Techniques</b> | Before the meeting | 30          |               | ohp              | AS                |
|                           | Before the meeting | 30          |               | ohp<br>handouts  | AS                |
|                           | During the meeting | 30          |               | ohp<br>handouts  | ↓                 |
|                           | Meeting advises    | 15          |               | Ohs<br>Handouts  |                   |
|                           | After the meeting  | 15          |               | Ohs              |                   |
|                           | Evaluate meetings  | 30          |               |                  |                   |
|                           | Exercise           | 60          |               |                  |                   |
|                           |                    | 4 hours     |               |                  |                   |

# Negotiation

## Preparation, before the meeting

### 1. Assess the context:

Cultural values and taboos

Business standards and customs

### 2. Assess the opposite party.

Preferences

Find advantages (service, quality, quantity, costs etc.)

Authority to bind the party (objectives and minimum's for acceptance)

Deadlines?

Man (fight) or woman (emotions)

Influence the opposite party directly or indirectly

### 3. Be aware of own situation

Authority to bind the you company (objectives and minimums for acceptance)

Preferences

Deadlines

## The actual negotiation

Establish an atmosphere of faith and trust

Go for a win win situation

Read the Communication right (70% body language and 30% language)

Use "active listening"

Always be friendly

Never say NO.

Do never lock up the situation

Work with the positive advantages for the opposite party

Physical distance: Intimate zone, - personal zone, - social zone, - public zone

Physical touch

Control your emotions

Be patient

Don't be naive

Use pauses

Show engagement

## After the Negotiation

Sum up the all the gained advantages by the opposite party.

# Session Guide 6.

**Course Title: HRD**

**Session Title: Conflict Management**

**Objectives:** Upon completion of this session the participants will have been exposed to a complex conflict in the use of natural resources and seed sources, trained their negotiation skills and reflected on their individual performances.

| <i>Topic</i>                      | <i>Contents</i>                             | <i>Time</i> | <i>Method</i> | <i>Materials</i>           | <i>Trainer(s)</i> |
|-----------------------------------|---|-------------|---------------|----------------------------|-------------------|
| <b>Case study</b>                 | Discussion of the contents and stakeholders | 60          | Verbal        |                            | AS                |
| <b>Negotiation skills</b>         | Before<br>During<br>After                   | 15          |               | Flip Over<br>Photos<br>Ohs | AS                |
| <b>Selection of roles</b>         |   | 30          |               |                            |                   |
| <b>Work in Strategy groups</b>    |   | 120         | Group work    |                            |                   |
| <b>Actual conflict resolution</b> |   | 120         |               |                            |                   |
| <b>Winding up</b>                 |   | 120         |               |                            |                   |
|                                   |   | 8 lessons   |               |                            |                   |

# Evaluation models

To be ticked quickly and spontaneously by the participants:

|                                       |                                |    |    |    |    |
|---------------------------------------|--------------------------------|----|----|----|----|
| <b>1. The relevance of the course</b> | <b>Scale of assessment</b>     |    |    |    |    |
|                                       | 1 = very little, 5 = very much |    |    |    |    |
|                                       | 1.                             | 2. | 3. | 4. | 5. |
|                                       |                                |    |    |    |    |

|                               |                                     |    |    |    |    |
|-------------------------------|-------------------------------------|----|----|----|----|
| <b>2. The course contents</b> | <b>Scale of assessment</b>          |    |    |    |    |
|                               | 1 = not relevant, 5 = very relevant |    |    |    |    |
|                               | 1.                                  | 2. | 3. | 4. | 5. |
|                               |                                     |    |    |    |    |

|                                    |                                   |    |    |    |    |
|------------------------------------|-----------------------------------|----|----|----|----|
| <b>3. The trainers performance</b> | <b>Scale of assessment</b>        |    |    |    |    |
|                                    | 1 = not good, 5 = very beneficial |    |    |    |    |
|                                    | 1.                                | 2. | 3. | 4. | 5. |
|                                    |                                   |    |    |    |    |

|  |                                |    |    |    |    |
|--|--------------------------------|----|----|----|----|
| <b>4. Your own contribution and interest in the subjects</b> | <b>Scale of assessment</b>     |    |    |    |    |
|  | 1 = very little, 5 = very much |    |    |    |    |
|  | 1.                             | 2. | 3. | 4. | 5. |
|  |                                |    |    |    |    |

|                               |                                   |    |    |    |    |
|-------------------------------|-----------------------------------|----|----|----|----|
| <b>5. The training method</b> | <b>Scale of assessment</b>        |    |    |    |    |
|                               | 1 = not good, 5 = very beneficial |    |    |    |    |
|                               | 1.                                | 2. | 3. | 4. | 5. |
|                               |                                   |    |    |    |    |

|                              |                                       |    |    |    |    |
|------------------------------|---------------------------------------|----|----|----|----|
| <b>6. The allocated time</b> | <b>Scale of assessment</b>            |    |    |    |    |
|                              | 1 = too short, 5 = optimal allocation |    |    |    |    |
|                              | 1.                                    | 2. | 3. | 4. | 5. |
|                              |                                       |    |    |    |    |

**Comments on the reverse page:**