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DEVELOPMENT SKILLS

# **INTERPERSONAL COMMUNICATION SKILLS FOR AVIAN INFLUENZA**

**TRAINING OF TRAINERS  
VETERINARY AND  
HUMAN HEALTH WORKERS**

**AI.COMM**

**FACILITATOR MANUAL  
THREE DAY TRAINING**



# TRAINING OF TRAINERS

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Demonstration by Master Trainer of “IPC Skills for Avian Influenza

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### **DAY THREE:**

PRACTICE by Trainers “IPC skills for Avian Influenza Module”

<sup>1</sup>Training Curriculum TOT communication skills building, National TB Program Cambodia

# WHO IS THIS TRAINING OF TRAINERS' MODULE FOR?

This training of trainers' manual is designed for master trainers or facilitators. It contains instructions for training Veterinary and Human Health Workers to update their interpersonal communication skills as well as to increase knowledge of behavior change communications in response to prevention and control of Avian Influenza in the communities.

Veterinary and Human Health Staff are in a unique position to reach individuals, families and communities face to face, with information about how to prevent or contain diseases in the communities. Strengthening their interpersonal communication skills will help them to deliver messages more effectively.

# TRAINING OF TRAINERS' MODULE OVERVIEW

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The training module follows the principles of adult learning, enhances communication skills addressed to co-trainers/co-facilitators, and encourages participatory learning techniques that work best while training adults.

The module has instructions for trainers to conduct a 3 day Training of Trainers' course for the facilitation of the One Day workshop "Interpersonal Communication Skills for Avian Influenza". It uses an interactive training methodology that encourages participants to discuss and contribute to everyone's learning experience.

# WHAT IS INCLUDED IN THE TRAINING OF TRAINERS' MODULE?

The TOT Module includes a three day program covering:

- **Day One:** Demonstration of one day workshop “Interpersonal communication skills for Avian Influenza” (see Facilitator Manual One Day Training: Interpersonal communication skills for Avian Influenza Veterinary and Human Health Workers) by master trainer(s) to participants: future IPC trainers and animal and health community farmers. The one day training module “IPC Skills for Avian Influenza” is presented in such a way that each session has different activities covering the major objectives of the session and offers specific methodology per activity.
- **Day Two:** Starts with a discussion of Adult Learning Principles and includes the guidelines that will be followed during the TOT PRACTICE. Allows time for trainers to prepare co facilitation of one session from the “IPC Skills Manual for AI”.
- **Day Three:** Practice co-facilitation of a session by trainers working in pairs and using adult training techniques. After co facilitation of each session, trainers will receive feedback from main facilitators and the other trainers according to pre established guidelines.

# TOT PRACTICE: IPC SKILLS FOR AI WORKSHOP

The methodology used during day two of the TOT workshop starts with team formation. Each team is assigned one session from IPC Skills for AI Manual. Teams review the assigned session and prepare to co facilitate the session the next day. The other trainers will act as AI Veterinary and Health workers attending the one day training event. After co facilitation of the session, each trainer team will receive 15 minutes of feedback from peer trainers based on agreed upon observation list.

# TRAINING OF TRAINERS AGENDA

## INTERPERSONAL COMMUNICATION SKILLS FOR AVIAN INFLUENZA

	DAY I DEMONSTRATION	DAY I PREPARATION	DAY I PRACTICE
9:00-10:30	<b>Session 1</b> Welcome and Overview	<b>TOT</b> Adult Learning	<b>PRACTICE</b> <b>Session 1</b> Welcome And Overview 15 MIN. FEEDBACK
10:30-10:45	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10:45-12:30	<b>Session 2</b> Avian Influenza and Communication	<b>PRACTICE</b> Teams Prepare for Facilitation	<b>PRACTICE</b> <b>Session 2</b> Avian Influenza and Communication 15 MIN. FEEDBACK
12:30-1:30	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
1:30-3:00	<b>Session 3</b> Behavior Change and Interpersonal Communication	<b>PRACTICE</b> Teams Prepare for Facilitation	<b>PRACTICE</b> <b>Session 3</b> Behavior Change and Interpersonal Communication 15 MIN. FEEDBACK
3:00-3:15	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
3:15-5:00	<b>Session 3</b> Interpersonal Communication Skills	<b>PRACTICE</b> Teams Prepare for Facilitation	<b>PRACTICE</b> <b>Session 3</b> Interpersonal Communication Skills 15 MIN. FEEDBACK
5:00-5:30	<b>Session 5</b> Closure		<b>Session 5</b> Closure

# TRAINING OF TRAINERS ADULT LEARNING

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## OBJECTIVES

*By the end of this session, participants will have...*

1. Discussed how adults learn based on experience
2. Identified characteristics of effective adult learning
3. Examined the differences between presenter centered and learner centered education
4. Described characteristics and skills of an effective facilitator
5. Review training tools and techniques

**DURATION:** 90 minutes

## #1 ACTIVITY: THE LEARNING EXPERIENCE

### # 1 METHODOLOGY:

- Divide participants into pairs and describe to each other the best learning experience they ever had;
- Ask them to discuss what made them learn so well (positive adult learning) and to make a list of what made it such a good learning experience
- Ask the participants to fill the sentence: “Adults remember ...% of what they hear, ...% of what they see and ...% of what they do”
- Bring the groups back together, in plenary, discuss sharing the results.
- Practiced the four basic IPC Skills to improve AI information and prevention

## NOTES TO CO-TRAINERS:

*LEARNING is the transformation of information into useful wisdom.*

Once participants have guessed at the percentages, fill in the blanks: “Adults remember 20 % of what they hear, 40 % of what they see and 80 % of what they do”

Conclude how adults learn: (20% of what we hear; 40% of what we see and hear; 80% of what we do).

For this reason, effective adult learning focuses on having participants actually do the skills that they are learning, instead of only reading about them, hearing about them or observing them.

## POSITIVE ADULT LEARNING

*Respect:* respecting personal values of people; not making judgment on others;

*Immediacy:* Adults need to see the usefulness of new learning. Because time is so precious to them, they want to study those skills and theories that will immediately make a clear difference to them.

*Relevance:* adults are interested in anything that is important, closely connected and objective to their daily life.

- New knowledge and skills is connected with what they already know
- Share and discuss learning with others
- Get frequent feedback, can ask questions and get immediate response
- Learn from each other, facilitator also learns from participant’s experience

- Environment is safe to make a mistake and learn
- Feel respected and listen to
- Responsible for their own learning

## #2 ACTIVITY: CHARACTERISTICS OF EFFECTIVE ADULT LEARNING

### #2 METHODOLOGY:

- Write this phrase on the flip chart: “The more teaching, the less learning”
- Ask participants in pairs to brainstorm about what the phrase means
- Bring them back together to share their results.

### NOTES TO CO-TRAINERS:

#### *Characteristics of Effective Learning<sup>2</sup>*

Adult learning occurs best when it...

- ***Is self-directed***  
Adults can share responsibility for their own learning because they know their own needs. They are the subjects of their learning, not the object.
- ***Fills an immediate need***  
Motivation to learn is highest when it meets the immediate needs of the learner.
- ***Is participative***  
Participation in the learning process is active, not passive.
- ***Is experiential***  
The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learner.
- ***Is reflective***  
Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it,

<sup>1</sup>CEDPA. 1995. Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques.

draw conclusions, and derive principles for application to similar experiences in the future.

- ***Provides feedback***

Effective learning requires feedback that is corrective but supportive.

- ***Shows respect for the learner***

Mutual respect and trust between trainer and learner help the learning process.

- ***Provides a safe atmosphere***

A cheerful, relaxed person learns more easily than one who is fearful, embarrassed or angry.

- ***Occurs in a comfortable environment***

A person who is hungry, tired, cold, ill or otherwise physically uncomfortable cannot learn with maximum effectiveness.

## #3 ACTIVITY: PRESENTER CENTERED VS. LEARNER CENTERED EDUCATION

### #3 METHODOLOGY:

- Divide participants into small groups and have each group discuss their experiences as children, learning in primary school (“classroom learning”) and their learning experience as adults.
- Make a list of the differences between the two types of experiences
- Bring participants back together to share their results.

### NOTES TO CO-TRAINERS:

#### CHILDREN

***Dependent:*** The teacher is responsible for the learning process

***Accept:*** Child has little experience to build learning; therefore the teacher is expert and delivers knowledge in one-way fashion

*Learn Blindly:* most learning is information based with hope for use and more future oriented

*Must learn:* learning has to be done in order to pass exams  
Motivation is external through pressure, fear.

## ADULTS

*Independent:* adults choose what they want to learn depending on needs

*Ask questions:* adults weigh pros and cons participation and reflection contributes to learning

Learning interfaces with experiences adult experiences is taken into account and build on it

Learn with a purpose real problems, which beg for resolution through learning

Motivation is internal driven by real life needs.

- Explain that classroom education is usually presenter-centered, but adults tend to prefer education that is learner-centered
- Ask for comments about this topic.

### *Presenter-Centered Education vs. Learner-Centered Education*<sup>3</sup>

PRESENTER-CENTERED	LEARNER-CENTERED
<ul style="list-style-type: none"><li>• Learners are passive</li><li>• Theory is static</li><li>• Information is offered</li><li>• Time is devoted to presenters talking</li></ul>	<ul style="list-style-type: none"><li>• Learners are engaged, active and focused</li><li>• Theory is re-created, tested, examined and applied</li><li>• New information is presented within learning tasks</li></ul>

<sup>3</sup>Vella, J. 1998. "Lose the Podium". Convene. [http://www.globalearning.com/articles/art\\_losepodium.htm](http://www.globalearning.com/articles/art_losepodium.htm)

## #4 ACTIVITY: CHARACTERISTICS OF AN EFFECTIVE FACILITATOR

### # 4 METHODOLOGY:

- Ask participants to brainstorm about definition of teaching and facilitation
- Ask participants to discuss the differences between teaching and facilitation
- Write responses on the flip chart.

### NOTES TO CO-TRAINERS

*Definition of Teaching:* provide information /knowledge or skills to learners/trainees. Teaching is usually provided by lectures and formal teaching methods.

*Definition of Facilitation<sup>4</sup>:* Help participants progress smoothly through an exploratory self learning process. Facilitation is also is a description of the skills of someone who guides participants through a process of discussion, reflection and self learning by

- organizing group activities (group discussions, group work, role plays, games).
- encouraging participation from all group members
- asking open ended questions
- providing feedback
- practicing active listening (using body language, nodding, eye contact, smiling)
- presenting ideas or discussion points
- summarizing results of group work

<sup>4</sup>Training Curriculum TOT communication skills building, National TB Program Cambodia

## #4 ACTIVITY: SKILLS OF AN EFFECTIVE FACILITATOR<sup>5</sup>

### # 4 METHODOLOGY:

- Divide participants into small groups and have each group brainstorm about the skills needed in order to be a good facilitator
- Make a list of the skills needed
- Bring participants back together to share their results.

### NOTES TO CO-TRAINERS

A good facilitator needs first to be quite organized. The role of a facilitator starts before the participants have arrived to the workshop site. Usually he/she has made arrangements for an appropriate and comfortable venue, and has prepared session facilitation and training materials and manuals in advance.

Communication skills of effective facilitators

- Polite and respectful
- Maintains eye contact with participants, when speaking or listening to them
- Maintains a friendly confident professional manner
- Lets participants speak more
- Uses simple words that the participants can understand; avoids technical or difficult words
- Pays attention and responds to the feelings of the group (takes breaks, organizes “energizers”)
- Uses open ended questions and reflects questions to other participants
- Encourages quieter participants to share ideas and views avoiding frequent participation of less shy participants.
- Self confident and has knowledge of the topic of discussion

<sup>5</sup>Training Curriculum TOT communication skills building, National TB Program Cambodia

- Organized and prepared lesson plan in advance
- Delivers and meets the session objectives
- Asks for feedback from participants after the session
- Revises session as necessary according to feedback received
- Uses several methods to accomplish learning objectives

## #5 ACTIVITY: DIFFERENT TRAINING TOOLS AND TECHNIQUES

### # 5 METHODOLOGY:

- In plenary, ask participants to brainstorm on the different training methods or tools used during the One Day Demonstration sessions of this workshop.
- Make a list of their responses

### NOTES TO CO-TRAINERS:

Facilitators need to use different training methods, according to the situation and the learning needs of the participants.

These techniques are used to generate different ideas and opinions from the participants as well as stimulate participant's interest and promote learning new skills and knowledge from each other.

Some of the tools and training techniques used during the sessions of the workshop: Interpersonal Communication Skills for Avian Influenza are: Brainstorming, group discussions, skills demonstrations, role plays, presentations. Here are some participatory training techniques often used during training.

Here are some participatory training techniques often used during training.

## TRAINING TECHNIQUES<sup>6</sup>

TYPE AND DESCRIPTION	USE	ADVANTAGE	PROCESS
<p>A SMALL GROUP DISCUSSION is an activity that allows learners to share their experiences and ideas or to solve a problem.</p>	<ul style="list-style-type: none"> <li>-Enhances problem-solving skills</li> <li>-Helps participants learn from each other</li> <li>-Gives participants a greater sense of responsibility in the learning process</li> <li>-Promotes team work</li> <li>-Clarifies personal values</li> </ul>	<ul style="list-style-type: none"> <li>-Learners develop greater control over their learning</li> <li>-Participation is encouraged</li> <li>-Allows for reinforcement and clarification of lesson through discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Arrange the learners in groups of four to seven</li> <li>-Introduce the task that describes what should be discussed</li> <li>-Ask each group to designate a person to present the group's findings to the larger group</li> <li>-Check to make sure that each group understands the task</li> <li>-Give groups time to discuss</li> <li>-Identify common themes that were apparent in the groups' presentations</li> </ul>
<p>THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SMALL GROUP DISCUSSION</p> <p>The task given to the group needs to be very clear</p> <ul style="list-style-type: none"> <li>• The group should be aware of time limits for the discussion</li> <li>• Participants should be able to listen to each other, even if they don't agree</li> <li>• Group discussion should not be dominated by any one or two people</li> <li>• Questions help guide the discussion</li> <li>• Everyone should be encouraged to participate</li> </ul>			

<sup>6</sup>Training Curriculum TOT communication skills building, National TB Program Cambodia

TYPE AND DESCRIPTION	USE	ADVANTAGE	PROCESS
<p>A SIMULATION Is an enactment of a real-life situation.</p>	<ul style="list-style-type: none"> <li>-Allows learners to experience decision-making in «real» situations without worrying about the consequences of their decisions</li> <li>-A way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation</li> </ul>	<ul style="list-style-type: none"> <li>-Practical</li> <li>-Learners are able to discover and react on their own</li> <li>-High involvement of the learner</li> <li>-Immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare the learners to take on specific roles during the simulation</li> <li>-Introduce the goals, rules, and time frame for the simulation</li> <li>-Facilitate the simulation</li> <li>-Ask learners about their reactions to the simulation</li> <li>-Ask learners what they have learned from the simulation and develop principles</li> <li>-Ask learners how the simulation relates to their own lives</li> <li>-Summarize</li> </ul>
<p>THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SIMULATION</p> <ul style="list-style-type: none"> <li>• Time-consuming</li> <li>• The facilitator must be well-prepared, especially with logistics</li> <li>• A simulation is often a simplistic view of reality</li> </ul>			
<p>ROLE PLAY In a role play, two or more individuals enact parts in a scenario related to a training topic.</p>	<ul style="list-style-type: none"> <li>-Helps to change people's attitudes</li> <li>-Enables people to see the consequences of their actions on others</li> <li>-Provides an opportunity for learners to see how others might feel/ behave</li> <li>-Provides a safe environment in which participants can explore problems</li> <li>-Enables learners to explore alternative approaches to dealing with situations</li> </ul>	<ul style="list-style-type: none"> <li>-Stimulating and fun</li> <li>-Engages the group's attention</li> <li>-Simulates the real world</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare the actors so that they understand their roles and the situation</li> <li>-Set the climate so the observers know what the situation involves</li> <li>-Observe the role play</li> <li>-Thank the actors and ask them how they feel about the role play – be sure that they get out of their roles and back to their real selves</li> <li>-Share the reactions and observations of the observers</li> <li>-Discuss different reactions to what happened</li> <li>-Ask the learners what they have learned and develop principles</li> <li>-Ask the learners how the situation relates to their own lives</li> <li>-Summarize</li> </ul>

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SIMULATION

- Time-consuming
- The facilitator must be well-prepared, especially with logistics
- A simulation is often a simplistic view of reality

TYPE AND DESCRIPTION	USE	ADVANTAGE	PROCESS
<p>CASE STUDY is a written description of a hypothetical situation that is used for analysis and discussion.</p>	<ul style="list-style-type: none"> <li>-To discuss common problems in a typical situation</li> <li>-Provides a safe opportunity to develop problem-solving skills</li> <li>-To promote group discussion and group problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>-Learner can relate to the situation</li> <li>-Involves an element of mystery</li> <li>-The hypothetical situation does not involve personal risks</li> <li>-Learners are involved</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce the case</li> <li>-Give learners time to familiarize themselves with the case</li> <li>-Present questions for discussion or the problem to be solved</li> <li>-Give learners time to solve problem/s</li> <li>-Have learners present solutions</li> <li>-Discuss all possible solutions /answers</li> <li>-Ask learners what they have learned from the exercise</li> <li>-Ask them how the case might be relevant to their own environments</li> <li>-Summarize</li> </ul>

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A CASE STUDY

- Case must be closely related to the learners' experience
- Problems are often complex and multi-faceted
- There is not always just one right solution
- Requires a lot of planning time if you need to write the case yourself
- Discussion questions need to be carefully designed

TYPE AND DESCRIPTION	USE	ADVANTAGE	PROCESS
<p>DEMONSTRATION is a presentation of a method for doing something.</p>	<p>-To teach a specific skill or technique -To model a step-by-step approach</p>	<p>-Easy to focus learner's attention -Shows practical applications of a method -Involves learners when they try the method themselves</p>	<p>-Introduce the demonstration – what is the purpose? -Present material you're going to use -Demonstrate -Demonstrate again, explaining each step -Invite learners to ask questions -Have learners practice themselves -Discuss easy/difficult it was for them – summarize</p>
<p>THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A DEMONSTRATION</p> <ul style="list-style-type: none"> <li>• Requires planning and practice ahead of time</li> <li>• Demonstrator needs to have enough materials for everyone to try the method</li> <li>• Not useful in large groups</li> <li>• Requires giving feedback to learners when they try themselves</li> </ul>			
<p>PRESENTATION Activity conducted by a resource specialist to convey information, theories or principles. Presentations range from straight lecture to some involvement of the learner through</p>	<p>-To introduce participants to a new subject  -To provide an over view or a synthesis  -To convey facts, statistics -To address a large group</p>	<p>-Covers a lot of material in a short time -Useful for large groups -Can be adapted to any kind of learner -Can precede more practical training techniques -The lecturer has more control than in other situations</p>	<p>-Introduce the topic – tell the learners what you're going to tell them  -Tell them what you want to tell them – present the material using visual aids  -Summarize the key points you've made – tell the learners what you've told them  -Invite the learners to ask question.</p>
<p>THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A LECTURE</p> <ul style="list-style-type: none"> <li>• Emphasizes one-way communication; Lecturer needs skills to be an effective presenter</li> <li>• Is not experiential in approach; Learner's role is passive</li> <li>• Inappropriate for changing behavior or for learning skills</li> <li>• Learner retention is not as great unless it is followed up with a more practical technique</li> <li>• A presentation is common in more</li> </ul>			

# TRAINING OF TRAINERS PRACTICE

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## INTERPERSONAL COMMUNICATION SKILLS FOR AVIAN INFLUENZA WORKSHOP

### OBJECTIVES

*By the end of this session, participants will have...*

1. Received instruction for co-training practice
2. Reviewed Facilitation Check list and guideline for feedback
3. Reviewed Interpersonal Communication Skills for avian Influenza Manual
4. Prepared, co-facilitated and received feedback from other participants after each co-facilitating training session

**DURATION: 7 Hours**

### #I ACTIVITY: PRACTICE : CO-TRAINING ONE SESSION GUIDELINES

#### # I METHODOLOGY:

- Explain the methodology that participants will follow during the next two days of the workshop when they carry out Practice co facilitation of sessions from the “IPC Skills for Avian Influenza” workshop.

## NOTES TO CO-TRAINERS

- Participants will be divided into two groups and one master trainer will lead each group.
- Participants will team up in pairs; if possible participants from the same organization will work together
- Each team will be assigned two sessions to facilitate
- Each team will prepare and review the assigned session
- On DAY THREE of the workshop, participants will co facilitate the session
- Other participants will act as participants attending an “Interpersonal communication skills for Avian Influenza” workshop.
- Each co trainer team will receive feedback regarding session facilitation according to agreed upon Facilitation checklist criteria

## #2 ACTIVITY: FACILITATION CHECKLIST AND FEEDBACK GUIDELINES

*In order to change others, we must first change ourselves*

### #2 METHODOLOGY:

- As part of the practice, each participant will have a chance to improve on his or her training skills
- After the session, facilitators will receive 15 minutes of feedback from peers, based on Facilitation Checklist Handout
- Present the Facilitation Checklist for review and ask participants for suggestions to include in the checklist
- The checklist will be used by participants to observe the co facilitation of the sessions.

## NOTES TO CO-TRAINERS

- Review Facilitation Checklist based on skills needed for effective facilitation.
- Agree with participants on the Checklist of Facilitation Skills that will be used during the practice.
- Remind participants that feedback is given when and only when the person is ready to receive feedback.
- Usually it is better to give feedback of an activity that just happened, but the person must be ready for it. Some times it is worth waiting until the person is not so excited, so emotional about what happened, so tired...

## GUIDELINES FOR CONSTRUCTIVE FEEDBACK

### ***1. Acknowledge the need for feedback***

The first thing to do is recognize the value of feedback, both positive and constructive. Feedback is vital to anyone committed to improve oneself, for it is the only way of knowing what needs to be improved.

### ***2. Give positive and constructive feedback***

Many people take good work for granted and give feedback only when there are problems. People will more likely pay attention to your complaints if they also receive your compliments. It is very important to remember to tell people when they have done something well.

### ***3. Understand the context***

The most important characteristic of feedback is that it always has a context: where it happened, why it happened, what led to the event. You never walk up to a person, deliver a feedback statement and then leave. Before you give feedback, review the actions and decisions that led up to the moment.

Know how to give constructive feedback:

- Be descriptive
- Phrase the issue as a statement not a question
- Don't judge
- Be specific and give examples
- Don't exaggerate
- Speak for yourself
- Help people hear and accept your compliments when giving positive feedback
- Start the constructive feedback with positive feedback:

Know how to receive constructive feedback:

- Thank the person for the feedback
- Be positive
- There is always room for improvement
- Do not justify yourself

## #3 ACTIVITY: PRACTICE: INTERPERSONAL COMMUNICATION SKILLS FOR AVIAN INFLUENZA WORKSHOP

### # 3 METHODOLOGY:

- Divide participants into 2 groups, lead by one master trainer
- Participants team up in pairs; if possible participants from the same organization will work together
- Assign each team one sessions to co-facilitate
- Each team prepare and review the assigned session
- Teams co facilitate the assigned session.
- Other participants will role-play as participants attending a Interpersonal communication skills for Avian Influenza workshop
- Each team member will be observed by their peers and receive feedback regarding session facilitation according to agreed upon Facilitation checklist criteria

## NOTES TO CO-TRAINERS

Review TOT Agenda with all participants, responds to any questions and wish them good luck during the practice.



# FACILITATION CHECKLIST

## HANDOUT # 1 Activity 2

SKILL	Good	Fair	Needs Improvement		
Showed respect and politeness towards participants	1	2	3	4	5
Maintained eye contact when speaking or listening to participants	1	2	3	4	5
Maintained friendly confident & professional manner	1	2	3	4	5
Participants did most of the talking	1	2	3	4	5
Used easily understood words, avoided technical or difficult terms	1	2	3	4	5
Paid attention and responded to group feelings	1	2	3	4	5
Used open ended questions to generate dialogue	1	2	3	4	5
Asked participants some of the question back	1	2	3	4	5
Encouraged quiet participants to talk	1	2	3	4	5
Had knowledge of the topic discussed	1	2	3	4	5
Used support materials during session	1	2	3	4	5
Used different tools/ methods to engage participants	1	2	3	4	5
Accomplished session objectives	1	2	3	4	5

Describe overall performance:

List improvements the presenter can make:

Additional Comments:

*This Certificate of Completion  
is hereby Granted to*

TO CERTIFY THAT HE/SHE HAS COMPLETED TO SATISFACTION  
THE INTERPERSONAL COMMUNICATION SKILLS THREE DAY TRAINING  
(VETERINARY AND HUMAN HEALTH WORKDERS)



