

## **1. IDENTIFYING TRAINING NEEDS**

### 1.1 Organisational

- *Example:*  
*E-mail to station manager about topics to be included in Station Management Course. E-mail response from the station manager.*
- Excerpts from minutes of meeting with Group of Trainers about developing Transmission Course for local radio stations.
- Notes from media trainers about what they perceive as the main training needs in the area.
- Letter to station managers about FM Transmission Course and the benefit of such training for transmission technicians.
- Reflections on the involvement of management and technicians in the development of Transmission Course.

### 1.2 Individual

- *Example:*  
*Letter to station technicians about their work. The information to be used to adapt the course to the technician's particular situations.*
- Training needs assessment for Radio Producers Training, taking into account the situation of the learner, their learning needs and the learning outcome.
- Individual Training Needs Assessment, taking into account who the learners are, what their tasks are, what they need to know and do, what previous experience they have, what resources they have to work with, what new things there are for them to learn.
- A list of the participants' own expectations of a course.
- The difficulty of obtaining sufficient information for training needs assessment.

### 1.3. Course objectives

- *Example:*  
*Training design for a course for volunteers who are exploring radio.*
- Training objectives for Station Management Course.
- Course objectives for ICTI Management Course for Radio Station Managers.
- Reflections on how to set course objectives.

## **2. PLANNING AND DESIGNING TRAINING**

### 2.1 Planning programmes

- *Example:*  
FM Transmission Course curriculum.
- Preliminary planning - including vision, desired pay-off, possible goals and actions.
- Curriculum for Distance Media Course on Creative Programming.
- Excerpt from Training Planning Meeting, discussing how to improve a course that was held.

## 2.2 Choose methods

- Example:
  - *Using Experiential Learning Activities for the Diversity session on the Training of Trainers course, with handout and Trainer's notes. (The notes not included in the example.)*
- Powerpoint presentation: "A different way of presenting material on DistanceMedia.org".
- Reflection on choosing a different learning method for Distance Media courses.
- Learning style exercise to demonstrate how people with different learning styles operate.

## 2.3 Designing materials

- Example:
  - *Example of a PowerPoint presentation: "Training Needs Analysis".*
- Participant's critique of *Trainer's* use of powerpoint.
- Handout on Power Supplies.
- Handout on Broadcasting System Overview.

## **3. DELIVERY OF TRAINING**

### 3.1. Organising programmes

- Example:
  - *Timetable for FM Transmission Course.*
- Course expense form.
- Course participants list.
- Course application form.
- Certificates of Achievements for course participants.
- List of "ground rules".
- Course brochure.

### 3.2 Organising sessions

- Example:
  - *Session plan for session on "Delegation" on Managers Course.*
- Session plan for session on "Function & Resources of the Manager".
- Session plan for session on "Training Needs Analysis".
- Manager's witness on training delivery and organising skills of *Trainer*.

### 3.3 Delivery to groups

- Example:
  - *Assessment of Trainer's teaching at two Foundation Courses.*
- Peer assessment of *Trainer's* delivery of FM transmission course.
- Course evaluation form filled in by participant in Creative Programming Course.
- Personal evaluation form filled in by direct witness, relating to session on "Delegation" at Station Managers Course.

- Personal evaluation form filled in by peer witness, relating to session on "Delegation" at Station Managers Course.
- Training notes in the format of a mindcap.
- Training notes using index cards.
- Manager's assessment of *Trainer's* teaching at Foundation Course.

### 3.4 Individual learning support

- Example:  
*Manager's witness on Trainer's work with individual learners.*
- Assessment of *Trainer* at Foundation Course, with special reference to tutorial support given to participants.
- Timetable for one student's training, where *Trainer* had organised the individual coaching session.

## **4. EVALUATING TRAINING AGAINST OBJECTIVES**

### 4.1 During the training

- Example:  
*Editing exercise with feedback from Trainer.*
- Student's assignments (devotions) with comments from *Trainer*.
- Training needs analysis exercise.
- Excerpts from *Trainer's* training journal with "Points of special significance" and "What will I do about this?"
- Audience survey about listening preferences used by participants in On-Air Course.

### 4.2 At the end of the training

- Example:  
*Evaluation immediately after Station Managers Course.*
- End of course questionnaires from participants about how to improve pre-course information and publicity.
- Session plan for session on "Conclusion of Transmission Course".
- A method for evaluating training at the end of a day or a course.
- Spontaneous notes of evaluation/appreciation from participants at the end of one-day course.
- Forms for evaluation of the *Trainer* by participants.
- Personal evaluation form about *Trainer*, relating to session on Learning Styles at Training of Trainers Course.

### 4.3 Some time later

- Example:  
*Manager witness on the improvement of participant's performance.*
- Report about an FM station receiving a licence to broadcast. While this was the result of the work of the leadership of the station, the training given to the people who were interested in working with this station gave them the initial skills needed to see the radio station go on air.
- Post event support for dealing with technical problems.

- Excerpts from minutes of Radio Production Course evaluation, discussing time table changes, student support, entry requirements, etc.

## **5. CONTINUOUS IMPROVEMENT**

### 5.1 Using the results of evaluation to improve strategy

- Example:  
*Letter with Trainer's suggestions for improvements to On-Air Course.*
- Reflection on changes made when teaching the Creative Programming Course a second time and the outcome of this.
- Manager's witness on training improvements and continuous development of learning skills.

### 5.2 Using the results of evaluation to improve delivery

- Example:  
*Being over-prepared.*
- Reflections on learning in different cultures.

### 5.3. Reflections on own work

- Example:
- *Trainer's reflections on own continuous development.*
- *Trainer's self evaluation form from Training of Trainers Course.*

# **1. IDENTIFYING TRAINING NEEDS**

## **1.1 Organisational**

**Example:** E-mail to station manager about topics to be included in Station Management Course.  
E-mail response from the station manager.

From *Trainer* to station manager:

Today I am writing to you concerning a station management training course that I am developing together with ..... I would like to ask you some questions which will help making this course most beneficial for you and other station managers:

- \* From your own experience in media, what are the topics that you think should be addressed in a station management course? Please prioritise your list.
- \* In which areas do you, or people in the management of your station, currently need to be trained?

I would greatly appreciate if you could describe your answers a little bit, so that I get a better understanding of your particular situation. God willing, we will be able to run a station management course sometime next year. I will inform you in due time, if you are interested.

From station manager to *Trainer*:

I think a radio station Management course would be of benefit especially to new managers who need all the help they can get to run a station efficiently.

In my view, such a course should have the following:

- 1) Financial management issues (not necessarily accounting)  
A Radio station like ..... aims at being self-sustaining and therefore the station manager needs to understand how to manage finances in such a way that the aim will be achieved.
- 2) Strategic planning and development  
A station manager needs to be able to plan well and help the station grow and develop. Without good planning skills, the station could stagnate.
- 3) Personnel issues (motivation, discipline, etc)  
Whether a station has a personnel manager or not, the station manager is involved in many decisions affecting the staff, so there is need to understand how to deal with those issues.
- 4) Media laws  
This would be important especially to those whose training is not in media.

Your second question would be answered by the points above.

# **1. IDENTIFYING TRAINING NEEDS**

## **1.2 Individual**

**Example:** Letter to station technicians about their work

Dear Station Technician.

Thanks for your interest in the FM Transmission Course.

I would like to ask you to fill out a short questionnaire, which will help us adapt the course to your particular situation. When answering questions, please refer to the area of transmission equipment only (transmitter, power-supply, etc.), not the studio equipment.

- Describe the tasks that you expected to perform.
- List anything you feel you should learn that could make you carry out your job better.
- What are the most frequent challenges you face?
- Describe the transmission equipment your station uses (Brand and model no, etc.).
- What problems make the station go off-air most frequently?
- What tools do you have to do your job (e.g. multi-meter, screwdriver, etc)?
- List any essential tools that are not available?

I look forward to hearing from you

# **1. IDENTIFYING TRAINING NEEDS**

## **1.3 Course objectives**

**Example:** Training design for a course for volunteers who are exploring radio

Research:

Who are the learners?

A group of volunteers who are exploring radio. Two of the people involved have gone through a radio production course at .....

What are the actual tasks of the learner?

To run an FM station that has been granted a RSL for four weekends. The exciting bit is the fact that this is one of the very first broadcasting licenses that have been granted to.....

What does the learner need a) to know? b) to do?

He needs to understand the medium of radio, so that they can utilise its strengths and avoid its weaknesses in order to communicate successfully. He has to understand the concept of formats and the importance of consistency. He will need to be able to apply programming techniques and gain the basic skills to produce news items and host a music based show.

What is their typical previous experience? The learners behaviour.

Some of the students have had a varying exposure to radio, others are new to the media and want to find out if it is something for them. Thus the training course will need to cover the basics of radio but at the same time should be very practical in nature.

What are real life conditions? What is possible / not possible?

The students will have to run an entire FM station in a short time from now. Thus they have to acquire basic programming skills in order to attract and retain an audience for their station.

What must the learner know/do that is not previous experience that I can teach?

1. Understand the medium of radio. Its strength and weaknesses
2. Be aware of formats and styles
3. Be able to use a clock diagramme and stopsets
4. Produce news programmes
5. Produce a radio interview

What are the practical outcomes that the training must produce.

The students will be able to run a temporary radio station by producing programmes that attract and retain listeners.

## **2. PLANNING AND DESIGNING TRAINING**

### **2.1 Planning programmes**

#### **Example:** FM Transmission Course Curriculum

##### **Course Goal:**

To make the participants able to safely handle elementary and frequently needed services on broadcasting equipment at a small FM station.

##### **Who it's for:**

This course is designed for technicians with at least six months experience in broadcast equipment operations. Fundamental understanding of electronics required. It is also useful for experienced technicians as a refresher course. The course language is English.

##### **Time:**

..... This is a full time residential course where participants have to dedicate all time for the course. Arrival date: ..... Departure date: .....

##### **Venue:**

##### **Cost:**

The total price of the course is ..... which includes: food, accommodation & course materials. Payment in advance by Bank transfer or Cash on arrival, by prior agreement.

##### **Registration:**

Send e-mail to ..... for a registration form, not later than ..... Places are limited and priority would be given to people who register early. Organiser's decision of acceptance would be final.

##### **Major areas covered:**

- System Level Components: STL, Sound Processing, Stereo Encoder, Exciters, RF Amplifiers, Antenna, Coax Cable, Power Supplies, Lightning Protection, etc.
- Basic AC, DC, RF principles
- Electrical wiring
- Electrical safety
- Operator control and diagnostics
- Documentation/ records
- Preventive maintenance
- Fault finding
- Measuring techniques

##### **At the end of the course the student will be able to:**

- Explain the function of FM broadcasting components, and the regular care they require.
- Understand AC, DC, and RF signals in the transmission sequence.
- Mount common 3-pole mains plugs and sockets in a proper and safe way.
- Explain the importance of using proper types of cable and fuses.
- Demonstrate how to use metering and diagnostics of transmitter.
- Understand the importance of documentation and keeping records.
- Identify and perform preventative maintenance tasks regularly.
- Explain principles and concepts fundamental to the process of fault-finding
- Demonstrate how to use workshop manuals and diagnostic trees.
- Explain how voltage, current and resistance relate to each other.
- Demonstrate how to use a multi meter.
- Discern his abilities when carrying out repairs, and know where and how to ask for advice.

##### **Teachers:**

## **2. PLANNING AND DESIGNING TRAINING**

### **2.2 Choose methods**

***Example:*** Using Experiential Learning Activities for the Diversity session on the Training of Trainers course, with handout

I am using Experiential Learning Activities (ELA) for the Diversity session on the Training of Trainers course. It helps me to include all learning styles in a session that is aimed at changing the attitudes of the participants.

In the following session I usually explain the process of the Experimental Learning Activities.

Please find my Hand out on ELA and my notes for the session.

# Training of Trainers

## Experiential Learning Activities

In every training group there are participants with different learning preferences. This presents the trainer with a huge challenge of matching a lesson to the needs of the participants. Since one teaching style is not sufficient to facilitate the learning for all other learning styles, it is necessary to deliver training that include the right choice of training activities. It is the role of the trainer to ensure that each participant takes away something of value from the activity. An experiential learning activity can ensure that successful learning occurs.

### **Step 1      Experiencing**

A learning activity will be successful when participants are involved as much as possible. This step includes any learning activity e.g. lecture, discussion, case study, role play, simulation, game, independent study and/or reading. If the learning process would end here, all learning is left to chance, because the participants may not be able to apply the experience to a similar situation outside the classroom.

### **Step 2      Publishing**

In this step the participants have the chance to share their observations, how they felt, and what they experienced during Step 1. The trainer has to facilitate this process by asking appropriate questions. S/he typically begins with asking broad questions, and later focuses on more specific questions. The idea is to find out what the turning points or decision were that affected the outcomes of Step 1.

- What happened?
- What did you observe?
- What occurred during the activity?
- How did you feel about this?

### **Step 3      Processing**

At this step participants interpret the patterns and dynamics they discovered during the activity. This is the point when the activity is related to theories or concepts. By observing the participant's contribution, the trainer can find out how much comprehension has taken place. The following questions can be asked:

- Why do you think that may have occurred?
- What did you learn about yourself?
- Summarise the key points.

- What theories or principles may be true based on your experience?

#### **Step 4 Generalising**

The facilitator helps the participant to relate their new awareness to real life situations. This step makes the activity become practical. It is designed, so that the learner grasps the learning that was to be achieved. Facilitators may ask:

- How does that relate to...?
- What did you learn about yourself?
- What does this suggest to you about...?
- How does this exposure help you understand...?
- "what if...?" to be asked to build a bridge to the last step.

#### **Step 5 Applying**

The facilitator helps the participants to relate generalisations to real life situations in which they are involved. The group may establish goals, identify what change needs to happen, make promises or kicks off any action that needs to happen next. Possible questions to ask:

- What will you do differently as a result of this experience?
- How will you transfer your learning to the workplace?
- How and when will you apply your learning?
- How may this help you in the future?
- What's next?

It is helpful to give the participants the opportunity to write down their thoughts on how life might be different as a result of this Experiential Learning Activity.

### **How to facilitate an Experiential Learning Activity**

Trainers need a range of skills to conduct the different steps in the learning process.

#### **Set up activities**

The trainer needs to set up the learning activity. To be successful, set up the activity so that participants understand what they are going to do and why they are doing it. The set up may include:

- Tell participants about the purpose of the learning activity without giving away what they are going to "discover" as a result of engaging in the activity.
- Explain what the participants are going to do
- Divide participants into groups and assign roles if necessary

#### **Supporting activities**

The trainer needs to ensure that participants are successful in their activity. If necessary, they may need to make suggestions to the learners about the process. However, the participants should be able to maintain control of the situation.

#### **Processing activities**

During Steps 2-5, the trainer assists the participants to understand the implications of the activity they have been exposed to. They help the learners to address the importance and relevance of the activity to them personally. The following activities might be used to achieve that:

- Relate the activity to previous as well as future training sessions
- Share important observations that you have made during the activity
- Facilitate the meeting and avoid teaching or lecturing
- Correct only when participants have come to a wrong solution. Use question techniques to guide them back on track
- Even if participants disagree on the outcome, ensure that there is a common understanding among the group of what occurs before moving on

The trainer's role is to be sure sufficient questions are discussed so application of the concepts is possible for all participants.

## 2. PLANNING AND DESIGNING MATERIAL

### 2.3 Designing materials

**Example:** Handout on Power Supplies

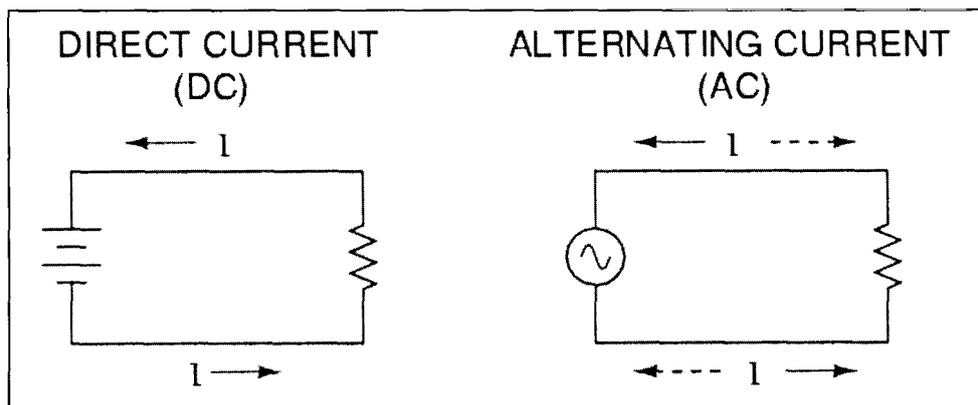
## **POWER SUPPLIES**

### *AC & DC*

DC (Direct Current) is electricity flowing in a constant direction, and/or possessing a voltage with constant polarity. DC is the kind of electricity made by a battery (with definite positive and negative terminals).

DC is not the only "kind" of electricity in use. Certain sources of electricity (most notably, rotary electro-mechanical generators) naturally produce voltages alternating in polarity, reversing positive and negative over time. This "kind" of electricity is known as Alternating Current (AC).

AC (Alternating current) refers to current whose voltage causes it to flow first in one direction, then the other, reversing direction periodically, usually several times a second. Rotary electro-mechanical generators naturally produce voltages alternating in polarity. AC current is commonly used as commercial/household power. This current reverses direction 100 times each second, thus passing through 50 complete cycles each second for a frequency of 50 Hertz.



AC voltage can be produced by rotating a magnetic field (a shaft) around a set of stationary wire coils, in accordance with Faraday's Law of electromagnetic induction. This is the basic operating principle of an AC generator, also known as an *alternator*.

### **Mains Power**

In Europe and Africa the AC current has a voltage of 240V and a frequency of 50Hz. In North America the AC current is 110V and 60Hz. If your equipment has a different input current than the mains power, you will need a transformer to ensure that you get the correct input current. A mismatch will destroy your equipment.

All of the studio and transmission equipment at your radio station requires a source of electrical power to work. Usually your local council supplies this electrical power, or mains supply. Using mains power normally requires connecting a plug to a power point in the wall.

Many stations are located in areas where mains power supply is unreliable. Unless you have back-up, a mains power failure will interrupt your broadcast. Some stations have been off air for over a day as a result of mains power supply failure. This is a serious problem - remember, your listeners will also be affected by the electricity failure, and will want to rely on their radio station to keep them informed about it!

### Different kind of Power disturbances

The mains supply is meant to be a stable AC voltage of 230 volts at 50Hz, but there are several kinds of power line disturbances that affect the mains supply.

#### **Spikes of power surges**

Lightning, power network switching and the operation of other high power equipment in your building, such as elevators, spot welders and so on will cause "spikes" in the mains voltage. A power spike or a power surge is when the mains voltage jumps to well over 230 volts for a short time.

#### **Undervoltage**

The mains voltage can also dip below 230V, providing an undervoltage supply. This can be caused by faults in the power network and sharp load changes. This kind of condition is often seen in light bulbs that dim in intensity.

#### **Noise**

The mains supply can also be "noisy" when signals at frequencies other than 50Hz find their way onto the power lines.

#### **Power "Blackout" or Failure**

Lastly, the supply can black out. In this case there is a total voltage loss and all electrical equipment is left without power. Blackouts can last for a few moments, or sometimes they can last for a number of days.

After considering the quality of the power supply in your area, a radio station needs to select the right choice of power system for your station. For example, stations located in areas that suffer from constant power disturbances will need a more complete power back-up system than stations located in areas where the power supply is more stable.

### Generator

A generator is a petrol- or diesel-driven engine that produces electricity. Generators are used to supplement the battery power of a UPS, or can be used as the sole source of back-up power in an off-line system. If a generator is used on its own in an off-line system, the station will be without power for the time it takes to get the generator running.

Modern back-up generators that are used to supply several kVA of power to a studio are generally small and relatively portable. However, a generator presents an additional maintenance burden to a station.

## Portable Generators

Portable generators are designed to be connected only to selected appliances or lamps. These generators never should be connected directly to a building's wiring system.

1. Before starting your generator, carefully read and follow all of the manufacturer's instructions.
2. Be sure that the total electric load on your generator won't exceed the manufacturer's rating.
3. Always locate your generator where its exhaust will vent safely.
4. Keep cords out of the way so they don't present a tripping hazard -- especially in dimly lit doorways or halls. Never run cords under rugs or carpets where heat might build up or damage to a cord may go unnoticed.
5. Extension cords must be properly sized to carry the electric load. Overloaded cords can overheat and cause fires or damage to equipment.

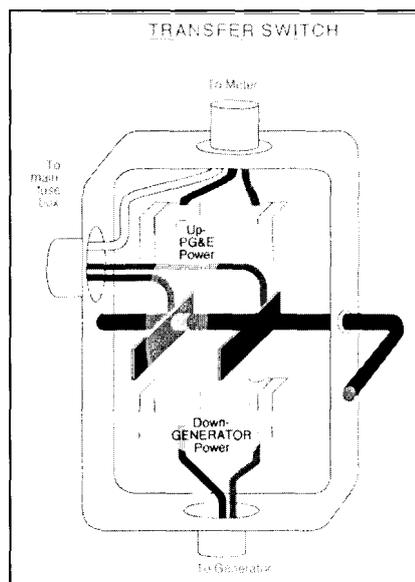
## Permanent standby Generator

When a generator is permanently connected to the studio's electric system, it energizes the building's wiring. This type of installation requires a transfer switch, which prevents dangerous feedback of current to the mains power lines.

A transfer switch is the recommended device to keep your generator from backfeeding into Utility system. The switch also keeps mains power from reenergizing your house wiring while your generator is running, protecting your generator, wiring and appliances from damage when your service is restored.

For a smoother and immediate transfer of electrical current between the power source and the studio, it is best to use an Automatic Transfer Switch. It also ensures that different power sources are fully synchronized before their power is combined or loads are transferred, which is imperative for safe operation.

The Automatic Transfer Switch senses when utility power is interrupted, and starts up the generator if the utility power remains absent. In about five to ten seconds, when the generator is producing full power, the transfer switch disconnects the load from the mains power and connects it to the generator, restoring electricity to the load. The Automatic Transfer Switch continues to monitor utility power, and when it is restored, switches the load from the generator back to the utility. Once the generator is disconnected, it goes through a cool-down routine and is automatically shut down.



## General Safety Tips

A generator presents a safety hazard. Improper use or installation of a generator can cause property damage, serious injury and even death. Therefore, follow the following safety tips:

1. READ and FOLLOW the operating and safety instructions contained in the user manual to protect yourself, your station's equipment and, most important, staff and volunteers. Adhere to the recommended service periods.
2. The installation of the generator and transfer switches MUST be performed by a qualified electrical contractor. This is not a job for the station's technical department. Do NOT attempt to install these devices to your electrical panel, it is EXTREMELY DANGEROUS!
3. Generators should NEVER be used in enclosed or partially enclosed spaces. Generators can produce high levels of CO very quickly. When you use portable generators, remember that you cannot smell or see CO. Even if you can't smell exhaust fumes, you may still be exposed to CO. If you start to feel sick, dizzy, or weak while using generators, get to fresh air RIGHT AWAY. DO NOT DELAY. The CO from generators can rapidly lead to full incapacitation and death.
4. KEEP adequate fuel supplies in proper containers, in a safe ventilated place, well away from transmitter and sources of ignition.
5. KEEP spare filters and lubricating oil in stock.
6. Do not let diesel generators run out of fuel or oil. It will need to
7. Before refueling the generators, TURN IT OFF and let it cool down. Gasoline spilled on hot engine parts could ignite.
8. DO NOT smoke or bring naked flames near the generator, or when handling fuel.
9. ALWAYS have a fully charged, approved fire extinguisher located near the generator.
10. ALWAYS disconnect from the mains supply BEFORE starting your backup generator. The generator should normally be installed so that this happens automatically.
11. NEVER remove or tamper with safety devices - they are there to protect you.
12. NEVER attempt to repair an electric generator yourself. ALWAYS refer repairs to your supplier or other qualified serviceman.
13. Many engine parts are very HOT during operation. Don't touch them as you could get severely burnt.
14. Making sure that electricity from your unit cannot "backfeed," or flow mains power lines. NEVER try to power the building by plugging the generator into a wall outlet. This is an extremely dangerous practice that presents an electrocution risk to utility workers and neighbors served by the same utility transformer.
15. KEEP the generator DRY and do not use in rain or wet conditions. To protect from moisture, operate it on a dry surface under an open, canopy-like structure.

### **3. DELIVERY OF TRAINING**

#### **3.1 Organising programmes**

**Example:** Course application form

## **FM TRANSMISSION COURSE** **APPLICATION FORM**

1. NAME OF ORGANISATION OR RADIO STATION \_\_\_\_\_

\_\_\_\_\_

2. CONTACT PERSON (First and last names) Mr/Mrs/Miss \_\_\_\_\_

\_\_\_\_\_

#### 3. CONTACT DETAILS

Address: \_\_\_\_\_

\_\_\_\_\_

E-Mail: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

4. NAME OF PERSON ATTENDING THE COURSE (First and last names)

\_\_\_\_\_

5. CURRENT ROLE IN YOUR ORGANISATION \_\_\_\_\_

\_\_\_\_\_

6. PREVIOUS EXPERIENCE IN THIS FIELD (Attendee) \_\_\_\_\_

\_\_\_\_\_

7. HOW LONG HAS THE ATTENDEE BEEN WORKING FOR THE ORGANISATION?

\_\_\_\_\_

8. QUALIFICATIONS (state the highest level of school education reached by attendee and any post schooling qualifications. Include any other training courses that have been completed. Provide dates, places and names of schools and/or training facilities)

\_\_\_\_\_

\_\_\_\_\_

9. COURSE BENEFITS (state what you hope the attendee will gain from the course)

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10. TRAVEL ARRANGEMENTS (provide arrival/departure times, dates, method of transport and flight numbers)

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11. DO YOU NEED HELP WITH TRANSPORT FROM AIRPORT/POINT OF ARRIVAL (specify) TO THE VENUE?

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12. PAYMENT (state how you intend to make payment for the course i.e. bank transfer or cash on arrival)

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13. ANY OTHER INFORMATION that may be important to organisers can be filled in here

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Thank you for responding to this training event, please reply to

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USEFUL INFORMATION

- English language will be used 100% for this course. Knowledge in written and spoken English is therefore a pre-requisite.
- Accommodation provided is not "a 5 star hotel style". People are expected to be able to share rooms. If that for a very special reason is not suitable for you (e.g. snoring very badly) please mention that in the form above.
- The course location is at: .....  
The address is: .....
- People with any physical disabilities should state that in the other information box, so that a dialogue about possibilities and limitations may take place.
- Places are limited and priority would be given to people who register early and to those who are involved in transmission technology services. Organiser's decision of acceptance would be final. You will be getting a confirmation of your registration.

FINALLY, PLEASE DON'T FORGET:

- Check visa requirements for your passport.
- Bring any books or material that has been very valuable to your work. Your suggestions may be valuable to others.

### 3. DELIVERY OF TRAINING

#### 3.2 Organising sessions

**Example:** Session plan

<i>Name:</i>	<i>Session title:</i> Delegation	<i>Date:</i>
<p><b><i>Learning objectives:</i></b> By the end of this module, participants will be able to</p> <ul style="list-style-type: none"><li>• Describe why delegation is necessary</li><li>• Identify the main reasons why managers don't delegate</li><li>• Explain how a manager should delegate</li><li>• Outline levels of delegation</li></ul>		
<p><i>Content Outline. -</i></p> <ul style="list-style-type: none"><li>• ASK: Is it a way of organising resources or a way of developing people? - Using TIME &amp; Abilities (5')</li><li>• List why delegation is necessary (10')</li><li>• What should you delegate? (5')</li><li>• To whom should you delegate? (5')</li><li>• List: Why don't Managers readily delegate? (5')</li><li>• How should you delegate? (10')</li><li>• Levels of delegation (10')</li></ul> <p>(Total 50 minutes)</p>		
<p><i>Activities:</i></p> <ul style="list-style-type: none"><li>• Talk</li><li>• Powerpoint presentation</li><li>• Groupwork</li><li>• Buzz-groups</li></ul>		
<p><i>Handouts &amp; equipment needed:</i></p> <ul style="list-style-type: none"><li>• Computer &amp; extra screen</li><li>• Flip chart &amp; pens</li></ul>		

### **3. DELIVERY OF TRAINING**

#### **3.3 Delivery to groups**

**Example:** Manager's assessment of *Trainer's* teaching at Foundation Course

..... and I taught a session jointly on the December course. We were in the studio to teach the students about different mic types and how to use them correctly in presentation.

this subject was new to ....., but he had come well prepared for the session so that he was ready for any questions the students asked him. As I was familiar with both the subject and the studio ..... referred to me occasionally but I never felt the need to 'rescue' him, as he clearly knew his subject.

The students responded well to his gentle but authoritative style and had opportunity to ask questions when they wanted to. .... is able to inject humour in to his training in a way that is appropriate, puts the students at ease and adds a lightness to the training session.

In the July course I sat in on ..... lecture on 'Radio News and News Writing'. Again this was a subject that was fairly new to him, but he came well prepared and able to answer all the questions asked of him.

He started the session asking questions of the students and writing their answers on the flipchart. This part of the training session started off well and certainly kept the attention of the students. The only criticism I would have of this is that ..... didn't keep control of the time. This year's students were a very articulate group with much to contribute to the sessions, but that meant there was a group of them hijacking the sessions if the trainers didn't keep control. I feel that ..... didn't keep as good a control of this as he could have done.

For the second part of this training session ..... had prepared an excellent power point presentation but because of the problems mentioned he ended up rushing through this. However, the students were still very attentive, and he reassured them that they would be getting a handout on the points raised in the power point presentation.

..... training style is very 'student friendly' and non aggressive, and yet he still maintains an air of authority which comes with his thorough research and preparation before beginning a session. We heard a few students comment that ..... sessions were the most interesting ones. Although that may be due in part to the subjects he covered, it is also a reflection of his ability to engage well with the students and present the material in an interesting and relevant way.

### **3. DELIVERY OF TRAINING**

#### **3.4 Individual learning support**

**Example:** Manager's witness on *Trainer's* work with individual learners

I have seen ..... in action several times with individual learners, whether it is tutorial support on a larger course or helping a learner on placement with .....  
. .... gives his full attention to the learners when he is with them and tries to understand their point of view. He prepares for his time with the students seriously and uses different techniques and methods for creativity in teaching.

..... has helped a student from ..... on placement with ..... during his MA studies. .... took this task very seriously and helped the student concerned with the project. On a different occasion ..... helped a female student to learn the basics of radio broadcasting. .... showed his diversity in dealing with her and proved that gender presents no problem to him.

## **4. EVALUATING TRAINING AGAINST OBJECTIVES**

### **4.1 During the training**

**Example:** Editing exercise with feedback from *Trainer*

## Editing Exercise

### **1. Remove the cough from the St Ives track**

- Can you hear a cut?
- Does it sound natural?
- Is there a breath left (or part of one) - should there be?

### **2. Do the edit (mistake) and retake (founder not founder member) for the "Mrs Irene Lawford" track**

- Can you hear the cuts?
- Does it sound natural?
- Is Mrs Irene Lawford now the founder member?

### **3. Put together a multi-track project about St Mary's school**

- Did you edit the Vox Pop down to about 25 seconds?
- Have you placed the introduction, background music and ending correctly?
- Are the levels (especially of the background music) adjusted correctly with the Envelope Tool?
- Has the project been saved?
- Is the final product no longer than 50 seconds?
- Did you export your work as a mp3 file?

If you need help, get someone to listen to it (a staff member preferably)

# Editing Exercise - Mel

## **1. Remove the cough from the St Ives track**

WELL DONE! MAKE THE CUT A LITTLE BIT LOINGER

## **2. Do the edit (mistake) and retake (founder not founder member) for the "Mrs Irene Lawford" track**

THE MISTAKE OF THE NARRATOR WAS STILL THERE.

## **3. Put together a multi-track project about St Mary's school**

I LIKED THE WAY YOU ARRANGED THE MATERIAL, ESPECIALLY THE TRANSITIONS BETWEEN THE BITS. THE BALANCE BETWEEN MUSIC AND SPEECH WAS VERY GOOD MOST OF THE TIME. AT THE END IT WOULD HAVE BEEN GOOD TO FADE THE MUSIC UP AGAIN. NEVERTHELESS, VERY WELL DONE.

OVERALL: GOOD WORK!

3.5/5

# Editing Exercise - MARTY

## **1. Remove the cough from the St Ives track**

VERY GOOD!

## **2. Do the edit (mistake) and retake (founder not founder member) for the "Mrs Irene Lawford" track**

GOOD OVERALL JOB. THE FIRST CUT COULD BE A LITTLE BIT CLEANER **3.**

## **Put together a multi-track project about St Mary's school**

GOOD BALANCE BETWEEN THE MUSIC AND NARRATION. UNLIKE ALL THE OTHER PARTICIPANTS, I FOUND THAT YOUR MUSIC WAS TOO LOW. IT WAS ALMOST NOT THERE. TURN IT UP A BIT

OVERALL: VERY GOOD!

4/5

## **4. EVALUATING TRAINING AGAINST OBJECTIVES**

### **4.2 At the end of training**

**Example:** Evaluation immediately after Station Managers Course

#### **What has been good?**

- Time management, Marketing, Finances and M's key Functions & Strategic planning
- Time-, Resource-, People Management
- I think all the time here was good
- Strategic Planning
- Time Management, Delegation
- Managing people, time management, delegation
- Managing finances, delegation, time management, strategic planning, managing People

#### **Which session was most helpful?**

- People management
- All the sessions were very helpful
- Time management, resource management and people management. Delegation and research
- All very good
- Managing finances
- All were helpful
- Time management

#### **What could be better?**

- All good
- The last session could have been better if another topic was chosen
- Time management
- More training on the same sessions we had, e.g. 3 times in a year
- Had it been residential
- A follow up in the next quarter if possible

#### **Which session was least helpful?**

- Merging media (personal)
- Converging media
- Needed more clarity on merging media
- Converging media

#### **Would you recommend this course to colleagues? If so why- if not why not?**

- Because it is insightful and helpful
- Yes, because this course has been a great eye opener to me and will help my organization
- Yes! Because it has benefited me and I think it will be of great benefit to others.

- Some parts are very important to all people in managerial positions.
- Yes, 'cos of the good teachings
- Yes, because we want to see our staff benefit from such training
- Yes, it puts you on top of the issues.
- Absolutely yes, because radio managers need to be trained in order to improve radio in the whole world.

**Any other comments?**

- Next course should be advertised more, to get more people on board.
- There should be a follow up of all the courses.
- Thank you so much
- I have got beyond my expectation
- I hope that such opportunities will be available in the future
- Your style of delivery very good.
- Thank you so much for all you effort to help us to excel.

## **4. EVALUATING TRAINING AGAINST OBJECTIVES**

### **4.3 Some time later**

**Example:** Manager witness on the improvement of participant's performance

..... did enjoy her course in ..... and she learned about Transmission. The practical sessions she participated in were of interest to her and she is a hands-on lady on technical problem solving. She has been on the station six months now and she had observed several technical problems with the transmission which had occurred twice on the transmitter and one occurred twice i.e. after a lightning strike, the transmitter went off and she has been trying to figure out why that happened? The mains CB in the Tx shed tripped off and possibly this has happened because the ground from the transmission cable goes past the CB. 2 at times when the main in the studio fails and the generator comes on, then when mains power is restored, the STL Tx fuse blows. Both cases were explained on the course. I am pleased she came into Radio..... and she is a great help. She follows things through. She communicates and consults. She is daily on the station, observing, organizing, planning, instilling discipline etc. She is employed as an electrical technician in a brick making factory in..... Further exposure to radio work would be appropriate when Radio ..... can afford it.

## **5. CONTINUOUS IMPROVEMENT**

### **5.1 Using the results of evaluation to improve strategy**

**Example:** Letter with *Trainer's* suggestions for improvements to On-Air Course

In general, I think the course went very well, and the students got a good idea of live radio. But in order to help the students to be better prepared for the "real world" we might like to look at the following aspects together:

To be included in the training:

- explain the concept of stop sets
- explain how to do Shop preparation
- We do evaluation with the students, but they would benefit from knowing how to do an air-check (that they could do even by themselves).
- explain more about research as a programming tool
- Teach the concept and skill of DEWS (formerly known as REDS).

During the operation of the station:

- be clearer about goals, objectives, KRAs
- Use a fault report (could reduce stress for us)

Task for us to look into:

- research the possibility of receiving text messages

The major points that I deduct from the student's evaluation forms:

- Too little information on: "how to get into local radio" (probably for people who are looking for a job)
- improve the food. especially the lunches
- The team needs to speak with one voice. Otherwise we'll confuse the students.

## **5. CONTINUOUS IMPROVEMENT**

### **5.2 Using the results of evaluation to improve delivery**

**Example:** Being over-prepared

..... gave me feedback on my training session on Learning Styles, I taught 2005. Beside filling in a questionnaire (Entry No: 4.2.7.), he gave me verbal feedback, saying that I was over-prepared. At first I was surprised. How can a trainer be over-prepared? I usually feel that I'm not prepared enough. However, I began to understand, that I had prepared too much material that I tried to squeeze into my session.

As a result of that realisation I reworked this session, to make it less cluttered. For example, I have left out details on Kolb's work on Experiential Learning and only pointed out the concepts. I also make a point of including the participants more.

I had the opportunity to teach that session twice since in other Training of Trainers courses. I believe that the learning material is now much more accessible for the participants. In fact, I really like to teach that session now.

## **5. CONTINUOUS IMPROVEMENT**

### **5.3 Reflections on own work**

**Example:** *Trainer's reflections on own continuous development*

#### Reflections on my Continuous Development

While I was preparing the evidence for this portfolio, I came across the self-evaluation form I filled in at the end of my Training of Trainers course ..... This gave me the chance to see where and how I have changed as a Trainer since I started my "career".

When I look at what I thought I was good at, I can still affirm most of these qualities. I still enjoy being with people. In fact, the training delivery is probably my favourite part of the whole process. Although it is physically and mentally tiring, the interaction with participants gives me lots of energy. It carries me through the difficult parts of the planning and design process, which often happens in solitude.

Four years ago I thought, that I was good at making interesting presentations. I think that this is still true today. I am good at presenting, but that doesn't mean that this equals effective learning on part of the participants. I can detect the tendency to over-prepare my sessions (probably because I want to be in control of all eventualities - which of course is not possible in a setting with unique, creative and different participants). This keeps me from genuinely interacting with the participants, and letting them be part of the outcome of a training session. .... has been for me the best example in being receptor centred. His sessions are always interactive and participants centred, while still to the point and well explained. Something I want to learn to be.

When I looked at myself after the Training of Trainers course, I felt I was not so good at analysing Training Needs. Now, that I have taught the session myself I understand the theory of it much better. At the end of a Training of Trainers course evaluation some participants even indicated, that this was the session from which they benefited most. However, when it comes to analysing training needs for training design I often struggle. Where can we find the real needs of the organisations or individuals? We lack the time, manpower and finances to find the real answers to these questions. I find it very dissatisfactory, that we lack direct evidence and therefore mainly operate on assumptions. I fear, that our training could be more effective, if we had a better knowledge of the training needs.

The session on Diversity was my first encounter with my own prejudice and discrimination of others. This awareness has greatly helped me to work on the stereotypes I have unknowingly held. The experience of being accepted by others, despite my differences in language, nationality, abilities, has in return made my more accepting of others. I deeply enjoy the riches of culture, language, personality I have the privilege to experience in my work as a media trainer.

Since English is not my first language, I take a long time preparing my written and spoken words. While I am very comfortable speaking English, I can see in myself the tendency to want to be as good as I possibly can communicating in my second strongest language. During the Training of Trainers course in..... I was greatly encouraged by the participant's comments. The non-native English speakers in that course were able to understand me better than the other two trainers from England. This was possibly due to the fact that I am always very conscious of how I speak and therefore slow down and over project my words. What I once thought to be a disadvantage, I now believe to be strength.

Looking to the future, how am I going to continue developing myself as a trainer? I know, that as a trainer I will always have to work on planning and designing training. These activities cost me a lot of energy, especially if I have to do them alone. However, if I can talk to other trainers it makes the process much easier for me. Therefore, I will work in a team, rather than on my own.

In addition, I believe it is important to learn from those who have travelled before me. I need the correction and wisdom of others, since it is too easy for me to lose sight of "the bigger picture". Books are often challenging me and give me that new perspective. However, I would always prefer to interact with a person directly. I have actively looked for a mentor, but at this point I have not been able to connect with the right person. I hope it won't be too long.

The other way of increasing my opportunities is a media trainer is the acquisition of another language. From ..... I am enrolling in a ten months French language course, since I am planning to work in ..... I am going to be involved in establishing a media-training centre in partnership with .....