

and love
The Art & Science [^] of Training Lions



We Serve

Lions Clubs International OBJECTS

TO CREATE and foster a spirit of understanding among the peoples of the world.

TO PROMOTE the principles of good government and good citizenship.

TO TAKE an active interest in the civic, cultural, social and moral welfare of the community.

TO UNITE the clubs in the bonds of friendship, good fellowship and mutual understanding.

TO PROVIDE a forum for the open discussion of all matters of public interest: provided, however, that partisan politics and sectarian religion shall not be debated by club members.

TO ENCOURAGE service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavors.

Opening Comments From Lion Leaders & Trainers

"During the 35 years I have worked in the field of adult education and training, I had frequently wished for a consolidated and refined manual that would incorporate all the bits and pieces of knowledge and skills which trainers find so valuable. Then I became involved in the Train-the-Trainer Program of Lions Clubs International. At each workshop I saw the wisdom of the program, now organized into one manual.

"I believe this work is a major contribution to teaching people the most effective ways to train adults. The utility of this manual is greatly enhanced by its helpful, concrete description of the basics of training and the techniques used to impart knowledge and skills, while encouraging experiential learning through group dynamics. This utilitarian approach will enable users of this manual to develop their own creative approach to training future trainers without themselves requiring considerable in-depth training.

"I encourage each one of you who have already felt the call to train to devote some quiet, uninterrupted time to digest the information in this manual. Open your mind and let the new theories enter. Open the door to new techniques, then explore and experiment with your own ideas."

L.W. "Bud" Sweet
International Director (1991-93)

Employee Development Manager
U.S. Department of the Interior
Bureau of Land Management

"Education and training are available to interested Lions in such vital areas as presidents and secretaries schools, leadership forums, district governors schools, as well as in international meetings such as the USA/Canada Lions Leadership Forum and the international convention. These educational opportunities reflect LCI's belief that proper education and training make volunteers more effective. Leaders can emerge or evolve without training, but the informed leader will know the 'why' as well as the 'how' in performing his or her tasks. (People who know 'how' can do the job; people who know 'why' will be the leader.)

"This 'state of the art' training manual is a vital link in LCI's educational program. Its purpose is to present a focused approach that allows the trainee to discover new ideas and to take responsibility for learning. Those Lions who are trained by this manual – and use it to train others – will find that it anticipates and provides answers for all phases of the training experience. Each section in the manual provides a blend of adult learning theory with experience-based practical suggestions.

"... the sage advice from The Education of Henry Adams: 'the teacher affects eternity. It is impossible to tell where the influence will end.' As you join the ranks of trainers, you will play your part in spreading that influence."

Dorman Picklesimer Jr., Ph.D.
Multiple District Trainer, MD 33
(1990-93)

Associate College Professor in
communication and theater

"The birth of the Train-the-Trainer Program in Lionism will without doubt achieve more in terms of membership retention and growth, service programs, and fundraising than any other initiative taken by Lions Clubs International. This training manual is integral to the Train-the-Trainer Program. Its content has been structured in such an understandable way that the amateur trainer will be at ease with session principles, layout, content and training objectives. In conclusion, I am confident that this training manual will be instrumental in designing, planning, organizing and conducting Lions workshops."

Ron Wilkes
Training & Leadership
Development Officer,
MD 105 (1990-92)

Sales Training Manager for a
global corporation

"This manual is most welcome. It is full of practical hints for Lion trainers or instructors, systematically presented for the reader. Sound principles are outlined, which become the basis for effective strategies of training.

"Not just any Lion can cope with the responsibilities of being a trainer, yet the evidence abounds that these principles and strategies offer much to the Lion who has knowledge and experience to share or pass on. We need as trainers those knowledgeable, experienced, enthusiastic Lions who have a developing instructional expertise. This manual opens the door for those Lions.

"Regretfully, most adults are not self-directed learners any more than children are, and Lions are no exception to this fact of life. This manual outlines many strategies for capturing the interest of Lions and for productively directing their learning. There are very excellent sections to be found herein but two deserve particular mention. These are the section on "Organizing and Promoting Your Workshop" and the section on how to handle specific problems that occur among participants in a training session.

"In Australia, we have put into practice the principles and strategies outlined here. We have also developed uniquely an advanced trainer program based on these same principles and strategies."

Kevin Smith
District Governor, 201 N1
(1974-75; 1991-92)

Professional Consultant in
executive development
organizational morale, and
instructional techniques

"There is a worldwide consensus that the art and science of leadership can be honed to its full potential only through training and its application. Despite the obvious need for developing the Lion leader's skills through training, efforts towards this have been feeble and have received inadequate support and attention. This has been due, not to a lack of willing trainers, but to a lack of Lion trainers who take a professional-like approach. This has made Lions workshops and seminars unpopular.

"My earliest exposure to experiential training as a naval officer helped me to spot the casualness with which our Lion trainers of the past conducted their workshops and seminars. However, it was only after I participated in a Train-the-Trainer workshop that I could begin to see, without tears, the solution to the problem of training Lion leaders. This manual has many interesting ideas and processes for easy understanding. The manual's treatment of 'group dynamics' in Lionism emerges with poignancy when it states that this manual will 'help Lions serve people more effectively.'"

Shiva P. Banerjee
District Governor, 308-A
(1985-86)

Corporate Planner

"I write this forward with pleasure and particularly for Lions in Africa who, for reasons beyond our control, find it difficult to attend Train-the-Trainer workshops. We face the problems of distance in traveling and the cost involved in registering for the workshops. It is for this purpose that I encourage more Lions to effectively become trainers by reading the contents of this training manual. Then, they can reach out as trainers to other Lions near and about. This will help in solving our problems in Africa.

"This manual will be an effective way of imposing themselves in training and extending his other abilities in training others, so that Lions may be richer for it."

Dr. S. P. Amin
District Governor, 411
(1980-81)

Physician

This manual was developed by the LCI Leadership Development and Marketing departments during 10 years of training Lions at all levels throughout the world. Its ultimate purpose is to help Lions serve people more effectively. Good training, it is hoped, will also produce stronger fellowship.

The international office provides resources for training and education that aids LCI service commitments. Write: Lions Clubs International, 300 W. 22nd Street, Oak Brook, Illinois 60521-8842 USA.

Procedural details of training methods mentioned in this publication are available from the Marketing Department. The Lion trainer will want the Leadership Development Manual (DA-300) and the "Leadership Skills Curriculum," both available from the international office. The manual is a purchasable item.

This manual and supporting materials were specifically developed for use by Lions. Except for training and education purposes for Lions, no portion of this manual or supporting materials may be reproduced in any fashion without specific permission from Lions Clubs International.

This manual is dedicated to all the Lions who, in various ways, have contributed to the on-going training of the LCI professional trainer who trained them.

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Foundations

PART I

The Noble Calling of a Lion Trainer

As leaders, Lions influence peoples' lives. With this influence comes opportunity to help make profound changes in the ways Lions do things, even in their attitudes. Some leaders are called to influence Lions in a special way: by training them. A Lion trainer affects the development of membership and leadership. He or she can make the difference whether a wavering member decides to stay or quit; whether a club effectively serves its community; and whether a Lion leader has the skills to resolve a destructive conflict between other Lions. As clubs change for the better because of effective training, so do communities. More than ever, Lionism needs trainers today to cultivate those life skills that improve leadership and create long-lasting fellowship.

Definition of Training

Training is different than education, as a workshop is from a seminar or a trainer from a teacher. Training is briefer, intense, and focused on improving the performance of what a particular Lion is supposed to be doing. In a workshop, Lions *practice* their training and, through group work and self-directed learning, are often held responsible for pursuing what they need to learn. A teacher in a classroom often has to make assumptions about what is best to teach, and then proceeds to impart his or her knowledge to the student, frequently by lecture. A Lion trainer allows the needs, desires, and life experiences of adults to influence what is to be learned.

What Trainers Do

Lion trainers design, organize, promote, conduct and evaluate workshops, seminars, and other learning activities. They also conduct research and serve as consultants to councils and cabinets. In doing so, they blend art and science. They use science to discipline their thinking, analyze human behavior, set up a training room, and select the right training method at the right time. Trainers use art to be creative and to provide an esthetic quality to their workshops; rules are deliberately broken now and then to take advantage of unplanned opportunities to make training exciting and surprisingly effective.

Trainers themselves set examples of correct Lion behavior. They help motivate. If necessary, they lead. Sometimes they are actors, coaches, or simply friends. Equally important, trainers are fellow learners with their workshop Lions.

(It should be mentioned however, that for all that training can do to help Lions, there are performance problems better solved by more recognition, improved volunteer working conditions, changes in the description of responsibilities, clearer communication, the resolving of interpersonal conflicts, or changes in leaders. The new Lion trainer would be wise to ask probing questions about these issues before planning a training event.)

Qualifications to Train

Can any Lion, can you, be a trainer? Yes, if you enjoy helping people to learn and grow. Yes, if you believe people should never stop learning. Yes, if people's weaknesses, mistakes and odd personalities don't bother you. And yes, if you can demonstrate enthusiastically to other Lions that Lionism and training is important.

If you intend to be a Lion trainer, you will need to ask if you are willing to occasionally "share" yourself with your Lions during a workshop, letting them see just how human you are. Will you make yourself warmly available to their questions and concerns during meals and breaks and to their telephone calls several months after the workshop? You will need courage to be a *facilitator* of learning. Your job is not to be an authority or expert but to help Lions help themselves. Yet, you will also need to tactfully assert yourself when necessary.

To be a good trainer does not require genius or extraordinary gifts. But sound character, a clear understanding of time-tested principles, a dedication to excellence, and a willingness to prepare and practice are required.

To prepare for a training career in Lionism, you should first participate as a learner in a Train-the-Trainer workshop, then acquire the following:

How to Prepare

- A general knowledge of Lionism and what Lions in your district or multiple districts are supposed to do and what they actually do.
- A harmonious working relationship with those Lion leaders whom you will some day be serving as a trainer or consultant.
- A general understanding of, and some practice with, giving a presentation and leading a group discussion.
- A general knowledge of how basic research is conducted.
- A polishing of your writing skills, both grammar and hand-lettering (which you'll need for flip chart work).
- An honest self-assessment of your weaknesses and strengths as a *learner*.

An awful lot to acquire? Perhaps. But take your time; your Lions deserve your best.

In helping to bring out the best in Lions, a trainer is doing the same for himself or herself. This is another adventure and reward of being a Lion trainer.

The Heart of Training

"We Serve" means Lions understand and respond to people's needs. This is the heart of training.

Responding to Needs

Every Lion arrives at a workshop with a different need, a different interest, even though all may hold the same office or belong to the same club. Quite often, however, Lions do not or cannot express what they really need to learn to be a better Lion. A trainer gives a great gift to these Lions when he or she helps them realize what their needs are.

A Lion's interest is not always a need. For example, a club president might be interested in increasing club membership but be unaware that for this to happen, the president first needs to improve his or her leadership skills. Workshops and seminars that are planned according to what someone thinks Lions ought to learn are on shaky ground. How a trainer determines these needs will be explained later.

Councils, cabinets, and other leadership groups also have needs which they expect workshops to satisfy. These needs might be of an administrative, leadership, or political nature and be quite different from those of the actual workshop participants. And the community in which the Lion serves also has needs which the trainer often has to address in the workshop. So you, the trainer, are obligated to bring all three of these needs into congruence, as three streams converge into one river. This is not always easy. Compromises will be needed. But with some good communication and research, an accurate assessment of human needs, a clear sense of the workshop's purpose, and the establishing of priorities, this will be accomplished.

Overview of Trainer's Work

As a trainer, your work will have six phases. These phases will not always follow the same sequence, owing to the creative or artistic demands of training and to human nature. Therefore, a trainer will be wise to outline plans with much flexibility rather than with a rigid straight-forward outline.

Phase 1. Designing a Workshop

General problems, issues, and concerns of Lions are identified. Then general needs and interests of Lions are assessed. A tentative workshop curriculum guide is written.

Phase 2. Organizing a Workshop

The tentative curriculum guide and budget is presented for approval to the appropriate Lions. A detailed action plan is developed. Workshop materials are developed.

Phase 3. Promoting a Workshop

Compelling invitation letters are mailed, and other promotional strategies are implemented. Later, needs and interests of each prospective workshop participant are assessed. A final curriculum guide and workshop materials are revised, if necessary.

Phase 4. Conducting a Workshop

The workshop is conducted.

Phase 5. Evaluating a Workshop

Participants and the trainer determine together if the workshop's overall goal and its objectives were accomplished. Three months later (more or less) the trainer reassesses needs of the participants and also, if possible, the impact the training has had on their Lionistic work. Refinements are made in the curriculum guide for the next workshop.

Phase 6. Working with Lions

Soon after the workshop, reports are made to workshop sponsors or those Lions who approved the program and budget. Future training events and a long range leadership development program are planned with these Lions. The trainer makes himself or herself available as a consultant.

7 Principles of Training Lions

As is any science or art, training is governed by certain principles. The following seven principles have proven their value again and again throughout the world in all kinds of workshops for different organizations, including Lions Clubs International. How much Lions learn, how long they remember it, and how effectively they later apply what they have learned will depend on how much attention their trainer gives to these principles.

The steadfast success of a trainer will depend on the amount of concern he or she has for the Lions' well-being and how important he or she feels the training is to Lionism.

Principle #1

Why?

Success not only depends on a trainer's skills but on his or her attitude and beliefs about the relationships of the people. There are also practical reasons for this principle. Effective training requires hard work and strong motivation from the trainer, and having genuine concern for one's fellow Lions is a powerful self-motivator. How a trainer feels about Lionism affects his or her enthusiasm and energy level, both of which is needed hour after hour. More importantly, a harmonious relationship between the Lions and their trainer will produce for them a much more satisfying learning experience; consequently, they will retain more of what they learned and be more committed to applying it after they leave the workshop.

Lions will take more initiative to learn when the trainer is willing to shun the role of expert or authority in favor of a role of facilitator, friend, and fellow learner.

Principle #2

Why?

To position oneself as an expert or authority adds unnecessary stress and strain to being a trainer. It can also make learners passive and unwilling to search out solutions to problems which they can best solve themselves. Being a friend, facilitator and fellow learner encourages Lions to be open with their thoughts and ideas, willing to take risks that advance their learning.

Lions will be more committed to the workshop's success when the trainer is willing to involve them in making certain decisions about the workshop operation.

Principle #3

Why?

The best way to build a Lion's commitment to learning is to increase his or her feeling of responsibility for the workshop's success. This comes from giving the Lion part "ownership" in the workshop by involving him or her in decision-making. From this experience, the Lion also learns the leadership skill of team-building. Group involvement in workshop decision-making is also the best guarantee that each Lion will have an opportunity to be trained with methods best suited for him or her.

Principle #4

A trainer will best fulfill his or her mission when he or she has accurately assessed individual needs and interests of participants.

Why?

This is a superior way to ensure that training is not wasted. It eliminates guesswork. Helping Lions who really need help is the whole reason for being a trainer. It gives integrity to the trainer, who serves other Lion leaders just as our association serves other people in need.

Principle #5

The Lions' ability to resolve their individual concerns in Lionism depends on the trainer's ability to help them collectively use their experience in Lionism to discover new knowledge about Lionism.

Why?

Research shows that learners retain knowledge better when they have "discovered" it by themselves. Lions love to share their personal experiences in Lionism. Each Lion brings to the workshop personal Lionistic concerns, problems and issues for which he or she seeks practical solutions. By sharing their experiences in a structured manner, Lions can easily resolve these concerns.

Principle #6

Workshop objectives will be accomplished according to the technical and creative skills the trainer uses to convert Lions' needs and interests into these objectives and then by selecting appropriate methods to carry out the objectives.

Why?

Successful training requires discipline as does carpentry, computer programming, or corporate leadership. Because all workshops are also in a small sense dramatic events, this discipline should be used with flair and imagination.

*Lions will concentrate better and participate more fully when the trainer has:
a) prepared the training room to be functional and physically comfortable;
and b) designed an opening get-acquainted activity that builds friendship
and openness.*

Principle #7

Why?

Absence of physical comfort in a training room (lack of good ventilation, inadequate lighting, cramped work table surfaces, etc.) hinders concentration. Precious time is saved and stress avoided when the training room can function as a unit; trainer and trainees alike can work more efficiently when chairs and tables are thoughtfully positioned, materials are distributed in an uninterrupting manner, and equipment can be operated smoothly. All of this can add up to either a successful or unsuccessful learning experience. No one will ever know how much more a particular Lion could have learned if the trainer had paid more attention to all these "small" details!

Designing a Workshop

PART II

The Five Steps

Now that you have a foundation for training Lions, let's learn some details about your first task: how to design or prepare a curriculum guide or workshop program. Knowing the kind of training you'll likely be doing will help you to later organize and make a budget.

You should avoid using the same curriculum guide used for any past workshop. Because all groups of Lions think and behave uniquely, each workshop will require you to vary your training strategies or methods.

A trainer's best friend is his curriculum guide, which tells him at a glance what he and his Lions are to do from minute to minute and how they are to do it. This task is a wise investment of your time and becomes easy after you have done it a few times.

Curriculum Guide

There are five steps to filling out a curriculum guide. These steps are:

Curriculum Step 1: Individual needs of workshop Lions are assessed.

Curriculum Step 2: Specific training objectives based on Lions' needs are stated clearly.

Curriculum Step 3: Content (topics) for the training objectives is selected and organized.

Curriculum Step 4: Training strategies (methods) that will best accomplish the objectives are selected.

Curriculum Step 5: Materials and equipment that will best support the strategies are selected.

Time	Objective	Content (topics)	Strategy (methods)	Materials

THE WORKSHOP CURRICULUM GUIDE

Normally these steps can be taken in sequence. Sometimes, however, a trainer has to keep weaving back and forth among the steps before he can finally establish all of them. For example, his council or cabinet may want him to conduct a workshop on a specific topic. This would require him to focus first on Step 3 and then to begin manipulating his curriculum guide so that Step 1 is properly carried out. Or, a trainer's annual training budget might limit the kinds of materials and equipment (Step 5) he can purchase or rent. This would require him to first prudently select the workshop objectives (Step 2). *But no step should be finalized until the preceding step has been finalized.* This discipline ensures that the training will proceed in a logical and efficient order.

Remember, the various training objectives, as stated in the curriculum guide, are to help the Lions accomplish the overall workshop goal. This goal may be quite general, such as a workshop to help motivate new members; or quite specific, such as training cabinet secretaries to prepare statistical reports.

Motivation and the Learner

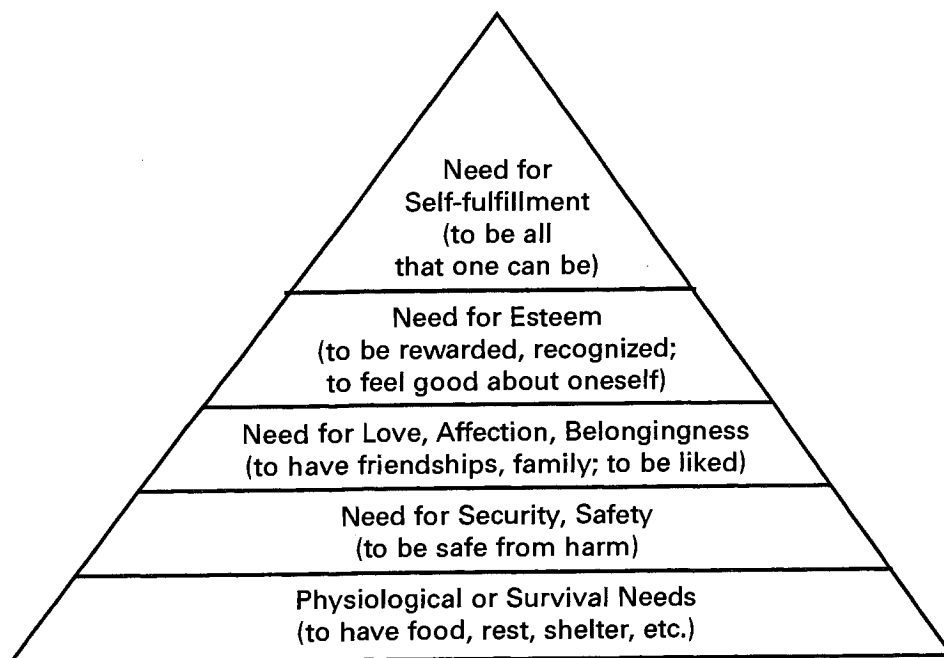
Curriculum Step 1: "Individual needs of workshop Lions are assessed"

The questions asked most frequently by new Lion trainers are: How can I motivate the Lions in my workshop? How can I keep their interest? Truth is, no one really knows much about motivation. We do know, however, that it is something which a Lion generates within himself. Unlike "inspiration," which often fades away a day or so after a Lion hears a rousing speech, "motivation" leads to long-term commitment because it comes from the Lion himself and not from something or someone outside of him.

The trainer, no matter how charismatic or clever, cannot implant within the Lion the motivation or "will" to learn something; the best the trainer can and should do is find out what motivation already exists inside the Lion and to then provide and opportunity for the Lion to harness this motivation to the workshop.

Psychologists, counselors, and Lion trainers throughout the world today rely on "Maslow's Hierarchy of Human Needs" to better understand human nature. Take a moment now to study the illustration here.

Maslow's "Hierarchy of Human Needs"



All people try to continuously satisfy these lifelong needs. Normally, people do not feel free to satisfy a higher need until the lower need is first satisfied. The hierarchy's top need, to fulfill all of one's potential, never seems to be completely satisfied within any individual. But when it is with Lions, it leads to great accomplishments in service to others.

The three needs at the hierarchy top have special significance for Lion trainers; they are the most fundamental and dynamic needs which all Lions have. These basic human needs are perpetual sources of motivation for the Lion trainer to tap into, and the more he can do to satisfy these needs, the more his workshops will be an unforgettable experience for his Lions.

In practical ways, this is how we can apply "Maslow's Hierarchy of Human Needs" to a Lion workshop:

Universal Human Need How a Trainer Can Satisfy It

Need for self-fulfillment	By providing learning opportunities for the Lions to become wiser, more skillful and knowledgeable; by creating a sense of adventure and excitement in the workshop so that Lions develop new interests and new ways of doing things.
Need for esteem	By communicating to the Lions that their participation is valuable; by providing other recognition such as attendance certificates, a "pat on the back."
Need for love, affection, belongingness	By providing opportunities for warm fellowship and for Lions to share their thoughts and feelings; by providing opportunities for Lions to do things that make them liked by other Lions.
Need for security, safety	By intervening whenever a Lion's self respect or self-image is threatened; by letting Lions know that you are not their "judge"; by letting Lions know where they are at each stage in the workshop (so no one ever feels "lost" or disoriented).
Physiological or survival needs	By providing appropriate comfort, rest, ventilation, lighting, refreshments, etc.

So then, the most favorable workshop situation for a trainer is to have Lions who are aware of what they need and who seek to satisfy that need.

Practical Reasons for Assessing Needs

There are other practical reasons for knowing beforehand what your Lions need and want to learn. A pre-workshop needs assessment enables a trainer:

- To find out what the Lions know or don't know so appropriate training objectives can be written on the curriculum guide.
- To find out who the Lions are, what their ambitions are, and what ways they prefer to learn—all this so better decisions can be made about organizing and promoting the workshop.
- To increase the Lions' motivation to learn—by letting them know the trainer cares enough about them to ask what they want to learn.
- To win additional support from workshop sponsors—by proving the workshop is truly important.

Lions who come to a workshop have a combination of four basic learning needs:

Needs We Assess

- The need to acquire knowledge or facts.
- The need to acquire understanding (to relate the facts to their individual situations in Lionism).
- The need to acquire skills to apply their understanding to action.
- The need to reflect on possible new personal attitudes or values.

The more the trainer can show his Lions "the gap" that exists between what they currently know and what they should know, the more motivated they will be to learn (and the more rewarding the workshop for the trainer!). A trainer, however, cannot always rely on the candor or self-awareness of a Lion to tell him what this Lion needs to learn. Sometimes the process of filling out a carefully prepared needs-assessment questionnaire will reveal this "gap" to a Lion; sometimes it will be a pre-workshop test; other times it will be observing the Lion in group discussions, case studies or role plays that will reveal his inadequacies.

You can assess needs prior to the workshop by:

How Needs Are Assessed

Talking to individual Lions

This is the most dependable way to assess needs, though the most time consuming. A friendly talk with a Lion which doesn't put him or her "on the spot" can reveal attitudes and certain opinions that questionnaires can't.

Talking to Lion leaders

A conversation, for example, with district governors whose membership chairmen are going to attend your workshop can give you an accurate sense of what your overall workshop goal should be. By involving these other Lions in your needs-assessment, you may also win their support for your workshop.

Holding "focus" sessions

An hour or two spent several weeks prior to the workshop in a candid, informal discussion with several future workshop participants can give you a good head start in determining what the training objectives should be. This kind of session focuses on unearthing particular information for the trainer. Often he or she is searching for a need that is buried somewhere in a Lion's prolonged conflict or problem. The trainer's main task here is to stimulate freely expressed opinions and ideas. He or she does this by using probing, pre-arranged questions.

Observing Lions

This simple needs assessment method is often overlooked. By observing how some of the prospective workshop participants have been performing their Lionistic work in the field, some needs become obvious to the trainer. The trainer should always have a standard for comparing actual Lion performance with how it is officially described by either an LCI manual, council policy, etc.

You can assess (or confirm) needs for a second time during the workshop by:

Conducting the "problem-issue-concern" activity

Every trainer should consider conducting this kind of needs-assessment even though he has assessed individual needs prior to the workshop. Lions often will see their needs and interests in a new light after they have experienced the workshop "opening." The activity goes like this:

- A. Reminding them of the overall workshop goal, the trainer asks each Lion to take three or four minutes to list any problem, issue, or concern which the Lion would like the workshop to address.
- B. The trainer then asks each sub-group or table of Lions to take approximately 10 minutes to select from the individual lists a total of three problems, issues, or concerns which they want the workshop to address. Each group does this by consensus or common agreement.
- C. The trainer finally asks a spokesman from each group to report its three items, which the trainer then lists on a flip chart or chalkboard. (During the course of the workshop, the trainer should try to address these new needs.)

This new activity can do more than anything else to make your Lions feel that this workshop is their workshop, thus increasing their commitment to it.

Testing

Flunking a written test can show a "know-it-all" Lion that he needs to be in your workshop. Tests given early in the workshop can also quickly tell you what you need to emphasize or de-emphasize in your curriculum guide. Know exactly what you want the test results to tell you. Participants should grade their own tests while you give the answers. For adults, tests can be intimidating and evoke unpleasant memories from former school days. Therefore, use them sparingly.

Observing

Just by observing how your Lions perform during various workshop activities, you might see new needs emerging and other needs that need more of your attention.

Practice or work sessions

Case studies, role plays, end-of-workshop practicums are excellent opportunities to reveal new needs and needs the trainer will want to address at a future workshop. Be careful not to design your curriculum according to a general needs assessment of a large area or group of anonymous Lions unless the vast majority of them will become your workshop participants. Although surveys of large populations of Lions can be very helpful in planning long-range training projects, it is always possible that none of the gathered statistics will pertain to any one Lion walking into your workshop room!

New Lion trainers often ask: "How can I make sure that my workshop is appealing to everyone?" The question should be: "How can I make sure my workshop isn't too simple or slow for some Lions? Nor too fast or advanced for others?" Considering that your workshop might have Lions of different ages, occupations, cultural and Lions backgrounds, and educational levels — this is a legitimate concern.

The best approach to this situation is to:

- Vary training strategies (see section on "Strategies")
- Keep your factual material clear, simple, and as "internationally true" as possible.
- Trust in the fact that these differences are often desirable in a Lion workshop where the trainer knows how to facilitate small group work (see "The Workshop in Action"—PART IV).

Everyone by nature has a preferred way of assimilating information. Some prefer to visualize it, others to listen to it, while others prefer to "touch" or "move" what they are learning. These three learning styles are known respectively as visual, auditory, and kinesthetic.

Assessing Preferred Learning Styles of Lions

People, by temperament, also fall into one or two of the following four categories, academically known as:

- Activist
- Reflector
- Theorist
- Pragmatist

"Activist" learners want to try out things at least once. They prefer the immediate experience and are usually not skeptical. They are often enthusiastic and thrive on challenges of new experiences, but sometime get a little bored with implementing them. Quite often they are more gregarious than others.

"Reflectors" like to stand back and observe things before acting or offering opinions. They tend to be more cautious and pensive while learning, and they enjoy observing other people in action.

"Theorists" tend to put their observations into logical, sound theories. They also tend to be perfectionists who will not rest easily until things are tidy and fit into a rational scheme. They are more interested in basic assumptions, principles, theories, models and systems of thinking rather than in practical applications.

"Pragmatists," a category into which many Lions fall, want to know whether something is actually going to work in real life. They usually are the first to try out ideas and theories to see what good they can do for Lionism. They can become impatient with committee discussions and push for practical decisions to solve problems.

A Lion trainer should find out his own preferred learning style to make sure he isn't biased with the methods he selects to conduct a workshop. Instruments or exercises to help a Lion assess his preferred learning style can be obtained by writing the Marketing Department at Lions Clubs International.

Converting Needs to Objectives

Curriculum Step 2: "Specific Training Objectives Based on Lions' Needs Are Stated Clearly"

Once we have assessed the needs of our individual workshop participants, only then can we decide what their training objectives should be. We emphasize "their" because it indicates what a trainer's overall philosophy and attitude should be. "Their" reminds him that the objectives are what the Lions — not the trainer — need to accomplish. Training is learner-centered, not trainer-centered.

Training objectives always stem from a needs assessment. We "convert" a need (expressed in ordinary language) into an objective (expressed in training language).

Elements of a Workshop Needs Assessment

What a trainer should find out about each workshop participant

- What he or she knows or doesn't know about the workshop topics
- If he or she understands the "facts" well enough to apply them to Lionism
- What skills he or she needs to acquire to take real action
- What attitudes or values he or she needs to acquire or change
- The trainer should also find out, if feasible, which of the following styles* of learning each participant prefers.
 - "jumping into" a learning activity
 - first observing others
 - knowing the theories and principles behind the learning
 - seeing the practicality of what is to be learned

And —

- by "hearing"
- by "seeing"
- by "touching"

Ways a trainer can assess these needs

(All of the methods below apply to each "need" in the left column)

- Interviewing participants
- Interviewing leaders of participants
- Conducting focus sessions (explained in text)
- Conducting a "problem-issue-concern" activity (explained in text)
- Observing Lions in their Lionistic work
- Observing how Lions perform during workshop activities
- Giving tests

** (Assessing personal preferences for learning styles normally requires special questionnaires or close observation of workshop participants over a long period of time. Trainers can be as successful, however, simply by varying training methods and being aware of any personal bias they might have for a particular learning style preference.)*

Example of Converting a Need to an Objective

Need: "A club president doesn't know how to conduct a club meeting very well."

Training Objective: "The workshop participants, after a 20 minute group discussion, will know at least eight of the ten fundamentals of conducting a club meeting."

Depending on their length, workshops will have anywhere from one to twelve or more objectives. Each of the objectives should lead to accomplishing the overall workshop goal. There are these practical benefits to stating objectives clearly and precisely:

- It provides the trainer with a "map" or path to follow.
- It can establish a "contract" between the trainer and the learners. It says, in effect, that the trainer will give them something if they give him something in return, such as their attention and diligence.
- It provides the trainer with a standard or criterion by which he can later measure the success (or failure) of his workshop.

How to Write an Objective

Objectives are difficult to write, if not impossible, if a trainer's thinking is fuzzy about the purpose of his Lions being there. When he writes a clear and precise objective, then he is able to proceed confidently in selecting content (topics), strategies (methods), and materials for his workshop.

It will help to remember that a written workshop objective has these three parts:

Part I: A phrase with an action verb that describes what the Lion will successfully acquire (knowledge, understanding, values) or be able to do (skills) because of his particular training.

Part II: Any special conditions with which a Lion must accomplish the objective (such as accuracy, use or non-use of certain materials, etc.)

Part III: The amount of time required to complete the objective.

Examples of Training Objectives

"The Lions in my workshop will be able to write a needs assessment action plan with only one error within ten minutes without referring to the flip chart."

"The workshop participants, after viewing a demonstration of membership recruitment, will be able to successfully act out a role play of recruiting a new member."

"After listening to a 15-minute transparency presentation, the incoming club secretaries will be able to successfully fill out an M&A Report within five minutes."

Note the use of action verbs in the above three objectives: "Write," "act out," "fill out."

Your most helpful guideline in writing a good objective is use of an action verb. In selecting one, try to relate it to these general areas of learning: knowledge, understanding, skills and attitudes or values. In other words, ask if your objective is to help Lions: acquire knowledge (facts)? Understanding (relating facts to one's own situation in Lionism)? skills (applying one's understanding to action)? Or to consider new attitudes or values about Lionism? Many leadership workshops, for example, require at least three objectives (see curriculum guide example for a workshop on "extension").

Verbs for knowledge

Define, state, list, name, recall, recognize, label, repeat, describe, memorize

Verbs for skills

Find, assess, show, perform, construct, use, practice, apply, operate, demonstrate, illustrate

Verbs for understanding

Classify, explain, identify, locate, report, review, select, translate, formulate, relate

Verbs for attitude/values

Accept, challenge, decide, praise, value, reject, receive, attempt, listen, favor, dispute, volunteer, like

Time	Objective	Content (topics)	Strategy (methods)	Materials
1) 20 min.	After listening to a 10-minute lecture with visual aids on the reasons for establishing new clubs, the district extension chairmen will place a high value on extension.			
2) 10 min.	At the end of a 10-minute lecture with visual aids on the fundamentals of extension work, the chairmen will then answer correctly at least eight of 10 test questions.			
3) 20 min.	During a 20-minute small group discussion, the chairmen will relate the fundamentals of extension work to their individual situations.			
4) 10 min.	After the trainer has modeled a role play, the chairmen will successfully engage in 5-minute role plays between the first encounter of a "district extension chairman" and a "key community leader who needs a Lions club."			

AFTER YOU HAVE ASSESSED INDIVIDUAL NEEDS, YOU WRITE THE OBJECTIVES

Selecting Content (topics)

Curriculum Step 3: "Content (topics) for the training objective is selected and organized"

Workshop topics exist to serve workshop objectives. Unfortunately, some workshop leaders are guided only by topics. Topics cannot tell a trainer how to conduct a workshop, but they do tell him what resources to prepare.

A trainer has three tasks to do with workshop content:

Firstly, he IDENTIFIES and lists all possible topics. This he does by

- research, or
- brainstorming

Research can be accomplished by gathering reliable resource materials or by talking to Lions who have expert knowledge of the topics.

Although content falls logically and legitimately into place once our training objectives are stated clearly, trainers often must still generate their list of topics by some hard thinking. Even with research and analytical thinking, a trainer's mind will not always yield a good list of topics tailored for the objective. In fact, as science has demonstrated, analytical and logical thinking will often prevent our minds from thinking imaginatively and from recalling important items buried in our subconscious. Brainstorming is a method used frequently by Lion trainers to quickly tap into that part of our minds which is normally inaccessible.

One of the most effective ways to brainstorm is to sit quietly and calmly with pencil and paper. Take a moment to focus on your particular training objective, then allow your mind to "think by itself." Jot down all the topics (even the silly ones!) at the second they come to you. Don't stop to judge or analyze them. You'll be surprised at how many topics will emerge without your conscious help.

Then cross out those topics which obviously don't pertain to your objective. But don't be too quick to toss out the ones you perceive as silly or foolish; one of them might even give your workshop that artistic edge it requires. Now you are ready for the second task.

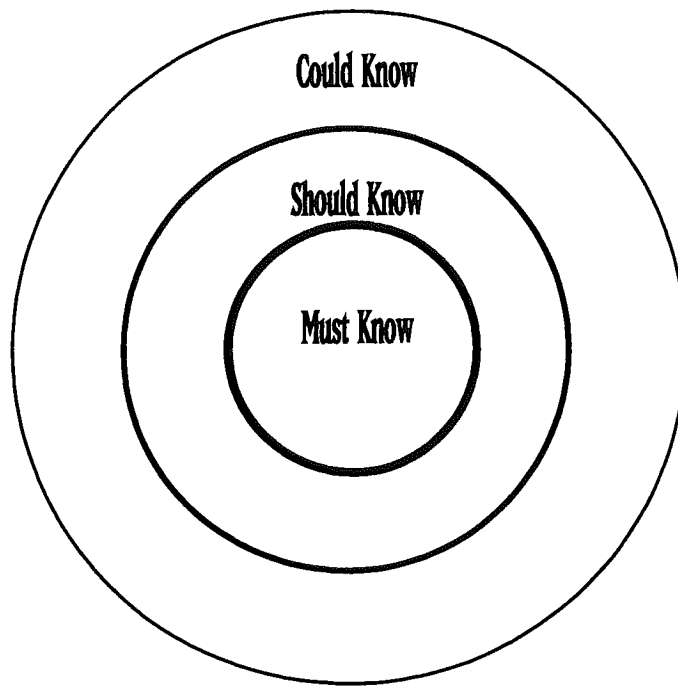
Secondly, the trainer PRIORITIZES the topics as follows:

- Topics Lions MUST know (without fail!)
- Topics Lions SHOULD know (important, but not critical)
- Topics Lions COULD know (not awfully important, but good to do if there is time)

Workshop Content Task #1

Brainstorming

Workshop Content Task #2



A MEMORY AID TO HELP PRIORITIZE TOPICS

Guidelines:

- Always ask yourself: "What content do my Lions need to learn to accomplish the objective?"
- Remember: It's better to present a few topics well than many topics incompletely. Don't overload your Lions with facts!
- Delay thinking about how you will present the topics until you're at curriculum Step #4

Thirdly, a trainer ORGANIZES the content.

- He places the content in logical learning sequence. Put yourself in the place of your Lion learners and ask: "What sequence of topics would make each topic clearer to me? How can I relate one topic to another?" A favorite way of organizing content among most trainers and teachers is to proceed from the "simple" to the "complex"; or from the "known" to the "unknown." Another way is to introduce the objective to the Lions with a brief overview that includes all the topics; then proceed to focus on each topic one at a time, and lastly, to return to the overview so the Lions can then better "see the whole picture."
- Estimates the number of minutes each topic will require, keeping in mind the total time allotted for the entire objective.

Some objectives, such as a get-acquainted activity or a test, may not have any content to list on your curriculum guide.

Workshop Content Task #3

Time	Objective	Content (topics)	Strategy (methods)	Materials
1) 10 min.	After listening to a 10-minute lecture with visual aids on the reasons for establishing new clubs, the district extension chairmen will place a high value on extension.	Community needs Future of Lionism Strength in numbers		
2) 10 min.	At the end of a 10-minute lecture with visual aids on the fundamentals of extension work, the chairmen will then answer correctly at least eight of 10 test questions.	Identifying and analyzing potential communities, talking to key community members at organizational meeting.		
3) 20 min.	During a 20-minute small group discussion, the chairmen will relate the fundamentals of extension work to their individual situations.	Need for extension in my district: What can I do?		
4) 10 min.	After the trainer has modeled a role play, the chairmen will successfully engage in 5-minute role plays between the first encounter of a "district extension chairman" and a "key community leader who needs a Lions club."			

CONTENT (topics) IS SELECTED AFTER THE OBJECTIVES ARE KNOWN

SELECTING STRATEGIES (methods)

Curriculum Step 4: "Training strategies (methods) that will best accomplish the objectives are selected"

Now that we know *why* our workshop exists and who the participants are and *what* they are to learn, we are ready to plan how they will be trained. A training strategy or method is a workshop activity that does most of the work to accomplish our objective. A strategy literally brings your curriculum guide of life. It is facilitated (never *supervised!*) by the trainer.

Before we start studying strategies such as group discussions, case studies, role plays, etc., you'll need to first understand some fundamentals about the learning process itself. As a trainer who will need to be creative and know how to correct mistakes, you'll find nothing more practical than a good theory.

What actually makes a satisfying and successful learning experience for anyone? Research through the years has revealed that all of us learn better:

- When we are aware of what we need to learn
- When we have a good relationship with our trainer or "instructor"
- When we discover truth and solve solutions by ourselves

Look back to your childhood and some of the things you learned from your parents, teachers and friends. In most cases, you'll find that the valuable lessons you learned and still apply today are because of these three conditions.

Lions learn best by *doing*, by actually performing in the workshop a skill which they have just studied. In a Train-the-Trainer workshop, for example, each participant at the end is required to conduct a real mini-workshop in front of the entire group. The point is: if you want to just give information to your Lions, simply give them a handout and time to read it and ask a few questions; then send them home. *But if you want your Lions to really understand how to apply the information and be committed to using it, then you must do more than pour facts into their heads. You must allow them to practice and experience what they have learned so they involve themselves mentally, physically and, sometimes, emotionally.*

When we say a Lion "learns," we mean he:

- Acquires new skills, knowledge, understanding, or attitudes;
- Or he changes his skills, knowledge, etc.

How Lions Learn Best

Theories of Learning

Three basic theories tell us how people learn:

- *By having their five senses stimulated.* According to this theory, 75 percent of what we learn is by seeing; 13 percent by hearing; and 12 percent by touching, smelling, and tasting.
- *By reward-punishment methods,* also known as "reinforcement." Punishment in Lion training never actually occurs, of course. But even the adult learner will now and then feel some anxiety about the possibility of not receiving favorable remarks from his trainer or having his fellow learners think unfavorably of him.
- *By harmonious and stimulating relationships* between themselves and other learners and their trainer.

In accomplishing his training strategies, a good Lion trainer will always emphasize the "relationship" theory, yet also apply the "sensory" theory; when appropriate, he will find subtle ways to apply the "reinforcement" theory.

The Lion trainer should also understand the important differences between child and adult learners. Lion workshop leaders who ignore these differences will likely bore, offend, irritate and eventually lose their Lion learners.

The Child Learner

Most of the time is dependent on a teacher

Most often go to resources other than himself or herself for knowledge

Still requires many prerequisite courses before the entire topic is grasped; also requires emotional maturity

Can be made to postpone the application of what he or she has learned; will tolerate much theory

Often learns by discipline from others and by being a passive learner; tests often required

The Adult Learner

Is a self-directed learner

Is able to tap into his or her own reservoir of experiences for knowledge

Is ready to learn

Demands application soon after learning to solve real problems

Is self-disciplined; must interact with other learners and with the instructor or trainer

Matching Strategies to Objectives

Because there are many different training strategies or methods, having some understanding of these learning theories will make it easier to appropriately match a strategy to an objective. Strategies fall into four groups:

- Presentation methods (lectures, debates, etc.)
- Discussion methods (small group problem-solving, large group, guided discussion, etc.)
- Simulation methods (role play, games, etc.)
- Skill practice methods (worksheets, practicums, etc.)

To say that certain strategies are more effective than others may sound simplistic, but it is a truth that warrants constant attention.

Making sure that your strategy will accomplish the objective is another such truth.

As you write your curriculum guide, ask if the particular objective is aimed at helping your Lions gain one or more of the following: knowledge (facts)? understanding (relating the facts to the individual's situation in Lionism)? skills (putting understanding into effective action)? or new personal attitudes or values?

At times it will be difficult to decide on the proper sequence of strategies to carry out an objective that has several topics. Here is a simple formula to help:

"Tell—Show—Do"

TELL—SHOW—DO

Let's look at a scenario to illustrate this:

A trainer is conducting a workshop for incoming club membership directors. She decides to first give her Lions some basic information about club membership. She presents a brief lecture: She TELLS them. Then she wants to make sure her Lions know how to apply this basic information to their own club situation. So, she has them work on a case study about recruitment: She SHOWS them. Then she decides her Lions need to practice the skill of recruiting a member. So, she engages them in role plays: She enable the Lions to DO.

As you become more experienced, you will see occasions when it is more effective to shift the order of this formula. You might want to begin with a big bang of SHOW or first toss your Lions into a DO and let them struggle a bit before you TELL them. TELL-SHOW-DO can also apply in a broad sense to the entire workshop in which the first phase is devoted to imparting information; the second to showing examples of this information and the last phase to practicing. You would still continue, however, to also apply the formula to some particular objectives, sometimes called "modules." Keep in mind that some objectives will be so simple or brief as not to require any more than one part of the formula.

Become familiar with the following table:

Matching Strategies to Objectives

When your training objective is to have your Lions gain or change the followingthen usually the most appropriate strategy will likely be ...
knowledge	TELL— <ul style="list-style-type: none"> lecture debate panel discussion movie/transparency silent reading interactive computer poster/signs
understanding	SHOW— <ul style="list-style-type: none"> trainer-facilitated discussion small group discussion large group discussion questioning story-telling field trip demonstration dramatization role play problem-solving discussion case study game
skills	DO— <ul style="list-style-type: none"> role play coaching in-basket exercise (see glossary) skill practice exercise worksheets practicum
attitudes/values	<p>(Although role plays and intense interactive discussions can help at times to bring about a change in attitudes or values, most often this change will come from the entire workshop experience or from the Lion successfully applying what he has learned in real life.)</p>

Here is a self-test to help you practice matching strategies to objectives. Study the list of objectives, especially the capitalized action verbs. Then match what you believe is the single best strategy from the list of 13. Do this without referring to the list of strategies on the previous page.

- | | |
|-----------------------------------|----------------------------|
| 1. lecture | 7. skill practice exercise |
| 2. trainer-facilitated discussion | 8. silent reading |
| 3. small group discussion | 9. interactive computer |
| 4. large group discussion | 10. coaching |
| 5. case study | 11. field trip (visits) |
| 6. role play/dramatization | 12. story telling |
| | 13. questioning |

Objective

Best Strategy to use

That workshop participants **UNDERSTAND** the Objects of Lionism.

That workshop participants **REMEMBER** the Objects of Lionism.

That club secretaries **BE ABLE** to properly fill out MM Reports.

That club presidents **UNDERSTAND** how their fellow club members feel about something.

That district governors can **VISUALIZE** how other cabinet meetings are conducted.

That district governors **KNOW** the theory of "group" motivation.

That district governors are **ABLE** to help motivate groups.

That new club members have a high **VALUE** for Lionism.

That a discouraged district Lion trainer **IMPROVES HIS OR HER SKILLS**.

That a group of Lions **GAIN MORE TRUTH** about their individual weaknesses and strengths.

Additional Guidelines

Here are some other guidelines to help you select strategies:

- When absolutely undecided about a strategy, select one which provides for the most active group participation.
- When possible, have your strategy provide an opportunity for your Lions to draw upon their real-life experiences.
- Know beforehand if the equipment and other resources required for your strategy are affordable and available.

Six Strategies to Master

There are six strategies which the trainer should master as soon as he can. He can rely on these six to accomplish nearly any kind of the Lionistic workshop objective. These are explained in PART IV. Most of the many other strategies used by professional trainers are variations of these six:

- Lecture
- Facilitated group discussion
- Question/answer session
- Case study
- Role play
- Practicum

On another page you'll find a glossary of commonly used training strategies. Despite all the methods a trainer is asked to learn, he will wisely realize that "methodology" has its limits. When nothing seems to be working well, then look for the simplest way to give your Lions what they need and maintain a stimulating, caring environment.

Time	Objective	Content (topics)	Strategy (methods)	Materials
1) 20 min.	After listening to a 10-minute lecture with visual aids on the reasons for establishing new clubs, the district extension chairmen will place a high value on extension.	Community needs Future of Lionism Strength in numbers	Lecture	
2) 10 min.	At the end of a 10-minute lecture with visual aids on the fundamentals of extension work, the chairmen will then answer correctly at least eight of 10 test questions.	Identifying and analyzing potential communities, talking to key community members at organizational meeting.	Lecture and Test	
3) 20 min.	During a 20-minute small group discussion, the chairmen will relate the fundamentals of extension work to their individual situations.	Need for extension in my district: What can I do?	Small group discussion	
4) 10 min.	After the trainer has modeled a role play, the chairmen will successfully engage in 5-minute role plays between the first encounter of a "district extension chairman" and a "key community leader who needs a Lions club."		Role Play	

STRATEGIES (methods) ARE SELECTED NEXT

Glossary of Training Strategies

Brainstorm

Use of one's subconscious mind to generate a list of something. (see "Selecting Content Task #1" for more details)

Buzz Group

Small groups assigned to discuss a topic or problem and then to report their findings to the entire workshop group.

Case Study

A fictional but realistic problem situation assigned to a group of Lions for them to resolve. (see PART IV for more details)

Climate Setter, Energizer, Ice Breaker

Activities that promote trust, receptivity, alertness, and fellowship. (see PART IV for more details)

Demonstration

Presentation that "displays" a topic or "brings to life" a procedure.

Dramatization

Acting out, with or without a script, of a Lion problem, issue, or concern. (see PART IV for more details)

Force Field Analysis

A group of Lions, aided by a trainer, generating a list of "forces" which are helping and hindering them from reaching their goals. (see PART IV for more details)

Forum

Open discussion or series of reports by "topic experts," usually with moderator. Often followed by summary report. "Audience" members are encouraged to raise and discuss issues. Similar to symposium or panel discussion.

Facilitated Group Discussion

Discussion guided by the trainer towards a specific goal, often unknown to the Lions. (see PART IV for more details)

Fishbowl

Members of a subgroup sitting in a circle and working on assigned workshop task (e.g., problem-solving, team building) while another subgroup sits in outer circle to critically observe them. Usually followed by reversing group roles, with outer group becoming inner group. Afterwards, discussion or "feedback" sessions held where both groups share experiences and observations. Strategy can be modified by placing "empty chair" in inner circle to which any member of outer circle can come and sit to raise an issue or question for inner group to respond to.

Games

Stimulating, often lifelike training event with real learning objective, of course, concealed by the fun.

Group Reaction Team

Three to five representatives of a group directed to "interrupt" a Lion's presentation at appropriate times to ask for clarification of points that seem obscure.

Guided Visualization/Mnemonics

Activities that enhance memory, including those which employ imagination. (see PART IV for more details)

Handouts/Silent Reading

Methods to save time and supplement—but not substitute for—training. (see PART IV for more details)

Interview/Mutual Learning

Essentially, Lions training themselves. (see PART IV for more details)

In-Basket

One or two-hour activity in which individuals are assigned several Lionistic tasks to perform as if functioning in the real world. Each Lion is given a "basket" of memos to answer, telephone calls to make, problems to discuss with other Lions, etc. Often comes at end of workshop so Lions can practice skills learned.

Practicum

A long session to practice all that has been learned in the workshop. (see PART IV for more details)

Role Play

Acting out of assigned roles to learn an interpersonal skill or to acquire insight. (see PART IV for more details)

Round Robin

Circle of Lions where each has opportunity to comment on central question or issue. Lions take turns in circular order. Those who can't respond defer to next Lion but may respond to second round of comments.

Storytelling

An interesting story which is also instructional. (see PART IV for more details)

Taskforce/Problem Solving "Committee"

Small group appointed to perform practical learning task that cannot be done efficiently by entire group or by one person. Several small groups may work on the same problem (or task) or different parts of it.

Selecting Materials and Equipment

Curriculum Step #5: "Materials and equipment that will best support the strategies selected"

Materials and equipment should be selected as purposefully as are objectives and strategies. Sometimes this is easy because the very nature of a topic or strategy obviously dictates the kind of materials and equipment to use. For example, if the topic is "resolving conflicts," and the strategy is a case study, then the obvious materials and equipment is: a handout of a case study and pencils. Other times, the selection requires more thought. If the topic is "leadership styles" and the strategy is a lecture, should we use a flip chart or an overhead projector? Or some slides and a workbook?

You will soon understand how trainers make these decisions. Don't forget that materials and equipment are the last step in designing your curriculum, and that you select them to *support* your content and strategy; *materials and equipment are not learning activities*. Materials, of course, include audio and visual aids, also known as "AVs" or "media." Lectures, which are overly used by workshop leaders (at a great risk of discouraging good attendance), should seldom be presented without visual aid.

Some Lions, however, depend too much on movies, slides, or videotapes. Using any one of these, except briefly, tends to make a group of Lions passive, especially when shown right after lunch with the lights dimmed. This situation is contrary to our principle that Lions learn best by *doing*. When used, these three media should be brief (5-10 minutes): the trainer should introduce them as he would a workshop agenda; and he should facilitate a pertinent discussion immediately afterwards. Some media are programmed so that the trainer can interrupt them at various points for discussion, thus causing the group to interact with the media.

Any media which does not *actively* involve a Lion has a serious limitation in an "experiential" workshop (a workshop where people learn by experience). Perhaps this explains why the overhead projector transparency and the flip chart are the favored visual aids of trainers throughout the world. Both easily stimulate interaction. Many outstanding workshops, both in and out of Lionism, rely heavily on just these two kinds of audio/visuals.

When do we use visual aids? When we want to:

- *Emphasize* a fact, object, or comment
- *Simplify* a fact, object, or comment
- *Clarify* a fact, object, or comment
- *Summarize* and *review* training

Limitations of Slides and Movies

Purposes of Visual Aids

Guidelines for Visual Aids

Here are some guidelines for using visual aids:

1. Keep the visual aids simple. Show only one major idea.
2. Test to make sure lettering and illustrations are large enough to be seen by Lions furthest away.
3. Guide the Lions into *interacting* with the visual aid while you are showing it. Do not allow them to remain passive. Stop during the visual presentation whenever an important point should be discussed.
4. Tell your Lions what they are going to see before you show it to them.

Should you ever be undecided whether to use a flip chart or overhead transparencies, the following will help:

Flip Chart vs. Overhead Transparency

Use a flip chart when you want to:

1. Lightly outline the content with a pencil prior to the workshop to give a spontaneous appearance to what you will later draw over with a flip chart pen.
2. Write terse, “splashy” and impromptu phrases.
3. Post it on a wall for everyone to see for the remainder of the workshop.

Use an overhead transparency when you want to:

1. Work with a group seated “theater style” or seated at more than three or four rows of round tables.
2. Write something while still facing the group.
3. Add or insert words during your visually-aided presentation, rather than risk spoiling a flip chart that you labored to prepare and want to use again.

Because you’ll probably be using flip charts and overhead transparencies more than any other visual aid, you need to know more about them:

Flip Charts

Special uses: Group brainstorming; outlines for lectures; main ideas and key words; humorous drawings; simple graphs.

Advantages: They are cheap; can be posted on walls for review; can be drawn on the spot; participants can easily use them without prior experience; easels are easy to set up.

Disadvantages: “Flipping” is distracting; requires fast and better-than-average penmanship; difficult to read beyond three or four rows of round training tables; usually not durable; hand-lettering is time consuming.

Tips: Don't write more than four or five words per line; don't write more than three vertical columns; condense information and use abbreviations or symbols wherever possible; use flip chart marker pens that have blunt ends that do not bleed through paper; use two flip charts — one for pre-prepared flips and another for impromptu writing; don't clutter; make lowercase (small) letters 1-1/4 to 1-1/2 inches high and uppercase letters approximately 1-3/4 to 2 inches high; use two or three colors (e.g., red for accent, black for titles, and blue or green for text); if needed for lectures, write notes in the margins or at top of the chart with a hard lead pencil (this will not be seen even by the front row Lions); cover items with taped paper to reveal one item at a time if a special focus is needed.

Overhead Transparencies

Special uses: Similar to flip chart, but topics for special focus are easier to reveal one at a time; for large group when larger projection is required.

Advantages: Trainer can maintain eye contact with the group; easy to use and prepare by hand; trainer has good control over them; can be used with room lights on.

Disadvantages: Can easily lay crooked on the projector unless properly aligned; can be distracting on screen when changed on the projector; projector can obstruct view of some participants; projector can be expensive.

Tips: Always have an extra bulb for the projector; use overhead projector pens with permanent ink; make letters at least 3/8 inches high; number all transparencies; limit writing to four to eight lines with three to four words per line; make a pre-workshop visual test from the furthest participant chair; don't clutter with a lot of words, but use extra space; draw a black border or use a frame to help focus attention and prevent transparency from appearing to "float" on the screen; if needed, write lecture notes on the frame; don't use very thin transparencies; to reveal items one at a time, use a piece of a cardboard weighted at one end or overlays of other transparencies; when making an insert while showing the transparency, lay a blank on top.

Other Visual Aids (media)

Printed handouts, manuals, etc.

Special uses: As support materials for your presentation, including photographs, charts and diagrams.

Advantages: Can be developed on short notice; reduce note-taking during the workshop; can usually be printed cheaply; provide supplemental take-home information which a trainer does not have time to communicate himself; can be more detailed than flip charts or transparencies; participants can copy them for other Lions.

Disadvantages: Participants have a tendency to read "ahead" or to read instead of listen because they believe "it's all in the book."

Slide Projector

Advantages: Can be controlled remotely and used with precision; is comparatively inexpensive.

Disadvantages: Room must be darkened; art work and graphics for slides is expensive.

Tips: Make sure you preview the slides and number-code them before the workshop.

Video

Special uses: Can be used to demonstrate certain behavior skills; also to review the workshop itself; can be used to dramatize a lesson; can present something technical without error.

Advantages: Shows motion and change; has wide range of visual effects; can incorporate photographs; can be used simultaneously in different rooms; trainer has complete control of content.

Disadvantages: Equipment can be difficult to set up and operate; usually expensive; screen is small; can make audience passive.

Wall Signs

Sometimes a trainer will want to reinforce a particular workshop theme such as "leadership" or "membership" or some service project. Wall signs with brief but poignant quotations, slogans, symbols, etc. can accomplish this. Placing these signs in strategic places around the room all day sometimes can accomplish more than a presentation.

How to Control Paperwork

In a trainer's zeal to make sure his Lions learn *everything* about a topic (a foolish notion!), even the experienced trainer can produce so much material (especially handouts) that he seriously burdens himself and his learners. Yet, he finds it impossible to decide what to eliminate. Here are some questions to ask to help control paperwork:

1. What is the purpose of this particular material?
What am I going to do with it?
2. Exactly how are my Lions going to use it?
3. What will happen to the training if I do not use this material?
4. Can I obtain the same training results by some other means (an especially helpful question if the materials require much time to produce)?
5. What is the right time to use it?

Constructing Your Own Media

If your workshop budget is inadequate, you may want to construct some of the instructional media yourself. This might include mounting or framing photographs, illustrations, drawings, and posters — all to be passed around or held up in lieu of a flip chart, easel or overhead projector. You might even want to construct your own flip chart easel. There are books to help you. Here are some advantages and disadvantages to weigh first:

Advantages: Much basic training materials (Lion and non-Lion) is already available that can be adapted for your workshop; self-construction is inexpensive and does not require training or experience; the material can be reused many times.

Disadvantages: It is time consuming.

Time	Objective	Content (topics)	Strategy (methods)	Materials
1) 10 min.	After listening to a 10-minute lecture with visual aids on the reasons for establishing new clubs, the district extension chairmen will place a high value on extension.	Community needs Future of Lionism Strength in numbers	Lecture	Flip chart
2) 10 min.	At the end of a 10-minute lecture with visual aids on the fundamentals of extension work, the chairmen will then answer correctly at least eight of 10 test questions.	Identifying and analyzing potential communities, talking to key community members at organizational meeting.	Lecture and Test	Overhead transparency Test sheets on extensive fundamentals
3) 20 min.	During a 20-minute small group discussion, the chairmen will relate the fundamentals of extension work to their individual situations.	Need for extension in my district: What can I do?	Small group discussion	—
4) 10 min.	After the trainer has modeled a role play, the chairmen will successfully engage in 5-minute role plays between the first encounter of a "district extension chairman" and a "key community leader who needs a Lions club."	—	Role Play	—

**LASTLY, MATERIALS AND EQUIPMENT ARE ADDED —
YOUR CURRICULUM GUIDE IS NOW COMPLETE**

Organizing and Promoting Your Workshop

PART III

Why Plan?

Although some workshop organizing and promoting might have to begin prior to your writing a curriculum guide, the more training details you know beforehand, the better you'll organize and promote your workshop. With a completed curriculum guide in hand you can now:

- Determine the most appropriate training facility (some workshops will require much attention to room layout and equipment)
- Budget accurately
- Wisely select assistants
- Get a head start on developing materials (always a time-consuming task)
- Write a more compelling invitation or promotion article

Early and thorough planning, though a chore for the busy Lion, is the best way to avoid personal stress and strain that arise from those unpleasant surprises such as: your budget being cut in half, your key assistants suddenly being unable to help, or you being forced to use an inferior training facility.

The Process of Organizing

All of us know there is no sure formula for organizing a Lion event. We weave in and out of the process, sometimes wondering if anything will get done. Yet, effective Lion organizers follow a fundamental process, though not always in a straight line. Here is that process and how it might apply to organizing your workshop:

Task #1—Review your general plan for basic soundness. Ask yourself: does it or will it have a consensus of support of those Lions needed to implement it? Does the goal serve real needs and interests of Lions?

Task #2—Think about the kind of leadership style you will need to organize your workshop. Will the nature of the situation require an authoritarian style some of the time? A more permissive style? A more democratic style?

Task #3—Hold a meeting with your team. Review all details. Are the helping Lions matched properly to their tasks? Does everyone seem satisfied with the operations?

Task #4—Coordinate your plan. Pay attention to the following “team building” principles: keep communication open, coach when necessary, encourage mutual support, establish clear roles, maintain equal status for everyone, build prestige, and give appropriate recognition and/or rewards.

Task #5—Evaluate the plan’s actions as they are carried out. Regularly ask yourself: should this plan at this point be modified?

Task #6—(perhaps the most difficult): Adhere to this process until the overall goal is accomplished.

Now we can look at: selecting a location and facility, preparing a budget, financing the workshop, and organizing your assistants.

Budgeting and Financing

So that the Lions who must approve your budget will have confidence in your cost estimates, you should type or neatly handwrite and thoroughly itemize it. Budgets which are difficult to read and have too many cost items lumped into one account, such as “miscellaneous,” might cause skepticism.

Although a trainer usually submits only one budget, he should have in mind two budgets: one being the very least amount of money he’ll need for a successful workshop; the other being money needed for a “perfect” workshop, should the workshop sponsors desire a very high quality of training.

Lions finance workshops several ways: from the sponsor (e.g., multiple district, district, club) paying all expenses of each participant to the situation where each participant pays for all his or her expenses, including materials. Most workshop financing lies somewhere between these two. To avoid haggling over training and education budgets, the constitutions of some multiple districts provide for an annual training levy or dues. Some Lion trainers without any money are wizards at finding ways to obtain gratis equipment and facilities. They also find Lion auxiliaries and other supporters to cater free meals and "advertisers" to pay for the printing of materials. One important guideline about financing is: the amount of the workshop fee should not discourage any invited Lion from attending the workshop.

Organizing Assistants

Because there are many logistics and details to monitor, a Lion trainer is urged to delegate as many tasks as possible to individuals or committees. The more he does this, the more he is free to concentrate solely on conducting his workshop.

In selecting assistants, look for individuals whose talents and aptitudes blend well with their assigned tasks. Make sure they always have updated information and all appropriate materials. Check whether any assistant needs your special coaching or orientation to prepare him. Every member of your team should eventually be given a "fact sheet" with the following information:

- The workshop time, date, location, and general profile of its participants.
- The workshop curriculum guide.
- An action plan listing tasks, who is to do them, and when each task is to be completed. This plan should also include names of Lions responsible for obtaining each workshop item, no matter how minor.

You will want to meet with your team at least two weeks before the workshop to discuss each detail. Lions assisting you in conducting the workshop should be briefed thoroughly about what you expect them to do, minute to minute. Develop alternative plans. Equipment and materials have a way of not being there when you need them. And always expect the attendance to be either twice or half of what you anticipated.

You will want to meet at least an hour before the workshop to:

- Rehearse the training room "movements" of you and your assistant
- Make sure everyone is familiar with electrical outlets, location of toilets, seating arrangements, the facility's key staff (e.g., hotel training room attendant, banquet manager)

Here are some commonly budgeted training items

Add as many as you can think of, including gratis items. You'll then also have a good checklist.

Facility & Equipment

- rental of training room
- rental of breakaway rooms
- overnight lodging
- meals
- coffee beaks
- rental or purchase of
A/V equipment
(projectors, screens,
flip chart
easels, chalkboards,
public address system,
cassette player/
recorder, etc.)
- extra projector bulb
- use of photocopier
(during workshop)
- camera, film
- photographer's fee
- honorarium or expenses
for special guests
or speakers

Promotion

- stationery/printing
- postage
- advertising
- phone calls
- typist fee
- personal transportation
- special meals/meetings

Workshop Material

- Lion paraphernalia
- extension cords
- printing of handouts
- typist fee
- notebooks or binders
- note or scratch pads
- workbooks
- manuals
- flip chart pens
(non-bleeding)
- acetate (overhead)
- transparencies
- acetate transparency pens
- masking tape/removable
transparent tape
- cassettes
- videotapes
- special posters
- pencils, ballpoint pens
- name tags
- table name cards
- special decorations
(flowers, banners, etc)
- post-workshop mailings
- attendance certificates

The "Economy" Workshop

Here are some proven ways to organize a workshop with little or no budget.

- Ask the district governor or local Lions to organize or sponsor the workshop which, quite often, is a desirable project for them.
- If your workshop is an overnight affair, sometimes one or more clubs may want to host the closing dinner. Past international directors, past district governors, etc., often look for an opportunity to host a dinner where fellowship and friendship can be had. Local Lions may even want to arrange for overnight accommodations in their homes. Lions like to meet other Lions.
- Ask for gratis training rooms in schools, churches, civic or government buildings, or college dormitories.
- Borrow equipment such as flip charts, easels, overhead projectors and screens from friends or from the same people who may have provided gratis training accommodations.
- Arrange an agreement for a local business to pay for the printing of your workshop materials by advertising their name on folders, note-taking tablets, etc.
- Avoid having all of your meals in the hotel, where costs are usually much higher than the "little restaurant" around the corner. Arrange for light lunches; heavy lunches hinder the concentration.
- Ask the local Lions or one of their auxiliaries to cater some of your meals.
- Always ask the hotel for "group discounts" on meals and rooms. Don't hesitate to negotiate a price.

Selecting a training facility is done as carefully as is writing your curriculum guide. Having good taste here is an art of training. An odd – but usually true – phenomenon is that workshop participants will not be aware of the care you have given to making their room functional and comfortable, their meals tasty, or the overall ambiance conducive to training. They will, however, become painfully aware of the absence of these elements. Here are some routine questions to ask in selecting facilities:

Selecting a Facility

Hotel, Motel, etc.

- Have you first sought gratis facilities such as school classrooms or other institutional buildings with unoccupied rooms?
- Is the location geographically central so that the vast majority of participants have short travel distances?
- Does the facility have a good reputation regarding a cooperative staff and discount prices for service organizations?
- If lodging and meals are planned, should you have bids from at least two other facilities?
- Will the facility's billing procedure be easy for you to audit?

The Training Room

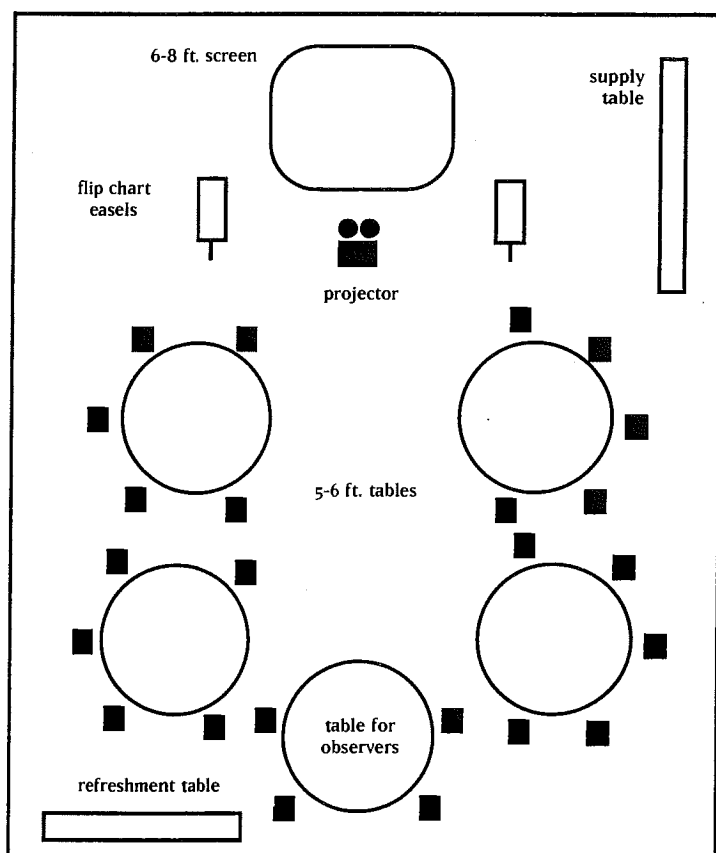
- Have you inspected it before committing yourself?
- It is the right size for your workshop group, neither too small or too large. Ideal ratio is 1:1.2, such as 37-1/2 feet wide by 44 feet long for 15-20 Lions; or, using the same ratio for a small group, 25 feet wide by 30 feet long. Are the ceilings at least 10 feet so transparencies can be projected high enough for everyone to see?
- Are there adequate and accessible electrical outlets for all your audio/visual equipment?
- Can you post or tape flip charts on the walls?
- Will the participants concentration be distracted by floor pillars or by a window with an outside view?
- Is the lighting adequate for reading of handouts and flip charts?
- Will the participants be comfortable with the ventilation?
- Is the room's overall décor conducive to a relaxed and pleasant learning environment?
- Will outside sounds "bleed in," especially through partitioned walls?
- Does the management have all the accessory equipment required, such as chalkboards, tables of appropriate size and shapes, chairs that are neither too comfortable or uncomfortable, functional tables for equipment and refreshments?
- Can you obtain the name of a staff person on whom you can absolutely depend at anytime during the workshop to give you prompt assistance?
- Will you need a few directional signs to guide the participants to the room?

Guest Rooms

- Are some of your participants willing to share a room?
- Will you require a separate billing for the participant's personal expenses?
- Can you use any of the guest rooms for workshop breakaway rooms you might need?

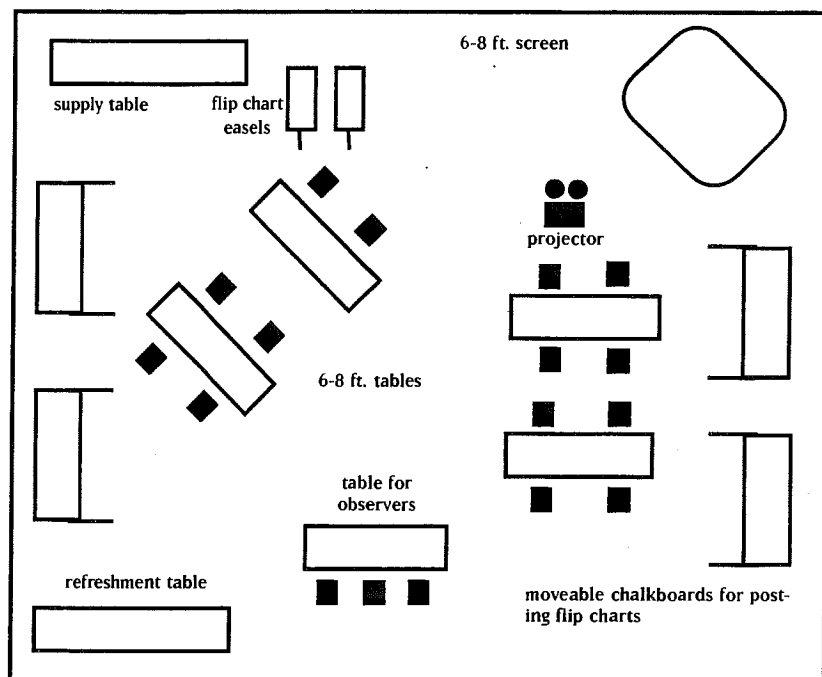
Miscellaneous

- Does any participant have special dietary needs?
- If necessary, can the meals be served within a required period of time? If requested, can "light" lunches be served?
- Have you inquired about any meal-seating guarantee policy?
- Will there be a photocopier available for handouts or practicum exercises?
- If you are having entertainment, will the audio system be adequate?



Two different arrangements for a training room for 20 participants

This is a very functional arrangement for a Lion workshop. Ideal room ratio is 1:1.2, such as 37-1/2 feet wide by 44 feet long for 15-20 Lions.



This arrangement is used when: walls are too far away for Lions to read posted flip charts, round tables are not available and the overhead projector (for various reasons) must be positioned to the side, sometimes at an oblique angle to the participants.

Promoting a Workshop

Marketing, Salesmanship

Nothing is more disheartening to a Lion trainer than a training room with a lot of empty seats. Although a workshop was perfectly organized, a needs assessment intelligently taken, and a curriculum guide superbly designed, it can fail if not properly promoted. Don't ever assume that a routine notice of a workshop will draw a Lion to attend. Promoting a workshop should adhere to the same marketing and salesmanship principles that apply to any "product" for which someone is asked to give something to obtain. Here are some of those principles:

1. Know your participant!

The more you know about your participant, the more you can appeal to his reason and desire to attend your workshop. If you have already assessed his needs, you know something about his interests, ambitions, problems, concerns, regrets, and even skepticism. You'll also know something about his volunteer nature and his general desire to serve. But what does he personally want from Lionism? Is it achievement? A position of influence? Fellowship? And what do you know about his age, occupation, and any other demographic that can help you to compel him to come to your workshop?

Are you sure you have chosen the right day and time for your participant? Will it conflict with any holidays or a major Lion event or his traditional family night?

2. Know the benefits of what you are offering to your participant!

As indicated, the fact that your participant is a Lion and your workshop is about Lionism are not compelling reasons by themselves for a Lion to give up a day or more of his time to sit in your workshop room. If you have taken an accurate needs assessment, then you'll know the most persuasive ways possible to promote the benefits of your workshop. Conversely, you'll also know what won't interest your participant.

3. Develop an effective promotional message!

Your invitation or promotion should have the following elements:

- A warm but compelling reason why your Lion should attend the workshop. (There is nothing wrong in making your prospective participant feel guilty for thinking not to attend.)
- A workshop agenda (not a detailed curriculum guide) and a few comments on what kind of personal involvement the Lion should expect. (He will appreciate being "mentally" prepared.)

- A return form if he intends not to attend.
- Space for him to write any comments or “burning” questions he wants answered or problems solved. (This is not a substitute for your normal needs assessment, but can help you feel the pulse of your participants.)
- Suggestions about appropriate clothing.
- Complete information about the facility, along with a directional map, if required.
- Information about any special function in which accompanying spouses might be interested.
- The participant’s name, address and phone number, name of club, etc.
- A list to check his session preference, if there are several simultaneous sessions.

You will also effectively promote your workshop by inviting those Lion leaders whose continuing support you need, especially if you are a new chairman or new trainer.

4. Make a plan to disseminate your promotion!

Your plan should include:

- A list of recipients.
- The date on which you want them to receive the invitation. If too early, they will tend to forget it; if too late, they may have already committed themselves to another function.
- Your decision whether the message will go by letter, telephone, pamphlet, a friend, in person, Lions publication, local newspaper, television, or combination of these.

Writing promotional messages and advertising requires practice. You may want to obtain guidelines from the Public Relations Division or Marketing Department.

The Workshop in Action

PART IV

How Groups Behave

Successful practice with three primary training skills and a knowledge of group behavior (dynamics) should precede your first step into the training room. A trainer's three primary skills (which we'll take up later) are:

- The ability to give an effective presentation
- The ability to facilitate a group discussion
- The ability to make on-the-spot decisions that take advantage of learning opportunities

But without understanding why or how Lions behave differently as a group than as individuals, all the training skills in the world won't achieve your workshop objectives. The fact that the most successful Lions workshops have many group activities underscores this advice.

Have you ever served on a committee or board that accomplished a great deal, yet you disliked your involvement? Or the opposite: have you ever served on a committee where you liked your involvement, yet nothing meaningful was accomplished? If your answer is "yes" to both questions (which would be normal), chances are that your committee chairman or discussion leader was unaware of the vital importance to balance "task" and "process."

**"Task"
and
"Process"**

"Task" and "process" are training terms defined as:

- **TASK**—all the actions by the leader and members that move the group toward accomplishing its goal or agenda. This includes paperwork, voting, exchange of factual information, etc.
- **PROCESS**—all the actions by the leader and members that maintain a good feeling among everyone about the tasks they are doing.

When there is too much "task" (work), group members will eventually develop negative attitudes and a lessening desire and ability to solve problems or discuss issues. This will occur even though members are dedicated Lions. If there is too much emphasis on "process" (fellowship, relaxation, etc.), you can easily imagine the consequences.

This is why both a trainer and his Lions must continually balance their "task" and "process" in the workshop. The tasks of workshop participants need the "process" of spontaneous anecdotes and humor, coffee breaks, and—if a day-long workshop—some fun or other energizing activity.

Group Collaboration and Consensus

There are many dynamics manifested during activities such as small group discussions and case studies. As Lions live through these dynamics under the watchful eye of their trainer, they not only learn what they're supposed to learn from these activities, but they also learn simultaneously the important leadership skill of leading a group discussion. During the course of their small group work, they learn important principles about: "sharing" leadership in non-competitive ways, decision-making, and teamwork or collaboration.

A Lion trainer will admirably serve his workshop participants if, at the start of a small group discussion or role play, he emphasizes that the goal of a discussion leader (or committee chairman) is:

- To make use of the special and unique knowledge and skills each group member has.
- To influence each member to think and act for the good of the group—and not just to accomplish his own private agenda.

Regardless of the topic any group might be discussing, the trainer should encourage certain group behaviors. When all of the following behaviors are taking place, any Lion group will become outstandingly efficient and effective:

TASK behaviors that help accomplish group work

- Taking the initiative (proposing tasks, goals, action, etc.)
- Informing (offering facts, opinions, etc.)
- Seeking information (asking for opinions, facts)
- Clarifying ("interpreting" and elaborating on what others say)
- Summarizing (offering conclusions, decisions to make)
- "Testing reality" (analyzing, probing, being the "devil's advocate")

PROCESS behaviors that help maintain a good group spirit

- Harmonizing (resolving conflicts, reducing tension, asking for feelings)
- "Gatekeeping" (maintaining clear communication between everyone)
- Testing for consensus (making sure everyone is, more or less for now, in total agreement)
- Encouraging (being friendly, recognizing others' contributions)
- Compromising (offering a compromise which sacrifices one's interest for the group's good)

There are also:

DESTRUCTIVE group behaviors

- Behaving aggressively (deflating the status of others, attacking group values, joking in a "barbed" way)
- Blocking progress (opposing beyond reason, following one's own hidden agenda)
- Dominating (asserting one's authority to manipulate the group, interrupting others' contributions, trying to control by flattery)
- Soliciting special interests (using the group for one's private interests)

There is a right and wrong time for a trainer to interrupt a group at work, even though his intervention would be quite helpful. He should be aware that groups go through four phases while they work, which are:

Phases of Group Work

Phase 1: *"Norming"* The group gets acquainted, clarifies its task, and expresses attitudes.

Phase 2: *"Storming"* The group expresses dissenting opinions and frustrations.

Phase 3: *"Forming"* Conflicts and self-centeredness of group members wane. Positive attitudes and solutions to problems begin to emerge. If the group task involves writing or reading, the group may suddenly become quiet.

Phase 4: *"Performing"* The group now starts to function as it should – as a team. Dissent has virtually vanished, and decisions made tentatively in Phase 3 now become reinforced.

Thus, a trainer will want to know in which phase a particular group is working before he intervenes with clarifying instructions, evaluative questions, or critical feedback. For example, a group in the "forming" phase may resent any intervention, no matter how helpful, and will certainly be uncomfortable with a trainer's instructions while in the "performing" phase. These phases often blend with each other. Although they may not always move in sequence, a group has to experience the first three phases before it matures into a true group. In conclusion:

**A TRAINER ACCOMPLISHES HIS OBJECTIVES BY ALSO USING TECHNICAL
SKILLS TO EMOTIONALLY CONNECT HIMSELF WITH HIS LEARNERS
AND THE LEARNERS WITH EACH OTHER.**

Setting Up the Training Room

"Bad Dreams Come True"

A Scenario

You step confidently into the hotel training room at 7:00 a.m., the climax of three months of careful preparation. You're extremely well organized and, although you slept only four hours last night, your energy level is high and your thinking razor sharp. You have an hour and a half before you open the workshop. Your two assistants are due in 30 minutes.

Your first sight of the rooms sends a shock wave throughout your body. The remnants of last night's wedding reception fill the room, which you barely recognize as the room you inspected last month. It takes you 15 minutes to locate the appropriate hotel staff member. "Don't worry," he says. "We'll have it ready in 15 minutes." (You know it will be 30 minutes.)

You tell him exactly how you want them to set up the tables, chairs, flip chart, easels, overhead projector and screen.

After his three unsuccessful attempts to please you, you decide to do all of it yourself and hope you don't offend him. But even you can't make that old screen stand straight. Nor can you place the overhead projector so it won't obstruct the vision of some Lions. You turn on the projector. The bulb is burned out. You're now finding it difficult to be polite. The staff member senses your mood. "No problem," he says, "I'll have one here in five minutes." He leaves the room before you can ask if he knows how to replace the bulb. (You don't.)

By this time you have taken off your suit jacket and are ready for your second shower of the day. The last thing you want to hear now is a bubbly "good morning" from an early arrival who is curious about how workshops are set up.

But that's exactly what you hear now from behind. As you simultaneously return the greeting, you glance anxiously at your wristwatch, hoping your early arrival will take the hint to leave you alone.

One of your workshop assistants arrives. You're smiling until she tells you that your other workshop assistant, the one responsible for the registration table and workshop kits, will be 20 minutes late. If you weren't so busy, you might remember to pray.

Instead, you go over a check-list with your assistant: "Do you have the participant name lists to hand out? The song sheets? Work sheets? Name tags? Attendance certificates? Table name cards? I want certain Lions to sit together and others not to sit together. Work sheets? What about the case study?"

You hold your breath while your assistant pauses to weigh her words. Finally she tells you she couldn't find anyone yesterday to retype the revised copy of the case study. For a second you think the world has come to an end. But then, grabbing hold of your senses, you decide to present the case study by writing it out on a flip chart.

Eventually your second assistant arrives. You are now able to personally greet each participant as he or she walks into the room. The hotel staff person, anxious to move on to cleaning up two other rooms, asks if you need him for anything else. You indicate that you're not really sure, and as you shake another participant's hand, he exits swiftly without waiting for you to think.

You take one last look around the room. You're just about to compliment yourself for spectacular timing and performance under great pressure, when you notice: there is no trash bucket; the ashtrays were left on the tables contrary to your instructions, and the projector extension cord was not taped to the floor. (You stoically accept the fact you'll trip over it at least once.) Well, you muse, if that's all, then we're in pretty good shape.

You move toward the center of the room, trying to clear your head for your opening remarks. You can't help noticing there are no water pitchers or glasses on the tables. You also see five empty chairs. You ask, while trying to gain your composure in front of the group, did we put up directional signs for this group?

As you utter your introductory words, you are wondering if the visiting district governor in the back of the room might upset your workshop schedule with a 20-minute presentation instead of the five minutes of comments you suggested to him.

Sorry, but the above scenario is not an uncommon occurrence.

Opening Your Workshop

Your Image

How Lions perceive you during the first few moments of your workshop will influence their future attitude about you and the training. Your overall image should project you as a confident person who likes people, who is warm and open, and who is enthusiastic about the workshop. If necessary, train yourself so your tone of voice, body language, and clothes conform to the image you believe is best for this particular workshop.

Anxiety

Hopefully, you will always have some anxiety while opening your workshop. Among other things, "stage fright" is an indication of your concern to satisfy your Lions. Anxiety also energizes. Some trainers are uncomfortable making eye contact with individual Lions. One solution is to force oneself to make this eye contact for a long moment. This can "burn off" your anxiety. It is essential to make eye contact in a balanced manner, neither favoring the left nor the right side of the group nor resting one's eyes on an individual too briefly (which might indicate disinterest) or too long (which might indicate judgement).

Three things should be accomplished during the workshop opening, which may take from 30 to 90 minutes to establish the right "climate." Make sure that:

- Everyone knows each other (include yourself; the more "credentials" you present, the more credibility you have.)
- You explain the workshop agenda and why the Lions are there.
- Each Lion has an opportunity to again express their needs.
- You use your opening remarks to get everyone to relax. Many adults retain negative memories from their childhood education. Workshop Lions should never feel they have to compete with each other or that their workshop performance will be judged on a "good-bad" or "pass-fail" basis. Humor and "commonality" between the trainer and his Lions can contribute significantly to the right climate.

Humor

About humor:

- Use humor to nourish and build up and bond Lions.
- Try to relate humor to the workshop.
- Some of the best humor is not rehearsed but occurs spontaneously from the situations at hand.
- Don't tell a joke unless you know how.

- Some self-disparaging humor enhances a trainer's image. But don't go overboard by indicating that you might be incompetent. Appropriate self-disparaging humor can reduce Lions' anxiety because it sends a message that the trainer is relaxed and is human and admittedly fallible. Your willingness to be spontaneous and show imperfections can assure Lions that their learning environment will be dynamic and safe for them to ask any question and to try new things.

As for "commonality," let your Lions know as soon as possible that no matter what a distinguished Lion you might be, you are still "one of them."

A structured get-acquainted session should be your first workshop activity because it is vital that Lions trust each other, feel free to express themselves, and develop a sincere desire to give and receive help from each other. The more of this that occurs, the more Lions will respond to your training.

One effective get-acquainted activity goes like this and, with a little imagination, you can add a variation or two to make it appropriate for your particular workshop:

Step 1: Direct the group's attention to a flip chart which has the following instructions:

- "Take five minutes to interview your fellow Lion. Obtain the following information:
 - A. One reason why he or she became a Lion.
 - B. What he or she greatly values in life.
 - C. A personal goal or dream.
 - D.. A dislike or source of irritation.
- "Be prepared to stand in back of your fellow Lion and to take two minutes to introduce him to this workshop group."

Step 2: Direct the group to form pairs and begin their interviews.

Step 3: After 10 minutes have elapsed (five minutes for each interview), begin the interviews.

You are now almost ready to explain the workshop agenda. But first you want to explain the overall goal of this workshop and state some very practical and compelling reasons why these Lions are here. (Do not assume that everyone knows this!) Then, in this order:

- Explain the agenda.
- If necessary, make some suggestions about the most effective way to take notes.
- Pass out supplies or materials and explain their use.

Getting Acquainted

Agenda, Housekeeping

- **Explain the nature of your workshop.** Emphasize that it is a safe environment in which to ask any question and to risk experimenting with any training activity. Emphasize that you're not a teacher or an expert but a workshop facilitator who believes that Lions learn best by "doing," "sharing," and by assuming responsibility for much of what they want to learn. Also mention any possible benefits of this training which might extend beyond Lionism into their professional careers and social or family life. If necessary, you may want to directly or indirectly establish a "learning contract" with your Lions, whereby you promise to give them what they want and, in exchange, they are to give you what you want (i.e., their attention and active involvement).
- **Lastly, make any necessary housekeeping announcements** about coffee breaks, meals, smoking constraints, location of toilets, etc.

It is prudent to assume that no participant has read a word of what has been mailed to him or her prior to the workshop.

Second Needs Assessment

As indicated earlier, participants should feel that the workshop is their workshop and, therefore, they will be more committed to it. Now that the Lions are much better acquainted with the workshop goal and objectives, they also better understand their unique needs. An efficient way to accomplish this second needs assessment (while simultaneously training your Lions in group discussion skills) is this:

- Step 1:** Instruct each individual Lion to list any problem, interest, or need that he wants this workshop to address, related to the overall workshop goal or objectives. (This goal should have already been posted on the wall.)
- Step 2:** Instruct the Lions to form small groups and discuss their individual lists. They are to appoint a spokesman and, by group consensus, select three of all the group items.
- Step 3:** Ask the spokesman from each sub-group to come up and write the group's three prioritized needs on a flip chart.
- Step 4:** Explain that, if possible, you will try to address these needs during the workshop.

More often than not, all these "new" needs will relate to the curriculum; so you will not have to make any last minute changes such as writing a new case study or preparing a new lecture. Some of these needs can be simply addressed with a few comments at the appropriate time. Lions may prefer to have you address their new and important needs with overnight assignments or special topic discussions held that evening apart from the workshop. At the end of the workshop, again show their "needs" flip charts, briefly reminding the Lions how you have addressed each of their stated needs, or why you didn't.

The Developmental Phase of Your Workshop

Many Lion workshop openings and closings have standard formats. But what happens during the rest of the workshop occupies about 65 percent of the total time and varies greatly, sometimes placing a trainer in "unmapped territory." Confident that he knows how to stay in control frees a trainer from a lot of possible stress and strain.

Staying in Control

Unlike public or corporate workshops, you will encounter few "disciplinary" problems in Lions workshops. Lions may get restless or bored or overbearing with their prolonged comments, but they rarely become disorderly. Nevertheless: be prepared!

A survey found that professional trainers had few disciplinary problems if they:

- Were fair in dealing with workshop "ground rules"
- Knew their topics and were up to date with their training skills
- Knew their trainees' needs
- Felt secure in their relationships with trainees
- Were sincerely interested in people and training
- Behaved in a professional-like manner
- Used persuasion, reason, and good interpersonal relationships as the foundation of their leadership style

To get things done, a trainer sometimes needs to assert leadership. Although he may have his own natural style of leadership, he needs to have options. For example:

Leadership Styles

A trainer will want to use more of an *authoritarian* style if the situation is this: the task is very important and very difficult, the Lions have little or no experience, and there is not much time.

A trainer's leadership should be *democratic* if the task is still very important, somewhat difficult, the Lions have little experience, and there is a reasonable amount of time.

He will use a *permissive* style of leadership when the task is fairly important but not overly difficult, the Lions have some experience, there is a reasonable amount of time, he can monitor progress frequently, and he does not have time to direct.

These three styles are described in the LCI publication *Leadership Development Manual – LDSP-250 (DA-300)*.

How to Handle Specific Problems

- | | |
|---|--|
| 1. A Lion is talking too much. | Interrupt him or her. Ask a factual question, then ask for someone else's views. Or, say something like: "Good point. Let's see whether there are some other points we should listen to." |
| 2. Two or more Lions are in conflict. | Don't take sides. Remind them of the points they agree upon. Remind them of the discussion objectives. Possibly use some humor. |
| 3. The group is becoming involved in an unimportant issue | Ask: "How much importance do you think we should attach to this issue?" |
| 4. A Lion is hostile and is distracting from the learning | Ask him to clarify to the group what he is saying. Then find a way to let the group impose the discipline or establish rules of order. |
| 5. A Lion asks questions to embarrass the trainer. | <div style="margin-left: 20px;">A. Refer the question to the group.
Ask: "Does anyone have any ideas about this?"</div> <div style="text-align: center; margin: 10px 0;">or</div> <div style="margin-left: 20px;">B. Refer it back to the Lion who asked it. Ask: "What would you..."</div> <div style="text-align: center; margin: 10px 0;">or</div> <div style="margin-left: 20px;">C. Offer your <i>personal</i> view, but make sure the group knows it is just your opinion.</div> <div style="text-align: center; margin: 10px 0;">or</div> <div style="margin-left: 20px;">D. If the question has some importance, suggest that you might answer it later. Say: "You've raised an important point, I think the best time for us to discuss it is..."</div> |

Feedback

As your workshop progresses, you should periodically give *feedback* to your Lions for the following reasons:

- They need to know *from you* the kind of progress they are making (Remember training principle 7?)
- They need to have their high performance reinforced and their low performance remedied.

You can base your feedback on: comparisons with other Lion learners, how well the workshop objectives are being met, or your own observations and intuition. Here are tips on giving feedback to an individual or to a group:

- Tactfully show the Lion how often he was successful or unsuccessful
- Credit high performance
- Offer tactful solutions to low performance
- Make feedback simple and brief
- Allow the Lion to give feedback to himself whenever possible (This will increase his confidence and improve his learning.)
- Give feedback as soon as possible after the Lion has performed
- Do not give feedback while the Lion or group is performing the task – unless requested. (Try to develop a sensitivity for the most appropriate time to intervene while a group is at work; sometimes a busy group will not welcome your help.)

Specific Training Skills & Strategies

Staying in control means that your curriculum guide does not control you; with flexibility comes efficiency and creativity. This is why one of the three primary training skills is:

Three Primary Skills

1. Taking Advantage of Learning Opportunities

In other words, the trainer should be ready at any time for the best time to:

- reinforce something old
- introduce something new

Quite often, the trainer will find that what he has planned to do an hour or two later on the last page of his curriculum guide is best done at the moment. This situation commonly occurs when an individual or a group unexpectedly opens up an important topic to which everyone is now very receptive.

The trainer will find this primary skill helpful when coaching an individual Lion during breaks, lunches, after workshop hours, etc. Coaching is true one-on-one training and should involve: a) identifying problems; b) mutually offering alternative solutions; and c) mutually making a goal-oriented plan.

2. Giving an Effective Presentation

To a trainer, "presentation" is more than a lecture or speech. A presentation is aimed at imparting information so learners not only believe and retain it, but also want to implement it. A beginning trainer is understandably concerned about whether his Lions will pay attention to his presentation. They will pay attention if he is a credible presenter. This credibility, however, depends on more than competence with facts. It also depends on:

- The **trustworthiness** you build. Lions trust you not to offend or embarrass them.
- Your **competence** in balancing "task" and "process," between what you say and how you say it.
- The **warmth** of your presentation and personality. Be expressive with your face and voice. Vary your voice from soft to loud, slow to fast, low to high. Effective presentations require variety in dynamics, much as music does.
- Your awareness of your **style and image**. Body language speaks loudly. Use a style that is comfortable and natural for you. A few trainers can give a great presentation with a statue-like posture. Some do best with a lot of movement. Regardless of your style, you should from time to time establish "body contact" with your Lions by moving right up to the Lion to make your reply.

A lecture is the “wordy” part of a presentation. With a lecture, you pay more attention than usual to make training interesting. Hold your lectures to a minimum if you don’t want your Lions to fall asleep.

Lectures need to be well organized and presented clearly. Workshop lectures are normally ten minutes or less, often aided by a flip chart or overhead transparency. A lecture is an excellent training strategy to use when:

- You’re speaking to a group too large for hands-on training or other facilitative methods.
- There is not enough time for an interactive group training strategy.
- The nature of the information you are imparting is technical or all new to the group.

(For guidelines on “public speaking,” see the section “Giving an Effective Presentation” in the Leadership Development Manual- LDSP-250 (DA-300.)

3. Facilitating a Group Discussion

How do you keep Lions talking to themselves until they have learned what they are supposed to learn? This art and science should be cultivated as soon as possible. To facilitate group discussion:

- Keep the discussion focused on a particular workshop objective or conclusion you want the group to reach.
- Challenge Lions with questions that stimulate discussion.
- When asked a question, redirect it to other Lions.
- Relate the Lions’ comments to comments they may have said earlier.
- Let Lions “discover” things for themselves. (Don’t supply all the answers.)
- Be a good listener. (Do you yourself need to study a book or attend a special workshop on active listening?)
- Help the Lions express their thoughts.
- Summarize at the end. (“What did we all learn from this discussion?”)

Remember, successful facilitation will depend on the workshop climate you established earlier. Did you allow your Lions to feel free to express themselves?

Helping Lions to Express Themselves

When a Lion finds it difficult to express his thoughts, your job is to help him. Here are some phrases you can use to tactfully help a Lion express himself:

- A. "If I understand you correctly, Lion _____ what you are saying is _____"
- B. "Let us make sure that everyone here understands the point you are making, Lion _____. Would you please summarize it for us?"
- C. "I am not sure that I understand the point Lion _____ is making. Would one of you other Lions please clarify it for me?"
- D. "What you are saying, Lion _____ raises a question to my mind. For example, do you _____?"
- E. "How do the rest of you Lions feel about Lion _____'s comments?"

Important Strategies to Master

Small Group Work

The "3 primary skills" are prerequisites to conducting four of the most important training strategies: small group work, case study, questioning, and role play.

Having groups of four to six Lions working on problems, exchanging ideas, or sharing experiences related to the workshop goal is one of the best ways to:

- Train Lions in the vital skills of group leadership and team building.
- Make sure you are actively involving everyone in the learning process and drawing upon their lifelong experiences (remember, Training Principles 5 and 6?).
- Give you a few minutes to rest and prepare for the next activity!

Some guidelines:

- Make sure each group knows clearly what it is expected to do and that it has adequate resources to do it!
- Explain the purpose of the activity.
- Provide handouts with directions if the activity is complex.
- Have a "training" reason for grouping Lions together. Will the training be more effective if Lions of the same club, rank, age, etc., sit together or apart? Is there a need to change group composition from time to time?

- Tell the group how much time they will have. Give them a two-minute “finish” warning and a five-minute warning prior to this if the activity is long.
- If necessary to have a group leader and secretary or recorder, allow the group to select its own.
- Circulate among the tables during the activity, looking for signs of confusion or misunderstood directions.
- Know how you are going to handle a group that might complete its activities several minutes before the other groups and then become restless with idleness that disturbs other Lions. (“Idle time” among workshop participants is to be always avoided.)

Every trainer should learn how to write a case study. It can be more effective than any other strategy in helping Lions understand an important issue and learning how to solve real Lion problems of longstanding. Many of the same guidelines for small group work also apply to a case study.

Case Study

Additional guidelines:

- A case study should be a printed handout.
- Before working as a group, the Lions should first be instructed to silently try to solve the case study as quickly as possible as individuals.
- The case study topic doesn’t have to relate to Lionism if you think there is an advantage to using a “neutral” non-Lion topic. With a non-Lion topic, Lions won’t feel so compelled to scrutinize the content (which is meant to be irrelevant to the training objective) and thus feel free to focus on the process of their case study work.

Elements of a good case study are:

1. A very realistic (but not true) and somewhat dramatic scenario of 100-200 words with believable and descriptive facts, figures, and people. It can be written as if either the Lion himself or a fictitious person were the main character.
2. A logically developed scenario that suddenly ends with a pressing problem that now demands a solution. (Better yet: a story with a conflict, crisis, and a touch of mystery or suspense.)
3. A very brief summary of the problem, stated at the end of the scenario, if the scenario is long and complex.
4. Specific instructions that tell the group what it is to do. (Make sure the case study has all the information which the Lions will need to solve it.)

Role Play

Trainers use role plays to train Lions in interpersonal skills such as recruiting new Lions, resolving conflicts, using different styles of leadership, conducting meetings, etc.

Role plays can be between two or more Lions or among a group of Lions. A role play can be impromptu (enacted at the moment) or rehearsed (with or without script). To gain insights into their own behavior, Lions can "play themselves" or assume fictional roles in a brief dramatization.

This is an example of a well-structured case study.

CASE STUDY: "A Club President's Challenge"

The Situation

The board of directors of the Jones City Lions Club is meeting in the home of its 40-year-old president, Tony S. It's 11 p.m., and the board has been debating (and sometimes arguing) without a break for three hours; should its major fundraising project be a carnival or a community dance? The board is at this impasse after meeting several times during the last four months. The entire club has agreed that it needs a much more ambitious fundraising effort if it is to make good on its public commitment to replace, this summer, the deteriorated playground of the nearby state orphanage.

Board opponents of the carnival fear it will lose money because of anticipated high operating expenses; opponents of the dance say most of Jones City's 90,000 people have better things to do with their time on a weekend. The 35-member club has a long history of successful service projects and, as Jones City's only service organization, enjoys a lot of prestige.

Whether the board decides on the carnival or dance, a final decision must be made tonight because of several deadlines now facing it regarding possible food vendors, amusement ride operators, dance orchestras, and banquet halls. But as the capable Tony glances once again at his wristwatch and studies the restless, fatigued expressions of his board members, his thought that the orphans might not have a playground this summer greatly disturbs him. Knowing that most of the board members have exceptionally strong feelings about their choice of projects, Tony dares not risk asking for a vote, thereby splitting the club's leadership. Though they are dedicated Lions, Tony knows that two or three board members, if outvoted, would grumble to other club members and thus dampen the team spirit necessary to organize either carnival or dance.

Tony studies his board members: there is Martha R., the secretary/treasurer; directors Betty L. and Tom A.; vice presidents Harry O., George T., and Lois M. He regrets that two other directors could not attend.

Martha, a member of the Jones City council, and Betty, a housewife with four young children, are relatively new Lions. Neither one has expressed a strong opinion about either project. Harry, a car salesman, and George, a restaurant operator, have been feuding for several months over an issue unclear to everyone, perhaps even to the two Lions themselves. Lois, a psychology teacher at the community college, has had a recent death in her family. Tom, the owner of the Jones City Beverage Company, has been quite aggressive in favoring the carnival. It has been rumored that his company is close to bankruptcy.

Tony estimates he has about 10 minutes to resolve this problem. A moment later he knows exactly the approach he will take. At the same time, several of the board members begin to murmur about the early hour they have to rise the next morning. Two board members, one with office work yet to do at home tonight, get up from their chairs and announce they are going home.

What You Are To Do In This Case Study

- First:** Silently and individually, think exactly of what you would say if you were Tony. To whom would you say it?
- Second:** As a group, select a discussion leader and a secretary.
- Third:** As a group, answer the following questions:
- A. Will Tony remain committed to having his board reach a decision by consensus? Will he decide it is in the club's best interest to postpone the major service project for several months?
 - B. Exactly what will he say to the group? To certain individuals?
 - C. What strategy or sequence will his statements follow?
 - D. What do you believe will be the consequences of these statements to his club?
- Fourth:** Present a five-minute report on your group's conclusions.

Role plays usually last one to five minutes. They can be rotated so each Lion has the opportunity to be the "protagonist." Simultaneous role plays by the entire group broken up in pairs can also be done.

Because the thought of acting in front of one's peers can be frightening to even the bravest Lion, a trainer needs to put his workshop group at ease before engaging them in role plays. The role play situation should not make any Lion vulnerable to embarrassment. Role plays staged in front of the entire group should be done by volunteers. A trainer may first want to demonstrate the role play procedure between himself and a volunteer.

As with the case study, role plays require: credible situations, a problem or conflict to be resolved, and clear instructions. If you write your own role play, you need to observe a general format.

Here is an example of a well-structured role play

This particular one was used to train Lion trainers in the skill of interviewing a Lion to assess his needs. A "non-Lion" situation is purposely used here so participants will feel free to concentrate on the role play "process" rather than its "content." In other words, a role play with a non-Lion topic can make it easier for the role players in the front of their peers to practice certain skills and not be overly concerned with being factually correct about Lionism. By revising a few words in this role play, you can easily tailor it for different training objectives. For example, the structure of this role play could be adapted to a club president trying to resolve a conflict between two Lions or a membership chairman trying to recruit a new member.

"Needs Assessment Interview" (a role play)

I. Role Play Facts

YOU ARE: a volunteer trainer of the government's department of agriculture.

YOUR CONCERN IS: to have an accurate needs assessment of other government employees whom you will train to conduct workshops that train adults in how to plant and maintain a family vegetable garden.

YOUR INTENT IS: to ask them questions to determine their workshop skills (if any), their knowledge of vegetable gardens, and how important they feel these gardens are for some citizens.

YOUR ROLE PLAY PARTNER IS: one of the participants in your workshop which you will conduct two months from now.

HIS INTENT IS: to make it difficult for you to assess his needs.

THE BACKGROUND IS: you have made an appointment to personally interview each of the participants.

THE PRESENT SITUATION IS: you have just met one of the participants (your role-play partner) in a café for a cup of coffee together.

THIS ROLE PLAY WILL TERMINATE: when the trainer (you) is satisfied that he has adequately assessed the needs of this participant.

II. Evaluation Procedure

1. First, the trainer (you) will offer his own critique as to:

- A. how well he believes his intent was accomplished.
- B. how he dealt with any difficulties.

2. Second, the "other" government volunteer will offer his own critique as to:

- A. how well he believes the trainer (you) understood his needs.
- B. Other questions he believes the trainer should have asked.

3. Lastly, the role play observer* will make any comments as to:

- A. any questions that should have been asked but weren't.
- B. whether he believes an adequate needs assessment was conducted.

** though selection of a Role Play "observer" is helpful, it is optional.*

Notes to Take During Role Play

1. What my workshop participant needs to learn about conducting a workshop.

2. What my workshop participant needs to know about a vegetable garden.

3. What new attitudes (if any) my workshop participant should have about the importance of vegetable gardens for some citizens.

Questioning

For centuries, asking questions has been a powerful teaching method. A trainer who has learned to skillfully ask questions can be of more value to his Lions than the most brilliant lecturer.

Questions can:

- Arouse a Lion's interest and boost his self-esteem. (Your question shows you're interested in what he knows or should know.)
- Tactfully correct any faulty knowledge or attitude a Lion might have.
- Stimulate a Lion to think productively in solving problems, gaining new insights, or applying to Lionism what he has learned.
- Build the Lion's self-confidence. (Many workshop participants do not realize just how much they know about a topic until they have to answer a few questions.)
- Provide you – the trainer-with immediate feedback about the progress you and your Lions are making and what new training needs may be emerging. Questions can also help a trainer learn something about a Lion's attitude.

Tips for Asking Questions

Don't be aggressive or authoritative as if giving a "pass or fail" test. Don't ask important, challenging questions that sound as if there's only one possible answer; your Lion's won't want to risk a wrong answer.

Unless you know a Lion won't mind, don't risk embarrassing him by asking him something he doesn't know. If you perceive, however, that several Lions have been letting others do all the thinking, create some "will-he-call-on-me-next?" anxiety. You can do this by posing a question to the entire group, then waiting a long moment before calling on a sub-group or table to provide an answer.

Unless you are giving an actual test, don't ask questions that have easy, obvious answers; your Lions will feel patronized or become disinterested.

If you are asking a series of questions to lead the group to a certain conclusion or a point you want to make, be prepared to support and find merit in whatever final answer the Lions come up with. A trainer does not want to manipulate his Lions in accepting "the trainer's truth." To stimulate group discussion, ask "open-end" questions, i.e., questions that cannot be answered by "yes" or "no." Also ask for different views and probe answers for explanations and applications to real life.

Do not answer your own question. If you do, your Lions will expect it of you all the time. If nobody responds to your questions, wait. Someone eventually will feel more uncomfortable than you with the silence and then venture an answer.

Ask one question at a time.

Make sure everyone in the room has heard the question.

If you believe your question wasn't understood or was too difficult, paraphrase it or ask: "Perhaps you'd like a minute to think about it." Be sensitive to your own ambiguities and idioms of speech. Treat all answers with respect, tactfully challenging wrong answers.

Use a flip chart or overhead projector if you believe an answer should be strongly emphasized or simplified.

Examples of the Technique of Asking Questions

Here are examples of how the same question can be phrased differently to accomplish different results. Imagine you have just delivered a ten-minute lecture on "team building" and have stressed the following point:

"A Lion can best build a team of Lions by calling them together for a common, ennobling and clear mission."

If your purpose in asking the question is:	Then you might phrase the question:
To find out what the Lion's attitude is about team building.	"How important do you feel a clear, common and ennobling mission is to team building in your club?"
To test what they learned from your lecture.	"What are the three most important things about team building?"
To arouse more interest in the topic of team building.	"Who can tell me of an example where a lack of a clear, ennobling and common mission almost destroyed a club?"
To correct some faulty knowledge of team building.	"Yes, Lion _____, rewards are important to team building. But what happens if there are good rewards but no clear mission that everyone is committed to?"
To stimulate productive thinking about team building that a Lion can apply to his club.	"How can you come up with an ennobling mission in your club that has many varied interests but poor attendance?"
To build self-confidence about team building.	"Someone give me an example in his or her life of either having built a team or having been a member of a real good team... How was the team built?"

Story Telling

Story telling, handouts, and silent reading, deserve special attention.

A five-minute story related to the workshop and told well by a trainer or participant can sometimes be more effective than an hour of lectures and group work. If you have a talent for story telling, use it! Like questioning, this training strategy is centuries old. Stories and anecdotes that share hopes, pleasures, and disappointments can help Lions understand a topic better than a dozen handouts.

Good stories can be slices of real life or the fertile imagination of a Lion with legends, folk tales, animal fables, and parables. Stories help Lions to visualize abstract concepts or principles. Using a story instead of cold facts to address a delicate or controversial Lion issue puts a safe distance between the Lions and the issue, thus allowing them to better confront the issue.

Tips for Story Telling

Try to tell a story with a plot that has a beginning, middle, and end. It should have a conflict or problem that is resolved at the end. Many interesting stories have a hero and villain of sorts. Suspense enhances a story.

If you are going to use symbols or stereotypes to represent reality in your story, make sure they are matched appropriately and uniformly to the reality they represent. Don't mix your metaphors.

Allow the Lions to draw their own conclusions from the story. A well told story should not have to be explained.

Keep friendly eye contact with your listeners.

Don't hesitate to tell a story because you feel your Lions might not enjoy it. Better to teach something than nothing.

Steps for Preparing a Story

Step 1: Know the values and attitudes of your workshop participants. Aim your story at their hearts, not just their heads. Relate it to their lives in Lionism.

Step 2: Outline your story. Make sure you can sharply visualize all the places and characters and "hear" any dialogue.

Step 3: Read your story out loud several times to become intimately familiar with it so you can tell it smoothly and convincingly.

Step 4: Practice telling your story to someone and get their feedback.

Handouts

Learners can be overwhelmed mentally and physically by too many handouts. Unless handouts need to be read during the workshop, they should be given at the end of the workshop for participants to take home. Unless it's a note-taking aid, never give a handout or worksheet just prior to a lecture or instructions for an activity; your Lions will be examining it when they should be listening to you.

Silent Reading

As a strategy, silent reading can be used (infrequently) whenever you believe this is the most effective and expedient way for your Lions to learn something. Examples would be a handout with directions for a case study; or technical background of a topic you are going to lecture about.

You will recall that Training Principle 2 emphasizes physical comfort. Dedicated Lions in a workshop might sit two or three hours without a break and not complain even though they are uncomfortable and their concentration is waning.

Those Important Breaks, Meals, and "Energizers"

A trainer provides breaks, meals, and energizers not as a courtesy but as rest for the minds, bodies, and spirits of his Lions. Meals and breaks also nourish the fellowship or bonding a trainer needs for successful small group work. Meals and breaks are also excellent opportunities to receive feedback and answer questions, the kind of which couldn't be done during the workshop. Or, you might simply want to use this time to rest yourself and check your curriculum guide.

Lunches should not be so "heavy" as to draw too much oxygen-laden blood from the brain and cause drowsiness. Nor should lunches and breaks be rigidly scheduled so that the trainer is forced to disrupt a training activity. Lions will appreciate taking their meals in a private room, where service is expedient and fellowship can grow.

Breaks should be every 60 to 90 minutes. They can be 5, 10, or 15 minutes, depending on the situation and what the Lions' faces are signaling. You may have coffee available at all times or brought in at certain times. Some workshops serve coffee in the morning and only soft drinks in the afternoon. Relaxing music played during breaks contributes to successful learning.

There will be occasions, likely after lunch or a long laborious training activity, when your Lions will show signs of dullness or fatigue. Consider conducting an "energizer" which either relaxes or peps up your Lions. Some trainers engage Lions in "games" that have a sugar-coated learning objective; other trainers provide fun with verbal puzzles or riddles, contests, or easy physical exercises that promote either relaxation or energy. Your group will appreciate your energizer even more if you approach it with a sense of adventure.

Helping Your Lions to Remember What They Learn

Obviously, a workshop can be conducted with great expertise for highly motivated Lions but still fall short if Lions cannot retain or remember what they have learned. As with any general population of adult learners, there will always be among your Lions several people with shorter than normal attention spans and memories. Therefore, a trainer needs to know certain strategies that help Lions assimilate and retain all the important information that has been fed to them.

You may have already concluded the following about memory:

- Repetition without personal, meaningful involvement is of little value to memorization.
- "Seeing" what is learned is of great value to memorization.
- *How* a trainer says something can be of more value to memorization than what he says.

Review

Three of the most important strategies to strengthen memory are the workshop review, consolidation (wrap-up), and the test. A review should be given whenever the trainer feels there are essential points to reinforce or that the workshop content has been complex and voluminous. Except for an end-of-workshop review, reviews should not be longer than five minutes. They can be a simple verbal summary of a brief reshewing of a flip chart; or they can be interactive, such as the "learning partners activity," which goes like this:

"Learning Partners"

Participants pair off, pretending that one of them has just arrived at the workshop and is eager to catch up on what has occurred during the last hour. The other Lion then begins to recall the workshop highlights and how he himself can apply what he has learned to his own Lion activities. After five or seven minutes of this articulation, the other Lion steps out of his role as the "late arrival" and reminds his partner of any highlights he might have missed.

(A variation of this is "blind learning partners." Use this when you want your Lions to focus only on the workshop "process" (behaviors) not the content, to help them remember not what they have heard but what they have seen. In this situation, one partner pretends to be blind, while the other Lion describes all the important details of past workshop action.)

These activities have proven highly successful in helping Lions to remember what they have learned and to see its practical applications. Lions also learn how to be more responsible for what their fellow Lions learn (or don't learn). "Learning partners" also relieves the trainer of the time consuming burden of providing regular reviews, which may not be as effective.

A consolidation or wrap-up of learning is a few comments that tell the overall significance of what the Lions have learned; it also answers any important but unasked questions.

Because tests can be perceived as threatening, use them sparingly and only when the chief purpose is to help Lions remember or evaluate their own performance. Tests should not provoke competition. Making up good test questions is not as easy as it appears; tests should be at an appropriate level of difficulty and their questions varied (true - false, multiple choice, etc.). You may want to consult with a professional teacher. A take-home test can be as effective as an in-class test.

Although Lions sometimes will successfully go through a training activity such as a case study or group discussion, they will feel frustrated afterward. It may be that they experienced a strong emotion which they couldn't express or accomplished a lot of things but really didn't know why they were doing them. A trainer then becomes obligated to "process" the training to help his Lions develop mental comfort. If he doesn't, the Lions may never want to apply what they have learned because their memory of it will be unclear or negative.

"Processing" has three steps which must be taken in sequence. They are:

Step 1: Ask the learners how they feel about what they have just done. Get them to express their emotions, not their intellectual thoughts about the workshop.

Step 2: Ask the learners to take a moment to put aside the "content" of what they were doing and try to recall their own behavior as individuals in a group. This becomes an excellent opportunity for the trainer to help his Lions learn and discover important things about leadership skills and group dynamics.

Step 3: Ask the learners how they can apply to Lionism what they have just learned.

Just as ships need gyroscopes to help them keep on course, so workshop participants need an "agenda orientation" for any workshop longer than a half day. All learners want to know from time to time where they have been, where they are, and where they are going. Seeing the workshop agenda once more puts them at ease.

Consolidation

Tests

Processing

Agenda Orientation

Accelerated Learning

Because world affairs have accelerated so greatly, scientists have shown the trainer how to accelerate learning and how to increase the memory capacity of learners. We have been told by scholars that the more we learn, the more we actually retain. Many books and journal articles have been written about "right brain" and "left brain" thinking; scientist and neurosurgeons have demonstrated that the left hemisphere of our brain functions to help us with learning another language, mathematics, logic, analysis, and song lyrics. The right brain hemisphere helps us with imagination, daydreaming, creation of forms and patterns, and the learning of song tunes.

Left Brain/ Right Brain

Many trainers apply this knowledge of "left brain/right brain" by using audio/visuals that equally stimulate both brain hemispheres so there is a balance between the "intelligence" left side and the "creative" right side. When this balance is reached, workshop participants supposedly learn much more.

Geodesical Thinking vs. Linear Thinking

Research is also finding that people often can solve problems faster and more creatively if they sometimes break away from the traditional "linear" manner in which most of us think. Linear thinking is logical and systematic, such as outlining an essay with Roman numerals or making a step-by-step plan. Some trainers say we should sometimes think "geodesically," whereby we jump first into the heart of the matter and then allow our thoughts to branch out in different directions, as spokes from the hub of a wheel.

Geodesical thinking takes advantage of people's natural ability to recall knowledge in a creative way by associating symbols (rather than words) with facts and concepts.

Mindmaps

The "mind mapping" way of taking notes during a workshop lecture is an example. Instead of writing notes in a traditional manner, the Lion converts key lecture words into symbols, figures, and even doodles. For example, in "mind mapping" a lecture about leadership, the Lion might begin by drawing a rough figure of a leader in the center of a large sheet of paper and then proceed to add "branches" or pictorial notes.

The philosophy of mind mapping is that our thinking can be more creative and comprehensive when we think in a "cybernetic" manner (i.e., in a self-enclosed network) as opposed to the more rigid linear thinking where we write our notes sequentially. Mind mapping also allows the learner to see in one glance the whole "picture" of his notes; he can then insert afterthought notes much easier than with the traditional outline or plan.

Guided Visualization

Accelerated learning methods also include *guided visualization* ("imaging") now being used by all kinds of trainers, educators, and counselors. It relies on the fact that our brain learns from visions more than from any other sense. Here is one application: visually *rehearse* your workshop the night before. Imagine everything that will occur as if you were making a movie of the workshop and you were the star performer. In your imagination, bring into play all your senses so you are listening, feeling, and even smelling the training environment. You'll be surprised the next day how well you'll be able to remember the correct sequence of your many workshop activities. You'll also be able to anticipate unexpected problem situations.

Trainers also use guided visualization in telling stories. Sometimes training room lights are dimmed and the trainer, in a calming voice, asks his Lions to close their eyes and visualize the story he then begins to tell them. Sometimes absurd and even comical story characters are used because of their greater impact on memory. Guided visualization, of course, always involves a specific training objective.

Recent education research has also shown workshop music enhances learning. Lion trainers who have played the baroque music of Vivaldi, Bach and Mozart during reviews, coffee breaks and other workshop interludes have discovered that this music helps concentration, creativity, and relaxation.

Baroque Music

Lion trainers should also experiment with *workshop "themes."* Posters or other artwork hung prominently in a training room can subliminally instruct Lions. If, for example, your workshop was about the leadership skill of giving an effective presentation, you might want to tack up inspirational slogans or proverbs. By placing them high on the walls, they won't distract from posted flip charts.

Theme Posters

The Closing Phase of the Workshop

Whether a workshop lasts two hours or two days, it should conclude with:

- An opportunity for the participants to practice what they have learned. This should be a single activity that integrates their newly-learned skills and knowledge.
- An opportunity to make individual "action plans," to be implemented after the workshop.
- Information about where the participants can obtain additional learning resources.
- A brief review of workshop highlights.
- An evaluation of the entire workshop, with input from both trainer and participants.
- Personal, closing remarks by the trainer.

Additionally, you might want to be prepared to comment or lecture on the fundamentals of "planning," "organizing," or "establishing relationships with other Lions" – if your participants and their goals require this.

The Practicum

Defined academically, a practicum is the "culminating, integrating experience" of a workshop. It might be no more than a simple, five minute role play or worksheet exercise, or a full day activity. Whatever form the practicum takes, it should provide an opportunity for each Lion to practice everything he or she has learned.

The train-the-trainer practicum pairs off Lions and provides them with three to four hours to prepare their own workshop, which they conduct before the entire group. A friendly critique of their performance is offered by everyone, including the trainer.

Next to a real life experience, a practicum is the best way for both trainer and trainee to evaluate themselves and to see what needs to be improved. In designing practicums, the trainer must make sure that Lions have a lot of freedom to take risks and experiment with doing things for the first time. This freedom can be inhibited by there being too many practicum directions or by a practicum topic that pressures Lions to "look good" before their peers.

Action Plan

Having each Lion make his or her own action plan while facts are still fresh in the mind will reinforce commitment. Taking a few minutes to then share one's action plan with fellow Lions can result in valuable input.

An action plan should be simple: Lions list five to ten "tasks-to-do" with "due-dates" for each one, followed by the specific person responsible for accomplishing the task. A more involved action plan would also include: "start" and "complete" dates for each task, "required resources (people and materials)," a "budget," "anticipated problems (and likely solutions)," "signs of progress," and "ways to evaluate."

Lions often have difficulty making action plans because they haven't yet identified the key issues facing them in their club or district. This is why many trainers will *precede the action plan activity with a "force field analysis."*

Force Field Analysis

This activity helps Lions to focus on people, things, and situations that are currently helping and hindering them towards or away from their goals. These are known as "driving" and "restraining" forces. Individual action goals, of course, should be related to the overall workshop goal.

Working from a flip chart, the trainer facilitates a force field analysis this way:

Step 1: He explains the purpose of the force field analysis.

Step 2: He restates the main reason why the Lions are at this workshop. Then he asks each Lion to think of "where he is now" and "where he wants to go" in relation to what the workshop has trained him to do.

Step 3: He asks the group to call out people, things, and situations that are helping to get them where they want to go. He lists these items under the "driving forces" column. Then he asks the group to do the same regarding people, things, and situations which are preventing them from getting where they want to go. These items he writes under the "restraining forces" column.

Step 4: He selects key "forces" under each column and ask the group to call out ideas on how a particular "driving force" can be enhanced or a particular "restraining force" can be diminished.

Step 5: He suggests that Lions make a list of all forces that have special significance for them, and that they reflect on this list when making their action plans.

Learning is Lifelong

Force field analysis is also used effectively at other workshops and seminars to help a trainer create an agenda or prioritize problems to be solved. This can help him if he ever unexpectedly faces a group of Lions who don't know what they want or why they have come to this workshop, yet still expect their trainer to "give" them a workshop. The trainer should never put himself in the position of having to second-guess what his Lions are expecting from him.

Because many Lions want to pursue further what you have taught them, they will appreciate end-of-the-workshop handouts such as: bibliographies of books with more detail of the workshop topics, titles of pertinent LCI publications and where to obtain them, and lists of schools, colleges, or public workshops that offer advanced training.

As a Lion trainer, you have invested substantial time and energy in your participants' training and, therefore, you are concerned about what your "investment" will yield. Remind your Lions that **LEARNING IS LIFELONG** and should not end with this workshop.

Some trainers arrange for each workshop participant to make a "mutual learning contract" with another Lion whereby each agrees to contact the other on a specific future date to exchange progress reports and share friendly advice.

Final Review

Even if your workshop has lasted only two hours, a brief review of the highlights is necessary to "tidy up" the learning. One of those highlights may have been missed by a Lion. One easy and effective way to review is to slowly – without saying a word – run your hand over each flip chart (posted on the walls) and briefly re-show each transparency. Appropriate background music can prevent this from becoming a dry, perfunctory activity.

A trainer is responsible for adequately *preparing* a Lion to do what he is supposed to do after the workshop. Hence, the importance of evaluation.

Final Evaluation

Trainers and trainees alike have a strong desire to know how well each did during a workshop and what they need to improve on. Asking Lions to fill out evaluation forms seldom tells a trainer anything other than what the participants liked or didn't like; a workshop participant, unless he or she is a trainer, is rarely qualified to evaluate the strategies and principles used to train him or her. The important thing to remember is: it is too late to evaluate training at the end of a workshop because it's too late then for the trainer to remedy any weak performance. Therefore:

EVALUATE REGULARLY DURING THE WORKSHOP BY OBSERVATION AND FEEDBACK!

Sometimes the group's evaluative comments of their own practicum will be all the evaluation anyone needs. Other times, a thoughtfully prepared written test will reveal whether both trainer and trainee have done their work.

If, after all is said and done, you still feel most of your Lions do not clearly see where they have to improve, then give them a "self-assessment learning contract" to take home. This is a self-administered assessment of all the skills and knowledge a Lion should possess for those specific responsibilities for which the workshop has trained him. This handout is accompanied by an "agreement" the Lion makes with himself to improve on these essential skills and knowledge.

Self-Assessment

Lastly, if you instructed your Lions at the beginning of the workshop to list their expectations and needs on a flip chart, reshow this flip chart now. Very briefly, remind them how their expectations were fulfilled (or why left unfulfilled). Doing this – for the record – will erase any final doubt about fulfilling your responsibility as a trainer or any notion that the Lions did not get what they came for.

Pause now to change the workshop mood from "busy" to "calm and gentle." Step out of your role as trainer. Sit down, if you like. Ask if anyone would like to comment on the most important thing he or she discovered in their workshop. Can they share it with other Lions back home? If you don't let this moment drag, you have now established the right mood to close the workshop with your few personal remarks.

Last Words

What Happens After You Train Them

PART V

The end of a workshop does not end obligations of either trainer or trainee. For the trainer, there are working relationships to establish with Lion leaders, follow-ups with Lions he or she has trained, and continuing training of himself or herself. For the trainees, there are real life applications to be made and the sharing of what he or she has learned with other Lions.

Without the financial and active support of certain Lion leaders, a Lion trainer cannot go far. Learning the skills of a *consultant* will greatly help you to work successfully with Lions whose support you need. By being both trainer and consultant, you can maintain the integrity of your expertise while also winning the respect and goodwill of your leaders.

A consulting relationship, whether in Lionism or the business world, is formed by the consultant engaging himself or herself and the "client" in the following four phases:

- Phase 1:** *Establish Trust and Rapport*
- Know as much as you can about your "client."
 - Let him or her know right away that you're on his or her side."
- Phase 2:** *Keep Communication Open*
- Agree on who is going to do what, when, where, and how.
 - Don't promise more than you can deliver.
- Phase 3:** *Cooperate*
- Allow your Lion leader to take the lead.
 - Keep your "ego" out of the relationship.
 - Give your Lion leader regular progress reports.
- Phase 4:** *Know When Your Job Is Done*
- Know when your agreement has been fulfilled and the mission accomplished.
 - Evaluate your work according to your leader's criteria, not yours.

A good way to open the door to a consulting relationship is to write letters immediately after your workshop to those Lions who have a vested interest in the participants (their club presidents, district governors, etc.). Briefly tell them what their participants have learned and how they are now willing and ready to help. At the same time, tell these sponsors how much you appreciate their past cooperation. Praise the participants' workshop performance and, if a letter, mail a copy to them.

The Lion Trainer as a Consultant

The Lion Trainer as a Change Agent

There will be times when out of a strong sense of duty to Lionism to change something, you will feel compelled to "go against the grain" and change that which you believe must be changed. Keeping in mind that people often fear change, here are some guidelines to help you as a "change agent."

- Once you know your goal, look for a way to start the change process. Often, this will simply be a first meeting.
- Be patient. Get everyone involved in establishing the goal and make sure they see it as their goal.
- Get the leadership group to reach a consensus as to what the goal's objectives should be.
- Remain open to new ideas, not necessarily a single burning idea you might have. Allow the group to discover its own solution, one that is appropriate for its abilities.
- In the first attempt at change, make sure there will be some success, even if a little. People who are changing things need success early to be encouraged to continue.
- Whenever there is success or progress, let everyone know about it. Beat the drums.

Follow-up of Participants

You should have more than just a natural curiosity to know whether you have adequately trained your Lions to successfully do what they're supposed to do. There is no better way than observing your Lions at work in Lionism a few months later. If that's not feasible, you can telephone them (or their leaders) and ask:

- "What skills and knowledge of our past workshop have you been able to use?"
- "Can you tell me of some instances when you successfully (or unsuccessfully) used these skills or knowledge?"
- "Is there anything you wish had been part of our workshop but wasn't?"

Armed now with this information, you'll be able to conduct a short workshop to reinforce what was learned at the last workshop and to allow your Lions to have a productive session of sharing their experiences.

Your participants should always feel free to contact you for advice.

Training the Trainer

Because training is an art and science, there will always be new and better ways to conduct a workshop. Though basic principles and strategies might change only slightly through the years, you will need to keep your knowledge and skills updated as any professional would. A world-renowned religious leader once said: "To live is to change, and to be perfect is to have changed often."

You can:

- Serve as an official multiple district or district trainer. (This is the best – and often the only – way to become qualified to train Lions.)
- Let all of your fellow Lions, especially your leaders, know of your expertise and willingness to conduct workshops and to advise them on educational matters.
- Once a year attend a good, commercial workshop to observe how other trainers work.
- Join an association of professional trainers or bond with other Lion trainers.
- Subscribe to a training journal or magazine.

Additionally, you can volunteer to conduct a wide variety of workshops such as membership growth, leadership skills, LCIF, etc. Your skills can be applied readily to just about any kind of workshop topic. (For technical topics or topics with which you are unfamiliar, you can always enlist the services of a Lion "topic expert" to lecture for 10 or 20 minutes while you still conduct the workshop.) Many Lions have discovered that the training skills they acquired are also serving them well with their occupations and with their social and family lives.

Many trainers have discovered that wise management of their time can prevent a lot of stress, especially if they have been thoughtful about setting life's priorities and allowing these priorities to daily guide them.

Time Management

From many veteran trainers comes this advice about time management:

- Remember that what seems to be urgent is seldom important; and what is important is seldom urgent.
- Acquire the habit of asking: "Is this *really* my responsibility?" "What will really happen if I don't do it?"
- Work smarter, not harder!
- Know the things you absolutely *must do*, things you *should do* (but if you don't it's OK) and things you can do (when and if everything else is done).
- (Here's a respected time management principle to ponder) Normally 20 percent of your efforts will produce 80 percent of the results.

We hope you will be a Lion trainer for life, helping people to acquire the skills, knowledge, understanding and attitudes they want and need. We hope you will do this with a feeling of urgency, a knack for simplicity, a desire for authenticity, and with some humility.



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