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Effective Communication: A Training Essential

The ability to communicate effectively is essential for all trainers. However, communication does not occur automatically even though the trainer has a high level of knowledge in a particular subject area. Trainers must understand the complex process involved in communication, and become aware of the common barriers to effective communication. Mere awareness of these factors is not enough.

Basic Elements

Communication takes place when one person transmits ideas or feelings to another person or group of people. Its effectiveness is measured by the similarity between the idea transmitted and the idea received.

The process of communication is composed of three elements: the source (sender, speaker, transmitter, or trainer), the symbols used in composing and transmitting the message (words or signs), and the receiver (listener, reader, or participants). The three elements are dynamically interrelated since each element is dependent on the others for effective communication to take place.

Source

As indicated, the **source** in communication is the sender, speaker, transmitter, or trainer. The trainer's effectiveness as a communicator is related to at least three basic factors. First, an ability to select and use language is essential for transmitting symbols which are meaningful to listeners and readers. Second, a trainer consciously or unconsciously reveals her attitude toward themselves as a communicator, toward the ideas being communicated, and toward the participants. Third, a trainer is more likely to communicate effectively if material is accurate, up-to-date, and stimulating.



A trainer should exercise great care that ideas and feelings are meaningful to the participants. It is the responsibility of the trainer, as the source of communication, to realize that the effectiveness of the communication is dependent on the participants' understanding of the symbols or words being used.

Symbols

At its basic level, communication is achieved through **symbols** which are simple oral and visual codes. The words in the vocabulary constitute a basic code. Common gestures and facial expressions form another, but words and gestures alone do not communicate ideas. They should be combined into units (sentences, paragraphs, lectures, or chapters) that mean something to the participants. When symbols are combined into these units, each portion becomes important to effective communication.

The parts of the total idea should be analyzed to determine which are most suited to starting or ending the communication, and which are best for the purpose of explaining, clarifying, or emphasizing. All of these functions are required for effective transmission of ideas. The process finally

culminates in the determination of the medium best suited for their transmission. Most frequently, communicators select the channels of hearing and seeing. For motor skills, the sense of touch, or kinesthetic learning, is added as the participants practices the skill.

Receiver

Remember, the **receiver** is the listener, reader, or participant. Trainers should always keep in mind that communication succeeds only in relation to the reaction of their participants. When participants react with understanding and change their behavior according to the intent of the instructor, effective communication has taken place.

The trainer also must understand that the viewpoint and background of people may differ significantly because of cultural differences. However, this consciousness of the differences between people should not be overdone. The trainer should be aware of possible differences, but not overreact or assume certain values because of these differences.

source:www.dynamicflight.com



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The Training Process

Message from the Chairman

The GSP 70th Year Anniversary Celebration marks the triumphant journey of all the Girl Scouts in the countywide in living the Girl Scout Promise and Law and in working for the fulfillment of the Vision-Mission.

The GSP Training Division takes the challenge in designing programs and activities that are helpful in sustaining work partnership with the volunteers. Alpha-Numeric System for adult members is now being studied for better monitoring of their records, the activities they initiated and trainings attended. This would also provide information to spot and develop possible trainers among troop leaders and will give them the opportunity to avail existing programs intended for qualified members.

The trainers, as always, are GSP's great arms in the field. They are encouraged to develop their expertise by attending seminars and conferences, to continue their noble service in their respective councils and regions and to make a legacy by producing new breed of trainers. Stretch your arms and louden your voice to be able to reach every corner where there's thirst from knowing deeply the Girl Scout Program. Be an agent of transformation. See for yourself how other lives change because you made the change possible.

Turn to page 4

1. Assess and agree training needs	2. Create training or development specification	3. Consider learning styles and personality	4. Plan training and evaluation	5. Design materials, methods and deliver training
<p>Conduct some sort of <u>training needs analysis</u>. Another method example of assessing and prioritizing training is <u>DIF (Difficulty-Importance-Frequency) Analysis</u>.</p> <p>This commonly happens in the <u>appraisal process</u>.</p> <p>Involve the people in identifying and agreeing <u>relevant aligned training</u>.</p> <p>Consider <u>organizational values</u> and aspects of <u>integrity and ethics</u>, and <u>spirituality, love and compassion at work</u> as well as skills.</p> <p>Look also at your recruitment processes - there is no point training people if they are not the right people to begin with.</p> <p><u>Why people leave</u> also helps identify development needs.</p>	<p>Having identified what you want to train and develop in people, you must break down the training or learning requirement into manageable elements.</p> <p>Attach standards or measures or parameters to each element.</p> <p>The <u>360 degree process and template</u> and the simple <u>training planner</u> are useful tools.</p> <p>Revisit the <u>skill-sets and training needs analysis tools</u> - they can help organize training elements assessment on a large scale.</p>	<p>People's <u>learning styles</u> greatly affect what type of training they will find easiest and most effective. Look also at <u>personality types</u>. Remember you are dealing with people, not objects. People have feelings as well as skills and knowledge.</p> <p>The <u>Erikson model</u> is wonderful for understanding more about this.</p> <p>So is the <u>Johari Window</u> model.</p> <p>Consider the team and the group. <u>Adair's theory</u> helps. So does the <u>Tuckman model</u>.</p>	<p>Consider <u>evaluation training effectiveness</u>, which includes before-and-after measurements.</p> <p>The <u>Kirkpatrick model</u> especially helps you to structure training design.</p> <p>Consider <u>Bloom's theory</u> too, so that you can understand what sort of development you are actually addressing.</p> <p>Consider <u>team activities and exercises</u>.</p> <p>See the <u>self-study program design tips</u> - the internet offers more opportunities than ever.</p>	<p>Consider modern innovative methods - see the <u>Businessballs Community</u> for lots of providers and ideas.</p> <p><u>Presentation</u> is an important aspect to delivery.</p> <p>See also <u>running meetings and workshops</u>.</p> <p><u>Good writing techniques</u> help with the design of materials.</p> <p>So do the <u>principles of advertising</u> - it's all about meaningful communication.</p> <p>There is a useful <u>training providers selection template</u> on the sales training page, which can be adapted for all sorts of providers and services.</p>



Guidelines for Good Visual Aids

Content

- Think about what information to use. Be selective.
- Organize the material into its main points.
- Put text or graphics on a visual aid to enhance what you say in your presentation and to help guide the audience through your major points.

Continuity

- All slides, transparencies, posters, or Web pages in one presentation must have the same graphic elements (e.g., font, color scheme, and background art).
- Changing design or style during a presentation causes a jarring effect upon the viewers.

Text size

- Readability is the key.
- Letters should be huge. Make type 26, 36 or even 48 point type.

Text font

- Use one font per visual aid.
- Use a plain, easy to read font. Helvetica, Univers, & Arial are recommended.

Software programs provide many fonts, but very few of them

are readable on a visual aid. Don't use them just because they are available!

- Sans serif fonts (those without the little lines at the end of the letters) are generally easier to read on visual aids.

Text style

- Use italic type for titles of complete works only.
- Never underline text. On Web pages, text hyperlinks are automatically underlined, so underlining any other text causes confusion.
- Avoid using all CAPS. You are not screaming at your audience.
- Use boldface type or a different color type or to indicate emphasis.

Amount of text on one visual aid

- Fewer than 25 words per visual aid
- The rule of thumb is 4 to 6 lines of text per visual aid.
- Use 4 to 6 words per line.
- The text must be large enough to read from the back of the room.
- Avoid putting so much information on your visual aid that your audience is busy reading your poster or transparency and not

listening to you speak.

- Maintain wide margins. Text or graphics very close to the bottom of the visual aid may not be visible from the back of the room.

Graphics, colors and animations

- Contrast is vital. Use dark text on a light background or vice versa.
- Choose colors that coordinate and compliment each other.
- Add appropriate background texture or design.
- Do not use more than 2 graphics on one visual aid.
- Make sure graphics and colors are appropriate to the topic.
- If using animation make sure it is appropriate. Too much animation is distracting and diminish the effectiveness of the presentation.

Proofreading and editing

- Make bulleted text parallel in structure (e.g., all bullets start with verbs or all bullets are subject-verb).
- Be consistent with verb tenses (e.g., all in present or all in past).
- Use consistent punctuation.
- Double-check data

Source: www.ycp.edu/library.htm

I am only one,
But still I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything
I will not refuse to do the something that I can do.

-Edward Everett Hale -

DOS AND DON'TS OF TRAINING

Do obtain a clear picture of the training needs of the job or the individual.

Do explore all training resources carefully.

Do plan your training activities.

Do plan real time for training.

Do prepare the participants for training.

Do encourage participants to help determine training needs.

Do explain your expectations to the participants and agree upon desired results from the training.

Do follow up on training programs.

Do ask the participants what happened, what has been learned, and what can be applied to the job

Don't guess at training needs.

Don't seek solutions before identifying problems.

Don't use training like a shotgun—try many programs and hope one will hit the mark.

Don't assume that every program is appropriate for every person or for every problem.

Don't assume that every training need can or should be met by a workshop.

Don't use training like a fire extinguisher—only where there is a burning need.

Don't look upon training time as "cheating" on work and as having to be made up later.

Don't use the excuse that the participants is "too essential" to be given training time.

Don't send participants off to training at the last moment, nor without an accurate understanding of why they have been sent.

Don't assign training without discussing objectives.

Don't use training as a punishment or as a way to avoid your own supervisory responsibility concerning a problem.

Don't act as if the training never occurred.

Don't give the impression that you are not interested in what happened and that you do not expect any results from training.

Source: www.mranet.org

Cont. Message from the Chairman

As it is said, "In unity there is strength" thus, we will reap more if we plant together. This year is our planting time manifested in our triennium theme – "Plant...Grow...Share". Let's take off our busy schedules and gather our planting materials, not just focusing on the literal planting on soil but on planting what we can in the total personality of every person we meet by chance and by our will in promoting the Girl Scouting spirit.

Believing that service comes in different forms, let me give my salute to the competent and efficient Training Director, Ms. Psyche M. Sucaldito. You may leave your desk but for sure you bring along with you your commitment to serve both your community and the Girl Scout family. Onward to your new journey...You will always be a part of us.

Finally, let's be one in our hopes and aspirations. In one voice coupled with dedication and commitment, **TOGETHER WE CAN CHANGE THE WORLD!**

God bless us all.

Susan N. De Los Reyes
 ATTY. SUSAN N. DE LOS REYES
 Chairman
 GSP Training Committee

"Character cannot be developed in ease and quiet. Only through experience of trials and sufferings can the soul be strengthened, vision cleared, and ambition inspired, and success attained."
 -Helen Keller-

Dealing with Different Personalities



Problem

Ineffectively managing a team of individuals with different personalities and working styles can result in unnecessary challenges and lead to the failure of a training.

Solution

Successfully manage a training by structuring groupings and tasks in a manner that supports the strengths of all team members.

Discussion

Based on the writings of theorist Carl Jung, the Myers-Briggs Type Indicator Assessment groups individuals into one of 16 personality types along four scales. The system is used frequently by organizations to understand the working styles of training participants, balance teams, and circumvent conflict. In the Myers-Briggs assessment, personality characteristics are categorized along four continuums: Introvert/Extrovert; Sensing/Intuition; Thinking/Feeling; and Judging/Perceiving.

Introvert/Extrovert

The category of introversion/extroversion measures how an individual draws their energy—internally (from their own thoughts and ideas) or externally (from their interactions with others). Introverts tend to be introspective, analytical, and cautious team members. Extroverts are typically vocal, active, and comfortable expressing their ideas. Whereas introverted team members need extroverts to initiate spontaneous verbal discussions, extroverts value an introvert's capability for problem solving based on careful reflection and consideration of all ideas.

Sensing/Intuition

The sensing/intuition continuum measures how a person processes information - whether through their physical senses or instinctual processes. A sensing person tends to be visual and fact-oriented, while an intuitive person might approach life in a more open and creative manner. In a team environment, intuitive members need sensing personalities to remind them of facts and limitations. Conversely, sensing individuals need intuitive members to remind them to think outside of the box.

Thinking/Feeling

The thinking/feeling category refers to the manner by which a person makes decisions. Whereas a thinker reaches conclusions based on external standards and rules, feelers are more concerned with protecting feelings and values. As team members, thinkers are effective in articulating logical reasons behind decisions, while feelers can bring people together.

Judging/Perceiving

This final category assesses how people approach their life. Judging personalities tend to be highly organized and structured about their daily activities, while perceiving personalities are more spontaneous and flexible. A team needs the right mix of judging and perceiving personalities to ensure adaptability as well as adherence to project boundaries and deadlines.

While all personality continuums hold relevance for team dynamics, managing introverts and extroverts can be a particular challenge.

source: www.idea.org

Johari Window: Revisited

Region 1:

What is known by the person about himself/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**

Region 2:

What is unknown by the person about him/herself but which others know - **blind area, blind self, or 'blindspot'**

Region 3:

What the person knows about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**

Region 4:

What is unknown by the person about him/herself and is also unknown by others - **unknown area or unknown self**



Source: www.businessballs.com

Training Fun - Make It Fun...Or Forget It!

Many trainers see humor in their sessions as a 'nice to have' component. "How much fun did you have?" does not appear on many feedback forms. Yet, to train people in today's world without entertaining them as well is so difficult – no matter what the topic – that humor should be a 'must have' in every training session. This is, sadly, not the case in Australia today and it's because of several myths. Here are three of the most common.

Myth #1 – Adding fun detracts from the content. "I'm a trainer - not an entertainer!"

Fact - Fun is not part of the content, it's part of the process.

Myth #2 – Adding fun devalues the training

Fact – Adding humor makes the information more likely to be heard, believed and remembered.

Myth #3 – Adding humor means telling jokes (and can make the trainer look foolish if they don't work)

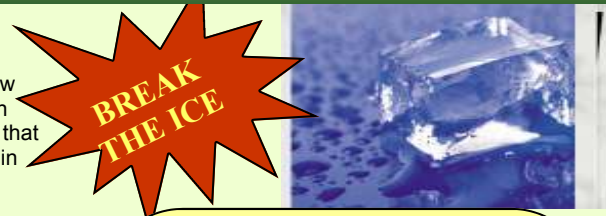
Fact – Joke telling is only one of many ways of creating humor

We all know that a successful training session can depend more on the process than the content. The founder of Toastmasters International, Dr Ralph Smedley said "people learn most in moments of enjoyment," and any experienced trainer would agree; yet so many trainers have an 'issue' with the concept of entertaining. "This is great learning that is interesting in itself. I shouldn't have to waste time and effort making it more entertaining," wail the purists. Wrong. People nowadays have become used to having information presented to them in an entertainment format. Even the nightly news – arguably the most 'serious' program in any station's schedule – is designed to be entertainment. If you don't present your information to them in a way that truly engages them it is likely to be a waste of time.

John Cleese said "If I can make you laugh with me, you like me better, which makes you more open to my ideas. And if I can get you to laugh at a particular point that I make, by laughing at it, you acknowledge it's truth." In this way, use of humor to reinforce your point makes you a more convincing trainer. It has also been shown that the two things that people are most likely to remember are a shocking statistic or a funny line. (This is because they want to remember it to tell their family, friends and acquaintances.) Linking your key points to something funny means they are more likely to be retained.

There are few of us with the memory and delivery skills to be great joke tellers. We all bring humor into our everyday interactions with others – but mostly it is not by telling jokes. Find out what you do in your 'everyday' humor (for example, wordplay, satire, storytelling) and use this style – not the joke that made you laugh the most. This way you can be more certain that it will work – and won't make you look foolish. Fun is not so much something you say or do as an atmosphere you create. When this atmosphere of fun is established, the humor is then generated by others in the room - and this results in a training session that is more engaging, participative and enjoyable. And the fastest way to create this atmosphere is to show them that, while you take your training role very seriously, you don't take yourself seriously.

Source: www.ryanandassociates.com



TRAIT TRADER

You have just taken a job as a trait trader in the fictitious exchange, the Personality Market. You are a new executive, and it is very important to you that you do well in your new job. To do so, you must trade wisely and end the game with a trait that applies to you.

1. In a moment, you will be given a piece of paper (trade slip) with a personality or character trait written on it (e.g. tall, creative, adventurous, quiet, etc.) Write your name on the slip.
2. You must trade your slip with someone else. If your new trait also applies to you, write your name on that slip. If not, move to step three.
3. Trade again. Your goal is to end up with a trait that applies to you and to have written your name on more slips than anyone else.
4. When the facilitator calls out "exchange closed," the game is over.

You may stop trading before the exchange closes. Remember, your goal is to end up with a trait that applies to you and to have written your name on more slips than anyone else.

Materials Needed

Prize

Trait Slips (Consider: Over 5'8", Born in the 70s, Red Hair, Curly Hair, Athlete, Creative, Talkative, Adventurous, Quiet, Bossy, Demanding, Funny, Dare Devil, etc.) You design the slips based on your group. Remember to be sensitive to age, gender, etc.

Time

Allow 12 - 15 minutes for the game and then call "exchange closed." Next, ask everyone to turn their trait slip to the side that holds the names of the traders. Ask your first trader to say his or her name and to read his or her trait, stating whether or not it is true about them. Then, ask the others in the group to raise their hands if the trader's name appears on their trade slips. Count the hands. Move to the next trader and repeat. When done, award the prize to the trader with the most slips signed who has a trait that describes him or her on the final slip.

TRAINING UPDATE

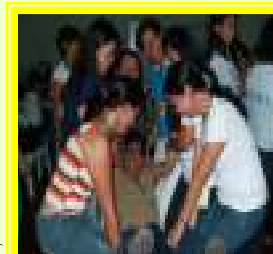
NATIONAL SENIOR TROOP LEADERS AND COUNCIL EXECUTIVES FORUM

April 16—21, 2010

Victo Training Center, Beverly Hills, Cebu City
Vibal's Residence, Nivel Hills, Cebu City



The participants listen attentively during one of the informative sessions



One of the patrols displays enjoyment in their team-building exercise



Learning crafts was one of the evening sessions



Ms. Marcel Novicio, a troop leader from EMRO was crowned Ms. Marina during the Tita's Night of the 35th Nat'l Encampment

AVOIDING HEAT STROKE

Even though most people know that high temperatures can make them sick, they still should know the basics on how to avoid heat stroke. Most people think of heat stroke as something that only happens when they are overdoing it in the heat. In reality, most people don't get heat stroke from exerting themselves. Also, chronic conditions like heart disease or diabetes can increase the chances for heat stroke. Heat stroke occurs when the body does not able to regulate its own temperature. There are several things people can do to avoid heat stroke.

Instructions

Step 1

Drink eight ounces of water every half hour when in the sun to avoid heat stroke. The body loses fluids when it perspires. Keep in mind that by the time a person is thirsty, the body is already dehydrated.

Step 2

To avoid heat stroke, stay clear of alcohol and caffeine. Drinks that contain alcohol and caffeine produce a diuretic effect, which depletes the body of necessary water and minerals.

Step 3

Don't go outside during the hottest part of the day. Go to the mall, library, or some place that has air conditioning. If you have to go outside, wear loose fitting clothing and move to the shade where temperatures are up to ten degrees cooler.

Step 4

To avoid heat stroke, replace lost minerals with food and drinks like bananas and quality sports drinks. Minerals such as sodium, chloride and potassium are all crucial to controlling body temperature. These minerals are lost when people perspire. Replenish these minerals by eating bananas and sipping sports drinks like Gatorade.

Step 5

When feeling hot, head to the sink and run cool water over both your wrists to avoid heat stroke. Major veins are located in the wrists. Running cool water over them can lower body temperature as much as three degrees and reduce the possibility for heat stroke.

Step 6

Plan ahead to avoid heat stroke. Watch the weather report and be prepared for hot days. Check with older relatives and friends to make sure they're also staying cool on hot days.

YAKON: IDEAL FOR DIABETES

Studies have shown that the leaves of the Yacon plant have the ability to reduce glucose levels in the blood. The implication for diabetes is significant. Yacon helps reduce the body's resistance to insulin so that it can work naturally. This process helps the body function in the way that it is intended to. Often other medicines cause stomach discomfort or have other side effects. Yacon is an all natural product that helps the body perform it's natural functions.

The fructose in in the Yacon root consist of 35% free and 25% bonded fructose. Thus carbohydrates can be supplied even when the concentration of blood sugar is low. That prevents diabetics from hyperglycemia (over-activity).

What does the research say?

It appears that substances in yacon have antioxidant, anti-microbial, blood sugar lowering, and liver protecting properties. Research shows that the Yacon leaves actually increase the insulin concentration in the body. This effectively stabilizes blood sugar levels and has remarkable implications for people with diabetes or pre-diabetes. Some researchers even believe that prolonged use of a Yacon supplement may have a long-term healing effect. Results also show that Yacon leaves are a great antioxidant and can be used in the diet as a preventative for chronic illness such as arteriosclerosis.

Human use.

Those with Diabetes type II or pre-diabetes may benefit from Yacon by including it as a natural supplement in their diet. Yacon helps maintain normal blood sugar levels in the body by re-sensitizing the body to the effects of insulin. With the help of Yacon, the body increases the effective utilization of insulin thus allowing the body to regulate itself more easily.

How to Treat Constipation Using Malunggay leaves

Constipation trouble? Look around in your backyard if you have leaves that called moringa or malunggay leaves. This plant is said to be very effective in cleansing your body and treating constipated stomach.

Instructions:

Step 1

Eat cooked leaves in your breakfast and drink more fluids like water and fruit juice.

Step 2

You can boil the leaves of this plant and make a soup together with your favorite seafood . This plant usually grows in tropical country so you might find it hard to find it in a cold place.

Step 3

You can also mix the leaves with fresh fish and seashell for best results. This plant is full of vitamins that you need to fight diseases in your system.

Step 4

This plant is also good in cleaning out toxins in your body and treat other rheumatic problems. But, consulting your doctor is always the best way to find out your health conditions.



Source: www.ehow.com



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