



A publication of the Girl Scouts of the Philippines Training Division

The Girl Scouts of the Philippines Training Division continues to provide adult members with the competence necessary for their leadership role in carrying out the mission

**INSIDE THIS ISSUE:**

<b>Trainer Responds</b>	2
<b>Tips for Effective PowerPoint</b>	2
<b>Becoming A Mentor</b>	3
<b>Tips for Make Training Fun</b>	3
<b>Trainers Attributes: Competencies Self Assessment</b>	4
<b>Leadership Activity</b>	5
<b>Cont.. Helping Adults Learn</b>	6

**Training Committee**

- Chairman:**  
Atty. Susan De Los Reyes
- Vice Chairman:**  
Mrs. Norma R. Valencia
- Members:**  
Dr. Alda Perlita S. Polestico  
Ms. Margarite R. Ponce De Leon  
Dr. Nenita F. Buan  
Dr. Ma. Josefina J. Del Rosario  
Dr. Rosenda De Gracia

**Helping Adults Learn**

An excerpt from the bestseller book "Training Secrets" by Geoffry Moss

With globalisation today, competition is now intense. Being competitive will depend on learning new skills and a constant renewal of past learning. This is where trainers can inspire and bring about revolution in learning and a hunger for new ways of doing things. As a trainer you have a major responsibility to be at the forefront of change. So where do you start? Let's look at ways to help adults learn.

**IMPORTANT PRINCIPLES OF ADULT LEARNING**

Have you ever thought about how you were taught or trained? Can you remember some of your vivid experiences when you were learning new skills?

You must try to empathize with your trainees and aim to make their training stress-free, enjoyable and rewarding. Remember a good trainer is someone who can identify with the people they are training and guide them smoothly through new learning experiences.

**Adult Education Is About Learning Not Teaching**

Adults will more likely be keen to learn if they can see good reasons why the training will give them greater job satisfaction, a higher self-esteem or a better quality of life. Try to make your training 'low-risk'. Training is more effective if you can make your trainees feel secure. Avoid individual testing, examinations and serious competitions, especially if



the adults have been out of the school environment for a number of years.

Group competitions can be fun and self examinations are helpful but take care to avoid anyone being embarrassed in front of their peers.

**Involvement Helps Learning**

Traditionally, the lecture was the most common method of teaching. It is probably the most ineffective. Tutors should use as many techniques as possible to involve adults in learning.

So use some of these methods:

- Learning by doing
- Contrived experiences ('mock-ups', play acting, models, demonstrations, exercises, challenging assignments.)
- Group or paired discussions.
- Field trips and demonstrations.
- Forums and panel discussions
- Videos, TV and films

**Challenging Assignments**

Setting people challenging assignments can be a great

learning experience. They get satisfaction from their successes and learn from their mistakes. It is also a good way of testing their initiative when confronted with difficult decisions or challenging tasks.

**Reinforcement of Learning**

Repetition and meaningful exercises on a set topic in a comfortable environment can assist adult learning. Keep asking questions to make sure trainees understand what is being taught.

Training can be reinforced by showing good visual aids, by encouraging trainees to take notes or by making cluster memory diagrams.

Handouts should be given out at the end of training sessions. They should contain the main points of the lesson and copies of any slides used.

New skills, such as public speaking or computer skills, take time to learn and constant repetition and meaningful exercises are essential. Trainees must keep practicing, practicing and practicing, with frequent evaluations, to make improvements.

Continued on page 6

*A message from the Chairman*

## THE TRAINER RESPONDS TO NEW CHALLENGES

*The Girl Scouts of the Philippines is meeting new challenges brought about by changes in policies of the Department of Education, our long-time partners. We have all these years of existence worked within the school system and have successfully catered to the Filipina girl.*

*Recent developments highlighted by the DEPED Circular No. 19, now limits our recruitment process for the Junior Girl Scout. We shall continue to herald the role of the teachers, principals and all our friends in DEPED and the meaningful partnership that shall thrive, uniting us in the common pursuits.*

*However, we must blaze new horizons in seeking workable, ever-fulfilling relationships as a unique non-governmental organization. We must unceasingly work to carry out our self-imposed mandate of inculcating values in young girls who are pro-active and actively achieving dynamic participation.*

*Realizing the strength of Filipina womanhood, we are ready to incorporate new ways of work and modify our training programs in order that we shall be able to tap the vast reservoir of community women. Given the opportunity of adequate training, the community women can assume roles of leadership in girl scouting. Together with our trained leaders in the DEPED, as volunteers they can be a comprehensive, all-encompassing, dedicated set of adults who respond positively to avenues of service.*

*GSP training division must be ready to adopt new programs that shall support the expanded horizon. Thus, we are embarking on a new format for the training newsletter. Hopefully, our leaders will find it more relevant and use the newsletter, not only as a source of information but also as a training device.*

*We are optimistic that our trained leaders from the teaching field shall give their unselfish support to reach out to community women. Let us come up with meaningful training programs that shall develop community women as effective leaders. The trainer shall be in the midst of the organizational adjustment. We shall respond positively to innovations.*

*The GSP Regions and Councils are encouraged to conduct trainings at their level. Regions and Councils are encouraged to accommodate trainees coming from other regions. The National Training Committee and Training Division shall be available to give time and support upon call.*

*Another adaptation that the Training division shall undertake is setting up a TRAINING ROOM in the Girl Scouts of the Philippines Headquarters in Padre Fauna. Thus, more trainings can be conducted. The field can file a request for training to be conducted by the National Training School. The Fifth Floor can be utilized to house the trainees.*

*Of course, the National Training School at GSP Training and Program Centers will still be conducted. The opportunity for interaction and common vision shall still prevail.*

*Let us have more sharing of thoughts and please participate in making training responsive to changing times. We have our blog. Send a message to [gsptraining@pltdtsl.net](mailto:gsptraining@pltdtsl.net)*

*Let us hear from you. Mabuhay to all GSP Trainers.*

*May our tribe increase!*

*Susan H. De Los Reyes*  
Atty. Susan De Los Reyes  
Chairman, GSP Training Committee

**5 Tips for a More Effective PowerPoint**

by Dave Roos

We've all been there: the never-ending meeting. What started out as a potentially interesting presentation about a new start-up company has turned into "death by PowerPoint." When the presenter finally stops talking and the lights turn back on, all you can remember is that you almost fell asleep.

The following are some helpful tips for making the most out of a PowerPoint presentation:

**1. Presentation First, PowerPoint Second**

The biggest mistake people make when creating a PowerPoint presentation is that they make PowerPoint the presentation's focus. The focus should be on the presenter and on the compelling story that he has to tell. PowerPoint is most effective at providing supplementary information, like simple, colorful graphs, but should never be the main source of information. The worst thing a presenter can do is to turn around and read from the PowerPoint screen. If all of the information is on the screen, then there's no need for the presenter [source: [Business Training Direct](#)].

**2. Tell a Story**

The goal of any presentation is to sell the audience on an idea. It could be a pitch for investing in a new company, a plan for reorganizing a business or a proposal for a scientific research project. For the audience to understand the presentation on an intellectual as well as an emotional level, it needs to be told as a cohesive narrative – a story.

The audience needs to know three things:

- Where we are now
- Where we want to end up
- How we're going to get there

PowerPoint slides should be used to communicate those three simple ideas. This is best accomplished by simple text statements, strong images and graphs.

**3. Show It, Don't Write It**

Human beings are highly visual learners. It's much easier for our brains to remember a strong, unique image than a series of facts and figures. PowerPoint is a great, easy-to-use program for creating dozens of different types of graphs and charts. Remember that the simpler and bigger the graph, the better. For example, if you want to drive home the point that Windows PCs control a large majority of the home computer market, show a pie chart with a huge chunk of the pie filled

*Continued on page 5*

## Becoming a Mentor

Seeking out a mentor can be extremely beneficial for anybody. By using the services of a mentor, you can receive valuable information, feedback, and support you might never have come across otherwise.

But what about reasons to become a mentor to somebody else? Whether it's teaching piano lessons one-on-one, or giving a short speech to a group of small business owners, the benefits of mentoring another person are enormous:

1. Mentoring keeps you knowledgeable about what's going on in the topic you're mentoring;
2. Mentoring keeps you sharp and at the top of your game (an edge very few other people have);
3. Mentoring keeps your name out there and in the open; you can build up a reputation for yourself as being an "expert" in your particular field.

### 1. Becoming a mentor keeps you knowledgeable.

A commonly tossed around statistic is that whatever knowledge is out there in a field right now will be doubled within 7 years. While the truth in that statement can be debated, it opens up a good point - just because you think you know everything in your field doesn't mean that there isn't something new to learn! When you become a mentor to somebody, you're forced to keep yourself up-to-date on the latest happenings. If they come to you with a tough career question and you're not sure of the answer, would you shrug off the question? Or would you do your best to research the question and give them a useful answer? The latter gives you a clear benefit and keeps new information flowing your way that you might have otherwise missed out on.

### 2. Becoming a mentor keeps you sharp.

An individual brand new to a career field may have vastly different viewpoints and information than somebody who has worked in that same field for 30+ years. Testing and research is being carried out in every single field - to have somebody who is a constant source of breaking new developments forces you on your toes. By keeping yourself up-to-date through somebody else, you constantly will be given new information you can use and synthesize with your previous experiences and knowledge - an edge very few other people have.

### 3. Becoming a mentor keeps you out there.

People are social creatures, and they're always trying to make new, interesting connections with other people. By becoming a mentor to another person, you might come into contact with other folks that can help you out in your own endeavors that you previously might not have had contact with. As an extension to that, you may also come in contact with resources such as equipment you didn't have before. What does this translate into? Faster goal achievement for you! And it's not a one-sided thing, either - you'll be sharing your own contacts and resources with people you mentor, which can unlock new doors for them. It's totally a win-win situation.

Think for a moment about one potential person you can mentor. Give it some serious thought. Would it be worth it, for you and for them?

Article Source:

<http://www.leadershiparticles.net>



## Top Ten Tips for Making Training Fun

**1. Establish participants' ownership of the agenda.** Ask them what they really want from the session or what they feel they really need from the session. Write their expectations on a flipchart. Ownership is achieved best when it's the participants own words.

**2. Express the intended learning objectives.** Work out carefully some completions of 'By the end of this session, you will be better able to...', and talk them through *why* it will be useful to them to achieve these learning outcomes. After all, it's the reason for the training!

**3. Acknowledge their experience.** Don't tell them anything you can ask them first. Usually, there will be people there who already know the answers to most questions. Give the group as a whole ownership of their answers to questions, rather than you being the source of all wisdom.

**4. Keep them busy.** Get them learning by doing, rather than listening to you explaining the theory. If it's an area that can only be described through talking, create a discussion, or even better, get them to stand up and review ideas on flipcharts around them room.

**5. Give participants a variety of different things to do in successive tasks.** For example, use different activities such as writing, brainstorming, prioritizing, sorting, discussing,

arranging, playing, acting, case studies, games and so on.

**6. Plan short tasks, not long ones.** It is usually better to break a task into four fifteen minute stages than to run it as a one hour episode. Where tasks need to be longer, ensure you involve everyone and alternate the lead.

**7. Be a time lord.** Managing our own time is important enough, but when training it's really important to manage other people's time well too. Boredom quickly sets in when participants have too much time for a task, so as soon as some have finished, start debriefing.

**8. Celebrate their successes.** Cultivate the art of asking participants the right questions, so that they come up with the answers. When *they* have worked out how to do something, they remember it far longer than if you tell them how to do it.

**9. Make it fine to learn by getting things wrong.** Point out that for many things, learning is deeper when people get things wrong; they find out in an unthreatening environment *why* they were wrong, and *how* to make them better.

**10. Don't lecture.** When you need to give your participants some information, do so in a handout, and then get them to do something with the information rather than just write it down or read it themselves.

Article Source: [www.trainerbubble.com](http://www.trainerbubble.com)



## TRAINER'S ATTRIBUTES

### Competencies Self Assessment

Assess your strengths and weaknesses



Trainer Attributes "I"	I have strength in this area	How I will build strength in this area
<ul style="list-style-type: none"> <li>• am confident and fully prepared – just nervous enough to keep alert</li> </ul>		
<ul style="list-style-type: none"> <li>• know my subject matter – have studied my topic and experienced the events about which I speak</li> </ul>		
<ul style="list-style-type: none"> <li>• know my audience – respect and listen to participants, call them by name, whenever possible</li> </ul>		
<ul style="list-style-type: none"> <li>• am neutral and non-judgmental – validate everyone's experiences and their right to their own perspectives; respect differences of opinion and lifestyle.</li> </ul>		
<ul style="list-style-type: none"> <li>• am culturally sensitive – aware that my own views and beliefs are shaped by my cultural background just as participants' cultures shape their perspective</li> </ul>		
<ul style="list-style-type: none"> <li>• am self-aware – recognize my own biases and "hot buttons" and act in a professional manner when they are pushed</li> </ul>		
<ul style="list-style-type: none"> <li>• am inclusive—encourage all participants to share their experiences and contribute to the group learning process.</li> </ul>		
<ul style="list-style-type: none"> <li>• am lively, enthusiastic, and original. I use humor, contrasts, metaphors, and suspense; I keep my listeners interested and challenge their thinking</li> </ul>		
<ul style="list-style-type: none"> <li>• use a variety of vocal qualities. —vary my pitch, speaking rate, and volume; avoid talking in a monotone.</li> </ul>		
<ul style="list-style-type: none"> <li>• am aware of my body when presenting—body posture, gestures, and facial expressions are natural and meaningful, reinforcing my subject matter.</li> </ul>		
<ul style="list-style-type: none"> <li>• make my remarks clear and easy to remember—present one idea at a time and show relationships between ideas; summarize when necessary</li> </ul>		
<ul style="list-style-type: none"> <li>• understand group dynamics—the stages all groups go through; am comfortable with conflict resolution.</li> </ul>		
<ul style="list-style-type: none"> <li>• am flexible—read and interpret my participants' responses (verbal and nonverbal) and adapt my plans to meet their needs; am in charge without being overly controlling.</li> </ul>		
<ul style="list-style-type: none"> <li>• am open to new ideas and perspectives—am aware that I don't know all the answers; recognize that I learn from participants as well as offer them new knowledge or perspectives.</li> </ul>		
<ul style="list-style-type: none"> <li>• am compassionate – understand that much of the material may have an emotional impact on participants ; am empathetic and understanding when participants experience emotional reactions to training.</li> </ul>		
<ul style="list-style-type: none"> <li>• am interested in evaluating my work – encourage co-trainers and participants to give me feedback</li> </ul>		

Adapted from Trainers Guide to Cancer Education, National Cancer Institute

# Leadership Activity

## Make It Rhyme With "Leader"

Objectives: To stimulate creative thinking while learning leadership skills.

### Procedure

**Step 1:** Divide participants into small groups of 3 to 5 people each. Hand each group a pack of index cards and one sheet of paper.

**Step 2:** Say, "Thinking about *leadership activities* in various ways can be instructive. If we stretch our imaginations, which often takes a linear form, we can discover fresh, new perspectives about our leadership strengths and challenges that will astonish us."

**Step 3:** Give the following directions:  
 "Your group will be creating a personal leadership 'deck' of words or terms that fit the categories listed on the flipchart. You can work from the sheet of paper and then transfer one word to each card, or you can write directly on the cards. Decide this before beginning."

**Step 4:** Your flipchart should show the following three categories:  
 The Five Senses (sight, touch, taste, sound, smell) (16 words for each of the five senses = 80)  
 Motion (10 words)  
 Abstractions (10 "abstractions," such as leadership, love, freedom, meaning of life)

**Step 5:** Then explain the rules. All words or terms on the list must be:  
 Meaningful to you  
 Specific (not "tree," but "aspen tree"; not "bird," but "robin")  
 Pleasing to the ear  
 Use no adverbs and no plurals.

**Step 6:** Begin the poetry part of the activity with this explanation:  
 "When you have 100 words or terms written on the cards, spread them out. Choose cards that you can use to create a poem about leadership. Take 15 to 20 minutes to write a poem that supports the theme of leadership. Add more words as needed to flesh out the poem."

**Step 7:** When the groups have finished, have one member of each group read their poem to the total group. Encourage applause.

**Step 8:** Post the poems (or collect them and make copies for everyone) and bring the session to a close. The trainer concludes the activity by congratulating all the burgeoning poets and suggesting that they think about leadership activities as involving every sense and feeling identified in their poems.



*"Adults learn best when they are enjoying their learning and when they are being challenged and entertained by a variety of exercises and competitions."*

## 5 Tips from page 2

in with red and the word "PC." No matter how many stats you quote, this image will get the message home faster and will stick with the audience longer.

### 4. The Rule of 10

Guy Kawasaki – former Apple "chief evangelist," venture capitalist and professional speaking guru – has established his famous "Kawasaki Rule of Ten" in which he only uses 10 slides during a PowerPoint presentation, often in a "top 10" fashion. Those 10 slides generally consist of nothing more than a single sentence or phrase and a supporting image. The 10 slides give the audience powerful visual cues that reinforce the message that Kawasaki is communicating. And since the audience knows that there are only going to be 10 slides – and 10 main points to cover during the presentation – they know when the presentation is about to end. Which brings us to our final tip

### 5. Keep it Short

No one ever complained about a PowerPoint presentation being too short. The second an audience gets bored and stops paying attention, the presentation loses its effectiveness. The audience not only stops processing new information, but begins to resent the presenter for wasting their time. Kawasaki, for example, thinks that an ideal PowerPoint presentation should last no longer than 20 minutes.

*"The most difficult subjects can be explained to the most slow-witted man if he has not formed any idea of them already; but the simplest thing cannot be made clear to the most intelligent man if he is firmly persuaded that he knows already, without a shadow of doubt, what is laid before him."*

-Leo Tolstoy, 1828-1910,  
Russian novelist and philosopher

### Six Tips for an Effective Presentation

1. Always be ready
2. Share your story
3. Be calm
4. Be humorous
5. Decide your body and hand movements
6. Know the details in advance.



## Helping from Page 1

Encourage them to aim to do a little better each time. Trainees must use their new skills often or they will soon forget them. An old saying "Use it or lose it" is very true when it comes to retaining newly-learned skills.

### Distribution of Training Sessions

Learning that is spread over several short sessions is more effective than if it is crammed into a single, long session. Too much information crammed into one long session leaves the trainees tired and suffering from 'mental indigestion'. There is a tendency for some tutors to show off their vast knowledge rather than to stick to the basics of what is being taught. A few main points, repeated and reinforced, will be remembered much longer than a lengthy dissertation which has little relevance to the trainee's job.

### Make Sure All Trainees Can See And Hear Clearly

Therefore

- Make your visual aids big enough to be seen by all participants. (If you have too much material for a slide, give a handout).
- Check the acoustics of the training room so all can hear. (Full rooms need higher sound levels than empty rooms).
- Reduce background noises.
- Repeat your verbal instructions and put them in writing. Often trainees need to refer back to instructions so project them onto a screen, write them on a whiteboard or give a handout.
- Encourage clear and distinct speech. When teams are reporting, the spokesperson should come to the front of the room so they can be seen. They should speak loudly and clearly and use visual aids that all can see.

### Considerations

When training adults make sure your programme is structured around tasks, problem-solving, or life situations. Adult learners are more likely to be motivated by wage rises, promotions, improved working conditions as well as improved

self-esteem, increased responsibility, more power, and satisfaction of achieving results. The satisfaction of overcoming a challenge can be a powerful reward.

### Evaluate Frequently

A course evaluation at the finish is useful for the trainer and the organization that is employing the trainer, but is of little use to the participants.

Regular checks should be made throughout training to find out the effectiveness of the training methods being used. If necessary, the trainer can change to other methods and try different techniques to stimulate the trainees. Adults like to feel they are progressing with their training and learning new things, so trainers should be encouraging and praise good work. Feedbacks should be honest and helpful.

When trainees have a sense of achievement they are usually keen to continue learning. On the other hand, if there is lack of feedback and no indication of progress, they become frustrated and disillusioned.

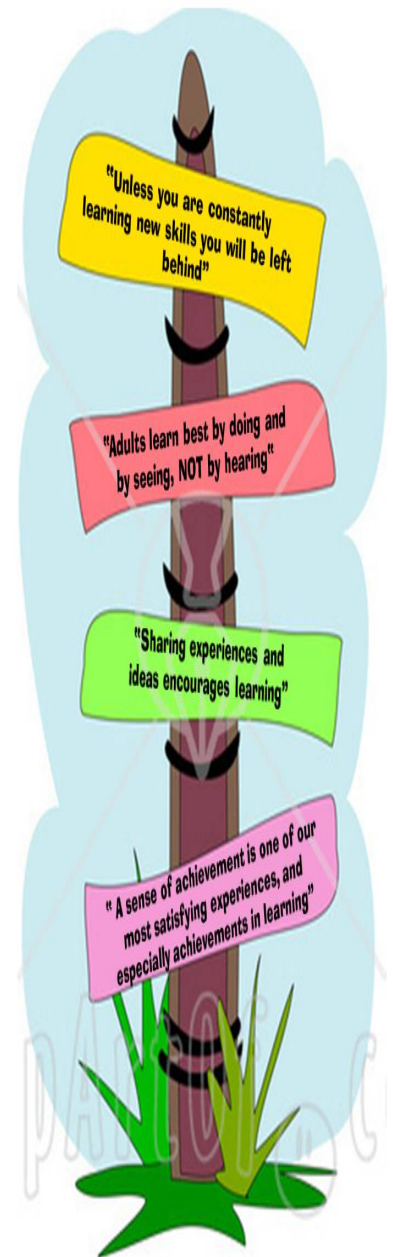
### After It's Over Discuss A Return To Work Strategy.

Some people find it hard to adjust to their old jobs after they have been away on a lengthy training course. Sometimes they have difficulty in relating what they have learnt with what they are required to do.

There may be resentment from their colleagues who were not given the opportunity to go on the training course.

Some trainees return to work boasting about their new skills and try to bring about work changes too rapidly. This can also cause resentment.

A full discussion on these problems could be helpful at the conclusion of training. Aim to recommend ways these problems should be handled.



**GIRL SCOUTS OF THE PHILIPPINES**  
Training Division, National Headquarters  
901 Padre Faura St., 1000 Ermita, Manila, Philippines