Trainers' skills & methodology
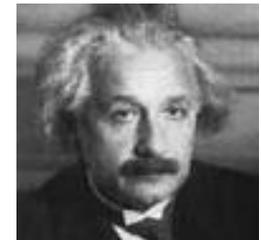
?

10.000 hours

- "**Learning is experience.**
Everything else is just information."

- **Respect**
- **Full engagement**
- **Focus on collaboration**
- **Confidenciality and sensitiveness**
- **Open comunication**
- **Others?**

- **Frenglish…?**

✓ **Super-active participation**
✓ **Continuous + Daily feedback**
✓ **Agenda…Logistics aspects?**

Co

Pleased to meet you!

- Take a pick a the « bits and pieces » table
- Select/Assemble/Combine whatever you want

and

- **Create a symbolic representation of yourself** (10 min)
- « This is me... » (1 min/each)

Why adult learning is different?

- **The need to know**

- **Self concept**

- **Experiences**

- **Readiness to learn**

PARIS
IN THE
THE SPRING

- **Think of 2 personal Training experiences from your past (1 good/1 bad)**

Learning

- **Based on the organizational and individual needs for development**
- **Continuous process**

❑ **Experiences**

❑ **Practice**

❑ **Networks**

❑ **Reflexion**

- WCO Customs in the 21st century :
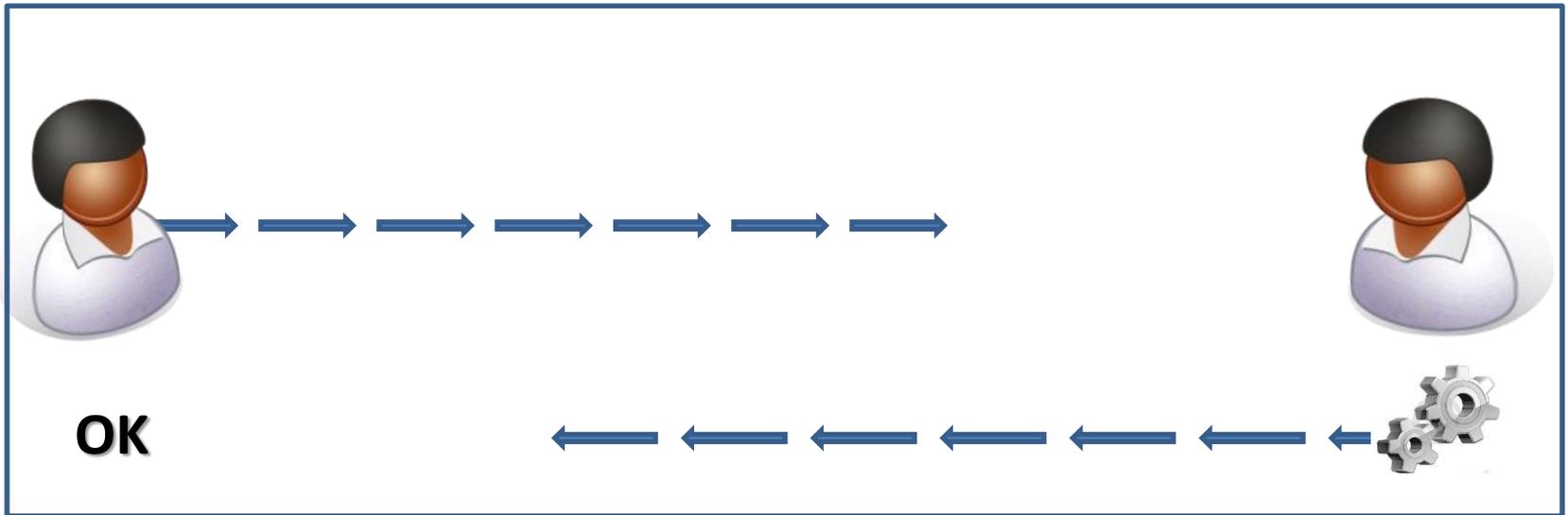« A professional, knowledge-based service culture»

Learning: - life-long process

- ownership

- accountability

- Development opportunities > Training; but

- Training's scope expands
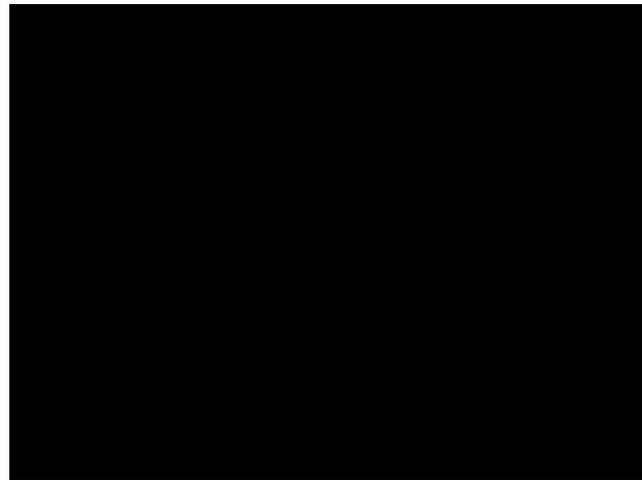
OK

Situation 1

Ø

Situation 2

?
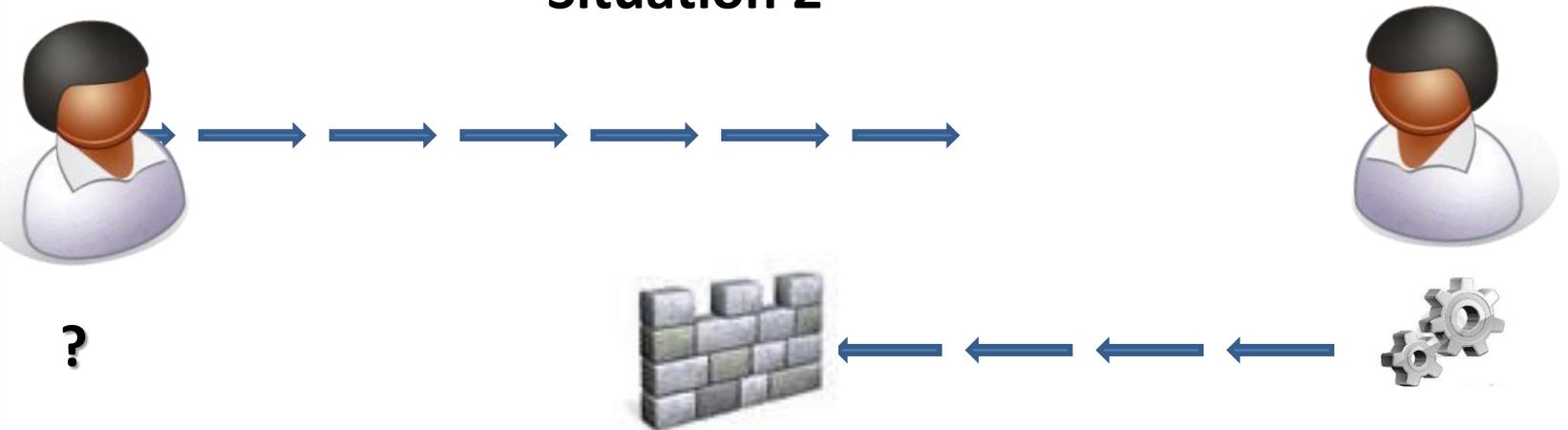
Obstacles to information transfer

- **What are the obstacles?**

How many 'f's?

FINE POINT

It is easy to miss the finer points in life. Folk are frequently guilty of falling into this trap.
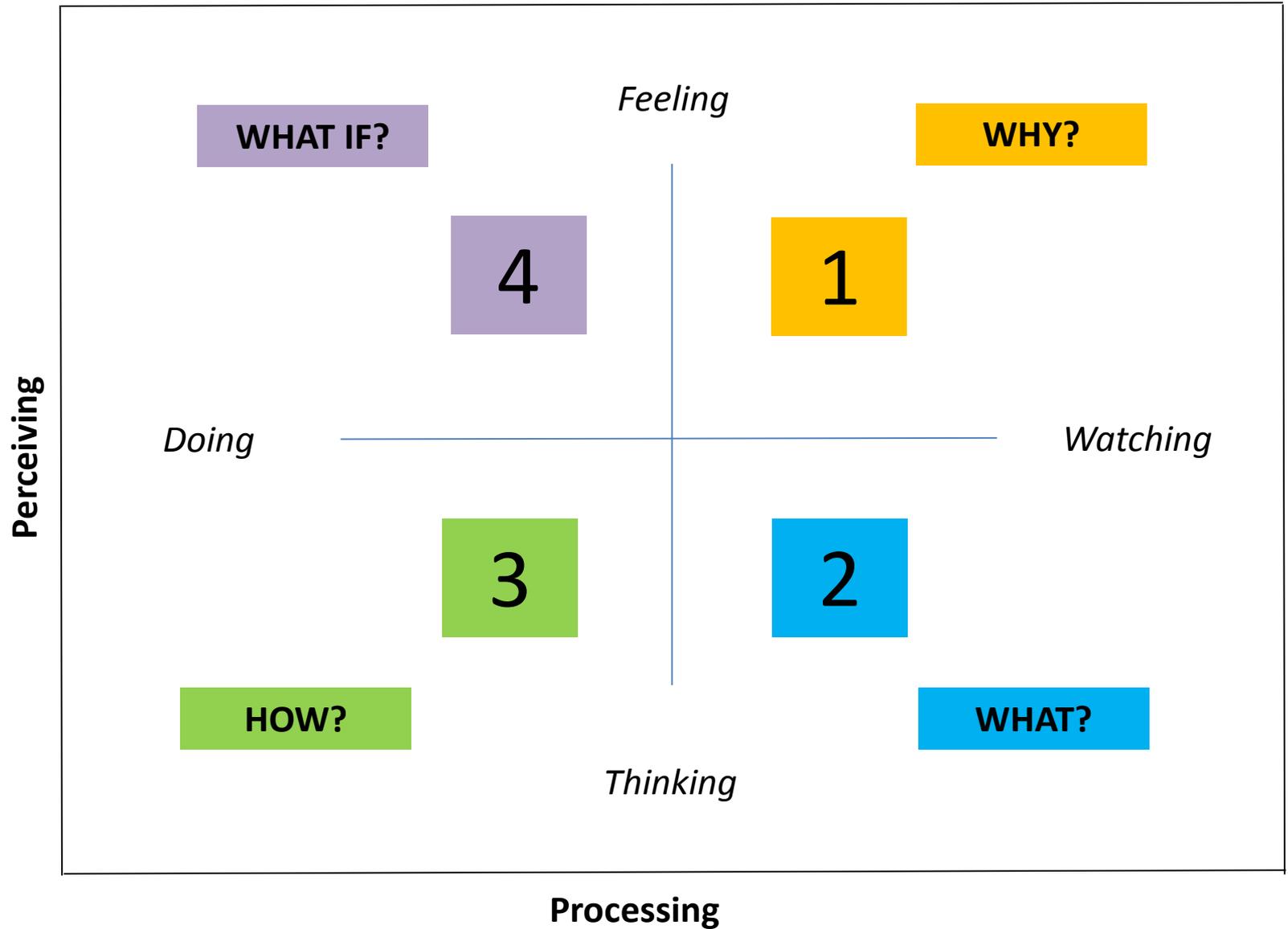
Brain preferences?

- If you could have only one sense, which one would you keep?

- If you had to lose one sense, which one would it be?
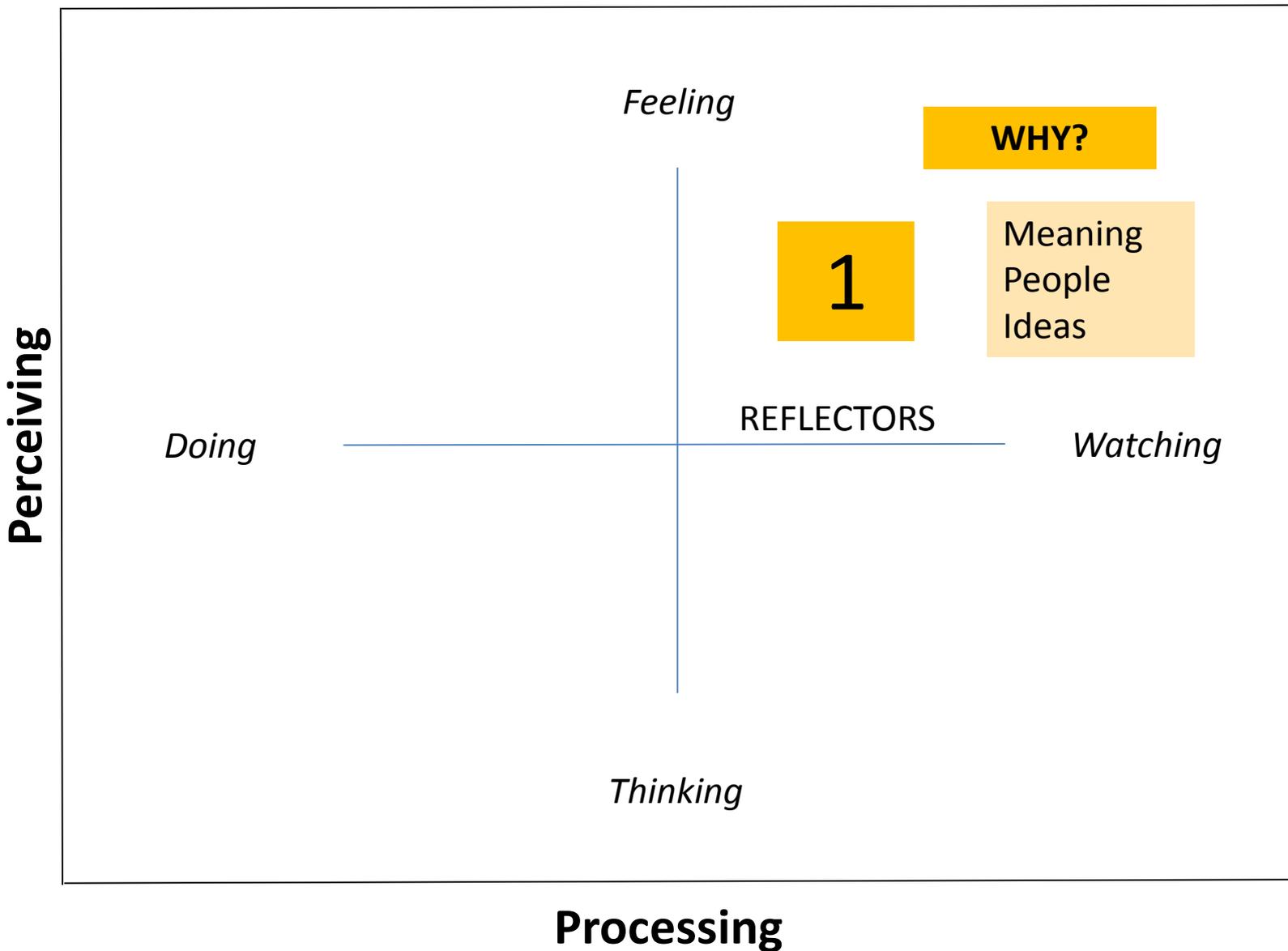
- Can you prioritize them?

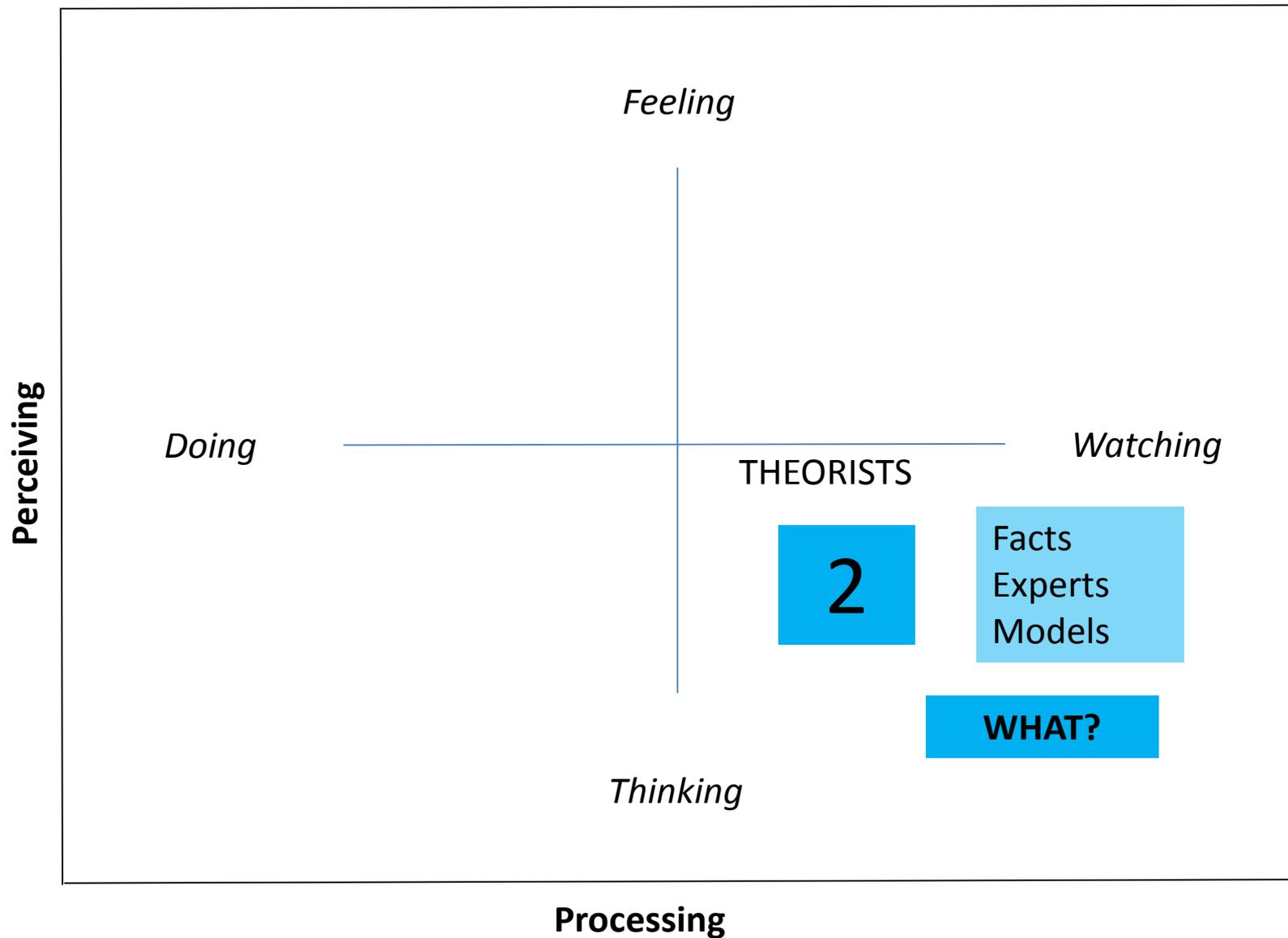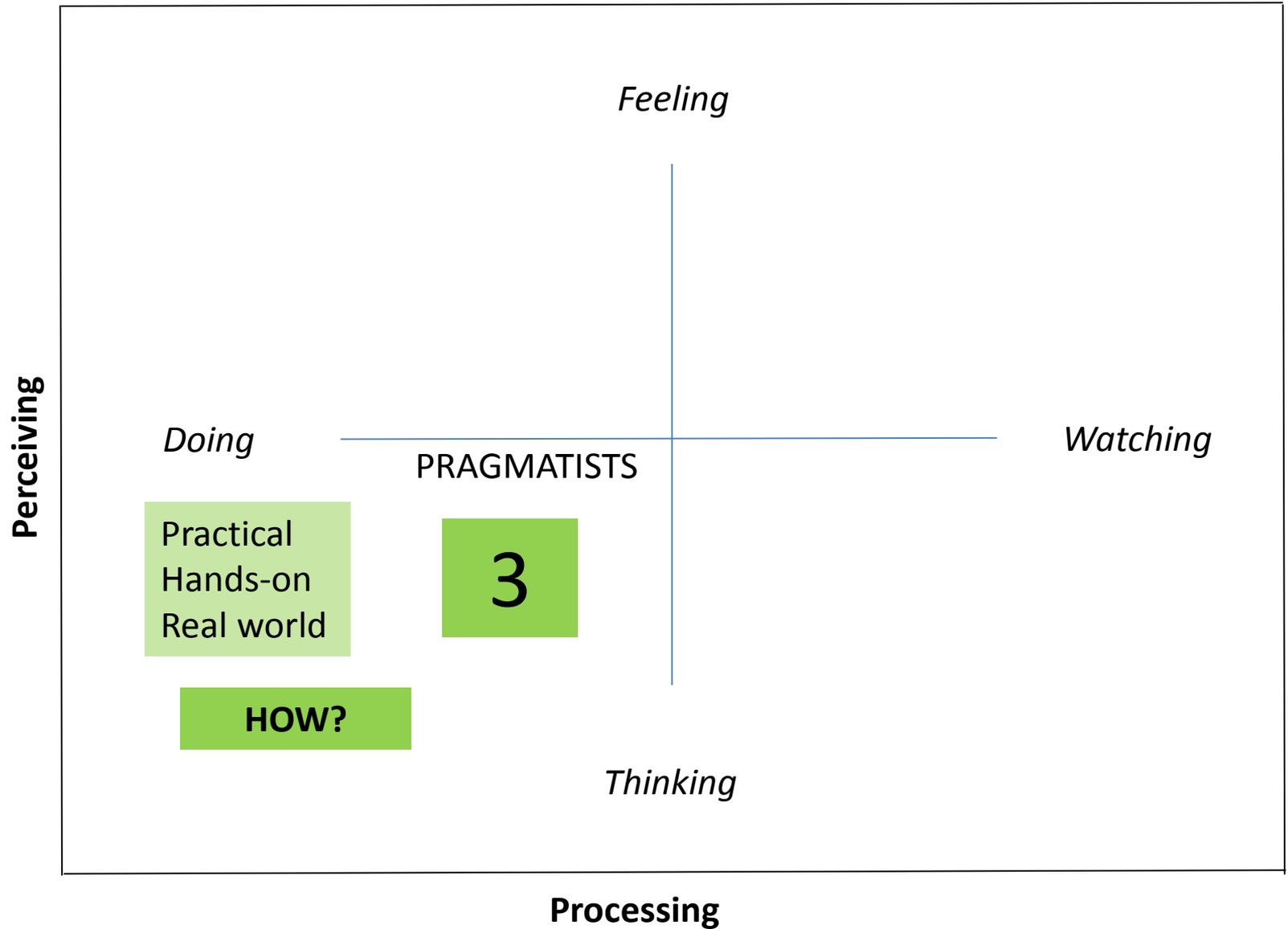↪ **Different ways people prefers to interact with the world / others**

Feeling

WHAT IF?

WHY?

4

1

Perceiving

Doing — Watching

3

2

HOW?

WHAT?

Thinking

Processing

Feeling

WHY?

1

Meaning
People
Ideas

REFLECTORS

Doing ──────────────── *Watching*

Perceiving

Thinking

Processing

Feeling

Perceiving

Doing ——————————— Watching

THEORISTS

| 2 | Facts Experts Models |

WHAT?

Thinking

Processing

Feeling

Perceiving

Doing — PRAGMATISTS — *Watching*

Practical
Hands-on
Real world

3

HOW?

Thinking

Processing

WHAT IF?

Possibility
Self-discovery
Change

4

Feeling

ACTIVISTS

Doing

Watching

Thinking

Perceiving

Processing
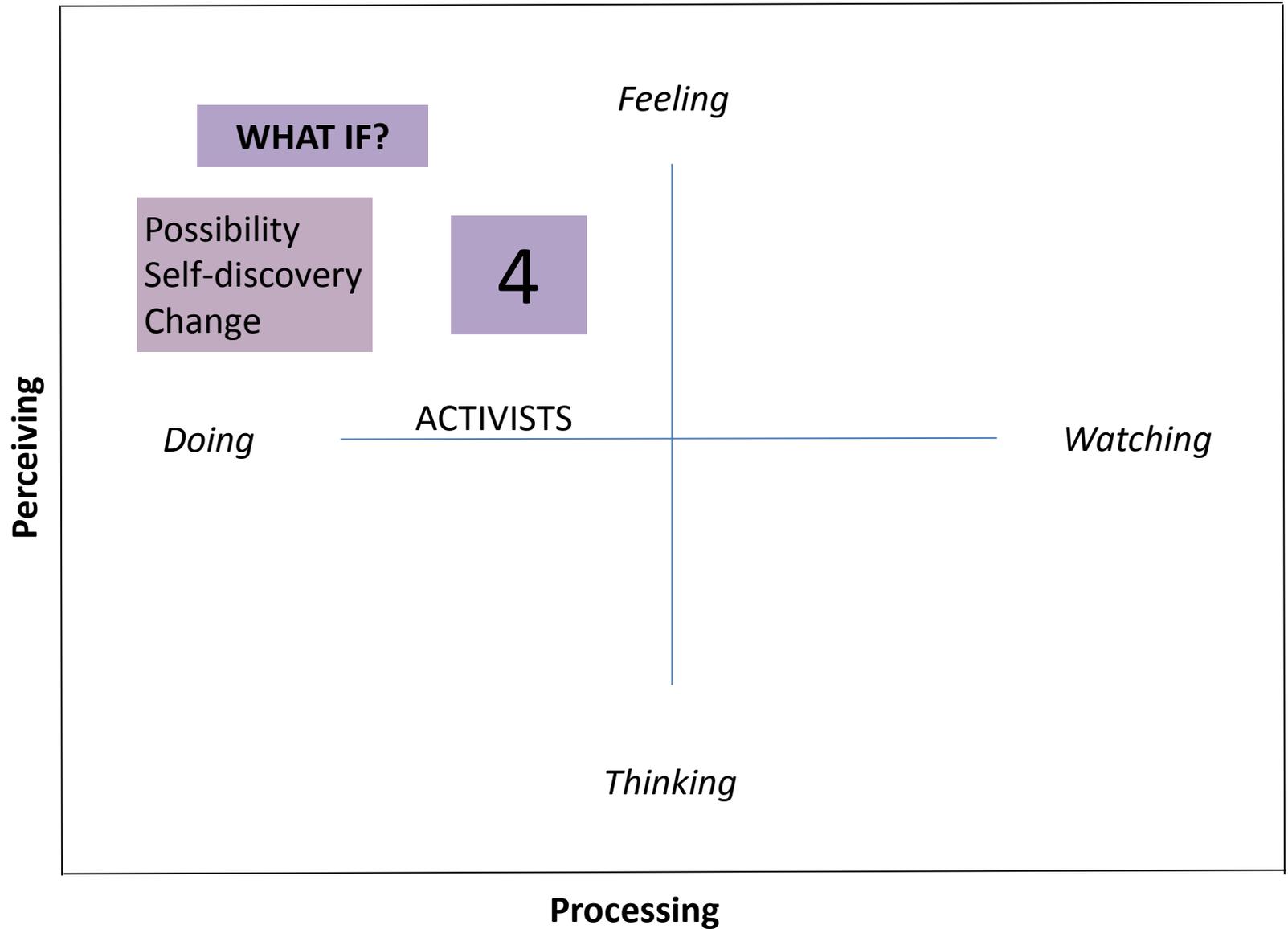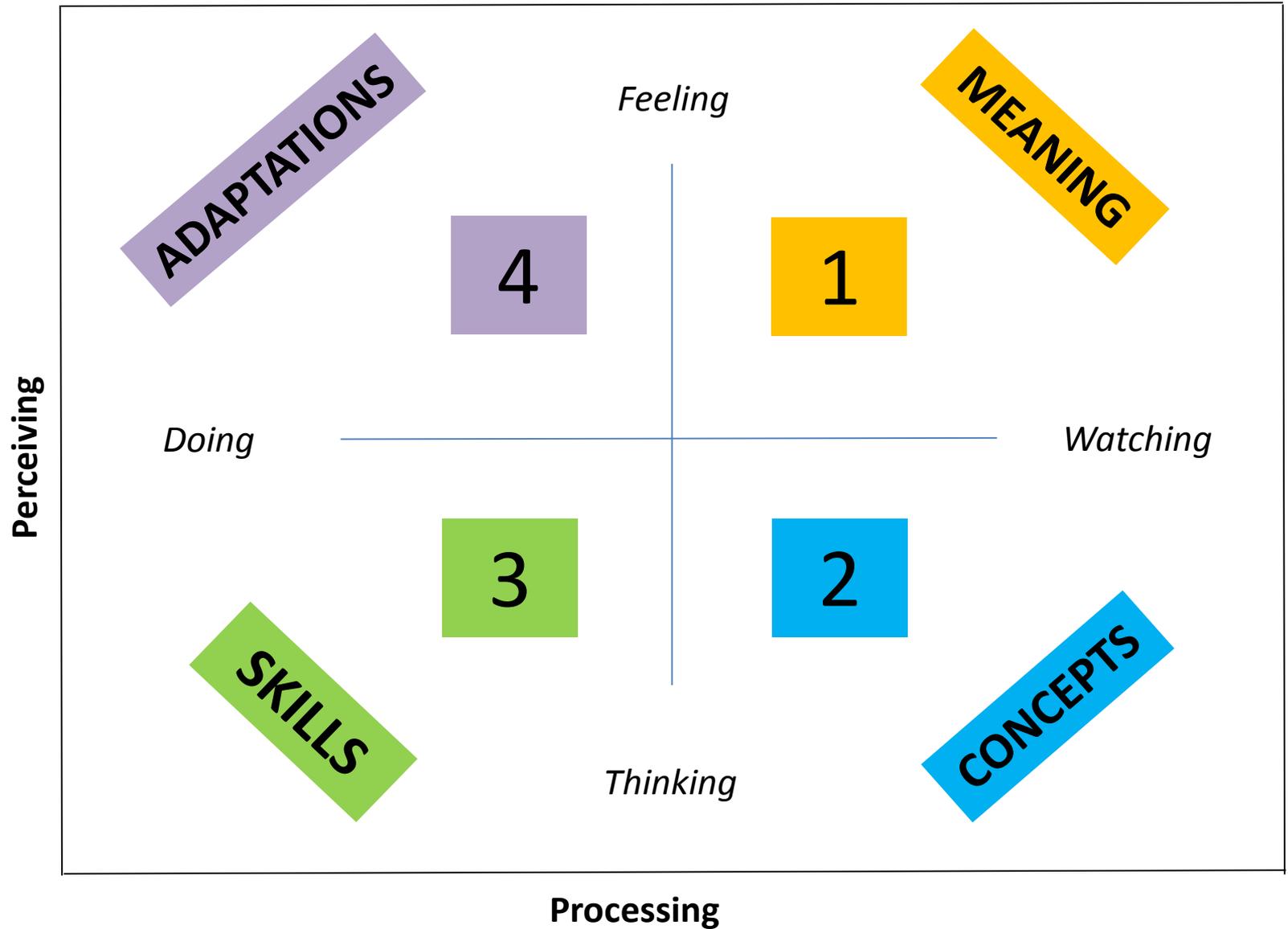
- **What drives the learning process?**
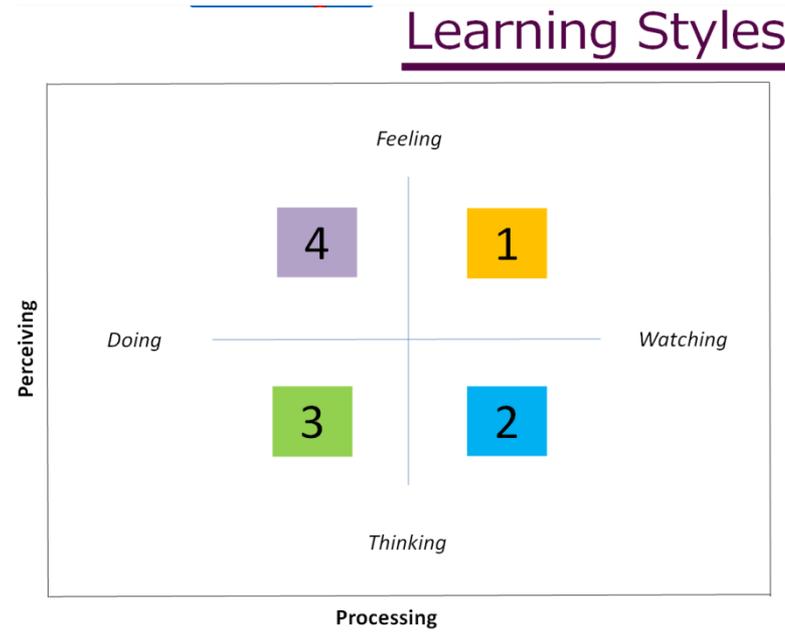
Brain-based approaches:

-VARK, Multiple Intelligences, 4MAT, etc.

Model for Learning Transfer

Experiential Learning Cycle

Concrete Experience
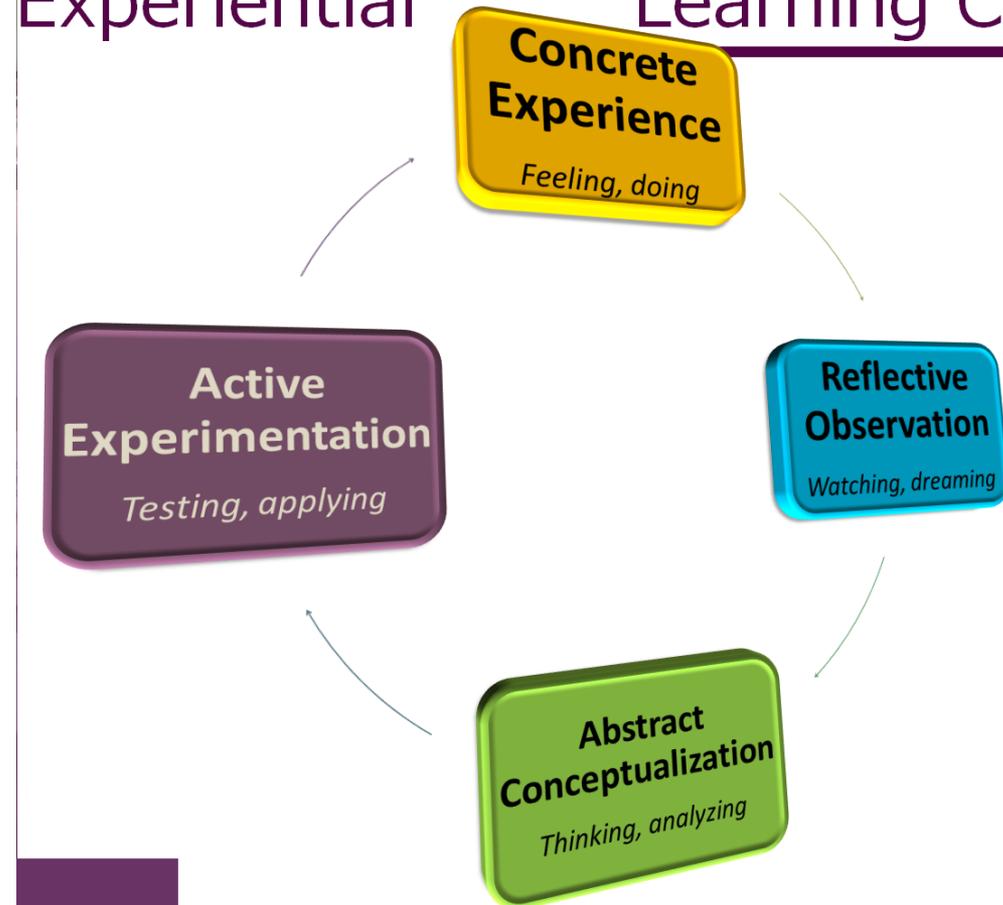*Feeling, doing*

Reflective Observation
Watching, dreaming

Abstract Conceptualization
Thinking, analyzing

Active Experimentation
Testing, applying

Experiential Learning Cycle

Concrete Experience
Feeling, doing

Reflective Observation
Watching, dreaming

Abstract Conceptualization
Thinking, analyzing

Active Experimentation
Testing, applying

17

- **4 groups: How to engage learners ?**

Diversify, Encompass

CONCRETE EXPERIENCE
Provide learners with situation to encourage the process of experiencing:
- Role plays, case studies, demonstrations, practical assignments, laboratories, field work, etc.

REFLECTIVE OBSERVATION
Provide learners structured reflection, discussion and feedback on experience:
- fish-bowl exercises, questionnaire, brainstorming, structured conversation, reviewing video recording, fiel d trips, shadowing, logs, journals, etc.

CONCRETE EXPERIENCE
Enable learners to test and plan implementation into their work:
- Simulations, role plays, case studies, check list, action plans, « homework », etc.

ABSTRACT CONCEPTUALIZATION
Generalise from the specific experience and define general theories for effective theories :
- Models, study literature, analogies, research, etc.

Training adults and professionals

= requires broader and more numerous functions

?: List 8 roles

- **Subject-matter expert**
- **Speaker, lecturer**
- **Discussion leader**
- **Expert on training methods**
- **Counsellor (psychologist)**
- **Administrator**
- **Consultant (technical advisor)**
- **Student**

- **Trainer vs Facilitator: ?**

Trainer	Facilitator

For Trainer: Individual learning needs (apex), Group dynamics ——— Issue (base)
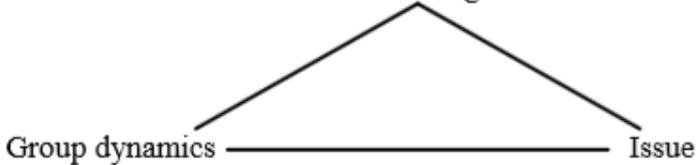
For Facilitator: Issue (goal orientation) (apex), Group potential ——— Individual input (base)
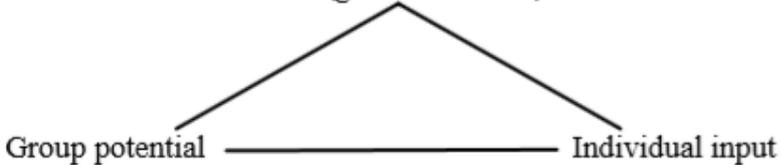
- **Aim:**

Raise organizational performance through personal and professional development

Competency-based and Performance focused Approach

REACHING THE IMPACT

1. **Focused on implementation**
2. **Learners' accountability on the impact of training on the work environment**

HOW TO ?

PREPARE / CONCEIVE Competency-based Training

- **Analysis of Business Operating Models and Performance Gaps**
- **Learning objectives**
- **Adapted delivery**

- **Definition ?**

- **Characteristics?**
  - Performance
  - Conditions
  - Standards

- **Sequenced and Specific**
  - Primary/Derived
  - Make your KASE!

SMART

Learning objectives: Make your KASE!

Achieve performance-focused Training: Formulate correctly your LO

- **K**nowledge (– Comprehension)

MEMORIZE: List, Define, Quote, Reconstitute, Present, Illustrate, Outline, Show, Describe
SIGNIFICANCE: Demonstrate, Interpret Show, Explain

- **A**pplication

RESOLVE PRACTICAL PROBLEMS: Apply, Determine, Fulfil, Resolve, Calculate, Translate

- (Analysis -) **S**ynthesis

INTERDEPENDANCE - DECONSTRUCT: Deduce, Show, Determine, Structure, Distinguish, Compare, Classify
INTEDEPENDANCE – ENCOMPASS: Develop, Elaborate, Plan, Write-up, Propose, Show, Project

- **E**valuation

Choose, Evaluate, Qualify, Decide

Essential to select   **- course content**

                                - instructional strategy

?:

Do you know the « and » sign / ampersand?

         Well…Draw it!

↳ Difference Knowledge/Skill

- **Write some instructions as to: « how to tie a shoelace in the most efficient way? »   (15 min)**

- Group A follows Group C's instructions

- Review?

Put yourself in the others' shoes!

Training design: <u>Spread the VIRUS</u>

- **V**isual

- **I**nteractive

- **R**elevant

- **U**seful

- **S**tructured

Training design: Lesson Plan

- **Definition?**

- **Group work:**

    - Outline the main elements of a lesson plan

    - Identify the standard documents

Critical set of guidance for the trainer:

      - Where am I going? (objectives)

      - How will I get there? (content, teaching methods, materials and activities)

      - How will I know when arrived? (evaluation & assessme

Develop your standard documents

WCO Training Design & Development Standards

< Course title >

1. **Focused on implementation**
2. **Learners' accountability on the impact of training on the work environment**

Before the activity
Training charter signed

Pre-assessment

Preparatory work

		Day 1	Day 2	Day 3	Day 4	Day 5
			Recap	Recap	Recap	Recap
	Am	Intro Session, incl. Evaluation principles	Course Content	Course Content	Course Content	Course Content
	Pm	Course Content	Course Content	Course Content	Course Content	Wrap-up & Action Plan
		Personal Logbook	Personal Logbook	Personal Logbook	Personal Logbook	Closing

After 4 months
Mid-term Questionnaire

Post-assessment

360°

Refresher

- **Reflect on your Personal Log**

- **Review your pre-prepared presentation**

- **Apply the concepts and experiences of the day** (apply the experiential learning cycle, avoid the comfort zone!)

- **Review the trainer's self-assessment**

- **Presentations (2' learning objectives + 10' structured content)**

- **Collective feedback (panel + general)**

Individual Presentations – Wrap-up

- **Random selection of 3 presenters**
- **Evaluation Panels**
  - Each panelist focusing on a specific characteristics of the presentation

- **2mn LO**
- **10mn Content**

- **Self-assessment**
- **Panelists Feedback**

- **General Review by General Assessors**

- **Learning Objectives:**
  - Formulation
  - Relevance (regarding the involved competencies), Prioritization
  - Achievement of the LO

- **Structure and content**
  - Intro, Buy-in/Explanation of the need to learn
  - Content organization/Time management/reinforcement-feedback
  - Content accuracy/level/time allocation

- **Instructional strategy**
  - Relevance with LO/Competencies targeted
  - Blended « triggers »/Experiental learning cycle
  - Engagement of participants
- **Communication**
  - Attitude/Gesture/Ease/Eye contact
  - Clarity (verbal -language skills & explanation + voice & diction-, visual – easy-to-read/understand visual aids, etc.)
  - Active listening towards ALL the participants

- **Obstacles Group Game**

Training design: Lesson Plan

- **Definition?**

- **Group work:**

    - Outline the main elements of a lesson plan

    - Identify the standard documents

Critical set of guidance for the trainer:

    - Where am I going? (objectives)

    - How will I get there? (content, teaching methods, materials and activities)

    - How will I know when arrived? (evaluation & assessme

Develop your standard documents

Title of the Training	
General training info	
Session	< to be filled in if the training is part of a curriculum >
General Objective	< see also annex II: Course Outline >
Learning Objectives	< see also annex II: Course Outline >
Target audience	< job positions, level of education, years of experience,…>
Duration	
Language	< languages in which the training is available >
Specific training info – to be filled in after each training event	
# Participants	< Fill in number of participants >
Participants' evaluation of training	< fill in average ratings of participants for this training event > - Average for content training - Average for quality trainer
Participants' assessment	Average score entry test: Average score exit test:
Language	< language in which training is delivered >
Follow-up	< specify what kind/type of follow-up required after training >

Trainer instructions to design a short role play

For more explanations and guidance, see also Facilitator Guidebook, chapter II.3

	< Course Title >	
	< Module Title >	
Learning objectives	< state learning objectives > *Explanation:* *The learning objectives state what the participants should learn from their role play. Which experience one wants the students to go through, what theoretical concept will be used, what skills are to be practised. In order to formulate these objectives, one must have a clear picture of the participants, and what skills and experience they possess. Furthermore, a role play session will seldom be held in isolation, it will often fit somewhere in a training program or course, and the connection with other sessions will be carefully studied.*	
Describe the situation	< describe the situation > *Explanation:* *You describe the problem situation, and a number of persons acting in that situation, including an analysis of their interrelationship. This is the analytical core of the play, and we must now find a way to communicate this to the participants.* *You may think of a presentation with the following elements:* * events before and after the situation * emotions experienced * groups and people involved*	

< Course title >

Raise your preparation effectiveness

- **Adopt International Standards**
  - Use ready-to-use WCO materials (WCO e-learning, WCO training kits for trainers: CLiKC!)
  - Promote Customs common language

- **Adapt and Complement with National level content**

- **WCO People Development Complete Suite of Products and Tools**

- **+ 14,000 users (different profiles) / 155 Countries**

- 32 ready-to use Courses (300h of e-learning + 10 training kits)
- Virtual Customs Orientation Academy

- National Learning Coordinators
- ROCBs-RTCs Networks

Disseminate

Communicate

CLiKC!
Customs Learning & Knowledge Community
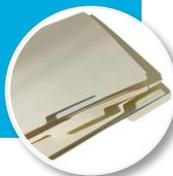
Collaborate

Evaluate

- Virtual Working Groups

- Pre/Post-learning Assessment
- Long-term impact questionnaires

Course	Format	Chapters /modules
Compliance and Facilitation		
Risk Management		Upcoming
Risk Management		Upcoming
Post Clearance Audit		Upcoming
Post Clearance Audit		Upcoming
Revised Kyoto Convention		Upcoming
Revised Kyoto Convention		34
Coordinated Border Management		Upcoming
Coordinated Border Management		Upcoming
Intellectual Property Rights – Courses & Practical Cases		7
CITES		12
Customs controls, risk assessment, profiling and selectivity		20
Risk assessment, profiling and targeting		20
Ozone depleting substances		18
Multilateral Environmental Agreements		16
Green Customs		2
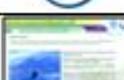
Course	Format	Chapters /modules
Istanbul Convention		9
SAFE		1
TIR Convention		30
WCO Data Model		12
Commercial Fraud		28
Tariff and Trade Affairs		
Harmonized System		73
Harmonized System		22
Origin		3
Transfer pricing		4
Customs Valuation		19
Customs Valuation Control – Practical Cases		6
Customs Valuation (Basic)		27
Customs Valuation (Intermediate/Advanced)		10
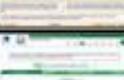
32 Courses

-standardized

-ready-to-use

-downloadable

(e-learning agreement = national hosting)

Capacity Building		
Integrity		1
Training techniques		11
Leadership & Management Development		10
Leadership & Management Development		3

- **Bridge the organizational needs and the individual needs for development**

- **Continuous process**

❑ **Experiences**

❑ **Practice**

❑ **Networks**

❑ **Reflexion**

- **Difference between**
  - non-Learning stage
  - Learning stage

Situation Experience

Person reinforced but unchanged

Evaluation

Pratice Experimentation

Memorization

Reasoning Reflecting

Person changed and more experienced
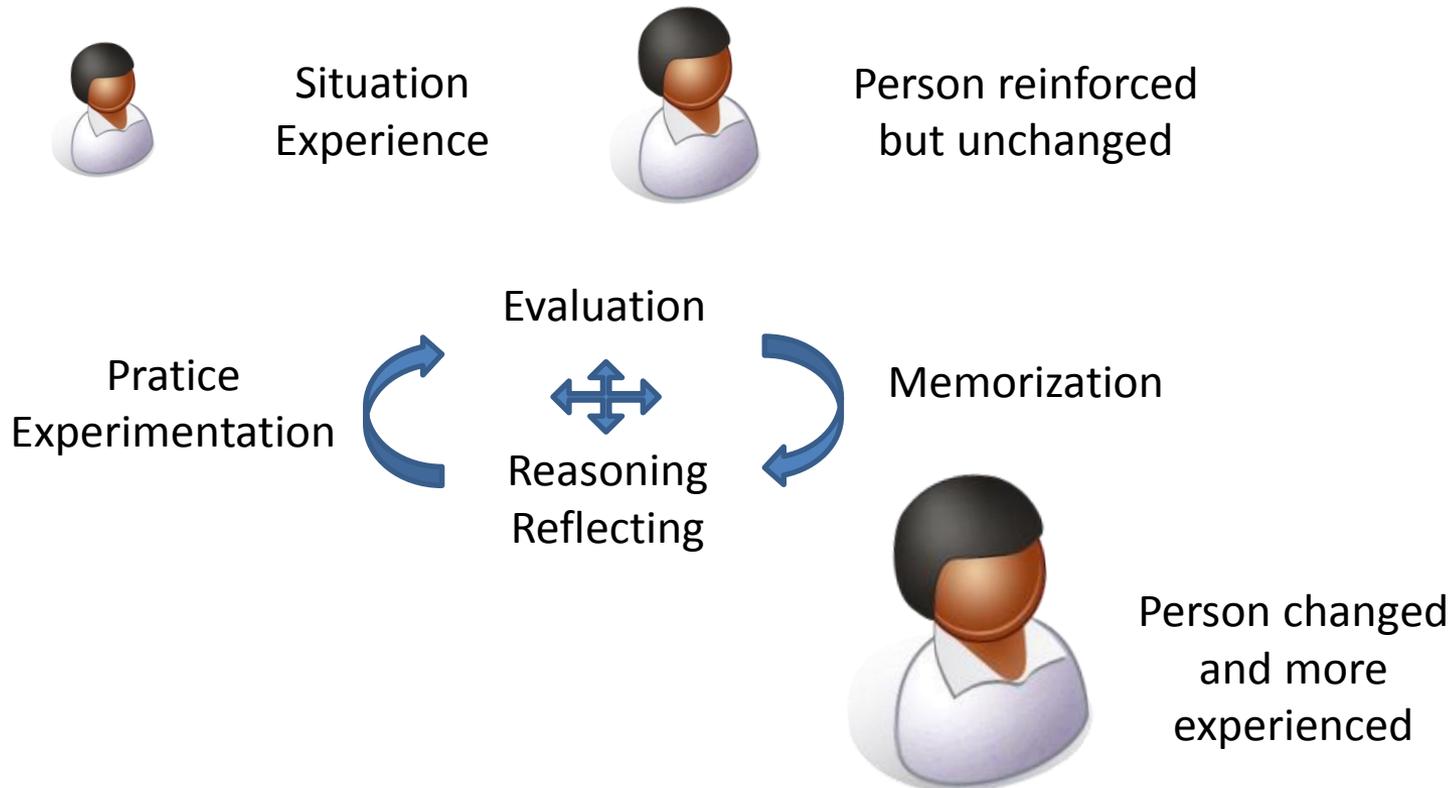
NON-LEARNING STAGE

LEARNING STAGE

- **Learning = STRATEGY FOR CHANGE**

REACHING THE IMPACT

1. **Focused on implementation**
2. **Learners' accountability on the impact of training on the work environment**

HOW TO ?
PREPARE Competency-based Training

CONCEIVE Experiential Learning strategies

- **Analysis of Business Operating Models and Performance Gaps**

- **SMART Learning objectives, Make your KASE**

- **Structured, Adapted and Blended delivery, Spread the VIRUS**

- **Thank you!**

benedicte.meille@wcoomd.org,

Learning and Development Manager,

Capacity Building Directorate,

WCO Secretariat