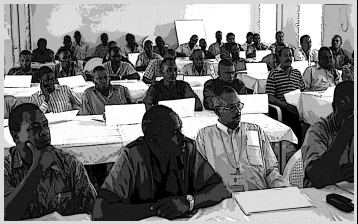
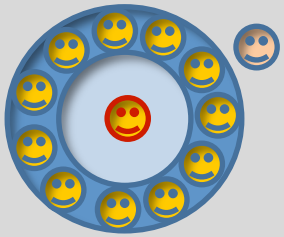
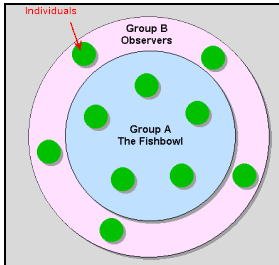
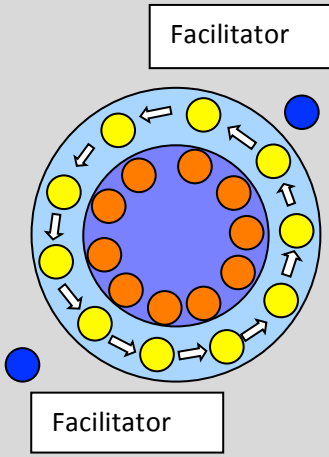
Sheffield Hallam University | Helena Kennedy Centre for International Justice

MATRIX OF TRAINING TECHNIQUES

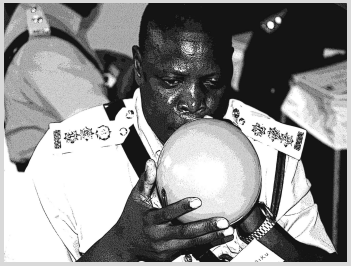
METHOD	DEFINITION	STRENGTHS	WEAKNESSES
1. LECTURE 	**A lecture is a speech by a lecturer (instructor) with very limited discussions** It is the traditional method of teaching and is used in many training programs. The lecture is an efficient means of transmitting large amounts of factual information to a relatively large number of people at the same time. A skilled lecturer can organize material and present it in a clear and understandable way. If the trainees are ready to receive it, a well-prepared lecture does not allow active participation by the learners.	○ Clear and direct methods of presentation. ○ Quick method to reach a big group of people ○ Good if there are more than 20 participants ○ Materials can be provided to trainees in advance to help in their preparation. ○ Trainer has control over time. ○ Cost effective (cheap). ○ Can reach a big group in short time	○ Since there is no discussion, it is easy to forget. ○ Sometimes it is not effective. ○ Requires a high level of speaking ability. ○ Requires a high level of quick understanding by trainees.
2. BUZZ GROUPS (Also known as diads and triads)	The name comes from the noise by the given groups or teams at work - "buzz" i.e. like a group of bees. In this method the trainer poses questions or hands out case studies. Then each buzz group work on a specific problem together. There are normally two or three people in the group. People do not physically move but discuss the issues with the person or persons sitting next to them, The trainer sets problems or situations: for example, giving	○ Buzz groups are excellent for maximum participation for large groups in a short period of time. ○ Everyone participates even the shy ones ○ Stimulates participation ○ Many ideas may be generated ○ Because you work with small groups it is difficult for people to dominate the	○ May get out of hand if not facilitated correctly ○ People may start talking about other things ○ Challenge is to get proper feedback from everyone and that may take up a lot of time.

 	questions or case studies to the learners on a particular topic. Each group should then be given the opportunity to discuss the problem or situation. After the discussion the facilitator needs to get feedback from each group using different feedback techniques.	activity ○ It is a non threatening activity because the participants speak only to one or two people during the activity	
4. FISH BOWLS (Also known as clusters or the group-on-group technique) 	The fishbowl is a dynamic training technique that can be used in any training intervention. The most common configuration is an “inner circle”, which is the discussion group, surrounded by an "outer ring", which is the observation group or the fish bowl. Just as people observe the fish in a fishbowl, the "outer ring" observes the "inner group". Another method is to use an outer circle with one or two persons in the inside discussing a topic, giving different participants the opportunity to express their ideas or give inputs.	○ Controlled situation ○ Can be uses to discuss controversial or sensitive issues ○ Enhance dynamic individual involvement ○ individual differences are respected ○ Dynamic group involvement	○ Can be time consuming if not managed properly ○ The trainer will have to control the process very strictly ○ Not everybody would like to participate ○ Fear of ridicule ○ Fear of failure

	Another method is to use an "outer circle" with the same amount of people in the "inner circle", the two circles facing each other. The participants are given a few questions that the have to work on before hand and then discuss with each other. After each question the circles are rotated so that the participants can have the opportunity to discuss different questions with different people.		
5. TALKING CIRCLES OR WORD WHEELS 	Participants are divided in two groups, one group standing or sitting in a circle facing outward and the other facing inward so that each person faces someone else. The participants are given a topic or a few questions that the have to work on before hand and then discuss with each other. These pairs then exchange views on an announced topic or questions. After a set period, the facilitator asks everyone on the inside to rotate by moving two or three places or seats to the right and discuss with the new person sitting opposite. The participants can then have the opportunity to discuss different questions with different people. This process continues until each person has changed views with several others. The group can be rotated until all the questions were discussed. It is important to get feedback from the group afterwards and to compare the feedback with your model answers.	○ Creates a safe environment for every participant to share ideas ○ Interactive and everyone participates ○ Because it is a one on one activity it is a not threatening exercise ○ Good activity that encourages sharing of ideas ○ All the participants participates in the exercise ○ Energizes the participants	○ Can get out of hand ○ People can talk about other topics or conduct side discussions ○ Can take a long time ○ Ideas are confined to two persons if you do not get feedback

6. GROUP DISCUSSIONS (group work) 	Group discussions are basically when you divide the group of learners into smaller groups so that they can discuss specific questions or topics in more detail. It would be important to give a clear briefing on what should be discussed. Each group should be given an opportunity to give feedback after the discussions. The facilitator or trainers should then summarize using model answers.	○ Lots of ideas can be generated ○ Good if the participants are in small groups. ○ Each participant has an opportunity to present own ideas.	○ Sometimes they get away from the subjects. ○ Some group leaders or instructors do not know how to guide discussions. ○ Sometimes one strong individual can dominate others.
7. ROLE PLAY 	A training technique in which participants are assigned to act out the roles of other people. Creating a realistic situation and having trainees assume parts of specific personalities in the situation. Their actions are based on the roles assigned to them. Emphasis is not on problem solving but rather on skill development. It is important to give very clear instructions before the role-play. After the role-play it will be important to de-role and give feedback and a summary of the critical issues that were dealt with.	○ Good if the situation is similar to the actual work situation. ○ Trainees receive feedback that gives them confidence. ○ Good for interpersonal skills. ○ Teaches individuals how to act in real situation. ○ Can assist in changing attitudes	○ Trainees are not actors. ○ Trainees sometimes are not serious. ○ Some situations cannot be implemented in role-playing. ○ Uncontrolled role-playing may not lead to insufficient results. ○ If it is very similar to actual life. ○ It may produce adverse reactions.

8. SIMULATION EXERCISES 	A simulation exercise attempt to create realistic situations of the kind that will be faced in practice, and provides an opportunity for exercising the skills required in dealing with them. Through such a simulation you can re-examine previous behaviour, try out behaviours they have just acquired, or experiment with behaviours that strikes them as potentially useful. Giving the trainees information about the organization and its environment, then dividing into teams. Each team is required to make an operational decision and then evaluate its decision. Results of trainees actions are evaluated and discussed.	○ Develops practical experience for the trainees. ○ Helps in transferring knowledge and in applying administrative thoughts. ○ Helps to evaluate and correct the trainees behaviour.	○ Often, it is difficult to study the results of each team=s decision. ○ Some teams may not take it seriously. ○ May be a slow process.
9. BRAINSTORM / MIND MAPPING OR BOARD BLAST 	The brainstorm is a quick way to get ideas or proposals from a big group. The purpose of a brainstorm is to generate as many ideas as possible. The group is asked to provide as many ideas as possible on a specific topic. All these ideas are then written down on newsprint or a board. After all the ideas are written down, the topic is opened up for discussion, comments or questions.	○ Many ideas can be generated in a short space of time ○ Stimulates participation	○ Can get out of control ○ Not everybody may participate

10. INTRODUCTION GAMES AND ICE BREAKERS 	Ice breakers or introductions are games or activities that can be used to introduce participants to each other at the start of the workshop or activity. Whether it is a small gathering at your home, at your work, or a large training workshop or seminar, we all want to feel that we have established some commonality with our fellow attendees. By using ice breakers or introductions we can create a warm, friendly, personal learning environment and the attendees will participate more and learn more! Ice breakers or introductions are therefore an important aspect of any training intervention.	○ Training games creates a good atmosphere to conduct training ○ Participants will feel part of the programme ○ People feel more at ease with each other	○ If the games are not relevant to the topics it may waste a lot of training time ○ Can get out of hand ○ Can take a long time if not properly managed
11. WARM-UPS AND ENERGIZERS 	Warm-ups and energizers are quick games (5-10 minutes) that generate a lot of energy and laughter in the group. These games get the participants to relax, laugh, connect with each other and learn while enjoying themselves. Games can warm the group up to the topic and create an atmosphere that is ideal for learning. These games can also be used to energize the group during long sessions or in the afternoons when people are running out of energy after a long day of work.	○ Help people feel more comfortable with themselves and with others and feel more "at home" in a group. ○ They break up the "cliques," invite people to form random groups, and help individuals meet others in a non-threatening and fun way. ○ Set a tone for the time a group will be together, encourage people to feel "safe," and hopefully evoke lots of laughter and release tension. ○ Energize people in the especially in the afternoons or during long sessions	○ Can get out of hand if not managed properly ○ Participants can lose focus