Climate-TRAP

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PP	Restricted to other programme participants (including the Commission Services)	
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CO	Confidential, only for members of the consortium (including the Commission Services)	

Introduction

This training manual is one of the deliverables within the Climate-TRAP project, and should be used together with the training modules developed in this project. These documents combined form a training programme that can be used for trainers that have the aim to train (public) health experts on preparedness for climate change related health effects and on the preparedness of the public health sector itself. These modules form a set which can be best used together or as stand-alone modules depending on the targetgroup of the training. The modules contain powerpoint presentations and can be used to train experts in the following fields:

- Heat

- Vector-borne diseases

- Food-borne diseases

- Water-borne diseases

- Flooding

- Atopic diseases

- Air pollution

The training modules contain the content-part of the programme. This training manual describes how to use them. The manual contains information on effective learning, how to prepare for a training, how to optimalise knowledge transfer to trainees and how to use the different tools produced in the project. We hope this manual provides you with enough tools to organise successful training programmes, and to enjoy training other people.

The training modules itself are available online at the Climate TRAP website and as document.

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1 Preparing a training session

1.1 The practice of the participants

If you are organizing a training session, you need to look closely at your group.
You want to accomplish that participants are aware of the health effects of climate change and that they will acquire knowledge in this field.
If you look closely at the practice of the participants, your training becomes more effective and more lifelike.
If your job is different from the job of the participants, it is not always easy to understand their practice.
A few tips:

- Join one or more participants in their work for a few hours.
- Try to speak with a few participants, this can be done by phone. Ask what the bottlenecks are for your participants. Which problems do they have to cope with?
- Let their manager tell his story. Ask him in-depth questions.
- You can use intake forms after participants have applied for your training. (See Appendix 1 for a sample of an intake form.)

If all goes well, you now have some insight into the professional practice of your participants. Do not mix too many different discilpines into one training. Some multidisciplinary representation is fine, but do not overdo it. The next step is the translation into a programme.

1.2 Composing the training program

To create a program you take three steps:

1. Orient on what you could offer.
2. Choose which topics are most important for the target group in question.
3. Determine the order of the components.

Step 1 Orientation
The first step is reviewing the training modules to determine what you could offer. The Climate-TRAP modules can be your starting point. In addition, you may have your own training materials: literature, visual materials, practical tips, diagrams, models, etc. Also take a look at the Climate-TRAP training modules, some important resources are mentioned there.
If you find it difficult, seek for help:

- With colleagues, brainstorm together how the training could be set up and which elements to use.
- In literature: search for some terms and you get a load of information. Look with the eyes of your group on information that fits the programme!
- Look at other training sessions, which topics can be found within similar courses?

Step 2 Select
'Less is more'. When do you learn best? When you listen to a speaker who discusses seven issues in one hour, or at a training where you can really focus on a limited number of topics? Dare to choose and go for depth, it gives you and the participants peace of mind.
The following rule applies: 20% of the content determines 80% of the effect. So pick out those 20%. That will not be easy. If you are a professional, you will find everything important! By looking at the effect, you can judge the importance of a specific part of

your training. The bigger the effect, the more important the topic. This will be of help when you have to choose from many possible topics and items.
Questions that can help:

- What problems or difficult situations are most common?
- Which adverse effects are the worst?

Again this can be determined by checking with representatives of the target audience.

Step 3 Sequence
If you have put the main parts of your training together, you can determine the sequence of the topics. It may seem obvious to choose a certain order, e.g.; first explain the theory, then practice and then application.
However, it is more interesting to select a sequence which challenges your participants. Start with what people will feel as relevant, it works miracles for the motivation of the group. Not every element needs as much attention, focus on the target group in question. A global order could look like this:

1. Getting to know each other
2. Introduction
3. Start (questions / statements)
4. Explaining the theory
5. Practice: translating the theory (brown paper session / create checklist)
6. Wrap up

If you have enough time, you can present an exercise to the group after you have explained the theory, it helps processing the theory. You can also omit this section, for example if there is limited time.

1.3 Schedule

If the design of the training is complete, it is useful to make a schedule. This is often a difficult task. How do you know how much time you need for a paticular part?
A few points:

- Getting to know each other:
  At the beginning of the training you and your paticipants have to become acquainted with each other. Make sure the time spend is in proportion to the total training time! Keep in mind about 10 minutes for a half day session.
- Introduction and start:
  Keep this fairly short, with a maximum of 20 minutes.
- Explanation of the theory:
  You can practice beforehand and score how much time you need telling your story. Be careful not to talk too much. Please understand the time needed is one and a half to twice as long as your own story, after all, you will get questions and objections.
- Exercise after the theory:
  If you offer the participants an exercise processing the theory, be sure to make it no longer than 20 to 30 minutes. Longer is not useful, participants need feedback in between. The discussion will take about the same amount of time as working on the exercise.
- Wrap up:
  When you end by asking a response of your participants, or want them to fill out an evaluation form, take about 10 minutes.

Make sure not to overload your programme and make sure you have enough time to spend on a topic. Keep additional topics at hand if it helps you to feel relaxed. Plan

breaks in your programme. It is pleasant to plan your programme in the form of a schedule.
(See appendix 2 for an example of a planning form).

2 Running the training

2.1 Preparation

Start on time with the preparations. Ensure that participants are invited at least two months before the training date. The setting of your training is important, aswell as some other things around it.
Here are some issues to consider:

- Book your training room in time, or make sure it is booked for you.
- Need equipment? Make sure it has been arranged.
- Simultaneously set up a good lunch, think about vegetarians.
- If possible, make sure lunch can take place in another room.

Make further preparations approximately one week until a few days before the training:

- Study the intake forms of the participants, what is written there? See if you can customise the programme in response to their questions, desires, problems.
- Copy all the material you want to distribute. Create folders for your participants.
- You are working with training modules created by someone else, run them through and test them. Modify topics if needed.
- Run through the whole training session at least one more time: what are you going to say? Have you got a clear focus of the exercises and discussions?
- Ensure that supplies, such as markers and flip charts, are present.
- Eventually: forget about the training for a while and do what works for you to be fresh at the day of the session.

On the training day:

- Make sure you are on time, approximately one hour in advance.
- Put down the tables and chairs in a way that creates a circle exactly large enough. It is annoying when the table is too big for the group. Best choose a square-up (U shape).
- Prepare your flip charts and check the equipment.
- Place the folders, assignments and handouts on the tables.
- Establish a table with books, documentation and literature.
- Ensure that, alongside coffee and tea, there is fresh water for everyone.
- Turn off your cell phone.

As the first participants arrive, stop your preparations and make contact. It is important to set the participants at ease. For more information see 3.2, "Needs of participants".

2.2 Acquaintance

As mentioned before, it is best to keep the getting-to-know-each-other session short. Often people already know each other, which makes a long introduction superfluous. Even if participants do not know each other, a long acquaintance does not add much. People become acqainted best by learning and practicing together. Do not skip the acquaintance, since for many participants this is important. Anyone who has already said something will be more comfortable speaking in public later on in your training. Keep it simple and functional, for example by letting the participants answer the following questions:
"What is your name, your job?" and "What do you expect to learn today?".
If you are going to see the group more often, you can spend a little more time on this issue.

You can expand the acquaintance by adding a question such as "What do you like about your job?"
Another option is to let the participants ask each other these questions in pairs. Afterwards, everyone can share with the group the answer their partner gave.

2.3 Introduction

A new topic always needs an introduction. The most important introduction is the one you do just after the acquaintance.
If you can "sell" your programme at this stage, it helps a lot in motivating the participants.
Usually the introduction is the last item you have to design. That makes sense because at that moment you know exactly what your training session is going to look like.
The danger is you will be more occupied with your own preparations than with the practice of your group. You need to get into their situation. If you remain focussed on your own story, you will tell them your reason for doing the training session. Usually this is less stimulating.
It is better to step into the practice of the group and indicate what the training has to offer for the participants.

EXAMPLE What **not** to do is using a theoretical phrase: *"Due to climate change our work will alter. Today we' ll discuss the impact of these changes on the organisation"* Make it concrete and 'attractive': *"Today we'll examine how to prevent the increase of pressure for your department due to climate change"*

After that, tell the group what they will learn today and what they will gain by attending this session. Support your programme, talk concise and dare to promise something!

2.4. The start: confrontation

"Participants are not as clever as you think".
That does not sound nice, but it is true: as a trainer you tend to overestimate the participants. What you are telling is perfectly clear to you, but for the group it is not yet clear.
The main goal of your training is that participants become aware of the health effects of climate change and that they are gaining knowledge about it. Providing only the theory is not enough.
Your participants will have to get convinced of the fact that climate change will occur and that certain health effects have to be expected.
The most challenging participants for you as a coach are people who think it is not that bad at all and will not have a serious impact.
How to make clear that it is really happening? That the risk is real and the impact is bigger than we are thinking? And also there is something we can do?
Of course you can start with a comprehensive presentation about the theory on the topic. People will listen politely and then proceed to the order of the day. Ok, this is not going to work. If you want to reach people, you will have to confront them.

Show them what happens when no measures are taken, or better yet, let them experience what will happen.
By sketching out a future scenario, you will touch upon the essence of the problem. Show participants what their practice will look like 3, 5 or 10 years from now if they do not take steps to respond to changing circumstances! If you want a nice and quick way to confront people with an expected impact, this can be achieved by using quiz questions or working with statements.
In the training modules, examples of questions and statements are mentioned, including what you can use as a 'confrontational' start of your training. In appendix 3, "Teaching methods", you can read how to use and apply the various methods.

2.5 Presentation of the theory

PowerPoint presentations have been made to present the theory of the content of the topic. The use of visual aids helps in sending out your message. "To hear is to forget, to see is to remember" is a statement which is true for many people. To deliver your message as clearly as possible, observe the following rules:

- Look at your audience, but do not always look towards the same people, or in the same direction.
- Do not read out the text of the slides, participants can read too. Give them a moment, each time you show a new slide.
- Do not lean over the table, but make sure you are standing upright.
- Support your story with active gestures.
- Do not stand with your back to the audience for too long and too often.
- Do not fiddle with your pen or tickle your nose while presenting.
- Do not speak too fast, make sure you are audible, do not use long sentences and make use of silences.
- Give examples that reflect the practical situation of the group.
- Humour is an essential element!

Make sure the equipment you want to use is working and you yourself know how to use it. When the group and/or the room is very large, you might consider a microphone. Think in advance about whether you want your story to be interrupted by questions or if you prefer to end up with all the questions of the participants. Report this before your presentation to the group.

2.6 Practice: translating the theory

"I hear and I forget, I see and I remember, I do and I understand." (Confucius)
If you have enough time to spend on your training session, it is worth considering to put the participants to work after the presentation. Using various methods, they can practice applying the knowledge they gained in their own professional practice. Some training modules are accompanied by exercises you can use. You can use the teaching methods 'brown paper session' or 'design a checklist'.
In appendix 3, 'Teaching methods', you can find how to offer these two exercises to your group.

Instruction
The success of exercises depends on proper instructions. Pay enough attention to this preparation. People must be motivated to practice. If you explain why it is important and what the results are, you will be motivating people to get started.
Provide the instructions through at least two channels, both orally and on a flip chart or on paper. Bring clarity to your group in the following way:

- Explain the link between this exercise and what you have presented in the previous section.

- Explain the structure of the exercise, e.g.: first working out the instructions and then discussion on the results.
- Discuss with the group; what do you expect of them when they are working in sub-groups?
- What do they need to deliver? (Report, discussion, advice, presentations?)
- How much time do they have for the job? Choose an end time.
- If necessary, compose the groups yourself.
- Ask if the assignment is clear to everybody.
- Inform people when they can start. Visit all the groups within the first five minutes to check if they understand what they need to do.
- Where needed, repeat the instructions.
- Keep your ears open to get input for the discussion afterwards. Observe what goes well and what does not.
- Do not solve all their problems yet, this is material for your discussion.

Discussion
After ending the exercise, organise a discussion with the group. You are doing this for two reasons: participants are becoming aware that they have learnt something (harvest of success) and to finalise the assignment if necessary.
Participants present their results, for example using flip charts or orally. Subsequently, the other participants and you respond to those presentations. What do you do during the time participants are presenting their results?
Ask yourself what they have done correct and what they are doing wrong. Select a few of the items you wish to discuss, no one can handle 10 tips, or 10 compliments. Determine the important points. Usually it is quick and easy to give the feedback yourself. However, when the group has to respond first, you will put the participants to think about what they hear.
Encourage them to give compliments first, it will promote confidence. Wait and see if the group points out your important feedback issues.
At the end of the discussion, draw conclusions and form a clear opinion, people have to go home knowing the correct conclusion!

2.7 Wrap up

Properly wrapping up your training is important. Make sure you stop in time, even though you may not have done everything you have planned beforehand. Thank the participants for their attendance, attention and active participation.
Participants may want to approach you if they have any questions on the topics. Make sure your contact information is available for them, for example by handing out business cards, or write it down on a slide or flip chart.

Evaluating
An evaluation of your training can help to be more effective the next time. You can use different methods. If you prefer a written evaluation, you will find an example in appendix 4.
You can also choose to make an oral round in the group. Keep in mind that the answers might be slightly more socially desirable and that people may be parroting. To compensate this, you can ask for example: "What are your tips and tops?
Tips are the issues that the participants want to advice other people, tops are the items that they liked most in the training session.

3 Dealing with groups

3.1 The professional as a trainer

Experts are people who like to transfer their knowledge. If they have to organise a training session, they ask themselves the question: how do I transfer my knowledge as logically and effectively as possible?
Trainers look at their participants and choose which information is needed. Their goal is to help the group. The knowledge of the trainer is serving the group and this goal. A trainer has the courage to choose. He also decides not to deal with certain issues.
If teaching is your 'second profession', you can find yourself sometimes in difficult and challenging situations. The following advice may help:

- Taking up your new role as a trainer within your own organisation? Let the management know how the organisation can profit, and make sure the training is in line with company policy. This creates support.
- Show what you have got to offer. For example, create a presentation or announcement on intra-/internet.
- If you want to gain more experience, go teach at a training college.
- Training programmes often fall under the responsibility of an Human Resource Management department. Please contact them and see what they can do for you.
- Decide what you want to do and what you do not want to do. If you have organised something once, you will quickly be asked again, maybe even outside your field. Is that something you are open to do?
- Training is a solo activity. Provide a network of colleagues who want to learn from each other. You can organise workshops and group meetings and help each other.
- Increase your own expertise, follow courses, read books.

3.2 Needs of participants

For many trainers the first moments of the training are the most difficult. You feel tensed and you are afraid participants will notice. If you are nervous at the start of your training, you are particularly self-absorbed. But participants do not think at you at all. They generally have two questions on entry:

- "Can I be myself?"
  Almost everybody is worried to be in a new company. It may seem childish, but participants need the trainer to confirm that he or she is OK. People have the fear to be excluded.
- "Can I learn enough?"
  A training takes valuable time and money and you never know in advance whether it is satisfactory. Participants need to be reassured on this matter.

You have to do two things. Show your participants that they are accepted. Even if you criticise or correct them later! Also, you must show the group that you believe in yourself, in your programme and in yourself as a trainer. How to do that?
To convey the message "You're OK" you can consider the following:
Offer participants something to drink, show interest in their journey, in their work. Listen and show interest. This means that your attention is focused on the group. Not: a quick phone call, reading the newspaper or anything else, from the moment the first participant arrives.
To convey the message "I'm OK", tell something about yourself when the opportunity arises. You can find clues to what the participants say. Make sure that you are not the center of attention. Also, you indicate what your training will present to the participants and how you are going to achieve this.

3.3 Difficult situations

In your training, situations may occur that are disturbing to you or things that disturb the training session itself. For some common situations a few recommendations are stated below.

Disturbances
A well known disturbance is the participant who arrives half an hour after the start of the training. How do you react?
Do welcome the participant warmly and show understanding for the traffic jam and the stress. At a later time during the session, e.g. at the end, you can mention that you appreciate people arriving on time. You are making clear what you expect in a non-accusatory way. When you are confronted with disturbances the following items are important:

1. Do not blame anyone, show understanding.
2. Inform them on your standards.

This applies to all kinds of disturbances: whispering or giggling participants, someone who wants to go home earlier, someone who immediately has critical questions about the programme. Believe in the good intentions of your participants, they are not intentionally doing something 'wrong'.
Communicate your standards, be clear in what you think is important. The shorter the stronger: "I like it when you do not ask questions in between" or "We start on time, but we also stop in time."

Chatterboxes
Chatterboxes are often a problem for the trainer. You can already recognise them in the acquaintance. Since this also annoys other participants, you can intervene. However, you want to keep in touch with everyone, even with the chatterbox.

- Do not impose silence upon someone too soon, you are still making contact.
- As participants repeat themselves, summarise: "If I understand you say ...., Correct?" If they say yes, you can take over control.
- Try to cut their story in a positive way: "Stop, you are saying something really important now," then you are talking yourself again.
- Do not wait for the chatterbox to shut down by itself, it undermines your authority.

Emotions

Participant: "That's totally wrong, complete nonsense "

Trainer: "Oh no. If you properly calculate, the number of patients will increase with a fivefold. So ... "

Participant: "Stop! Everything is wrong with these figures. And now you are saying we have to do a lot of extra work to prevent something that's never going to happen??? "

Trainer: "Oh yes, research is available. Wait, I'll show you a list." (Clicks an overview, participant will be angrier and angrier.)

The trainer wants to explain how he got this figures, but the participant is not susceptible to this yet. He is too angry and "whining" about the figures only makes him angrier. When people are emotional, it does not make sense to keep talking about the content. This will only make it worse.
It is better to discuss the emotion in order to allow the participant to vent. At first the emotion often gets worse, then it drops and someone can talk reasonable again.

Participant: "This is totally wrong, complete nonsense "

Trainer: "You sound angry?"

Participant: "Yes, certainly (rising indignation). I think it is ridiculous. We have already popping pressure and then you are coming to tell us we've got to do much more"

Trainer: "And you're sick of it?"

Participant: "Yes, yes (becomes quieter)."

Trainer: "I can imagine. Please explain."

Participant: "Well, we already have many sick people. Also we've to do the work of department X right now. So we really can not design a plan to solve something that maybe will happen in about ten years time!".

Trainer: "OK, I understand. I do not think it has to happen within one week. Moreover, we can see if someone could get extra time to carry this plan out."

People are not machines and it is nice when they are excited by what they learn. But they can also be angry, resentful, or afraid. How does a trainer cope with that?
Adults do not immediately burst into tears and we do not literally say that we are mad. Often we package our emotions in a substantive response or question. Body language and facial expressions betray emotions, pay attention to it. Anyone can do this, before we can talk, we can already recognise emotions!

At that moment, to discuss the content or explain something in a certain way, is of little help. When people are emotional, it only increases their emotions.
It is better to respond to the emotion and allow people to vent. Do not worry, at first the emotion is a little worse, but then it drops again and again, and someone can talk reasonable again.
It is important that you take a side track from your program, and show understanding for the emotions. Emotions take precedence over content. Continue as follows:

- Recognise the emotion and stop your story for a moment.
- Name the emotion and open yourself to the other.
- Stay calm.
- Ask and listen.
- Show understanding.
- Identify when the emotion has subsided and you can continue with the content.

Sometimes one participant, or the whole group, are criticising the trainer. Often this follows the same pattern as with other emotions. You can deal with it the same way decribed above.

Sometimes criticism is justified. You are not perfect as a trainer and you do not have to be. Make mistakes, apologise too. If you make a mistake, honestly say: sorry. Do not defend yourself or blame the group itself.

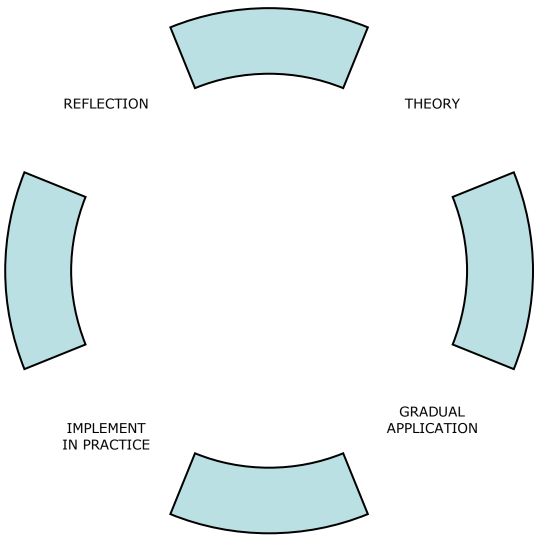
4 How do people learn?

4.1 Kolb's learning circle

A commonly used model to analyse learning styles, is Kolb's theory.
These are the important principles in this theory:

1. Learning takes place in stages.
2. People have different preferences in the approach to learning.

Learning takes place in stages
According to Kolb, to learn effectively people have to go through different phases in the learning process, namely: studying the theory, the gradual application, implementation in practice and reflection.
These phases are visualised in the learning cycle:



Different learning styles
Everyone has their own approach when it comes to learning. People have a preferred style. Kolb identifies four preferred styles:

1.The thinker
Thinkers like theory. They want to hear facts and background information.
2.The decision maker
Decision makers want concise instructions. They love clear information and want to get started after brief instructions.
3.The do'er
Do'ers want to start right away by trying. Explanation prior to the job is unnecessary for them.
4.The dreamer
Dreamers love to discuss and to see how things develop.

Learning styles
If people want to learn something, they should follow all phases of the learning circle. Theory and try, apply and reflect.
It is wise to take into account the (dominant) learning style of the group. In order to motivate and involve your participants, it is best to start with an activity that suits their learning style.
Thinkers love to hear a theoretical lecture, but for do'ers it is better to put them to work wtih a case. E.g. you can present decision makers a checklist that they have to complete. With dreamers you can start creating a mindmap[1] in the group. To find out the learning style of your group, look at their jobs. Nurses are often do'ers, policy makers are more likely to be thinkers.
Often multiple learning styles occur within a group. Reason enough to pay attention to all learning styles, then everyone gets what they are looking for.
Usually, the preferred learning style of the trainer is the style he uses to train people. This comes from the unconscious idea that the way he learns best would also be the most suitable for participants. Make sure you are alert to it.

[1] A mind map is a diagram used to represent words, ideas, tasks, concepts or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualise, structure, and classify ideas.

Literature

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Appendix 1 Intake form

If you send the programme to your participants, you can attach a short intake form. When you speak with the participants before the training, you can do the intake verbally. Here is an example.

INTAKE FORM Name: Do you know anything about the topic yet or have you been in contact with the subject before?   Which topics do interest you most in the attached programme?   Do you have suggestions for the the programme?   Thank you! Trainer .....

Appendix 2 Planning form

TIME	CONTENT	METHOD	SUPPLIES

Appendix 3 Training methods

Quiz Questions

Use the questions in the interactive training modules for an interactive start of your training. Provide the participants with a question, it is helpful if this question is written on a flip chart or slide.
Each question has three possible answers. Link the answers to a colour, for example: yellow=answer 1, red=answer 2, blue=answer 3.
Ask participants to indicate which answer they think is right by holding a coloured paper in the air. Everyone must have pieces of paper in the used colours.
You can see which colour predominates, so which response most people have chosen. Before you give the right answer, let a few people with different colours tell why they have given this answer. You ask them why they think this is the right answer. Then indicate which answer was correct.
Do not allow any discussion. The momentum must continue, you go on to the next question. You can also choose to give the right answers afterwards, making it "more exciting".

Statements

The statements can be used to start your training interactively. Deal with it as follows: Present a statement to your audience and ask them to use a number to indicate whether they agree or not. (Example: 1 = totally disagree / 5 = completely agree.) Let some participants explain why they agree or disagree with the statement. Avoid arguments and keep it short. For example, use three statements to fill 10 minutes.

Variations:
- After each statement people raise their hands if they agree or disagree with the statement. In this form, you can accelerate things and discuss more statements.
- Put a number of statements written on flip charts on the wall. Give your participants a pencil and ask them to put a check mark in the column 'agree' or 'disagree' that you have indicated on the flip chart. This adds dynamism, the participants must be active and are immediately in the middle of the training!

Brown paper session

The 'brown paper session', or moderation method, is a method for problem-solving within a group. It is a results-oriented way of working, which goes beyond brainstorming. Solutions are also discussed.
The successive stages you go through are:

1. Inventory
Present the opening question. Everyone appoints all the thoughts that come up. Everything is allowed to be said, encourage participants to let their imagination run wild. Write anything (or have it do the participants) in keywords on a flip chart or white board.

2. Orderening
The ideas are (plenary) clustered. Make clusters with stickers, e.g. use numbers or colours, or cluster the ideas in a matrix.

3. Deepening
Let all clusters develop, even the less obvious ones and those that seem unattainable. Form groups of 3 to 6 people. These subgroups subsequently present their results.

4. Evaluation
Discuss the results. Pay extra attention to imaginative suggestions: crazy ideas promote mental leaps. Summarise, subject them to critical appraisal, submit them to key criteria. Discuss the results, but also the process. Make follow-up appointments.

It is important that everyone follow the rules:
Delay the judgment: only in the final phase, the evaluation, ideas are assessed for their feasibility .
No hierarchy or arrogance, status differences are irrelevant. All participants have an equal say.

> For general tips on guiding exercises see section 2.6.

Design Checklist

In this exercise, participants are being asked to design a checklist for their own department or job. The preparation of the checklist will help the participants to consider which actions should be taken in their organisation to prepare for the changing and growing health impacts of climate change.
If the lecture is more clear in explaining the theory, the participants will be more able in translating this into a working checklist!
The checklist includes all measures that should be taken within the organisation, from measures at (strategic) management level to concrete actions at the workplace.
You can ask participants to propose measures at all levels, strategic, tactical and operational. People on the workfloor have often surprisingly clever and refreshing ideas for the management!
Of course, the checklist can also be made for a defined part of the organisation. For example, participants develop a checklist for their own section, division or branche. Do not let people design a checklist completely outside their sphere of influence, this is not very motivating.

Give your participants the following instructions to design a good checklist:

- A good checklist is similar to a recipe and describes step by step what to do.
- Give brief and concrete instructions.
- Formulate positive, so do not use the word 'not'.
- Use not more than seven steps. If you need more, then cluster them together.
- Show the relationship between the steps.
- Make a clear layout.

When they are ready, the checklists designed by the groups need to be presented. Discuss the results, but also the process. Make follow-up appointments.
For general tips on guiding exercises see section 2.6.

Appendix 4 Evaluation form

An example of an evaluation form can be found below.

Name:

Department:

Organisation:

1. Has the training met your expectations?

2. What did you think of the theory presented?

3. What did you think of the teaching methods?

4. What did you find of the ratio theory to practice? (If applicable)

5. What were the strengths of the training?

6. What can we do better?

7. Do you have other comments?

Thank you!