



Basic Level
WSTP
Training of
Trainers
Card Deck



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**World Health
Organization**

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Content has been developed based on the WHO Wheelchair Guidelines and the Wheelchair Service Training Package—Basic Level.



ADULT EDUCATION

1

List 5 ways in which
adult learners
are different from
school children.



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1

5 ways adult learners are different than children

1. Adults want to know why they should learn something.
2. Adults are responsible for their own learning.
3. Adults bring life and job experiences to their learning.
4. Adults learn when there is a need.
5. Adult want to know how they can apply what they learn to real life tasks.

ADULT EDUCATION

2

What is the difference between teaching, training, and coaching?



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2

The difference between teaching, training & coaching

- **You teach to produce a change in knowledge.**

You use readings, lectures, and diagrams to help people gain new insights, provide new information, facts and figures, and/or correct misconceptions.

- **You train to produce a change in behavior and develop or expand skills.**

As a trainer, you help people experiment with and learn new behaviors they need for their work by using case studies, demonstrations, role plays, videos, and structured practice and exercises.

- **You coach people who want to change how they deal with challenges and obstacles.**

Using open ended questions, you help someone reflect on their current behavior and choose to develop new habits in order to become more productive, more effective, more confident and more self-aware.

ADULT EDUCATION

3

What is the difference between facilitating and mentoring?



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3

The difference between facilitating & mentoring

- **You facilitate to help produce a change in feelings, attitudes, and practices.**

You create opportunities to see things from different perspectives or do something in a different way. A facilitator helps people to reflect on their thoughts and feelings in a safe environment.

- **You are a mentor when you help someone to learn how to function well in your organization or profession.**

You do that by providing advice, suggesting learning resources, creating learning opportunities, providing feedback and support, and pointing out weaknesses that need attention.

ADULT EDUCATION

4

As a trainer, you
are a model and an
authority.
What are 6 ways
to do this?



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4

6 ways to be a model and an authority

REFER TO CHAPTER 1.7 IN WSTP TRAINER'S MANUAL

- 1. Model the behaviors you want the participants to adopt.**
- 2. Be prepared (know your material and have everything ready and in order).**
- 3. Keep the learning space orderly, clean, attractive and safe.**
- 4. Be humble and open to learning yourself. Remember, you are a learner too.**
- 5. Admit when you don't know something. Promise you will find the answer and report back at a later time.**
- 6. Keep your promises.**

ADULT EDUCATION

5

The Basic WSTP is designed to appeal to people with different learning styles.

List 4 styles.

Do you have a preference?

Make sure that how you teach appeals to people with different preferences than yours.



5

4 styles of learning

REFER TO CHAPTER 1.7 IN WSTP TRAINER'S MANUAL

1. Some people learn best by **thinking, reasoning and using logic**—they want to see the big picture first, like the 8 steps of wheelchair service delivery or general concepts (such as safety and fit).
2. Some people learn best by **watching**—they need to see others doing what is being taught (demonstrations or videos)
3. Some people learn best by **doing**—they need to practice what you are telling them to do (as in the practice sessions, any hands-on experience)
4. Some people learn best by **experiencing and feeling**—they need to sit in a wheelchair and experience what it feels like to use a wheelchair (sitting, moving, transferring)

6

**Expect the unexpected!
Anticipate and discuss
with your host and
co-trainers ahead of
time what you would
do if....**

NB: Remember that “An ounce of prevention is worth a pound of cure.” —Benjamin Franklin



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6

What would you do if...

- ...the electricity goes off or is unreliable?
- ...there is a holiday that could not have been predicted?
- ...the equipment is not what you thought it would be?
- ...the preparations weren't completed by the time you arrive?
- ...one (or more) of your co-trainers becomes ill?
- ...the space is different from what you expected?
- ...the food and drink is not ready at the breaks?
- ...the training team has different ideas about good wheelchair service practice?
- ...there are tensions among the training team?
- ...it starts raining just before you start the mobility skills session?

7

What would you do if your expectations about the participants turn out to be wrong?

Discuss these and other scenarios
ahead of time with your co-trainers.



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Managing expectations if...

- ...you cannot understand the way some or all of the participants speak—or, the participants cannot understand *you*.
- ...your trainees are at different educational levels.
- ...some participants don't show up every day, or for a session. How will you handle this and what consequences will this have for gaining a certificate?
- ...some (or all) of the wheelchair users for the practical session don't show up, or you didn't find the wheelchair users you need.
- ...the wheelchair users have more serious conditions than you thought.

ADULT EDUCATION

8

How to manage challenging participants

Part 1:
The Smart Guy and
The Joker



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Managing challenging participants, part 1

- **The smart guy (can also be a woman) knows everything already.**

During a break, recognize the person's advanced knowledge and ask him or her to help you by giving others a chance to learn and respond to questions.

- **The joker never seems to be serious, making jokes all the time.**

This person may cover up his or her insecurity with jokes. Respond to the joke as if it was a serious remark. That usually ends it quickly.

ADULT EDUCATION

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How to manage challenging participants

Part 2:
The Devil's Advocate and
The Wet Blanket



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- **The devil's advocate likes to raise objections for the sake of objections, pretending to play a person other than him or herself who might object or disagree.**

Request that people speak on their own behalf and ask 'is this true for you?' If the person suggests it is not true for him or her but may be for others, ask the others. If they say yes, ask if anyone has a suggestion on how to deal with the situation suggested by the devil's advocate. More often than not it is only a theoretical possibility and you can say that such a situation is so rare you prefer to continue with the lesson.

- **A wet blanket tends to discourage others or take enthusiasm away by being negative or saying things like 'this won't work where we live.'**

Ask others if that is true for them too. If it is not true, suggest you talk after class about how to deal with the situation. If others say it is true, help them problem-solve by asking: how can we make it work even in those situations? Remember that there is wisdom in the group.

ADULT EDUCATION

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How to manage challenging participants

Part 3:
The Quiet One and
The Boss



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- **The quiet one is shy and feels uncomfortable speaking out in the large group.**

Directly approach him or her with an easy question. Ask the person to look up the answer as this may increase confidence. Use praise and recognition to encourage more participation. Use small groups (pairs, trios) to answer questions.

- **Most societies in the world have a deep respect for seniority and authority, for anyone who is the boss.**

Ask this person to help you create a comfortable atmosphere by requesting that people speak freely and letting them do so when they try. You may also ask the boss to sit in the back and be more of an observer.

If the person is dominant because of age, ethnicity, tribal affiliation, or personality, talk privately and enlist his or her help in giving others a chance. If that is not possible, look away from him or her when asking a question. If culturally appropriate, when asking a question to the group, stand with your back to the dominant person, essentially putting him out of the line of sight of the others.

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How do you change
misconceptions that
trainees may bring to
the training?



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- **We all have deeply ingrained beliefs about how the world works. These are called mental models.**

They are like a pair of glasses through which we see the world. We don't always realize that we have them and think that everyone sees the world like we do. If we are to learn something new, we have to become conscious of our mental models. For example, if we believe that people who have mobility impairments are somehow less worthy than those who can walk, it will be impossible to become an effective trainer of the WSTP.

- **If you find resistance to a particular new idea, or someone doesn't agree with what you are proposing, you may be up against a mental model.**

Examine this model by asking 'who believes this is true? And what is the evidence for this belief?' the act of putting the mental model (belief) on the table and looking at it creates awareness.

12

Is everyone in your training learning, including the training team? To make sure, list the 3 steps involved in a daily learning reflection.

NB. Invite those participants who you see as potential future trainers into this reflection. It will be a good learning experience, and you will benefit from feedback.



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3 steps involved in daily learning reflection

REFER TO CHAPTER 1.6 & 1.7 IN WSTP TRAINER'S MANUAL

■ Step 1: Go over the activities of the day.

List them but don't comment (yet), and don't leave anything out. If you have very little time, rate each session on a scale from 1 (poorly done) to 10 (excellent) and then focus on the lowest scores first.

■ Step 2: Ask yourself and/or your team the following questions:

- ◆ At which times did you feel energized or good about your skills? What made that happen?
- ◆ At which point did you notice low energy (your own or among the participants)? Why was that?
- ◆ At which times did you feel the participants were really learning? And what made that happen?
- ◆ When were you not sure you did the right thing?

■ Step 3: Ask what do you/do we need to do to be ready for the next day.

Consider delivery of materials, management of the group, organization, logistics and participant support. Think about things you want to continue, things you want to improve, and things you want to stop doing.

13

Your role as a trainer is to build participant skills and confidence.

What are 5 things that will help you do that?

1. Be prepared.

Read each session plan carefully before you start, make sure you are confident with the material you are covering and have everything ready for the session.

2. Present information clearly.

Speak clearly and calmly, check that everyone can hear you, ask questions to check for understanding, write legibly, repeat important points.

3. Manage your time.

Monitor time used. Plan for time overruns. Complete all sessions for the day.

4. Give clear and careful demonstrations of the skills you want participants to have.

Always follow demonstrations with a chance to practice. New learners need time to absorb everything, so be patient and repeat as needed.

5. Manage group activities.

Observe, be available for feedback and support, circulate among the group to check progress, and correct mistakes promptly.

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List 5 ways that
will encourage full
participation and
engagement.



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- 1.** Use the different training styles and methods that are given in the session plans.
- 2.** Ask questions to encourage participants to come up with answers rather than providing them yourself.
- 3.** Praise good work from participants and give positive feedback (but only when it is honest).
- 4.** Link learning to real examples that the participants can relate to, rather than giving unusual or unlikely examples.
- 5.** Keep the training fun.

ADULT EDUCATION

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List 4 things
to avoid as a trainer.



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1. Avoid talking too much, giving too much information, or over-explaining.

Remember they are learning the basics and most important steps now. Keep your examples and explanations short and focused. Encourage participants to speak and discuss amongst themselves.

2. Don't make up an answer to a question when you don't know.

Say that you don't know the answer and will have to look it up or ask one of the other trainers.

3. Never embarrass a participant in front of the class, as it is a sure way to lead to disengagement.

4. Don't raise your voice or become impatient with a participant who gives you trouble.

There are ways to manage them.

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What is one thing you need to do to make sure the participants stay engaged and energized?



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Making sure participants stay engaged

Constantly scan the class for signs of fatigue (yawning), boredom (side conversations, checking phones) or overload (puzzled or anxious faces, confused looks, misunderstanding of tasks).

If you do notice any of these, take a break, do an energizer or ask a question to understand what's going on.

Boredom may also be a sign that the group is more advanced and comfortable with the knowledge you are sharing. In that case you can increase the pace.

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Some people speak quickly, and others are shy or thoughtful in giving answers.

What are 2 ways you can manage this dynamic?



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1. After you have asked a question, give people at least 30 seconds to a minute (depending on how difficult the question is), so everyone has a chance to think for themselves. Otherwise the same quick thinkers will always be first. Some people need time to collect their thoughts. Give everyone a chance.
2. When there are many people who are shy, or worried about giving a wrong answer, have people discuss the question in pairs or trios to test their answers against their peers. You can then ask each group to share the responses they came up with.

18

End and begin the day
with a brief reflection.
What are some of the
questions might you ask?

NB. You don't have to ask all the
questions. If you have more time,
ask more, if less, ask less.



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■ At the end of a day:

- ◆ What did we do today?
- ◆ Which areas or topics did we cover?
- ◆ What was most exciting to you?
- ◆ What surprised you? What made you worry a bit?
- ◆ What new insights did you get about providing basic wheelchair services?
- ◆ What is the most important thing you learned that you can put into practice right away when you go back to your workplace?

■ At the beginning of the day:

- ◆ What do you remember from what we covered yesterday?
- ◆ What thoughts, questions or ideas came to your mind after yesterday's class?
- ◆ What did you talk about amongst yourselves (if residential) or with your family (if people sleep at home)?
- ◆ What is not clear from yesterday's topics?
- ◆ What questions do you have before we start a new topic?

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Keeping a group focused on the learning task is an important responsibility of the trainer. Sometimes questions or stories that are long or complicated can be a distraction to the task of learning.

What are 3 ways you can get back on track?



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- 1.** Keep the objectives of the session visible on a flipchart or black (white) board. Use this to remind people of what the session is all about (“thank you for that contribution, now let’s remind ourselves what we need to focus on now.”)
- 2.** Ask: “How is this related to the focus of our session?”
Or: “Remind me what the question is (or what the story is all about)?”
- 3.** At the end the session, ask someone to read each objective and then check whether they have been met.

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What should you do with questions or stories that relate to later sessions or to intermediate and advanced training?



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Write the idea, question or topic on a 'parking lot,' a blank flipchart.

If the topic will come up later in the week you can refer to the parking lot and see if the question is answered (in which case you can cross it off the parking lot). If the question is about next level training, explain to participants about intermediate and advanced training.

21

What are 3 things you can do when you feel lost, confused, challenged, or want to look something up?



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3 ways to gain time when you need to regroup

- 1.** Call a break so you can collect yourself, look something up, or speak to a participant about their behavior or question.
- 2.** If you just had a break, then give them an assignment that you were going to give them anyway.
- 3.** If neither of these are options, ask them in small groups to review an earlier lesson, giving you some time to collect yourself.

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What are 3 ways
in which you can
deal with poor time
management?



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1. Manage yourself—you are a role model so be on time yourself.

2. Set a norm right away that the training starts and ends exactly as communicated to the participants.

Start even when there are only 2 people in the room. If you wait for latecomers, you reward them while punishing the ones who arrived on time. People will learn quickly that if they come in late they will miss important parts of the training and they have to catch up on their own time.

3. If the same person arrives late a second time, point out (in private) that this is disruptive and may negatively affect the learning environment of their peers.

If the person has a valid reason for being late, suggest a seat close to the door to minimize disrupting the session.

23

What might be 5 causes for repeatedly running out of time and what can you do about each?

Check to see if any of these causes apply to you and try to correct yourself.

- 1.** You are talking too much or adding extra content that isn't in the guide and that is not for this level of training. Stick to the session notes.
- 2.** You are responding to one or two slow students. Ask them to meet with you after class.
- 3.** The breaks are not respected. Start at the appointed time no matter how few people are in the classroom.
- 4.** You are explaining too much, making your sessions longer than the time noted in the guide. Return to the precise teaching notes in the lesson plan.
- 5.** There are frequent interruptions that have nothing or little to do with the training. Ask someone else to manage these.

24

In most cultures the teacher is the authority and source of power. People with little formal education may be shy.

This would show in behavior that is passive (only talk when given permission) and reactive (answer questions, don't ask them).

What are 7 different ways to handle this?

1. Get to know the participants and allow them to get to know you so they won't be fearful of you.
2. Use humor.
3. Ask people to discuss the answer to a question with their neighbor.
4. Use ice-breakers to relax the atmosphere.
5. Pay special attention to people who are not participating and find out why.
6. Mix groups so everyone has a chance to work with everyone else.
7. Provide positive feedback and support to encourage greater participation.

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Some people will say that all the wisdom is in the group; others believe that the teachers (trainers) know best.

What is true and what is false about these beliefs?



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- **It is true** that there is wisdom in the group. They know the local situation better than anyone else.
- **But it is also false**, as they may have limiting beliefs about what is possible and what is not; they may be used to practices that are not correct or have never been challenged before.
- **It is true** that you, the trainer, know best, because you have successfully completed the WSTP basic course as a participant and because of your practical experience.
- **It is also false** because (if you come from outside the community) you don't know about the day-to-day realities, practices and values of the participants and their clients. Hence it is important to learn as much as possible about the local situation beforehand.

26

The trainer's body is an important training instrument because it can direct the flow of communication between participants and people in positions of authority (the trainer, the boss).

**What are 4 ways
that you can use to
redirect these flows?**



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1. When you stand with your back to a dominant speaker, this makes it harder to remain dominant.
2. Walking up to or standing directly behind a shy person may give him or her the courage to speak up, especially if you are asking a question that is easy to answer.
3. Standing in front in the center makes you the central person. All exchanges will go through you.
4. Withdrawing to the side or sitting down between the participants will redirect the flow of conversation to move between participants rather than through you.

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What are 7 ways to
instill confidence
in participants who
are shy and lacking
confidence?



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- **Acknowledge** what they say and know, even if it is incomplete (complete it).
- **Celebrate** their accomplishments (even if the accomplishment is having come to the training).
- **Empathize** by showing them that you have sympathy for their situation.
- **Empower** them by helping them answer their own question (how might you go about that? Where else have you tried that or what else might you do?).
- **Inspire** them by seeing the best in them and recognizing their gifts.
- **Show confidence** by setting an expectation that they can do something well.
- **Validate** their feeling by acknowledging that their feelings are understandable given their situation.

28

If someone gives an incorrect answer, what are 4 ways in which you can correct the mistake without creating embarrassment, shame or undermining confidence?

1. See if anything is correct in the answer, recognize it and give positive feedback.
2. Ask others from the group to improve on the answer. This will give you a good idea of how people grasped the concept.
3. Acknowledge your role in creating the confusion or misunderstanding.
4. Then complete the responses you have received by correcting what was wrong and/or providing the missing correct information.

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What are 3 essential elements of giving feedback that the other person can hear?



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1. Look for things the person is doing that he or she must keep doing because it is done well and they are important. Be specific.
2. Look for things the person needs to improve. Make a list and be specific about the circumstances under which the improvements are needed and make suggestions.
3. Look for things the person should stop doing and explain why.

30

What are 8 things you can do to create a strong training team?

NB. If there are assistants who are not trainers, include them, as they are part of the team.

1. At your first meeting, create a shared vision by asking: what would be a great outcome of this training? Write it down.
2. Go over the three sets of competency cards to make sure you are all aligned on content and principles, and divide the logistical and administrative tasks among you.
3. Model learning behavior throughout the training. By avoiding defensiveness when criticized, you set a good example.
4. Take your end-of-day-reflections seriously by making time for them.
5. Practice giving honest and constructive feedback to each other.
6. When there is tension, talk about it after the participants are gone.
7. In your closing reflection with the training team, revisit your shared vision and determine whether you achieved it. If you did not, learn from the experience.
8. Have fun!

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What are 9 things
you need to consider
when communicating
with participants and
wheelchair users in the
training?



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- 1. Speak clearly.**
- 2. Use simple terms.**
- 3. Explain what is going to happen before it happens.**
- 4. After explaining something, check to make sure the person understands.**
- 5. Listen carefully and check to make sure you understand what the wheelchair user says (“did you mean that...?”).**
- 6. Make eye contact if that is culturally appropriate.**
- 7. Don't assume you know best.**
- 8. Be respectful of everyone in the class.**
- 9. Show you are interested in the person and his or her situation.**