

## DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 9 Facilities and Course Co-ordination

SUGGESTED TIME: 1 hour

TRAINING AIDS NEEDED: Overhead projector, flipchart & transparencies (4).

OBJECTIVE(S): Upon completion of this unit you will be able to:

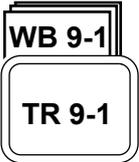
- Select a facility to meet the needs of the training activity to be conducted.
- Arrange a classroom for a training presentation and the audio-visual aids to be used.
- Describe the most common problems encountered with facility arrangements.

**UNIT OVERVIEW**

*Purpose:* To present and discuss the problems and preventions related to the place where training takes place.

*General Guidance:* Generally present the course lesson plan information and then build from participant experiences at the local level.

*Cautions:* This can easily deteriorate into a "war-story" telling session. Try to stick to broad categories of problems and preventions.

A/V AIDS	OUTLINE	NOTES
	<p><b>1. Introduction</b></p> <p>1.1 Introduce self and assistant 1.2 Present unit objectives - Refer participants to workbook.</p> <div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><b>Upon completion of this unit you will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Select a facility to meet the needs of the training activity to be conducted.</b></li> <li>• <b>Arrange a classroom for a training presentation and the audio-visual aids to be used.</b></li> <li>• <b>Describe the most common problems encountered with facility arrangements.</b></li> </ul> </div> <p>1.3 Why be concerned with facilities?</p> <p>The success or failure of any presentation or training programme depends on how well it is planned and the environment where it is conducted. During this unit we will examine some key aspects of the selection of facilities for training.</p>	

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	<p><b>2. Presentation</b></p> <p>There are many activities to be done when arranging for a facility. They include the planning for the course, selecting a place, procuring or contracting a facility, follow-up contacts, and problem solving. Lets start with planning.</p> <p><b>2.1 Planning considerations.</b></p> <p>2.1.1. <b>Type of presentation</b> - Informational or instructional?</p> <ul style="list-style-type: none"> <li>• Informational presentations may need only chairs and a podium.</li> <li>• Training courses will probably need tables. Break-out rooms may be needed.</li> </ul> <p>2.1.2. <b>Method of Instruction</b> - ILM or D/PM.</p> <ul style="list-style-type: none"> <li>• Lecture - knowledge, sedentary, passive. A typical classroom will probably be OK.</li> <li>• Demonstration/practise - participation, student activity. More space will be needed and seating arrangement will change.</li> </ul> <p>2.1.3. <b>Space</b> - Classroom, break-outs and support.</p> <ul style="list-style-type: none"> <li>• Classroom - If hands-on activities are included, much more space will be needed. What visual aids are to be used? Will equipment be used or demonstrated?</li> <li>• Break-out - Size, A/V use, lighting.</li> <li>• Support Staff - an office for a secretary?</li> <li>• Storage space - space to lock up equipment when not in use.</li> <li>• Preparation room - a place for instructors to practise and prepare for their presentations.</li> </ul> <p>2.1.4. <b>Length</b> - Hours and days.</p> <ul style="list-style-type: none"> <li>• How long will the programme be? If it is more than one day and you need to leave equipment in the room, you will have to reserve for evenings also. Hotels and motels will rent the room out during the evenings if you do not reserve it for 24 hours.</li> <li>• Participants can tolerate a marginal room for 1 or 2 days but not longer.</li> </ul> <p>2.1.5. <b>Times</b></p> <ul style="list-style-type: none"> <li>• Start and end.</li> <li>• Make sure you arrange for set-up and take-down time. If you start on Monday AM, you may want to have time Sunday afternoon to prepare.</li> <li>• A Saturday end time may cost extra. You may not be able to return rented equipment until Monday.</li> <li>• Participant arrival and departure times may conflict with tourist or local activities causing delays.</li> </ul>	

AV AIDS	OUTLINE	NOTES
	<p><b>2.2 Facility selection</b> When selecting a location for your course you need to consider the following before making a selection.</p> <ul style="list-style-type: none"> <li>• <b>Size of the facility</b> - A small hotel may make you VIP's and give you lots of attention. A large hotel will probably have more capability.</li> <li>• <b>Parking space available</b> - A downtown location may cause participants to have parking problems. That can mean problems for you.</li> <li>• <b>Food service</b> - How many alternatives are available? What time do they start serving breakfast? Do they use a buffet or set-down service? Food service problems can be disastrous.</li> <li>• <b>Transportation to location</b> - If participants have to travel a distance from an airport or another city, transportation becomes an issue. Plan for travel time.</li> <li>• <b>Sleeping rooms</b> - Check out the rooms. Would you like to spend a week in one? Will you be putting two people to a room? Hotels have put two people in a room with one bed.</li> <li>• <b>Environment</b>-Noise, atmosphere. Is the location a pleasant resort area or a drab commercial atmosphere? How about external noise like an airport or commercial sales area.</li> <li>• <b>Security</b> - Can you leave your equipment in the rooms? Does the facility have security people? Is the location safe for the participants?</li> <li>• <b>Type of facility</b>-Hotel, motel, resort, school or agency. Hotels will cost more but may be more conducive to learning. A government facility will be cheaper but can have so many restrictions and problems that your training purpose will not be realised. Especially if some of your students also work in the building. Tardiness, phone calls and interruptions.</li> <li>• <b>Meeting Room</b>-Location of room in hotel, next to a casino or the kitchen? Lighting controls, electric outlets, electrical system capacity, shape, obstacles, acoustics, distractions-paintings or wall colours.</li> <li>• <b>Availability of the facility</b> - If you are limited in your available dates, your selection of sites will be limited. Have several alternatives so that you will have a better selection of potential locations.</li> </ul>	<p><b>Is food culturally acceptable?</b></p> <p>Make a rooming list for the hotel.</p>

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<div data-bbox="225 315 344 443" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">WB 9-3</div> <div data-bbox="233 1106 352 1234" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">WB 9-4/ 6</div> <div data-bbox="225 1323 360 1429" style="border: 1px solid black; padding: 5px;">TR 9-2/4</div>	<p data-bbox="448 371 655 398"><b>2.3 Procurement</b></p> <ul data-bbox="477 409 1161 611" style="list-style-type: none"> <li>• Be careful to use the correct procedure for renting facilities. Different agencies and organisations have different procedures. Check it out before you go too far.</li> <li>• Have the procurement procedures in hand when you start meeting with facility managers. Know who talks to who.</li> </ul> <p data-bbox="477 651 1078 678">Have the following information at the first meeting.</p> <ul data-bbox="477 719 1166 1373" style="list-style-type: none"> <li>• <b>Days and hours.</b> Don't forget evenings. Allow for setup and cleanup. If you don't want to take everything down at night and set up again in the morning, reserve your rooms for 24 hours a day.</li> <li>• <b>Number of people</b>-Be sure to include the presenters, support staff and observers.</li> <li>• <b>Tables and chairs</b> - Number, size and set-up. Some places have narrow tables. Check out the chairs. Would you want to sit in one for a week?</li> <li>• <b>Diagrams of room arrangements</b> - Include everything! Be prepared to have to adjust after the hotel sets up. Lets spend some time on room arrangements. The way you arrange the room will have considerable effect on the success of your training. A room arranged in classroom style will be very difficult to conduct a demonstration/ practise lesson.</li> </ul> <p data-bbox="477 1413 1158 1507"><i>Show possible room layouts, uses, and discuss the advantages and disadvantages. Discuss the options for placing the A/V aids and equipment</i></p> <ul data-bbox="477 1547 1161 1821" style="list-style-type: none"> <li>• <b>Rental needs.</b> VCR's &amp; TV monitors, easels, projectors etc. They may all cost money.</li> <li>• <b>Refreshments.</b> This can be a real problem. What, when and who pays.</li> <li>• <b>Any special needs.</b> - Phone lines, training aids, handicap access.</li> </ul>	<p data-bbox="1198 692 1406 786">Specify times for hotel staff activities-cleaning, etc.</p>

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<div data-bbox="209 817 352 887" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Exercise</div> <div data-bbox="220 891 341 1016" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">WB 9-3</div> <div data-bbox="209 1086 360 1240" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Flip Charts</div> <div data-bbox="220 1370 341 1503" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">WB 9-7, 11</div> <div data-bbox="220 1711 357 1816" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">TR 9-1</div>	<p><b>2.4. Follow-up</b></p> <p>You need to know who the catering/facility manager is for the facility. If arrangements have been made long in advance, check with this person about once a month. They seem to change regularly and fail to leave records sometimes. Also find out about payment process. Some places have demanded to be paid at the end of each day.</p> <p>Security can be a problem. Work with the hotel management to see that any equipment you have is secure.</p> <p>Provide feedback on the service received, problems etc.</p> <p><b>3. EXERCISE</b>  <i>Participants use the Meetings and Facilities Reference Guide. Split the class into smaller groups. Desired outcome is a diagram, a list of needs and concerns. Have one group present, others comment.</i></p> <p>Plan for a training session.  Use Meetings and Facilities Reference Guide.  30 participants. (No extras)  Interactive lecture.  Participants will have reference materials and workbooks.  3 - presenters will use slides and OH's.  Session will last 2 days.  Workshop will be in a hotel - tables 6'x30" - standard chairs</p> <p><b>4. Co-ordination</b>  Co-ordinating a training course has many activities. A sample list is on pages 9-7 &amp; 8. WB 9-9 is a form listing all of the items that need to be included in an agreement with a hotel or commercial facility. WB 9-11 lists requirements that might be included in an A/V equipment rental agreement.</p> <p>No discussion of course co-ordination would be complete without Murphy's Laws on page WB 9-11.</p> <p><b>5. Review</b>  Unit objectives and questions</p>	<p>Brief discussion of activities in general and co-ordination problems.</p>