Intermediary Development Series

Delivering Training and Technical Assistance

Compassion Capital Fund

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Introduction

Welcome to *The Intermediary Development Series*—a multi-volume series designed to outline the key steps and elements necessary to help intermediaries build capacity in the faith-based and community-based organizations (FBO/CBOs) they serve. This series represents more than the sharing of information. It represents a common commitment to an intermediary's ideals—providing the most effective services in a more efficient manner to the grassroots organizations that are reaching those in our country with the greatest needs.

Who is the audience for *The Intermediary Development Series*?
An *intermediary* is something that exists between two persons or things, or someone who acts as an agent or mediator between persons or things. An intermediary organization, then, exists between the people with the resources and the organizations needing the resources—namely finances or information.

The Compassion Capital Fund, administered by the U.S. Department of Health and Human Services, helps FBO/CBOs build capacity and improve their ability to provide social services to those in need. In this context, an intermediary acts as a mediator between the Federal government and grassroots organizations to help accomplish these goals. This series will prove useful to both existing and emerging intermediaries (those currently funded through CCF as well as an expanded audience of potential recipients) and the FBO/CBOs they serve.

What is *The Intermediary Development Series*?
Think of it as help when and where it's most needed—a ready reference for common priority issues and comprehensive answers to critical questions. It was developed as a key component of the Compassion Capital Fund in response to the questions and concerns consistently posed by intermediaries representing all areas of expertise and experience levels. The following titles are included in this eight-volume series:

Acquiring Public Grants
Building Multiple Revenue Sources
Delivering Training and Technical Assistance
Designing Sub-Award Programs
Establishing Partnerships
Identifying and Promoting Best Practices
Managing Public Grants
Measuring Outcomes

How is *The Intermediary Development Series* used?
It is intended to be used as a practical guide for intermediaries to help FBO/CBOs in a variety of tasks including securing more funding, providing services more effectively or on an increased scale and also helping them operate more efficiently. As such, it's flexible—readers who wish to use it as a self-guided reference for specific questions are likely to keep it nearby. Key terms (bolded within the text) are defined in a glossary of terms included in the appendix of each

guidebook. It's also comprehensive—emerging intermediaries may find the volume, *Delivering Training and Technical Assistance*, especially helpful for more in-depth assistance. Finally, regardless of the audience, its user-friendly format makes it easy to share with the variety of organizations intermediaries serve.

Who developed *The Intermediary Development Series*?
This series was developed for the Department of Health and Human Services by the National Resource Center—an information clearinghouse designed to provide customized technical assistance, specialized workshops and other useful tools to help increase intermediaries' scale, scope and effectiveness. Expert practitioners were enlisted to develop and field-test each topic in *The Intermediary Development Series*, ensuring each volume would provide accurate and, most of all, *practical* answers to common questions.

Delivering Training and Technical Assistance

By reading this particular volume in *The Intermediary Development Series*, intermediary organizations will learn the key elements necessary to effectively design and deliver **training** and **technical assistance (T/TA)** in order to build **capacity** in faith-based and community-based organizations as evidenced by:

■ Increased funding
■ Increased effectiveness
■ Increased efficiency

This guidebook will help organizations answer these key questions:

■ How do we develop a training and technical assistance plan?
■ What is the best way to deliver training to nonprofit organizations?
■ What technical assistance should we provide to whom?
■ What fatal traps should we avoid?
■ When and how do we refuse a request for technical assistance?
■ What is the difference between training and technical assistance?

Delivering Training Overview

As a leader in an intermediary organization, you probably have a strong interest in delivering training and technical assistance effectively. This is highly leveraged work because faith-based and community-based organizations can make huge gains in productivity and effectiveness by what they learn from you, the intermediary.

This guidebook will help you anticipate the requests for training and technical assistance you are bound to receive as an intermediary and help you determine the best approach for delivery. This will allow you to develop a comprehensive training and technical assistance plan for your organization.

Of course, submitting a training and technical assistance plan may also be a requirement for a state or Federal grant you have received. In that case, this guidebook will help you stay in compliance. If you have not received government funding but want to apply for a grant to serve as an intermediary, then a sound and realistic training and technical assistance plan will strengthen your grant proposal.
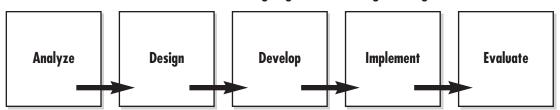
If you have received a grant to serve as an intermediary, you probably have plans for delivering workshops, seminars or a conference with a unique focus. All of these are effective ways to provide training. Training is a direct way to build capacity with a large number of nonprofit organizations in a short amount of time. To ensure that your training is effective, you need to take a systematic approach to designing and delivering your training.

Here are the five phases in a systematic approach to training:

- Analyze
- Design
- Develop
- Implement
- Evaluate

These are the steps in a Systems Approach to Training, also called SAT. You may have heard of this referred to as Instructional Systems Design, or ISD. It is also called ADDIE after the first letter of each phase. No matter which term you use, a systematic approach to designing and delivering training helps you stay attuned to the participants, work more efficiently and achieve measurable outcomes. It is an orderly, logical process to help you work smarter and train better.

These are the phases you will want to use delivering all of your workshops. First, *analyze* the situation and the needs of the participants. Then *design* the workshop by determining the objectives and outlining the learning experiences and main topics. Next, *develop* all of the supportive content, the training materials, media and lesson plans. When you are ready to train, *implement* the training plans. Finally, *evaluate* the workshop to see how people liked it and if you achieved your objectives. Then use this information to improve the training experience.

The Process of Designing and Delivering Training

| Analyze | → | Design | → | Develop | → | Implement | → | Evaluate |

To illustrate these five phases another way, imagine you owned an empty lot on a busy street corner. You decide that you want to open a new store but aren't sure about what kind of store to build. Your first phase would be to *analyze* the needs of people in the community. What kind of store do people want? A clothing store, gas station, restaurant or hardware store? After finding out what your customers need and want, you can hire an architect to *design* the store for you. When he delivers blueprints you like, then this phase is complete. Your next phase is to hire a contractor to actually build the store for you. He *develops* the structure according to specifications, and you fill it with merchandise. Next, you *implement* your plans by opening the store and inviting people in to shop. This is the fun part, though some people would rather wait outside in the car than go in your store. (You will have participants like this in your training sessions sometimes, too.) Last, you *evaluate* by asking customers how they like the store and checking the shelves to see what is selling. You make adjustments and keep going forward.

These five phases represent a logical, orderly process. When you design and deliver training, don't shortcut the process. Some intermediaries assume that they already know what leaders of FBO/CBOs want, so they skip the *analyze* phase. They may be very close to being accurate, but they will always learn something when they take the time to listen carefully to prospective participants. Some workshop leaders neglect to specify instructional objectives. Others combine and confuse the *design* and *develop* phases. They teach what they *know* instead of what the participants *need*. Some neglect to monitor implementation. And last but not least, others forget to *evaluate* their training.

As an intermediary, discipline yourself to work through the whole SAT process. Building capacity through training is too important to leave to gut instinct, hunches or what seemed to work before. Most likely, you are serving a new audience, different arena, more geography or at least a wider variety of organizations than you have worked with in the past. Your organization and your trainers will benefit from an organized, logical, systematic approach.

Analyze

The first phase in the process is sizing up the situation and assessing the needs. This doesn't require an expensive, exhaustive written survey of all prospective participants. You may not even have basic contact information yet for the leaders you expect to attend your training. But you still need to get some information about the participants and their world. You have to go on a fact-finding mission. This is sometimes called the front-end analysis. You complete it before you start putting the training together. Depending on the situation, you may want to complete a system analysis, needs analysis or task inventory. You can do one or all three for this phase.

To analyze a system, gather some experts and delve into why a larger system is not performing. For example, you may find nonprofits in a city who don't know how to access Federal funding. You might look at all of the FBO/CBOs serving homeless populations and discover that they are all small with weak boards. You will want to do some research so that you are dealing with facts as well as observations.

To complete a needs analysis, find prospective participants and ask them what they need. A day of phone calls can yield enough information for you to move on to the design phase. You can get more accurate information by sending out a written survey by mail or email. Provide multiple-choice as well as open-ended questions. Both can yield helpful information. For example, list all the training topics you have thought about providing and have them check all that are highly interesting. Ask questions such as, "What skills or topics would you like to see covered in our conference?"

To do a task inventory, you must be training towards a specific task or position. Look at a particular job and carefully list all the steps required to accomplish it satisfactorily. You may want to observe someone in action or interview seasoned practitioners. Ask, "What do you have to do?" and "What do you have to know?" For example, you may select a specific need area like grant-writing to help leaders of FBO/CBOs learn how to write grants. The task inventory will yield all the steps and the supporting knowledge you need to design the training.

> **Open-ended Questions**
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> ❏ What would you like to learn about _____?
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> ❏ Where do you feel a need for additional training?
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> ❏ In what area is your organization struggling right now?
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> ❏ Where could you use further professional development?
>
> ❏ What are your biggest headaches as an executive director?
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> ❏ What is holding your organization back?
>
> ❏ In what areas would you like us to provide advanced training?

To complete the analysis phase, evaluate your findings and the process you used. If you are satisfied you did an adequate job on analysis, then you can proceed. After analyzing the needs, you are ready to begin designing the training experience.

Design

The design phase involves building the skeleton of your training. You are not yet developing the content or the instructional materials. Adding the muscle and skin comes later. The first priority is to determine what you want to accomplish and make sure it addresses the real needs by drafting a design document. The design document will include at least the following information:

- Title and time frame
- Educational objectives
- Outline of steps or content to be learned
- Performance test
- Cost estimate

Title and Time Frame

You don't have to do this first, but make sure your document contains a working title and time frame. Choosing a clear working title can help you sharpen your objectives and stay focused on the needs of your audience. For example, you might use a working title like, "How to Secure In-Kind Donations." It also helps others easily recognize what you are trying to accomplish. After outlining steps and content, you can estimate the amount of time needed. If you are locked in to a specific time frame, you should acknowledge that at the beginning of the design phase.

Educational Objectives

Next, write objective(s), noting the difference between goals and objectives. In training, you may have some overall goals for development of the learners, but the objectives should:

1. Be stated in terms of what the participants will be able to do
2. Describe observable behavior
3. Use simple, clear language

How can you meet all of these criteria? A simple tool is to write your objectives by completing this sentence: *"As a result of this training session, the participants will . . ."* If this is difficult, your training session is likely headed in the wrong direction. Many objectives are written toward what the *presenter* will do. For example, "To teach the foundational principles of fundraising," or "To present best practices in developing a board of directors." In contrast, training means that the *participants* will be able to do something they couldn't do before. When you can state what that "something" is, you will be on your way to shaping a good training experience.

Using action words will help you describe observable behavior. Avoid words that are difficult to observe, such as, "As a result of this training session, the participants will be able to *appreciate* …," or "*understand*," "*realize*" or "*feel* more confident." Try using action words like, "will *raise* larger donations," "*recruit* volunteers," "*write* job descriptions," "*apply* for a state or Federal grant" or "*create* a brochure for their organization." As a test, read your objective to another person over the phone and ask if he or she can easily visualize the learners doing it.

Words to Avoid	Words to Use
know	write
understand	evaluate
comprehend	plan
recognize	organize
see	analyze
be acquainted with	explain
be familiar with	create
feel	design
appreciate	produce
believe	develop
remember	recruit

Some authors and educators advocate going beyond these three simple guidelines by adding conditions and standards to your objectives or making sure they are S.M.A.R.T objectives: Specific, Measurable, Attainable, Realistic and Time-stamped. If this is helpful, write longer, more complete objectives. Just make sure that other people can understand them when you are done. If your objectives are too long or unclear, ask a peer to edit them.

Outline Steps

Next, write out all the steps and sub-steps required to be able to attain this objective. What content do they need to know in order to do all of these steps? In other words, what do the learners need to know, feel and do to attain this objective? You can rely on your own experience, use printed resources or ask practitioners and experts what should be included. Put this together in an outline sequenced in a way to make learning easier for the participants.

> **Options for Sequencing Material**
> ❏ Job performance order
> ❏ Simple to complex
> ❏ Known to unknown
> ❏ Dependent relationship
> ❏ Logical flow

Performance Test

The design phase requires you to actually write the test the learners will take at the end of the training session. This can be a paper and pencil test of basic knowledge or an exercise for performing the skill in the classroom. You can also choose other assessment methods such as developing a portfolio, observing them in the field or even measuring organizational results.

Choose a way to test that matches your educational objective. For example, if you are designing a workshop on working with major donors, you might have the participants write out a script and use it in front of the class in a role play. If you are designing a session on managing grants, you might test them on their grasp of foundational principles or have them turn in the draft of a proposal within three months. This helps you in the next phase as you develop the training material because you will be "teaching to the test."

Cost Estimate

At this point, unless money is no object for your organization, you may want to estimate the cost of developing and implementing this training design. If it is too expensive, you can go back and adjust the outline without having to throw away handouts, slides and other media and content. If you are well within budget, you can move ahead with confidence.

If you know the material, you may wonder why you need to bother with a design document. Why not just sit down and write the lesson materials? Some people may build a house without using blueprints, but drafting plans before building can save a lot of time and money. Also, you can show your plans to other people and get the added benefit of their creative ideas. This can improve the overall quality of your training experience. After your blueprint is complete, show it to others. The feedback you receive completes an evaluation loop. When you are satisfied with your design document, get it approved and get ready to start building your workshop.

Develop

The next phase is actually developing the instructor lesson plans, the participant handouts and the media. While you function as an architect in the design phase, imagine your next role as a contractor in the develop phase—gathering all of the materials and building the structure that will contain the training experience.

Be sure to consider:

■ Instructional setting
■ Existing materials
■ Learning experiences
■ Supporting content
■ Instructor guide
■ Media

Choose the Instructional Setting

Will you choose to provide a workshop for a small group or will a larger group require a seminar setting? Do you have the option of delivering the material in small groups or one-to-one? Will you use coaching, mentoring or network meetings as a part of your delivery strategy? If more than one day in length is necessary, do you want to host a training retreat at a camp, a conference at a hotel or a series of one-day sessions over the course of several weeks? Expand your options, weigh the pros and cons, then select the best alternative.

Review Existing Materials

If you can buy an instructional package and adapt it to your audience and objectives, then you will save a lot of time. Do some research. Leverage existing books, resources, media and even other trainers to gain a lot of good ideas and avoid reinventing the wheel.

Create and Organize the Learning Experiences

In the develop phase, many trainers make the mistake of shifting into an academic mode and thinking about what they know and how to present the material. Your training will be more powerful and effective if you first think like a student, not a teacher. Create the training experience from their point of view.

Lecture is only one of many kinds of experiences you can plan for the participants. How interactive should you make your workshop or seminar? A good rule of thumb is to aim for 50% presentation and 50% participation. Presentation includes delivering content through lecture or video. Participation is any interactive teaching method such as role play, simulation, discussion, demon-

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Creating a Learning Experience

❏ What do you want them to experience?

❏ What will the participants feel when they walk in?

❏ How will you open the training session? What will they do next?

❏ What are the steps they need to learn?

❏ What do they need to practice in order to accomplish the training objective?

❏ What do you want them to discuss with each other?

❏ What do you want them to write?

❏ What do you want them to see?

❏ What do you want them to hear (from you as you present content)?

stration or opportunity to practice. Unfortunately, many workshops are 50 minutes of lecture followed by 10 minutes of question-and-answer. From the instructor's perspective, that is the way to "give them a lot of good stuff." But think of it from the student's perspective. How much better it would be if the content were delivered in shorter chunks balanced with an opportunity to work it through with an interactive exercise. Some topics will require more interaction to accomplish your training objective and some less.

Develop Supporting Content
What do the learners need to know in order to do the steps and accomplish the training objective? Instead of writing an objective to fit your content (content-centered), make sure you understand the need, set a clear objective and teach to that objective (participant-centered). If you develop your training this way, you can feel more assured that your content will be relevant and your session well-received.

Create the Instructor Guide
A lesson plan or an instructor guide includes all the notes and instructions for the session(s). It allows you to keep everything in one place so you aren't switching back and forth between your presentation notes and an outline of the session. Whether you are developing a one-hour seminar or a four-day workshop, an instructor guide will help you stay on track and train more confidently.

An instructor guide should have three or more columns to help you keep on time, present material and remember to use handouts and media at the right places during the session.

Instructor Guide Template		
Time	**Content**	**Method/Media**
5 min.	Introduction	Video Clip
11 min.	Overview of Content	Handout #1

Under the Time column, put the time of day or number or minutes for that part of the training session. In the Content column, you place all of your presentation notes. This can be a simple outline with key words to remind you what to say or a highly detailed outline with all of your content in writing. If you are using PowerPoint, you may want to write out your speaker notes and transition sentences in this center Content column. If you have a handout, note it in the right-hand Method/Media column. If you will be showing a video clip as an illustration, note it here, too. This will help you remember to use your media and handouts in a timely manner instead of suddenly remembering a key handout at the very end of the session.

Create Media Supports
Last, create the final version of the media you will be using to support instruction. Saving this step until later in the development phase allows you to create something that is engaging and helps the learners achieve the objective. Refer to your instructional guide for time allotment, as some media can take up a lot of time (such as showing a long clip from a video or playing an

entire song). Media can also be expensive. Creating the instructor guide first will save you from working hard to create a video or other piece of media that you ultimately decide not to use.

You may be wondering about PowerPoint or another presentation program. Some trainers like to create their sessions on their computer in a presentation program. The software is certainly designed with this in mind and users take advantage of those features. As a trainer, you can do this as long as you are drafting the content and completing the instructor guide before you start tweaking the graphics on the template, building complex charts and adding transitions and animation. Save the special effects that can rob your time and attention until the content is set and you are sure you are teaching to the objective. Then go ahead and make it graphically pleasing.

Seek feedback from others as you are developing your lesson plans and materials. Show it to instructors as well as prospective participants. As you do this, you are allowing others to evaluate your work and comment on what will and won't work. When you have a complete instructor guide with creative learning experiences, supporting content and media, you are ready to implement your lesson plans.

Implement

In this phase, a skillful trainer engages the learners and brings the curriculum to life. The participants gain useful information and are able to do something that makes a difference for their organization. Remember, straight lecture is not the best way to teach adults. Rather, the trainer should be an instructor, guide, coach or facilitator. This means coming alongside of the learners and showing them the way. See the Appendix for more information on Principles of Adult Learning and Learning Styles.

Be sure to take adequate and frequent breaks. In general, no session should run longer than 90 minutes without a restroom break. Also, make sure you take a break long enough to be refreshing. Five minutes is not enough time to check voicemail, go to the restroom and have a short conversation with another participant.

Before you conclude, allow them to give you some feedback on your training session. That is what evaluation is all about.

Evaluate

Evaluation actually occurs at every point along the way: analysis, design, development, during implementation and after implementation. Evaluation is an ongoing process. It's much more than a rating sheet you fill out at the end of a training workshop.

So what is evaluation and how should you evaluate training? The work of evaluation is simply gathering information to provide useful feedback.

Many trainers feel intimidated by evaluation. Some never evaluate their training because they don't know how. Some never get around to it because they don't think they have enough time. However, evaluation doesn't have to take a lot of time or money. And you are probably already doing some evaluation of your training without realizing it.

Upon completion of the event, you can evaluate your training on several levels. Did the participants like the training? Did they learn anything from it? Can they actually apply the knowledge or skills gained back on the job? Is the organization better off because of it? Perhaps the best-known approach to describing levels of evaluating training after the event is Kirkpatrick's Four Levels.[1] You can evaluate your training on any or all of the following levels:

- Reaction
- Learning
- Behavior
- Results

As you move from level one to level four, collecting the data becomes more expensive and more time-consuming. Yet the information becomes more valuable the deeper you go. You don't have to evaluate every workshop you do on all four levels. Choose the depth that is appropriate and will give you the information you want. (For more information on evaluating on the deepest level, see the *Measuring Outcomes* guidebook, part of the National Resource Center's *Intermediary Development Series*.)

Why Should You Evaluate?

❑ To learn about participants

❑ To make decisions as you go

❑ To monitor intended outcomes

Tips on Collecting Information

❑ Collect both hard data and soft data

❑ Collect before, during and after training

❑ Use the information to make better decisions

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1 This four-level model is described in the book by Kirkpatrick, Donald L. *Evaluating Training Programs*. San Francisco, CA: Berrett-Koehler Publishers, Inc., 1994.

Summary of Training

As an intermediary, you probably intend to deliver workshops, seminars or a conference with a unique focus. Training is a direct way to build capacity with a large number of nonprofit organizations in a limited amount of time. To assure that your training is effective, you need to take a systematic approach to designing and delivering your training.

Your training plan should include these five phases: analyze, design, develop, implement and evaluate.

Helpful Training Reminders	
■ Don't assume you know their needs	■ Do adopt a systematic approach to designing and delivering training
■ Don't train on what you are good at instead of what they actually need	■ Do take time to do a needs assessment
■ Don't begin creating content before you write objectives	■ Do consider many approaches to delivering training
■ Don't wait until the last minute to create the training experiences	■ Do draft a design document
■ Don't underestimate the amount of time needed for the workshop	■ Do craft objectives before you develop the training experience
■ Don't use inexperienced instructors	■ Do look for existing lesson plans and media you can use
■ Don't use instructors unfamiliar with the world of FBO/CBOs	■ Do write an instructor guide
■ Don't forget to evaluate your training	■ Do ask for feedback from others at every phase
	■ Do evaluate your training process and outcomes

Providing Technical Assistance Overview

Almost all intermediaries serving FBO/CBOs provide technical assistance (TA) of some kind. Even those with few staff often provide informal technical assistance through networking, making referrals or organizing a conference. To assure that your TA efforts are effective, use a systematic approach. Here are the four phases in a systematic approach to technical assistance:
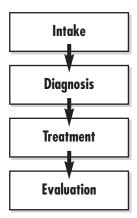
■ Intake
■ Diagnosis
■ Treatment
■ Evaluation

The phases are similar to the ones we covered for training, yet different. For example, there are four phases instead of five. Also, in training, you are usually going out to an audience or inviting them to your location. Technical assistance, however, usually means they are coming to you one at a time with a specific request. With training, you are also working with small or large group while technical assistance usually means working with only one organization and possibly only one individual.

If someone calls you and asks for help with a specific problem, how do you decide if you can and should help them? You need a way to filter these requests so you don't spread your staff too thin. Some of the requests you can handle over the phone. Some you accept but need further information or additional staff. Some you reject or refer to another agency better suited to provide the help they need.

In the *intake* phase, you use a triage process to sort out the overwhelming number of requests that you receive. The ones that you accept, you then call back or visit to *diagnose* their situation. Their actual need may be different than their presenting need. Then you deliver the *treatment* of their condition in the form of direct, technical assistance. Upon completion, you conduct an *evaluation* of your efforts and check to see if they produced the desired results.

If developing a training experience is like opening a store, then providing TA is like running the emergency room at a hospital. People who are wounded or feeling pain come in and ask for medical help. A triage nurse examines each patient and determines the severity of the injury. Some only need a butterfly bandage or extra-strength pain-reliever. Some need to be referred to another department, like maternity for example. All of the others need to see the doctor. The doctor completes his diagnosis, which may take a short time or a long time, then determines the best course of action for treatment. The treatment phase may take one appointment or several over time. The doctor must determine what is needed on a case-by-case basis. Later, the doctor checks to see if the patient got better. He may also look for ways to improve medical practices.

When you compare technical assistance to the practice of medicine, it becomes clear that intermediaries should provide TA in a logical, orderly, professional way. This is not easy when your resources are stretched thin and the phone is ringing off the hook. You need to develop procedures that will keep you on track. Let's take a closer look at each phase.

The Process of Delivering Technical Assistance

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│   Intake    │
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┌─────────────┐
│  Diagnosis  │
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│  Treatment  │
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┌─────────────┐
│ Evaluation  │
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Intake

In the first phase, the nonprofit leaders come to you with a request for help. It could be something easy to provide or something that might take days of your time. You have three ways to respond.

- Yes, I can help you right now.
- Yes, we may be able to help. I'll have someone call you back.
- I'm sorry we can't help you with that. Let me suggest that you call _____.

The first response is immediate TA. You might answer their question, look up some information, offer a brochure or manual or direct them to a website. The second represents permission to move to the next phase—diagnosis. Either you or someone else with expertise will talk with them to figure out how you can be of service. The third response is a rejection or referral. Either way, you are redirecting away from your services. This is the most difficult response but an important one to safeguard your time and guard against unproductive engagements.

You also need a system for keeping track of requests for assistance. Just like a hospital keeps track of who stops in and how many bandages are used, an intermediary must track who is asking for assistance and what they want. Besides tracking the specific request for assistance, you should collect a name, address, telephone, fax, organization, email address, website and any other information pertinent to your work. This is a valuable source of data for improving your processes and building your network. Also track the information you send out and the kinds of questions you are answering. See the Appendix for an example of a Technical Assistance Evaluation Form you might want to use.

Designated "First Responder" to Requests for Assistance

- ❏ This can be the receptionist or any other staff tasked with handling all TA calls

- ❏ This person should have appropriate information resources at his or her desk and be trained in handling the triage function

- ❏ He or she needs to be trained in principles for determining which requests to accept and which to refer

Diagnosis

In this stage, someone with expertise sets up an interview to gather more information. This interview can happen face-to-face or over the telephone. The purpose of the interview is to ascertain whether the presenting need is the real need and to determine the best course of action for providing technical assistance.

Just like in an emergency room, the presenting problem of the patient is often just a symptom, not the real problem. Here is what happened to one TA provider in the diagnosis phase.

Steps to an Interview
1. Begin by getting to know the caller individually.
2. Then ask questions about the organization—its history, mission, current challenges and staff.
3. Clarify the specific nature of their request.
4. Probe to see if there are other root causes that should be addressed.

> An intermediary in a major city received a request for technical assistance in fundraising. Donations had been steadily declining over the past few years, and the organization couldn't figure out why. Unlike other organizations serving their part of the city, they had a relatively young donor base. Their donors were not retiring, moving or dying. They were primarily urban professionals.
>
> The representative from the intermediary began by asking general questions about the organization. Their mission was offering free counseling and behavioral health services to the residents of a specific neighborhood with high-rise public housing. One of their challenges was that their clients were moving. The city was tearing down all of the Federally subsidized housing units and dispersing the residents. All of the donors knew about the highly controversial demolition through newspapers and television. Knowing that their charity would no longer be needed in a few years, they were beginning to redirect their giving elsewhere. No amount of technical assistance in fundraising techniques would be able to help this organization. They needed either a new mission or a new territory.

After you have ascertained that the presenting problem is the real problem (or discovered a different root problem and you know that you can respond in a helpful way), then determine the best course of action for treatment. Not every TA effort requires you to travel to their office and give them advice in a face-to-face meeting. You can provide TA directly or indirectly. You can provide it onsite or offsite. Think of different kinds of TA falling into one of four categories.

Indirect technical assistance is a service you provide by giving them media or **tools** of some kind. For example, you may give them a manual, refer to them to a web-based TA site or connect them to staff in another organization.

Direct technical assistance is a service you provide face-to-face or over the telephone to personally apply expertise to their problem or need area. Direct TA can be administered either onsite or offsite.

Onsite technical assistance is a form of direct TA that requires you to deliver the assistance at the organization's location. For example, if you are coaching a staff person on implementing a best practice, you will probably have to be there to teach and observe. Being onsite would also be necessary for conducting a program assessment, benchmarking activities or training of several staff.

Offsite technical assistance is a form of direct TA that does not require you to travel to the organization's location. Usually it involves sharing information that will enhance performance. You can do this by telephone, email, fax or mail.

When considering technical assistance, the first category that usually comes to mind is direct technical assistance delivered onsite. However, this is the most resource intensive for you, the intermediary, so you should reserve it for last. Direct TA over the telephone can be equally effective for some interventions and eliminates the time and expense of travel. Indirect can be the least expensive mode. Immediate TA during the intake phase is indirect TA, yet it is usually well-received because you are giving callers what they need in a timely manner. The diagnosis phase is complete when you have summarized what the organization will do and what you, the intermediary, will do. If you have agreed to provide direct technical assistance, onsite or offsite, then you move on to the treatment phase.

Treatment

This phase is simply the actual delivery of the information and skills that will solve the problem or improve the performance of the organization. Offsite TA may require one or a series of telephone conversations. Onsite TA will require one or more visits. Each visit will include most or all of the following tasks.

1. **Orient**—This task concentrates on an orientation with the organization leaders regarding the intended goals of the onsite visit, working hypothesis, rationale and schedule for the day or days.

2. **Assess**—This task is collecting data through interviews, observations and reviewing program records. You use this information to verify the organization's self-assessment, assumptions you have made, the working hypothesis and to make sure you understand their situation.

3. **Assist**—This task involves the actual delivery of relevant knowledge or skills. Adjustments to the hypothesis or new information gained from being onsite may result in shifts to your training plan. The intermediary needs to be flexible and responsive.

4. **Feedback**—This task is seeking feedback from the staff both during and at the end of the engagement. You can get feedback by observation, tests and asking direct questions.

5. **Plan**—This task is where the staff collaborates with the intermediary to develop an action plan. Done correctly, this will help break inertia, establish new habits and allow you to monitor progress. The action plan should be recorded in your technical assistance report.

6. **Brief**—This task is reporting to the leadership your assessment of the situation, what assistance you provided, the action plan you have written and recommended actions for sustained improvement.

When you have completed the treatment, whether it was indirect TA, offsite direct TA or onsite direct TA, take time to check on how you did so that you can improve your technical assistance process.

Evaluation

In this phase, you check your TA procedures to see if you are being effective and working in an efficient manner. In the area of providing technical assistance, you need solid, clear, streamlined procedures to make sure that time is not being wasted for either party (you or the organizations you serve).

Within 30 days of an onsite visit, call or email the organization and ask for feedback on how the onsite visit went and how the information or skills are being used. Ask for suggestions about how the delivery of your technical assistance procedures could be improved. Be prepared. If they are having difficulties, this contact may also create an opportunity to deliver more direct TA.

Periodically, sit down with everyone on your staff who provides technical assistance, including your "first responder," and review who is calling and their needs. Examine which procedures are working well for you, as an intermediary, and which are not. Talk about what you are learning from other intermediaries or ideas you have come across in books, journal articles or other research. It's possible to glean a good evaluation data from your own records and experience.

You will also want to know if your efforts are ultimately making a difference. This will mean pursuing outcome measurement of your technical assistance. (For more information, see the *Measuring Outcomes* guidebook, part of the National Resource Center's *Intermediary Development Series*.)

Summary of Technical Assistance

As an intermediary, you will probably be providing technical assistance, whether formal or informal, direct or indirect. Your TA efforts will produce the results you want if you are focused and disciplined. A good TA system will prevent you from feeling overwhelmed by the needs of FBO/CBOs. Your technical assistance plan should include these four phases:

- Intake
- Diagnosis
- Treatment
- Evaluation

Helpful Reminders for Technical Assistance	
■ Don't begin providing TA without a plan or a system in place	■ Do approach TA in an orderly, professional way
■ Don't tell people to call back in a few months "when you might know more"	■ Do appoint and equip someone to be your "first responder"
■ Don't treat the symptoms without conducting a diagnosis	■ Do provide immediate TA during the intake phase when possible
■ Don't visit every organization that requests onsite TA	■ Do try to refer and redirect rather than reject callers
■ Don't assume that indirect TA is inferior to direct TA	■ Do try to meet needs using offsite rather than onsite TA
■ Don't try to serve every FBO/CBO with every need they might have	■ Do begin onsite TA with a briefing and end with a debriefing
■ Don't think you have to do it all yourself	■ Do check back with organizations you serve after 30 days
	■ Do talk about your procedures and look for ways to improve what you do

Developing a Comprehensive Plan

You may have years of experience as an intermediary, or you may be a new to this work. You may already know exactly what organizations want, or you may be wondering where to start. No matter how much experience you have, you will benefit by writing a comprehensive plan for training and technical assistance.

For any organization applying to be an intermediary in the Compassion Capital Fund Demonstration Program, this is more than just a good idea. Developing a comprehensive plan is a requirement for your proposal.

> *"Applicants must coherently describe their plan both for providing technical assistance and sub-awards. In providing technical assistance and in making sub-awards, these plans must provide for the establishment of ongoing supportive relationships with those faith-based and community organizations served, rather than single or short-term interactions. Technical assistance conferences and work-shops may be parts of an applicant's plan, but they must not be its sole focus of the plan. The plan must also describe how applicants will develop and build upon existing long-term supportive relationships with the faith-based and community organizations within their communities."* [2]

Here are the steps to developing a comprehensive plan:

1. Review your proposal.
2. Conduct an assessment.
3. Complete a SWOT analysis.
4. Develop a training plan.
5. Develop a TA plan.
6. Develop a communication plan.
7. Seek feedback and adjust.

1. Review Your Proposal

If you are a grant recipient and are about to refine and complete your plan, the first step is to review what you wrote in your proposal. Your comprehensive plan must be in line with what you were funded to do. If you are getting ready to write a proposal, then the first step is to review the Request for Proposals (RFP).

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[2] From the program announcement for the Compassion Capital Fund Demonstration Program, Federal Register: June 26, 2003 (Volume 68, Number 123).

Here is the relevant section from the 2003 Compassion Capital Fund Demonstration Program RFP. Technical Assistance Strategy, as used here, refers to both training and TA.

Technical Assistance Strategy (15 points). The application should describe how the intermediary's assistance to faith-based and community groups will achieve the broad CCF goals of helping these organizations improve efficiency and broaden their funding base. Applications should describe a plan for delivering capacity-building assistance to smaller organizations in the following areas:

- *Strategic planning;*
- *Financial management;*
- *Board development;*
- *Fund-raising;*
- *Outcome measurement.*

Applications should also describe any additional activities that will serve to meet other needs of smaller organizations. Additional activities may include (but are not limited to) the following:

- *Legal assistance in various areas such as the process of incorporation and obtaining tax-exempt status;*
- *Needs assessments to identify internal areas needing improvement or areas in which to develop or expand community services to address service gaps;*
- *Development of internal operating controls and procedures related to all aspects of business management;*
- *Facilitation of networks, service coordination and resource sharing among organizations;*
- *Incorporation of "best practices";*
- *Expanding outreach and client screening, intake or tracking methods;*
- *Volunteer management;*
- *Human resources development.*

Applications should reflect the following additional considerations:

- *An applicant's strategy should not focus on any single technical-assistance activity, such as grants writing. The applicant should instead describe how it will offer a range of technical assistance services. Ideal approaches will be multi-tiered and focus on as many areas of need as is logical and achievable.*
- *Technical assistance should be provided on a long-term, on-going basis to smaller organizations, rather than through single or short-term contacts (such as a nationwide series of seminars or conferences).*
- *The application should describe the approach the intermediary will employ to reach out to a diverse range of faith-based and community organizations needing assistance.*
- *Particular attention should be given to including groups that address priority social service needs, such as the homeless, prisoners reentering the community, children of prisoners, at-risk youth, addicts, elders in need, families moving from welfare to work and groups that help couples who choose marriage for themselves, to develop the skills and knowledge to form and sustain healthy marriages.*

- *The application should provide a proposed schedule for accomplishing the activities planned.*
- *The application should discuss factors that may negatively affect the project and how those factors will be addressed. Technical assistance activities funded under the CCF are to be conducted at no cost to interested faith-based and community organizations.*[3]

2. Conduct an Assessment

You will want to look at who you intend to serve, what they need and what resources are currently available. These types of assessment are called audience analysis, needs assessment and resource assessment.

The audience analysis is an examination of how many and what kinds of organizations are within your geographic scope. Who are they? What size are they? How long have they been in existence? What services do they provide? You can save time by gathering contact information at this stage, too.

You should complete a needs assessment as early in the planning process as possible. Some intermediaries in the Compassion Capital Fund completed needs assessments prior to writing their grant proposal. You will know some of the needs based on observation and past experience. But don't just rely on your intuition. Ask nonprofit leaders what they feel they need.

As a CCF intermediary, be sure to ask detailed questions about the following key areas emphasized in the 2003 program announcement:

- Strategic planning;
- Financial management;
- Board development;
- Fund-raising;
- Outcome measurement.[4]

A needs assessment doesn't have to be expensive. Eliminate postage by using email to supply a list of potential topics or need areas as well as asking open-ended questions in a survey. Some online research providers also allow you to implement simple surveys at little or no charge. See the Appendix under Resources for a list of providers. You can also hold a series of informal focus groups of nonprofit leaders and explore possibilities for capacity-building efforts together with them.

3 From the program announcement for the Compassion Capital Fund Demonstration Program, Federal Register: June 26, 2003 (Volume 68, Number 123).
4 From the program announcement for the Compassion Capital Fund Demonstration Program, Federal Register: June 26, 2003 (Volume 68, Number 123).

Conduct a resource assessment to determine what you can readily provide. Ask:

- In what areas are you currently capable of providing TA?
- Who do you have in your **T/TA resource pool**?
- Who else provides training for FBO/CBOs? Where do leaders of FBO/CBOs turn for help now?
- Who are potential partner organizations for delivering T/TA?

Avoid duplicating what another organization already delivers. Does somebody else already provide specific training or TA in a satisfactory way? Are there any organizations you can partner with, such as training firms, universities or other nonprofits with special expertise? You will also want to look at what else is available from other government agencies. In the Compassion Capital Fund, intermediaries are specifically directed to avoid duplicating services whenever possible.

Under the President's Faith-based and Community Initiative program, Federal agencies have begun to provide technical assistance and training services to faith-based and community organizations and address barriers to their participation in Federally sponsored programs. Successful applicants under this announcement must coordinate and not duplicate services.[5]

3. Complete a SWOT Analysis

After completing your assessment, do a SWOT analysis of what you and the partners in your network can contribute. A SWOT analysis examines Strengths, Weaknesses, Opportunities and Threats.

SWOT Analysis	
Strengths	Weaknesses
Opportunities	Threats

Strengths
Start here. What are your existing strengths? What have you provided before? What expertise do you have on your staff, among your partners and in your immediate network?

Weaknesses
What have you never taught about before? What do you tend to neglect in your own organization? Where do you lack experience?

5 From the program announcement for the Compassion Capital Fund Demonstration Program, Federal Register: June 26, 2003 (Volume 68, Number 123).

Opportunities and Threats

If present, these exist outside of your organization and your partners. For opportunities, ask questions like: What are nonprofit leaders asking for? What needs in the community do donors want to address? What grant opportunities exist? For threats, ask questions like: How could the media hinder your work? Who is opposed to what you have in mind? What would cause funding to dry up?

You are now ready to develop your strategy. Make sure you build on your strengths, find partners to cover weaknesses, capitalize on the opportunities and find ways to guard against any threats.

4. Develop a Training Plan

Begin by describing your general approach to delivering training. The previous section on delivering training provides useful information for this part:

- What is important to you about how training is conducted?
- What are some of the constraints you must live within?
- What standards do you want for all training offerings?

Then review the results of the needs assessment and prioritize the need areas:

- Which appear to be the most critical and important for building the capacity of FBO/CBOs?
- In what areas are leaders most eager for help?

Next, determine how organizations will participate in your training events in your project:

- Will you use both open workshops and closed workshops?
- Will training be required to compete for a sub-award?
- How will people register for a workshop?
- Will you offer a sequence of workshops that allow relationships to form between you and the FBO/CBOs?

This is an important consideration for CCF intermediaries. The Compassion Capital Fund RFP states:

Technical assistance conferences and workshops may be parts of an applicant's plan, but they must not be its sole focus of the plan. The plan must also describe how applicants will develop and build upon existing long-term supportive relationships with the faith-based and community organizations within their communities.[6]

Next, list the workshops you hope to offer that would best meet these needs. Include the number of hours for each. Determine which you or your partners can easily provide and which you will need to find resource people to lead.

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6 From the program announcement for the Compassion Capital Fund Demonstration Program, Federal Register: June 26, 2003 (Volume 68, Number 123).

Then list all of potential training workshops you want to offer including location, instructors and potential dates. This becomes the working draft of your training calendar. Complete your plan by putting together a budget for all the training activities.

5. Develop a TA Plan

Similar to your training plan, begin by describing your general approach to providing technical assistance. The previous section on Providing Technical Assistance provides useful information for this part:

- ■ Who will be your "first responder"?
- ■ Do you intend to provide onsite TA or work mostly by telephone?

Review the needs assessment to see where leaders of FBO/CBOs are asking for help. You have to be selective on what you will provide. The results from your needs assessment and SWOT analysis may highlight areas where you need to upgrade your own capacity to deliver technical assistance.

Next, describe how you want your TA system to function. Draw a flow chart of how a request is handled when it comes in by phone or email. Include the four phases of TA in your chart.

Then make a list of all the supportive materials you will need to develop. For example, you will need a list of other agencies for making referrals. You may need a brochure or short manual on a specific topic.

Determine who will provide direct TA on your staff and list all the resource people in your T/TA pool willing to work with you on this project. Identify where you have to locate a resource person to help with a particular TA need. Complete your plan by putting together a budget for all TA activities.

6. Develop a Communication Plan

A number of the CCF intermediaries reported that they struggled their first year in knowing how best to market their T/TA services to the wider community. A communication plan will help you figure out how to do so effectively.

Start by identifying your target audience and networks:

- ■ Who are they?
- ■ Where are they located? (Almost all FBO/CBOs are a part of some kind of network.)
- ■ What are the key networks in your area?
- ■ Where do FBO/CBOs gather?

Carefully determine your message:

■ What do you want to say?
■ What is the best way to say it?
■ Will you lead with sub-awards or training workshops?
■ What action will you ask them to take? For example, will they go to your website, fill out an application or give you a call?

Next, determine multiple ways to get the word out: public service announcements, email notifications, website, telephone calls to key network leaders, your newsletter, other organization's newsletters, etc.

By the way, if you put out a news release that you are providing training and technical assistance at no charge, be forewarned that you could be deluged with calls. In the Compassion Capital Fund, those organizations that led with news releases before having their resource people and training plan in place created a minor public relations problem for themselves. Others found less dramatic ways to get the word out at the appropriate time and to the appropriate audiences. Even without significant publicity, you will receive calls outside of the scope of your grant. One CCF intermediary started getting calls from across the nation even though their project was focused on a single metropolitan area. News can spread fast.

Marketing Training and TA	
When you tell others about your project, avoid saying:	**Instead, tell others by saying something like:**
■ We are conducting training workshops free of charge.	■ A calendar of workshops will be available soon. Call to get your name on our email notification list.
■ We are providing technical assistance to meet a wide variety of needs.	■ Technical assistance in targeted areas will be available for qualified organizations who meet grant requirements.
■ We are here to help faith-based and community-based organizations. Please give us a call and tell us what you need.	■ Our area of service includes organizations located in the following geographic locations…

7. Seek Feedback and Adjust

With all three parts of your plan in hand, it's time to give it a stress test. Show it to your staff and leaders of FBO/CBOs with whom you are familiar. You can do this in individual appointments or by setting up a focus group.

Checklist for Your Comprehensive Plan

❏ We have reviewed the proposal

❏ We have conducted a thorough assessment

❏ We have completed a SWOT analysis

❏ We have developed a training plan

❏ We have developed a technical assistance plan

❏ We have developed a marketing plan

❏ We have secured feedback and made adjustments to our plans

Secure their feedback on the training topics, instructors, dates and locations. Let them look at your TA system and suggest improvements. Ask for their opinion on the best way to get the word out to FBO/CBOs. Everybody will have something constructive to add, even if only encouragement.

Last, make adjustments based on the feedback you are receiving. Even if you know what you are doing and have done it for years, you will benefit by conducting a needs assessment and seeking feedback to your plan and training offerings. One CCF intermediary with years of experience delivering training and TA moved ahead with their project without doing an assessment or soliciting feedback on their plan. They conducted a needs assessment a few months later and were relieved to know the workshops on their calendar were 90% on target. The assessment helped them feel more confident in what they were promoting.

Summary

The purpose of this guidebook is to help you as an intermediary determine the best way to help faith-based and community-based organizations build their capacity through developing and implementing a comprehensive T/TA plan. While not neglecting a complementary strategy for sub-awards, many of your activities to help FBO/CBOs build capacity will center on training and technical assistance.

To be effective, you should use a systematic approach for each. As an intermediary, the reason you provide training and technical assistance is to build capacity. This can result in significant breakthroughs for FBO/CBOs. Removing a hindrance or helping them get around a troublesome obstacle releases a lot of creative energy in smaller organizations. A small push in the right direction can produce remarkable results.

Appendix

Resources

Web-based Resources

In order to provide intermediaries with the most up-to-date web resources, the Compassion Capital Fund's public website contains a current listing of and links to all the web addresses of the various web resources suggested throughout the *Intermediary Development Series*. For more information, please visit the site at http://www.acf.hhs.gov/programs/ccf/ or contact:

Compassion Capital Fund National Resource Center
(703) 752-4331 ■ Fax (703) 752-4332
E-Mail: Resource_Center@DareMightyThings.com

Compassion Capital Fund
   National Resource Center, www.acf.hhs.gov/programs/ccf/. For the latest program announcement (or request for proposal) for the Compassion Capital Fund Demonstration Program.

Training and TA
   American Society for Training and Development, www.astd.org.

   Training and Development Community Center, http://www.tcm.com/trdev/t2.html. This site provides a list of helpful links.

   Big Dog's ISD page, www.nwlink.com/~donclark/hrd/sat.html. This site features an online overview of a systems approach to training.

Online Survey Providers
Here are a few businesses that offer free or low-cost tools for online surveys. These are useful both for conducting needs assessments and also for gathering data for other kinds of evaluation.

Cool Surveys	www.coolsurveys.com
Hosted Survey	www.hostedsurvey.com
SurveyMonkey	www.surveymonkey.com
Zoomerang	www.zoomerang.com

Glossary

Capacity – Capacity and capacity-building are relatively new terms for nonprofit leaders. The whole point of intermediaries providing training and technical assistance is, in fact, to build capacity. But exactly what is capacity and how do you build it? Capacity, very simply, is the ability to perform or produce. So to build the capacity of an organization, you do something that increases its ability to perform or produce. As a result of your capacity-building activities, the nonprofit organization can accomplish more than it could before. Although outside the scope of this guidebook, a well-designed sub-award program can also build capacity among FBO/CBOs. (For more information on redirecting grants and sub-award programs, see the *Designing Sub-Awards* guidebook, part of the National Resource Center's *Intermediary Development Series*.)

T/TA – This is an abbreviation for training and technical assistance. It is used in a generic sense to describe all of the non-financial services that an intermediary provides to nonprofits. When an intermediary receives a grant and makes sub-awards to other organizations, it may also provide training and technical assistance to support the sub-award.

Training – Training is imparting knowledge and skills to people in a group setting. Training is sometimes differentiated from education. While education creates learning experiences to help people develop, training is usually more results-oriented. Training should include behavioral objectives, opportunities to practice and result in improved performance. Seminars, workshops, presentations and conferences are all examples of training experiences. These terms are often used interchangeably. The term "seminar" implies a smaller group with ample opportunities for interaction. "Workshop" implies a smaller group with opportunities such as drafting copy for a brochure, writing an annual plan, etc. "Presentation" implies teaching in a large group setting. "Conference" implies a series of presentations or seminars in one location.

Technical Assistance – Technical assistance is a term used in many different ways in business and government. For our purposes, we mean providing information and support to another organization. Technical assistance is another word for help. Organizations will call asking you for help. You respond by offering to provide technical assistance. While training is "one to many," technical assistance is usually "one to one." Technical assistance is imparting knowledge or skills to people one organization at a time. Like training, technical assistance should also be results-oriented. You should have a specific purpose that goes beyond doing a general organizational "check-up" or encouraging weary staff and volunteers.

T/TA Pool – Your pool is your network of resource people to provide training and technical assistance on your behalf. The pool includes your own staff, nonprofit leaders with expertise to share, college or university professors and professional trainers or consultants specializing in particular skill areas. You will need to identify your pool of resource people, invite them to join you, train them in how you want training and technical assistance delivered, perhaps tell them how to work with FBO/CBOs and keep in touch with them. You can build your T/TA pool over time to include resource people with expertise across diverse areas of need.

Tools – Tools are anything you develop that helps nonprofit organizations do their job better. These can include printed worksheets, checklists, software templates, planning calendars or any other job aid.

Adult Learning Principles

When you are teaching adults, make sure you are following principles of adult education. These represent best practices in training. Here are six actionable principles.[7]

1. **Adult learners are practical and problem-centered.** Do provide overviews and summaries, plan for direct application of new material, teach through problem-solving activities and offer several application ideas. Don't be too theoretical.

2. **Adults learners need reassurance.** Do provide low-risk activities, avoid embarrassing individuals, plan for building incremental success and help them become more competent. Don't make them feel threatened.

3. **Adult learners integrate new ideas with existing knowledge.** Do help them recall what they already know, ask for their input, suggest follow up ideas and allow adequate time for discussion. Don't treat them like a blank slate.

4. **Adult learners desire respect as individuals.** Do show respect for the individual learner, provide for their needs through adequate breaks, use their time effectively, affirm their knowledge and successes and provide opportunities for input on the schedule or process. Don't talk down to participants.

5. **Adult learners have a wealth of life experience.** Do capitalize on their rich experiences, plan activities that use their experience and knowledge, help them unlearn old habits and listen carefully to them before, during and after the event. Don't ignore what they know.

6. **Adult learners prefer having options.** Do allow choice and self-direction, build plans around their needs and goals, ask for input on the lesson plans, build in optional activities and suggest follow up steps after the training session. Don't give them options beyond their level of experience.

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[7] This list of adult learning principles is based on the work of John Goodlad. For more information on this list of principles, see the website http://teacher-mentors.com and search for "principles of adult learning."

Learning Styles

When you deliver information in a training session, you will soon notice learners have different learning preferences for receiving information. The three learning modes are:

- Visual
- Auditory
- Kinesthetic

All learners can learn through all three of these modes, but they usually have a strong preference for one. As a trainer, you need to use a variety of methods to reach all three. Here are some ways to do that.

Visual Learners

- Prefer to learn through reading and seeing
- Like to read handouts and look at charts and graphs
- Are often bored by lecture
- PowerPoint helps garner interest
- To create a good environment for visual learners, show diagrams and explain them. Ask them to draw a picture. Include plenty of content in your handouts, even extra material to read after your session. Write key words on a flip chart or white board.

Auditory Learners

- Prefer to learn by listening
- Can learn from lectures with or without taking notes
- Some may do better using a tape recorder and listening to a content-heavy presentation again later
- Reading may be difficult for some
- Like break-out groups to discuss the content and hear the perspectives of others.
- To create a good environment for auditory learners, use lecture, question and answer and discussions. Break into small groups often. Play a song to illustrate a point or use background music when appropriate. Allow time at the end to summarize your main points and allow for additional questions.

Kinesthetic Learners

- Prefer to learn by touching and doing
- They can become quickly bored if they are not active
- Taking notes helps them to concentrate on a presentation
- Using a highlighter helps them when they are reading
- To create a good environment for kinesthetic learners, use creative activities that get people out of their chairs and doing something interesting. Put Play-Dough, pipe cleaners or other objects at their tables so they can do something with their hands. Take frequent stretch breaks, even if you don't leave the room

Technical Assistance Evaluation Form
Compassion Capital Fund National Resource Center

Intermediary Name: **Request #:**

Contact: **Request Date:**   **Call Date:**

Nature of request:

1. Request Details – *Phone call with the intermediary to clearly understand the situation as presented by the intermediary*

    On a scale from 1 to 5, please rate the severity of the problem for your organization.
    Not severe   Somewhat severe   Very severe
    1 ❑   -   2 ❑   -   3 ❑   -   4 ❑   -   5 ❑

2. Problem/Need – *With the NRC team, describe the one or more root causes driving the symptoms*

    Describe the problem or need as the NRC staff understands it.

    How have you tried to address this?

3. Solution Alternatives – *NRC generates solutions that address the symptoms and, where possible, the problem/need*

    What have other intermediaries done to address the symptoms and/or address the causes?

List solutions presently available to the NRC that can be purchased, borrowed or rented:

	Solution
Subject matter experts	
Publications, books, software	
Solutions "owned" by the government or DMT	
Other:	

What are the time requirements for a successful solution?

How will you know you have a successful solution? What will look different quantitatively?

4. Interim Activity – *First step in providing a solution*

5. Follow-up

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