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Monitoring Implementation

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Section A

What Is Monitoring?

While a training event should be planned and structured in advance:

- *It should also be continuously responsive to the unanticipated needs of individual trainees and to unanticipated circumstances*
- *Speakers may not show, trainees may need a session repeated, a trainee resource may be discovered, etc.*

Monitoring Involves Responsiveness

Recognition and some accommodation of trainees' initial expectations is especially important in setting the tone of the training event

Responsiveness to comfort level is also important

- *If trainees express discomfort with the idea of, for example, role plays, adapt and turn this to a case study*

As the training progresses we monitor:

- *Adequacy of materials, supplies, and logistical arrangements*
- *Extent to which planned activities are implemented*
- *Appropriateness of activities to trainee background*
- *Levels of interest and participation*
- *Trainee response to technical inputs*

Regular trainers' and/or training committee meetings should be held

Meetings should take place at a time when decisions can have good effect

- *In the evening after a day's session*
- *In the morning before the next session begins*

Informal meetings over lunch and during breaks may be needed

Trainers' Meetings

Review information gathered by a designated observer

Discuss end-of-session review activities to see whether trainees grasped content



Photo by John Oribhoboise

Determine how to respond to suggestions from trainees

Trainers' Meetings

Make decisions, assign responsibility

Follow up at next trainers' meeting



Photo by John Oribhoboise

Planning and structuring of activities allow monitoring while the training is still going on—what to expect and when things do not go as planned

Trainers/trainees need to know whether to:

- *Go ahead, repeat, or reorganize parts of the training program*
- *Provide more materials, change the speaker, etc.*

“Immediate” Results

This “knowledge of results” is a crucial aspect of reinforcement for trainer and trainee—and is the basis for rational decision-making

However, to be most effective, feedback must be immediate

In addition, trainees need to be involved in administering monitoring tools

At least one member of the training team should be designated as the observer for each session

He/she should take good notes

Even so, all trainers, whether they are talking, demonstrating or not, should keep an eye and ear out for problems



Observer's Checklist

Keeping to time limits

Adequacy of resources
from chalk to handouts

Attention level—alertness,
chatting, doing other work,
snacking, etc.

Attendance level, including lateness or early departures



Amount of participation

Risk, comfort with activities and topics

Trainer behavior—delivery style, clarity, inclusiveness, being bossy

Trainee relationships—arguments, avoidance

Space and environment—ease of movement, temperature, light

Some observations require quick intervention

- *Cutting off lengthy talks, discussions*
- *Solving disputes between trainees*
- *Adjusting the room temperature*

All observations should be shared at the daily trainers meeting

- *What could we have done better?*
- *How can we make corrections for tomorrow?*





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Section B

Monitoring Content and Process

Monitoring 'R' Us: Silberman's 4 Rs

Reviewing the content of a day's work or a whole session should be done with the participants

- *Recall*
- *Reminisce*
- *Rehearse*
- *Reconsider*

Recall: the simplest way to review information and ideas covered

- *Quiz games, question and answer, team competitions*

Reminisce: participants talk about what they have been through together

- *Share thoughts about how the experiences affected them personally and professionally*

Rehearse: somewhat like return demonstration, performing skills they have learned

- *Role play, taking turns performing skills*

Reconsider: seeking opinions about the training topic and experience

- *Discuss changes in attitude, perception*
- *Especially if content challenged traditional ways of thinking and doing things*

Trainers meetings will discuss content review activities and determine whether:

- *Time was adequate to cover content*
- *Content was grasped*
- *Content was too simple or complex*

Decisions should be made whether to repeat sessions, clarify content, present in a different format

Reviewing the Process

At the beginning of each training day, obtain feedback from the trainees about the previous day's activities

This can be a “wishes and pluses” session

A chart like the one on the next slide should be prepared and posted on flipchart paper or a chalkboard

One of the trainees should lead this session and write participants' answers on the chart

Pluses and Minuses

+ Pluses +	– Minuses –
<ul style="list-style-type: none">+ The guest speaker had useful handouts+ Group tasks were clear and interesting+ Field visit clarified many points	<ul style="list-style-type: none">— The speaker spoke too fast— Break time was late and too short— Not everyone at the field site expected us— We needed more note paper

The trainer first greets the group and explains that this short session is aimed at finding out:

- *What trainees thought went well (pluses) the previous day*
- *What they “wish” had been done differently or better*

Trainees then comment on any aspect of the program

- *From training content, style of presentation, adequacy of break time, and quality of lunch*



Everyone Gives Input

Just as in brainstorming

- *All comments should be made and written down before any are criticized or discussed*

After the full list is made, trainees should offer suggestions to address wishes



After trainees have had a chance to comment, trainers can indicate how they will respond to the trainees' needs

- *If possible, during the remaining time of the workshop*

The trainers should also review the list at a training meeting at the end of the day

- *Discuss how well they responded to the "wishes"*

Trainees need multiple ways of giving input

Some may be shy during pluses and wishes sessions

An accessible and secure suggestion box may be an alternative

The trainers should review suggestions daily

Monitoring ensures that the training goes as planned and that learning is occurring

Immediate feedback is needed through observation

Content can be reviewed in daily sessions

The process can also be checked through direct trainee feedback

The training committee should use the information to ensure training objectives are met

This requires flexibility to change the schedule and activities

Changes need to be communicated effectively



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