



Facilitator's Guide



Powerful Alternative Learning Strategies

MODULE 1

SOURCING THE INNOVATIVE TRAINER

Foreword

This Facilitator's Guide on Powerful Alternative Learning Strategies or PALS is designed for the use of local government training practitioners and individuals in delivering highly-effective and learner-centered training programs, including but not exclusive to the actual training for the newly elected officials (NEOs). These practitioners include local government operations officers (LGOOs) from the regional, provincial, city and municipal level.

The guidebook aims to reinforce the substance and content of training modules for the country's NEOs; the workbook on the first one hundred days in office and the task list for these local chief executives (LCEs). It provides useful insights and techniques that facilitators can employ in training LCEs on the crucial tasks of public service and in disseminating vital information on local governance.

This guidebook is a by-product of the arduous efforts of the Local Government Academy personnel who underwent the training intensive on PALS, through the auspices of the Philippines-Australia Human Resource Development Facility (PAHRDF)--an Australian Government-AusAID initiative.

This publication, developed in the advent of the National Government's New Philippines Agenda may be seen as an emerging paradigm for greater innovation and creativity among facilitators and trainers in responding to the challenge of transformative training.

Message

Hon. Ronaldo V. Puno
Secretary, DILG

Message

Marivel Sacendoncillo, CESO III
Executive Director
Local Government Academy



Australian Government
AusAID

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), extends its greetings to the staff of the Local Government Academy (LGA) for their participation at the recently conducted Training on Powerful Alternative Learning Strategies (PALS).

We commend the bold efforts of LGA in the institutionalization of Alternative Learning Strategies as a training standard for local government trainers and officials in the Philippines. The roll-out of PALS to Newly Elected Officials across the country is a significant step towards the realization of our shared goal of more effective and responsive Local Government Units.

It is our hope that LGA will continue to play a key role in improving governance at the local level through the introduction of innovative training strategies such as PALS. AusAID remains committed to working with our local partners for good governance leading to improved prospects for economic growth.

Mabuhay

A handwritten signature in dark ink, appearing to read 'Angus'.

Angus Barnes
Acting Counsellor
AusAID



Australian Government
AusAID

PHILIPPINES – AUSTRALIA
HUMAN RESOURCE DEVELOPMENT
FACILITY
An Australian Government, AusAID initiative

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), congratulates the Local Government Academy (LGA) for recognizing a change paradigm to enhance their expertise in the design, management and conduct of high quality training programs for the local government.

It is truly admirable to note the speed of application that the core learners of LGA have demonstrated as they embark to adopt a refreshing Powerful Alternative Learning Strategies (PALS) to ensure a delivery of first class workplace training and improved customer service delivery to its huge stakeholders.

Congratulations for a job well done.

A handwritten signature in black ink, appearing to read 'Milalin S. Javellana'.

Milalin S. Javellana
PAHRDF, Facility Director

Technical and Intellectual Property Considerations

The materials of the Powerful Alternative Learning Strategies (PALS) modules are designed to assist the facilitator in delivering the PALS curriculum in the most appropriate and effective way. Included in the compendium of materials is a manual and a compact disc which contains the facilitator's manual, presentation slides including related multimedia materials.

The curriculum materials contained in this manual were developed in partnership with the eight (8) participants of the PAHRDF Capacity Building Workshop in Alternative Learning Strategies for Effective Workplace Training:

- *Jose Gonzalo Ablay - Team Leader*
- *Marciana Obispo - Assistant Team Leader*
- *Lizbeth Jalimao*
- *Leah Marie Sanchez*
- *Myra Gabito*
- *Oliver Larion*
- *Elmo Dimaano*
- *Liza Megia*

The PALS facilitator will need the following additional resources to be able to utilize these materials:

1. Audio-video room
2. Multimedia projector
3. Computer/Laptop with CD Drive
4. Microsoft Powerpoint software or Powerpoint Viewer
5. Windows Media Player or Real Player
6. Internet connection

Technical and Intellectual Property Considerations

To access and use the slide presentations, including embedded media, facilitator must first “unpack” or copy the module folders into the hard drive of the computer to be used. Failure to perform this initial procedure may result in inaccessible media or incomplete presentation. Module folders include Powerpoint Viewer in case host computer does not have MS Powerpoint installed.

The PALS Training Manual and CD are properties of the Local Government Academy (LGA) and the Philippines-Australia Human Resource Development Facility (PAHRDF).

No part of this manual may be used commercially, or be reproduced in any manner whatsoever outside of local governance training purposes, without written permission from the LGA and PAHRDF.

The Cover

The PALS cover design depicts the essence of alternative learning--its recognition of the multiple intelligences, the spirit of fun, learner-centered teaching and its transformative value to both learner and teacher.

Interpreted and rendered by LGA Artist Iris Alegro-Igrobay, the cover design is an original image-illustration developed in Adobe Photoshop.

Facilitator's Guide

MODULE 1

SOURCING THE INNOVATIVE TRAINER

Powerful Alternative Learning Strategies (PALS)
COURSE ROADMAP

TOPIC	DAY 1 Creating the PALS Difference	DAY 2 Ownership and Accountability	DAY 3 Commitment to Transformation
Modules	<p>I. SOURCING THE INNOVATIVE TRAINER</p> <ul style="list-style-type: none">• Setting the Tone• The Transformational Trainer <p>II. REFORMING LEARNING DESIGN</p> <ul style="list-style-type: none">• The LGATRAK• Samples of Alternative Learning Strategies:- Multiple Intelligence, Large Group Interventions, Learning Styles, Neuro-Linguistic Programming, Brain Compatible Learning	<p>III. CREATING SUSTAINABLE LEARNING ENVIRONMENT</p> <ul style="list-style-type: none">• Blended Learning <p>IV. CREATIVITY IN TRAINING DELIVERY</p> <ul style="list-style-type: none">• Facilitation Tools and Techniques• Coaching and Mentoring <p>V. EVALUATING TRAINING</p> <ul style="list-style-type: none">• 4 Levels of Training Evaluation <p>VI. THE TRANSFORMED TRAINER: Making a Difference</p>	<ul style="list-style-type: none">• Applying PALS: NEO FEETI. Current Reality: An IntroductionII. Knowing my LGU and Achieving the National VisionIII. Knowing MyselfIV. Knowing my Environment
Core Concept	<ul style="list-style-type: none">• TRANSFORMATION		<ul style="list-style-type: none">• COMMITMENT

Topic	Activity	Process	Time	Resources/ Materials	Remarks
	Prayer and National Anthem Getting to know activity and Leveling of expectation - Positive and True	<p>The facilitator will lead a game to acquaint the participants with each other and build rapport of the facilitator with the participants.</p> <ol style="list-style-type: none"> 1. Ask the participants to think of an adjective that starts with the first letter of his/her name that represents a positive and true statement about themselves. 2. The participants will go around to introduce himself to a co-participant by saying "Hi! I'm adjective 1st name or nickname (e.g. Hi! I'm Marvelous Myral). He/she must also answer the question "why Am I here? and What do I want to gain from this training?". 3. After all participants have introduced themselves to all co-participants, the facilitator will1. ask for sharers of their expectations. 4. Use the randomizer (Kush ball) to identify a sharer and write the key words of the expectations on the easel paper. 	10mins. 15mins.	Kush ball Easel paper markers	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		5. Process the answers by reading all the expectations that were mentioned and link them to the overall objectives of the training.			
Course objectives and roadmap	Slide presentation	<p>Process the expectations further by linking them with the objectives of the training program.</p> <p>After gathering the expectations of the participants and linking them with the overall objectives of the program, briefly discuss the course roadmap. Tell the participants that the roadmap is the journey that they will be going through with the entire duration of the program to achieve the expectations and objectives.</p>	5mins.		
Setting of agreements/ house rules	Idea card/ brainstorming	<p>Aside from knowing the expectations and objectives of the training program, another factor that would contribute to the success of any undertaking is the participant's values and attitudes.</p> <p>Tell the participants that these contributions are critical to the attainment of their expectations and objectives so that an agreement among the participants is also important.</p>	15mins.	Metacards/ markers	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Messages from the Director and Assistant Director Introduce a theme song for the group Break: break assignment (get to know) Traditional Teaching and Collaborative Learning		<p>Ask the participant this question: What can you contribute to help you achieve your expectations and objectives from this training? Have the participants write their answers on metacards which you will provide them with. One idea per card.</p> <p>Present the proposed agreements and say that you would also like to come to agreement with them on certain areas. Present and explain the value of each bullet.</p> <p>The Director and Assistant Director give a message to inspire the participants and commit to support the trainers in the application of the learning.</p>	20mins		
		<p>Divide the participants into 2 groups and ask them to enumerate the traditional and modern way of doing things (e.g. courting girls) using a pictogram. Discuss Traditional teaching and Collaborative Learning to introduce paradigm shift.</p>	15mins.	Easel paper Markers Crayons	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Paradigm and operating practice	Slide presentation	Discuss the importance of Alternative Learning Strategies	5mins.		
		Introduce the PST model	10mins.		
	Workshop	Divide the participants into groups of 5. Ask the participants the following questions: <ul style="list-style-type: none">• <i>What are the operating practices in your organization in terms of designing and delivering training programs?</i>• <i>What are the paradigms behind such practices?</i>	10mins.	Easel paper Markers	
		Plenary presentation	15mins.		
	Form a line assessment	Ask the participants to rate themselves according to how they see themselves as trainers by forming a line (not yet competent to very competent) Give the participants the chance to share their insights on how they see themselves now: More powerful or high trust (red pill) or less powerful or low trust (blue pill)? In dyads, allow the participants to share. Give 1 minute each participant to share. Give the instruction that while one is sharing, the others will have to look the			

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Paradigm Shift	Video clip	Play the video clip The Matrix- Blue and Red Pill	5mins.	Video clip of the Matrix	
		Ask participants to sign their name on a blank paper. Then ask them to sign their name again but now using the other hand.	10mins.		
		Process: How did you feel about the shift from signing your name using your right hand (if right handed) to using your left hand (and vice versa) Was it easy? What do you think is the greatest element that helps us create change? What does it take to make that change? It's a matter of CHOICE.			
I choose my attitude	Reflection	Ask the participants to make a choice on what attitude and behavior they choose at work or at home	5mins.		

Preparation:

1. The requirements for this module are: a computer unit, LCD projector, easel paper, permanent board pens, metacards, coloring pens and masking tape. Set these at least an hour before the session.
2. Load the powerpoint file PALS.Module1.ppt on the computer and set up the LCD projector.
3. Open the Module 1 with a prayer and by singing our national anthem. Then lead a game to acquaint and build rapport with other participants and with you as the facilitator.
 - Ask the participants to think of an adjective that starts with the first letter of his/her name that represents a positive and true quality about him/her.
 - All participants will mill around and introduce themselves to the others by saying "Hi! I'm adjective 1st name or nickname (e.g. Hi! I'm **Marvelous Myra**!). The other person will in turn respond by stating his/her positive and true quality and his/her name. They will also share their answers to the questions "Why Am I here?" and "What do I want to gain from this training?".
 - After participants have introduced themselves to each other, the facilitator will ask them to settle back to their chairs. Then the facilitator invites participants to share their expectations of the two-day program.
 - To encourage participants to speak up, use the randomizer (kush ball). Tell participants that you are about to throw the ball and the person who catches it will share his/her expectations about the two day program Nobody is to duck or avoid the ball. The

facilitator will write key words of the responses on easel paper.

- Aim to get at least ten different responses. Then read aloud from your list and link them to the overall objectives of the training.
3. Show the objectives of the training.
 4. Briefly discuss the course roadmap. Say that the roadmap is the journey that they will go through and this will help achieve both their expectations and the program objectives. If there are expectations that are not covered by the program design, then say so.
 5. Now that you have leveled off expectations and objectives of the training program, shift to their commitment that will contribute to the success of the program:
 - Ask participants: "What can you contribute to achieve your expectations and help reach the training objectives? They are to write one idea per metacard and post on the white board or on the wall.
 - Cluster the responses so you do not need to repeat similar ideas.
 - Get agreement from the participants that they are to actively contribute and share their ideas, suggestions, comments and observations.
 7. At this point, you may now call the guest speakers (Regional Director, Assistant Regional Director or any local official) to give his welcome message.
 8. You may also introduce the program's theme song like "Whatever you Imagine" that will inspire and motivate them during the training.

Presentation:

1. Introduce the topic on Traditional Teaching and Collaborative Learning through an activity.
 - Create sub-groups of not more than 8 participants. You can do this by asking participants to count off 1-2-3, 1-2.-3 depending on the total number of participants.
 - Each sub-group is to verbally share the traditional methods or ways of how we conduct training interventions.
 - Then they convert their answers into a pictograms on easel paper. They will draw pictures or icons of how they conducted training ten or fifteen years ago and how it s done now. They may add phrases or words and use various colors to highlight a point. (ten minutes)
 - Announce the criteria for the best sub-group output. Evaluation criteria are:
 - Most number of ideas in the pictogram
 - Creative output using pictures, colors and words.
 - They choose their sub-group reporter who will present their output in the plenary group.
 - Everyone will show their appreciation by clapping their hands.
 - After all sub-groups have reported, announce the winner of the best ouput awarde..
2. Show slide on Collaborative Learning for participants to show the distinctions of traditional teaching from collaborative learning



3. Differentiate Traditional Learning from Collaborative Learning by saying that:

- In traditional teaching, the teacher is in control so the power and responsibility are primarily teacher- centered. The teacher is the instructor and decision maker. In a collaborative learning environment, students participate in the conduct of the learning process. Power and responsibility are primarily centered on the students. The teacher facilitates and guides in a collaborative learning and the students are the decision makers.
- In collaborative learning, students work together to reach a common goal rather than compete for grades or attention..
- Traditional learning more often than not takes place inside the classroom. Collaborative learning extends beyond the classroom. Students are given other learning venues where they continue to absorb new ideas and information is presented in such a way that they are able to process the information and link it to their current reality. Participants see the relevance of learning activities to what needs to be done to meet work and team objectives.

4. With the change in paradigm from a teacher-centered to a learner-centered approach in training, discuss the importance of Alternative Learning Strategies

5. Introduce Alternative Learning by explaining that:

- An ancient Chinese proverb says, "Tell me and I forget, Show me and I remember, Let me and I understand," Understanding is more reinforced when the learner is involved in the learning process.
 - Adults prefer a physical environment which is comfortable and conducive to learning. Features of such an environment include: comfortable chairs, sufficient lighting, effective use of white/blackboard and overhead or LCD projector. Ensure that they see what's on the screen and on flip chart without straining; that the acoustics allow everybody to hear without straining, and the room temperature is just right. Adults prefer a learning environment that is friendly, informal, relaxed, supportive and non-threatening, atmosphere.
 - Aside from the learning environment, alternative learning strategies also considers engaging the Multiple Intelligence of participants and varied learning styles.
3. Introduce the PST model (slide no. 12-15) by discussing that:
- **T**asks are skills and techniques that they can acquire from the intervention
 - **S**ystems are structures, frameworks and processes that can be enhanced through the training
 - **P**aradigms are values or culture, assumptions & personal truth and perceptions & context. Paradigms are:
 - a mental model
 - a way of seeing
 - a filter for one's perceptions

- a frame of reference
 - a framework of thought or beliefs through which one's world or reality is interpreted
4. Operating practice (slide no. 16), on the other hand, are standard & business Practices that are built on certain paradigms and circumstances may have changed since the start of these practices but the continued use of the practice tends to reconfirm the old beliefs

Practice:

1. Facilitate a workshop on Operating practice and paradigm (slide no. 17).
 - Divide the participants into sub-groups of 5 participants.
 - Ask the following questions:
 - o What are the operating practices in your organization in terms of designing and delivering training programs?
 - o What are the paradigms behind such practices?
 - Ask the participants to write their responses on the flip chart which will be shared in plenary.
 - After sharing their responses, ask the participants to identify what needs to shift.
2. Introduce Paradigm Shift and Operating practices by stating that the Traditional teacher's paradigm is that most

employees attend training programs because they were asked to go. The teacher's operating practice is that they rattle off facts, figures, principles, guidelines in rapid succession and end the training program as quickly as they can while the participants have not sneaked out yet.

3. Where are you now as a facilitator? Do you end the program in the shortest possible time; stick to lectures and avoid using other methodologies that will make participants stay longer than usual? Or are you willing to incorporate in your design other methodologies and techniques where participants practice using the skill while still in the 'laboratory of learning'? To deviate from the heavy use of lecture and use structured leaning exercise, and other interactive learning activities will require a longer time and takes more effort to prepare. Do you trust the participants enough that they will be more engaged if you use varied teaching methodologies? Will you choose to take the red pill which symbolizes powerful and high trust? Or will you choose the blue pill which suggest that being content with the lecture method which college professors heavily rely on? (slide no. 19)
4. Form dyads. In the dyad, each participant has to share your own practice as a trainer because of your age or sex. Example: "I dress down and wear no make up when I conduct training. I don't use pictures or clipart in my traing slides because it takes too much time to research," Give instruction that while one is sharing, the partners will maintain eye contact.. Do not ask questions, just listen to the person sharing. After one minute, the partner will do the same.
5. After the two minute sharing, ask them to think about they just shared. Challenge participants to admit that it is time for them to make a paradigm shift (slide no. 20).

Say: Think of a Paradigm Shift as a change from one way of thinking to another. It's a revolution, a transformation, a sort of metamorphosis. It just does not happen, but rather it is driven by agents of change. Change is inevitable and difficult. But change has to happen and it just takes one thing to change.

6. To make the change is not convenient or easy. Let us experience how it feels to incorporate changes. Ask participants to sign their name on a blank paper like they are signing a check using the hand that they normally use to write. Then ask them to sign their name again but now using the other hand.
7. Process the activity by asking:
 - How did you feel about the shift from signing your name using your right hand (if right handed) to using your left hand (and vice versa)
 - Was it easy? Why? Was it difficult? Why? Do you think if you keep signing your name using the 'other hand' you will reach a point when you will feel comfortable signing in this manner.
 - What do you think is the greatest element that helps us create change?

Say: Human Beings resist change; It all begins in the mind of the person. What we see with our eyes and how we interpret what we see is influenced by our own experiences – the kind of family we grew up in, what we learned or did not learn from our school, what we see, hear and read from mass media, what we heard from our priest or minister, what our friends and peers tell us and many other factors. However, when do not have to be restricted by our own past. We can choose what we are

now. We can choose to change or continue to be who we are at the moment...

8. Load and play the film clip of "The Matrix" (hyperlinked In slide no. 21)
9. After the film, quote H.G. Wells who said that, "Your life is the sum result of all the **choices** you make, both consciously and unconsciously. If you can control the **process of choosing**, you can take control of all aspects of your life. You can find the **freedom** that comes from being in charge of yourself.

Then challenge the participants by asking: What does it take to make that change? It's a matter of CHOICE. What choice will you make? (slide no. 22)

10. Using the M&M chocolate candies, challenge the participants to make a choice. The RED pill or BLUE pill? Say: "I now challenge you to take the red pill as transformational trainers. Go for change in the way you look at or do things either at home or at work" (slide no. 23).

Choice

- What **attitude** do I now choose at work, at home?
- What **behavior** will I demonstrate whenever I come from this attitude?

Presentation Slides

MODULE 1

SOURCING THE INNOVATIVE TRAINER

SOURCING THE INNOVATIVE TRAINER

Introduction

MODULE 1

Introductions and Expectation Setting

Positive & True

• *Hi! I'm _____*

Why am I here?

What I want to gain...



Objectives

- Develop an appropriate **guide** in the conduct of workplace training
- Overcome **Learning Blocks**
- Exhibit knowledge and skills in the use of **alternative learning strategies** for effective workplace training
- Plan and conduct high **quality** in-house workplace training activities

Objectives

- AHA! Personal Insights
 - Create and experience a learning mindset of openness & continuous improvement
 - Rediscover a new personal passion in experiencing one's latent genius and essence based passion
 - Break through the mental and cultural barriers that limit individual and organizational growth
 - Lifestyle habits I can start NOW!
 - Have FUN!

Powerful Alternative Learning Strategies (PALS) COURSE ROADMAP

	Day 1	Day 2	Day 3
Topic:	Creating the PALS Difference	Ownership and Accountability	Commitment to Transformation
Modules	I. SHOCKING THE SENSITIVE TRAINER -Getting the Tools -The transformational trainer II. REFORMING LEARNING DESIGN -The LOST TOOL -Samples of Alternative Learning Strategies -Multiple Intelligence, Large Group Interaction, Learning Styles, Accelerated Learning, Memory Enhancers, Programing, Brain Compatible Learning, Learning Styles	III. CREATING SUSTAINABLE LEARNING ENVIRONMENT -Blended learning IV. CREATIVITY IN TRAINING DELIVERY -Facilitation tools and Techniques -Coaching and Mentoring V. EVALUATING TRAINING -Aspects of Training Evaluation VI. THE TRANSFORMED TRAINER: Making a Difference	APPLYING PALS: NEW FEET I. Conquer Reality: An Introduction II. Knowing my (LO) and Achieving the National Vision III. Knowing Myself IV. Knowing my Environment
Core Concept	•TRANSFORMATION		•COMMITMENT

Agreements

- **What is my contribution /commitment?**

Proposed Agreements

 LEAH

1. Proper use of name tag
2. Be on time
3. Speak from your own experience
4. Focus - no side talk
5. Change seating
6. Mobile phones on silent mode.
SMS only during breaks.
7. No-prejudgments, prejudices
8. Confidentiality






Ganito Tayo Noon...
Paano Tayo Ngayon?

Ganito Tayo Noon...
Paano Tayo Ngayon?

- Illustrate through a pictogram how DILG training was done in the 1990s and label this as "Before". Contrast how training is conducted "Now".
- Draw pictures/icons to illustrate "Before" & "Now" scenarios. Add words and use colors to highlight a point.
- Present your output on easel paper. Choose a reporter.

Best Pictogram

- Most number of ideas and varied scenarios
- Creative way of depicting scenes using pictures, shapes, colors, words



Comparing Traditional Teaching and Student Centered, Collaborative Learning

1	2	2.9	3.1	4	5
Traditional Teaching			Collaborative Learning		
•A teacher-centered environment			•A student-centered environment		
•Teacher is in control.			•Students are in control of their own learning.		
•Power and responsibility are primarily teacher-centered			•Power and responsibility are primarily student-centered.		
•The teacher is the instructor and decision maker.			•The teacher is facilitator and guide. The students are the decision makers.		

Comparing Traditional Teaching and Student Centered, Collaborative Learning

1	2	2.9	3.1	4	5
Traditional Teaching			Collaborative Learning		
•The learning experience is often competitive in nature. Competition is usually between students. Students resent others using their ideas.			•Learning is co-operative and collaborative. They willingly share ideas and help each other acquire skills. They improve themselves compared to their previous performance.		
Series of teacher defined tasks organized within separate subject disciplines.			Authentic, interdisciplinary projects and problems.		
Learning takes place in the classroom.			Learning extends beyond the classroom.		

Comparing Traditional Teaching and Student Centered, Collaborative Learning					
1	2	3.0	3.1	4	5
Traditional Teaching			Collaborative Learning		
Training program content is most important.			The way information is processed and used is most important.		
Students master knowledge through drill and practice.			Students evaluate, make decisions and are responsible for their own learning. They master knowledge by constructing it.		
Content is not necessarily learned in context.			Content is learned in a relevant context.		

What are PALS?

*"Tell me and I forget. Show me and I remember.
Let me and I understand."*

Ancient Chinese Proverb

Multiple Intelligence **Learning Styles**
Large Group Intervention **eLearning**
PALS **Accelerated Learning**

PST Model[®]

TASKS

- *Skills of incumbents*
- *Techniques*
- *Time & Motion on how the job is done*

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PST Model[®]



- Structures
- Frameworks
- Work Processes

Copyright © Copyright Learning International

PST Model[®]



- Values – culture
- Assumptions & Personal Truth
- Perceptions & Context

Copyright © Copyright Learning International

What is paradigm?

- a mental model
- a way of seeing
- a filter for one's perceptions
- a frame of reference
- a framework of thought or beliefs through which one's world or reality is interpreted



1. Thomas Kuhn: The Structure of Scientific Revolutions

Operating Practice

- Standard & Business Practices:
 - Built on certain paradigms
 - Circumstances may have changed since the start of these practices but the continued use of the practice tends to reconfirm the old beliefs

Source: the Art of Possibility by Rosamund Stone Zander & Benjamin Zander



Workshop

Paradigm (Panaway)	Operating Practice

Activity

- How do I see myself as a facilitator and coach?
- What do I need to modify in myself to become a more effective facilitator and not be limited by traditional methods like lecture?
- How will I start the change process?
- How do I know I have succeeded in making the shift?

Sharing

Reality Check

–Where are you now? How do you see yourself?

–More Powerful/
High Trust
(red pill)

Less Powerful/
Low Trust
(blue pill)



What % of the time are you more powerful? less powerful or disempowered?

Paradigm Shift

Transforming your World

- a **change** from one way of thinking to another
- a revolution, a transformation, a sort of **metamorphosis**



It just does not happen, but rather it is driven by agents of change

- Geared toward causing a total **shift** of posture, perceptions, beliefs and thought processes

Your life is the sum result total of all choices you make, both consciously and unconsciously. If you can control the process of choosing, you can take control of all aspects of your life. You can find the freedom that comes from being in charge of your self.

H.G. Wells

Video Clip: The MATRIX

Choice

- What *attitude* do I now choose at work, at home?
- What *behavior* will I demonstrate whenever I come from this attitude?

CHOICE Declaration

*I choose my
Attitude.*

Powerful Alternative Learning Strategies: Facilitator's Guide
Module 1 – Sourcing the Innovative Trainer

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AusAID

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