



# Facilitator's Guide



Powerful Alternative Learning Strategies

MODULE 6

**THE TRANSFORMED 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

## 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



**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.

**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:

- *Lizbeth Jalimao*
- *Marciana Obispo*
- *Leah Marie Sanchez*
- *Myra Gabito*
- *Jose Gonzalo Ablay*
- *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 6

# THE TRANSFORMED 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><b>I. SOURCING THE INNOVATIVE TRAINER</b></p> <ul style="list-style-type: none"> <li>Setting the Tone</li> <li>The Transformational Trainer</li> </ul> <p><b>II. REFORMING LEARNING DESIGN</b></p> <ul style="list-style-type: none"> <li>The LGATRAK</li> <li>Samples of Alternative Learning Strategies:               <ul style="list-style-type: none"> <li>- Multiple Intelligence, Large Group Interventions, Learning Styles, Neuro-Linguistic Programming, Brain Compatible Learning</li> </ul> </li> </ul>	<p><b>III. CREATING SUSTAINABLE LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Blended Learning</li> </ul> <p><b>IV. CREATIVITY IN TRAINING DELIVERY</b></p> <ul style="list-style-type: none"> <li>Facilitation Tools and Techniques</li> <li>Coaching and Mentoring</li> </ul> <p><b>V. EVALUATING TRAINING</b></p> <ul style="list-style-type: none"> <li>4 Levels of Training Evaluation</li> </ul> <p><b>VI. THE TRANSFORMED TRAINER: Making a Difference</b></p>	<ul style="list-style-type: none"> <li><b>Applying PALS: NEO FEET</b></li> </ul> <p><b>I.</b> Current Reality: An Introduction  <b>II.</b> Knowing my LGU and Achieving the National Vision  <b>III.</b> Knowing Myself  <b>IV.</b> Knowing my Environment</p>
Core Concept	<ul style="list-style-type: none"> <li>TRANSFORMATION</li> </ul>		<ul style="list-style-type: none"> <li>COMMITMENT</li> </ul>

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Introduction	Slide Presentation Interactive Discussion	<ul style="list-style-type: none"><li>● Show slide 1 1. Explain KASH, Core Concept and the Outcome participants, the facilitator will ask for sharers of their expectations.</li></ul>	2 minutes	Powerpoint slide, LCD	
Reality Check	Story of My Life	Activity:- Ask the participants to write a story of his/her experience  1. Fold paper 2. 1 <sup>st</sup> page – title of favorite song 3. 2 <sup>nd</sup> page – with the years of experience as trainer describe how she/he felt before coming to the training 4. 3 <sup>rd</sup> page- draw/write what he/she felt after the training 5. back page – how she will apply the learning	25 minutes	Paper, crayons, colored paper, marker, pencil and scissor	
Power and Strength	Dyad	<ul style="list-style-type: none"><li>● Ask the group members to break into pairs. Tell them to talk to each other and discuss the following: ■ What do they think are their power and strength as a trainer ■ Where do</li></ul>	5 minutes	Powerpoint slide, LCD, Laptop	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		they think they get their power and strength <ul style="list-style-type: none"><li>After they have finished their discussions:-Ask one member (presenter) of each partner to share their discussion</li></ul>			
Personal qualities of a transformed trainer	Interactive Discussion	Slide presentation of the Personal Qualities of a transformed trainer	15 minutes	Powerpoint slide, LCD, Laptop	
What is a transformed trainer	Workshop: PSTR Activity	<ol style="list-style-type: none"><li>Group the participants with four members each. Distribute easel paper and marker to the group</li><li>Choose among themselves a presenter</li><li>Tell them to talk to each other and discuss the following:<ul style="list-style-type: none"><li>Discuss what are the paradigms of a transformed and transformational trainer using MI</li><li>Use body foster if needed</li></ul></li></ol>	20 minutes	Easel paper , marker, crayons, colored pencil, scissor	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
15 C's	Interactive discussions	Slide presentation of the 15 C's to of a transformed trainer	15 minutes	Powerpoint slide, LCD, Laptop	
Personal Power Meter	Individual presentation	<ul style="list-style-type: none"> <li>• Distribute materials needed</li> <li>• Discuss the following:               <ul style="list-style-type: none"> <li>• In a scale of 1 to 10, how do you rate yourself as a Transformed Trainer</li> <li>• Use character traits of a Transformed Trainer as Basis</li> <li>• After rating themselves, ask the participants the following and write it                   <ul style="list-style-type: none"> <li>• What do I need to be and what do I need to do to raise it 2-3 notches higher?</li> <li>• Share their output in the plenary</li> <li>• Ask the participants to present their output the way a transformed trainer would have it (in a different and fun way)</li> </ul> </li> </ul> </li> <li>• Ask participants to do some creative visualization</li> <li>• Tell them to close their eyes and visualize the answer to the question:               <ul style="list-style-type: none"> <li>• "What I am going to be as a transformed trainer?"</li> </ul> </li> <li>• Ask the participant to speak in front and share their personal vision</li> </ul>	25 minutes	Bond paper, crayons, colored paper, paste and scissors	
Self declaration	Individual self declaration				

**Topic:**

Introduction and Background

**Materials Needed:**

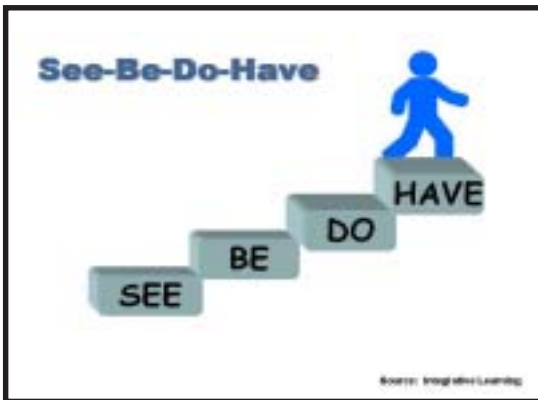
- Powerpoint (ppt) slides, LCD projector, Laptop computer, screen or white wall to serve as screen

**Presentation:**

1. Slide 1: Explain the core concept and expected outcome
  - KASH
    - K – Basics of a transformed trainer
    - A – Openness to change and desire to make a difference
    - S – Process of declaration
    - H – Excellence and creativity
  - Core Concept
    - Declaration and Commitment
  - KRA/Outcome
    - Transformed and committed trainers
2. Slide 2: Present slide to show the first activity representing the first ladder of the See Be Do Have Principle
  - i. The Resource Speaker may choose to:

- Explain the See-Be-Do-Have Principle
- Just show the ppt.slide and say nothing

## ii. Notes to the Se-Be-Do-Have Ladder



- Creating your personal vision is simply a matter of seeing, being, doing, and having.
- See – What do you see as the transformed trainer?
- Be – How do you need to be?
- Do – What do you need to do to become the transformed trainer?
- Have – What do you want to have?
- Realizing your vision entails climbing up the ladder.

### Activity:

Story of my Life

### **Materials Needed:**

Paper, crayons, colored paper, marker, pencil and scissor

### **Presentation:**

1. Slide 3: Present the slide as an introduction to the next activity
  - i. This activity will help the participants to become aware or be conscious on their present status as a trainer
  - ii. With this activity the participants will both make use of their Multiple Intelligence with the integration of their favorite song and their drawing skill
2. Slide 4: Present the slide for the participants to view the mechanics of the activity
  - i. Distribute easel paper, crayons, colored pencils and permanent marker to each participant
  - ii. Give them 10 minutes to do this
  - iii. Each participant will present their output for 3 minutes .
    - Fold easel paper into four to make it look like a book
    - 1st or cover page – Title of your favorite song that best describes the kind of person you are



- 2nd page – With the years of experience as trainer, describe how you felt before coming to this training
  - 3rd page – Draw what you are feeling right now as a trainer in the context of this on-going training.
  - 4<sup>th</sup> or Back page – Draw how you will apply your learning when you go back to workplace
3. Slide 5: Present slide to show the second ladder of the See Be Do Have Principle representing the second activity
- i. The Resource Speaker will flash the ppt slide, He/she may:
    - Explain the “Be” on the See-Be-Do-Have Principle
    - Just show the slide and say nothing
  - ii. Form dyads – Ask participants to pick a partner and share their story (2 minutes per person)
  - iii. Pick out 4 participants to share their story in the plenary group (2 minutes per participant)

**Topic:**

**My Power and Strength!**

**Activity:**

**Dyad**

**Preparation:**

- Ask the group members to break into pairs for the dyadic sharing. .

**Presentation:**

1. Slide 6: Present slide as introduction to the next activity

- i. Explain the following:

- Goal:
  - To allow participants to assess their strength as a powerful trainer
  - To envision themselves as a transformed trainer

- ii. Dyads - After they have finished their discussions:

- Ask one member (presenter) of each dyad to share their discussion (2 minutes each)

- iii. The following may be used as an item for discussion:

“Build on your strength. Just as we all have unique ways of walking, dressing, and talking, we also have a unique style of delivery of the module . The key to developing your style is to

recognize your strengths and build on them. If you are a born raconteur (good at telling anecdotes), incorporate stories in your presentation. If you keep your friends amused and attentive with lively facial expressions and hand gestures, don't cut them out of your speech. Some speakers mistake it for substance but too many stories and gestures can be distracting. Take advantage of your own natural style, and it will enhance your relationship with your audience."

2. Ask this focus questions:

- What do you think are your power and strength as a trainer example: when things get rough, or resources run out
- Where do you think you get your power and strength or how did you become the way you are now.

**Topic:**

**Characteristics of a Transformed Trainer**

**Materials Needed:**

Powerpoint slide, LCD projector, Laptop computer, screen or white wall

## Presentation:

1. Slide 7: Discussion on the Personal Qualities of a transformed Trainer

### i. Notes for discussion:

1. A transformed trainer likes people – works with them, listens to them, works with groups
2. A transformed trainer is a good listener – followers like someone who listens to their opinions and ideas
3. A transformed trainer makes friends easily – it is easier for followers to work with a friend
4. A transformed trainer builds trust easily – needs to be trustworthy and dependable
5. A transformed trainer talks well – can express his/her own ideas plainly and avoid jargon that the audience may not understand
6. A transformed trainer helps people believe in themselves – by helping them work with others to transform their lives
7. A transformed trainer lets others take credit – if you help people make changes in their life, let them get the credit for this improvement. It's part of their growth not yours
8. A transformed trainer is persistent and works hard – even when there is no easy solution in sight
9. A transformed trainer doesn't get discouraged too often or gives up easily

10. A transformed trainer has a sense of his/her own identity in order to respect yourself and people that are different from you
11. A transformed trainer asks questions – to get people to think, speak and act for themselves
12. A transformed trainer is open to new ideas – especially those of others
13. A transformed trainer is flexible – people and events often change quickly
14. A transformed trainer is honest – honest enough to tell people what they don't want to hear
15. A transformed trainer has self-discipline – sets goals for yourself and evaluate progress

The Transformed Trainer	
Characteristics	Scale
1 – 3	3
4 – 6	4
7 – 9	5
10 – 11	6
12 – 14	7
15 – 16	8
17 – 18	9
19 - 20	10

16. A transformed trainer is mature – neighborhood work is not the place to work out your personal problems
17. A transformed trainer sets limits – if you try to do everything for people, you will never be able to help them do things for themselves, Just say “NO!”
18. A transformed trainer is courageous – taking risks, taking criticism, and keeping going when it's hard
19. A transformed trainer has vision – a dream for a better world
20. A transformed trainer has sense of humor

- When you have at least a dozen of them you are a transformed trainer

2. Slide 8: Present slide to show the third ladder of the See Be Do Have Principle representing the third activity

i. The Resource Speaker will flash the powerpoint slide, He may:

- Explain the “Do” on the See-Be-Do-Have Principle;or
- Just show the slide and say nothing

3. Slide 9: Present slide for the discussion on the concept of Transformed Trainer

i. Ask the participants “What is a Transformed/Transformational Trainer?”

- ii. Tell the participants that each of them will give, on their opinion, the characteristic of a Transformed/Transformational Trainer
- iii. Begin the discussion by asking the participant sitting on the first chair of the first row.

**Topic:**

**The Transformed Trainer (PSTR)**

**Activity:**

**Workshop**

**Preparation:**

- Ask participants to count off so there will be four participants per sub-group e.g., 1-2-3-4-5-6 if there are 25 participants . All 1s will form a sub-group, 2s will do the same and so on. Distribute easel paper and marker to each sub- group

**Presentation:**

1. Slide 10: Present slide for the workshop activity and discuss the following
  - i. Goal:
    - To discuss within the sub-group the concepts of a transformational trainer

- To have a deeper insight on the change process that a transformed trainer goes through.

ii. Procedure:

1. Choose among themselves their sub-group presenter
2. Within the sub-group, they will discuss the following: (15 minutes)
  - Discuss what are the paradigms of a transformed and transformational trainer
  - The system and process on how to become an excellent and out-of-the-box trainer
  - The tasks and responsibilities of becoming a transformed and transformational trainer
  - The observable behavior of a transformed and transformational trainer as a result of these process
  - Each sub-group will present output that will appeal to Multiple Intelligence (5 minutes/group)

**Topic:**  
**15 C's**

**Materials Needed:**

- Powerpoint Slides, LCD projector, Laptop computer



**Preparation:**

1. Slide 11: Present slide as an introduction to the 15 benefits to be gained by being a transformational trainer

**Presentation:**

1. Slide 12: Presentation of the slide for the participant to view on the 15 C's of a transformational trainer

**Topic:**

Personal Power Meter

**Materials Needed:**

- bond paper, crayons, colored paper, paste and a pair of scissors

**Preparation:**

Distribute materials needed

**Presentation:**

1. Slide 13: Present slide as an introduction to the Personal Power Meter activity
  - i. Procedures:
    - Give each participant bond paper, crayons, colored paper

- In a scale of 1 to 5 with 5 as the highest rating, how do you rate yourself as a Transformed Trainer
  - Use the 20 character traits of a Transformed Trainer as Basis for self assessment (Optional)
- After rating themselves, ask the participants the following and write it (10 minutes)
  - What do I need to be and what do I need to do to raise it 2-3 notches higher?
- Illustrate this change in you and in your audience by sketching and using the art materials provided you. You will share your output in the plenary (2 minutes for each participant)
- Ask about five (5) participants to present their output the way a transformed trainer would have it (in a different and fun way)
  - Example: "I will use info-tainment (information with entertainment) in all my sessions"

2. Slide 14: Present the slide as a guide for the participants to scale themselves as a Transformed/Transformational Trainer

## **Topic:**

### **Declaration**

## **Preparation:**

1. Slide 15: Present slide to show the fourth ladder of the See Be Do Have Principle representing the this activity
  - i. The Resource Speaker will flash the slide, He may:
    - Explain the “Have” (What do you want to have?) on the See-Be-Do-Have Principle;  
or
    - Just flash the slide and say nothing

## **Presentation:**

1. Slide 16: Present the slide for the discussion on what the Transformed/Transformational Trainer should be.
  - i. Present this slide as definition and as declaration of a transformed and transformational trainer
  - ii. Additional discussion notes:
    - As a transformed and transformational trainer, you engage your audience by drawing them in, by being interesting,

by never being boring. You inspire your audience to take action by touching their emotions – to get them to see things and feel things. People never take actions for intellectual reasons. There is always an emotional benefit or fear that spurs them on. As a speaker you want to stimulate people to think and to be open enough to consider your ideas.

- Changes and transforms individuals and programs
- Do not just inform. Persuade them to take the leap and engage them to take action.

2.Slide 17: Present slide as introduction to the next activity

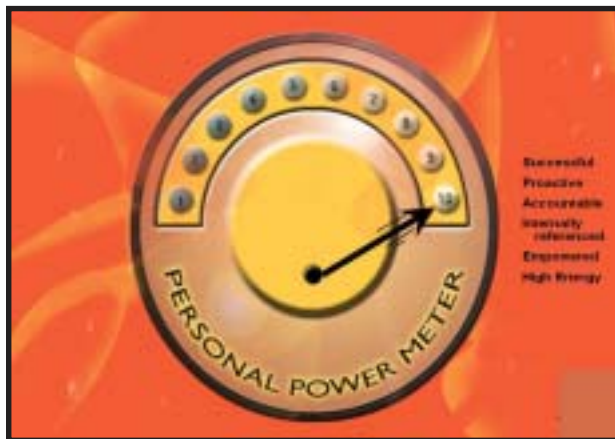
i. Tell the participants of the following procedures:

- Ask participants to do some creative visualization
- Tell them to close their eyes for 2 minutes. Play instrumental music in the background.
- Visualize the answer to this question: "What I am going to be/do as a transformed and transformational trainer?" Feel the glow and warmth of what it is like to be a transformed and transformational trainer.

- Ask each participant to speak in front and share their vision

ii. Sample declaration:

- "I am a transformed and a transformational trainer, I am a world class trainer!"
- "I am a transformed and a transformational trainer, I serve as catalyst so my audience's life style will change after the program!"
- "I am a transformed and a transformational trainer, I will engage my participants to see that there is another and better way to achieve the goal !"
- "I am a modern day trainer I do not just inform, I persuade





# Facilitator's Guide

## MODULE 6

# THE TRANSFORMED TRAINER

# The Transformed Trainer

## MODULE 6

**See**



Source: Integrative Learning

The Transformed Trainer

## Story of My Life



### The Transformed Trainer

1. Fold easel paper into four
2. 1<sup>st</sup> page – Title or line of your favorite song
3. 2<sup>nd</sup> page – With your experience as trainer, describe how you felt before coming to the training
4. 3<sup>rd</sup> page – Draw an image that shows how you are feeling right now as a facilitator/coach
5. Back page – Draw how you will apply the learning's

### See-Be



Source: Integrative Learning

### The Transformed Trainer

**My Power and  
Strength !**

- On the wall are two columns.
- Write on a metacard one quality of a TRANSFORMED Trainer that you now exhibit. Post the metacard on the right hand column.
- Write on another metacard one quality you want to develop now. Post on the left hand column.

**Personal Qualities of a  
Transformed Trainer**

1. Likes people
2. Good listener
3. Makes friends easily
4. Builds trust easily
5. Talks well
6. Helps people believe in themselves
7. Can let others take credit
8. Works hard
9. Doesn't get discouraged

**Personal Qualities of a Transformed Trainer**

10. Has a sense of his/her own identity
11. Asks question
12. Open to new ideas
13. Flexible
14. Honest
15. Self-disciplined
16. Mature
17. Sets limit
18. Courageous
19. Has vision
20. Sense of humor

**See-Be-Do**



Source: Integrative Learning

## **What is a Transformed Trainer?**

The Transformed Trainer

Paradigms	Systems	Tasks	Results

# 15 C



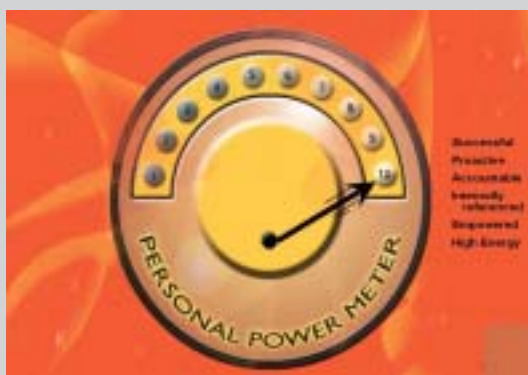
## Benefits of a Transformed Trainer

### The Transformed Trainer

1. Credibility	9. Career Advantage
2. Comfort	10. Creativity
3. Character	11. Contracts
4. Contracts	12. Clout
5. Clarity	13. Connections
6. Customers	14. Courage
7. Continuity	15. Cash
8. Charisma	

### The Transformed Trainer

## Personal Power Meter



### The Transformed Trainer

Characteristics	Scale
1 - 3	3
4 - 6	4
7 - 9	5
10 - 11	6
12 - 14	7
15 - 16	8
17 - 18	9
19 - 20	10

### See-Be-Do-Have



Source: Integrative Learning

The Transformed Trainer

***I Am an Out-Of-The-Box  
Trainer Who Engages,  
Inspires and Stimulates My  
Audience***

The Transformed Trainer

***It's Your Turn!!!***

***See you again soon !!***

**Powerful Alternative Learning Strategies: Facilitator's Guide**  
**Module 6 – The Transformed Trainer**

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**ISBN No. : 978-971-0383-34-4**

Printed and bound in Manila, Philippines.

**Published by:**

Local Government Academy,  
Department of the Interior and Local Government  
8/F Agustin I Building, F. Ortigas Jr. Road (formerly Emerald Avenue),  
Ortigas Center, Pasig City, 1605 Philippines  
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This project was undertaken in collaboration with the  
Philippines Australia Human Resource Development Facility-  
An Australian Government, AusAID Initiative



Australian Government  
AusAID

PHILIPPINES - AUSTRALIA  
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