

Student Workbook

TAESS00014 Enterprise Trainer-Presenter Skill Set

Unit codes: TAEDEL301 and BSBCMM401

Unit names: Provide work skill instruction and Make a presentation



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Getting started

This student workbook is a combined guide covering two delivery units, it describes the performance outcomes, skills and knowledge required to understand a learner's needs, to plan organise and present a work skill instruction.

What will I learn by completing this workbook?

This student workbook combines the theory and practical components of *Provide work skill instruction* (TAEDEL301) and *Make a presentation* (BSBCMM401). Where possible, the content from both units is blended together into topics.

Use this learner workbook in conjunction with the support of your trainer.

Unit information

Provide work skill instruction (TAEDEL301)

This unit describes the skills and knowledge required to conduct individual and group training, demonstrate work skills, assess the success of the training and your own training performance, as well as using existing learning resources in a safe and comfortable learning environment.

[View the TAED301 unit guide.](#)

By the end of this unit you should be able to:

- organise instruction and demonstration
- conduct instruction and demonstration
- check training performance
- review personal training performance.

Typically, to demonstrate work skills you need to be an experienced worker or supervisor in the workplace. The focus of this demonstration could include:

- workplace induction
- learning how to operate new equipment and processes
- developing new skills at work
- improving efficiency and effectiveness
- meeting safety procedures.

The unit addresses the skills and knowledge required to organise and conduct the instruction of work skills through a planned approach. It emphasises training that is driven by the work process

and context. The outcome from effective instruction and demonstration of work skills to individuals or work groups is the transfer of job-related knowledge, skills and attitudes from the person instructing and demonstrating the work skills to the learner.

Make a presentation (BSBCMM401)

This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training or promotions. When presenting a range of concepts and ideas, they rely on well-developed communication skills.

[View the BSBCMM401 unit guide.](#)

By the end of this unit you should be able to:

- prepare a presentation
- deliver a presentation
- review a presentation.

Assessment information

This learner workbook is designed to help you to complete the assessments which will be discussed before, and at the end of, the delivery of this unit.

Further information on assessments can be found in the both the Course Assessment Guide (CAG) and Unit Assessment Guide (UAG), or from your facilitator.

Icon legends



Practice activity

Learning activities are the tasks and exercises to help you apply what you have learned in practice and prepare you for the assessments.

Before you start, review the assessments to find out what you need to do to complete this unit successfully.



Collaboration

Whether you discuss your learning in an online forum or in a face-to-face environment, discussions allow you to create and consolidate new meaningful knowledge.

Topic 1

Trainer and learner responsibilities

Basics of presenting a work skill instruction

Trainer roles and responsibilities related to work skill instruction

A trainer and/or assessor for a whole learning program will have different responsibilities to a trainer of traditional or individual training. If you are responsible for a learning program, you'll be required to develop, or work with, a learning strategy that incorporates:

- a line of open communication with both learners and management, as monitoring is required
- a learning delivery plan that outlines the whole process so both participants and managers will be able to follow the sequence of events, and be clear about what is expected
- a comprehensive understanding of delivery methods, delivery theory and of the learner's characteristics to ensure that the learning is contextualised
- development of delivery session plans for skills training, theory training and group and individual training
- WHS for a safe learning environment
- record keeping
- a comprehensive understanding of the requirements specific to the areas of work that may have an impact on training, for example:
 - the objectives/learning outcomes and criteria of the training
 - the workplace routines that affect the training
 - the best approach to demonstrate the training
 - what pathways the training should follow
 - any contractual requirements attached to the training.

WHS Responsibilities

Trainers

As trainers, you have a duty of care to your learners under the WHS Act 2011. That is, you are legally responsible for the health and safety of your learners in the learning environment, and you need to be aware of the law(s) that pertain to any learning environment.

Anyone engaged in training and/or the contract of training services must, on a regular basis, consult with staff, organisation representatives, learners, clients and, where necessary, with contractors and suppliers of equipment, services and training, to ensure that work health and safety management is of the highest standard.

You must ensure that an emergency evacuation briefing is included at the beginning of all training. To do this, you must become familiar with the learning environment and its evacuation and emergency procedures, specifically the:

- exit points
- evacuation assembly points
- safety equipment
- safety signage
- alarms or warning systems
- fire wardens and reporting responsibilities.

You must ensure that you conduct all training activities in a way that eliminates or minimises risk to the health and safety of learners/clients. Trainers must also identify and assess any hazards and develop and implement control measures to eliminate or minimise associated risks. This includes managing learner behaviour and recording all training-related injuries, illnesses and dangerous occurrences.

Make sure you check that all equipment is safe and that electrical items are tested and tagged. In particular, the trainer must ensure that learners have appropriate PPE for assigned tasks and that it is checked for safe use.

Learners

Learners must also follow all safety guidelines and instructions in a way that eliminates or minimises risks to the health and safety of themselves and/or others. They must immediately report any hazards or potential risks, near misses or incidents to the trainer.

When operating any equipment, learners must ensure that it is appropriate for the task, checked for safety and machinery operate as intended. Reference to standard operating procedures (or similar) will provide information on safety and usage according to the manufacturer's instructions. Where appropriate, learners must wear PPE that is in good condition and appropriate to the task.

In an emergency or evacuation, including a drill or simulation, learners must follow the direction of appointed safety/emergency response personnel and follow any safety signage. In particular, learners must:

1. follow and/or respond to any warning sirens/alarms
2. exit the area via the emergency exit point
3. meet at the designated emergency assembly point
4. report to the safety officer/warden.

Safe learning environment

Trainers must establish and confirm a safe learning environment for their learners that is a:

- physical environment free from risks that may physically, emotionally or mentally impact the learner in a negative way
- comfortable environment where the learner feels valued and respected.

Under the WHS Act of 2011, planning for a safe training environment is part of your duty of care to the learners. Before training, complete a Work Area Inspection Checklist and document and report any issues to the facilities manager/appropriate person. During training, monitor the work area and return any equipment used to its storage location.

The risk assessment that accompanies the Training Needs Analysis (TNA), learning pathway and learning program will provide you with guidance in identifying the risks associated with the training and the mitigation of those risks.

You can mitigate risk by including the following in your delivery and session plans:

- safety briefs
- safety notices
- written safety procedures
- safety checklists and/or procedures
- induction to the workplace area
- resources required for safety
- appropriate ratios of learners to trainer for skills demonstrations
- details of the safety equipment to be supplied by the trainer and/or the learner.

Before you start training, you may need to carry out a risk assessment on each location or ensure that you receive induction training from the organisation's WHS representative, as each training environment may vary. For example, you may need to provide training at an on-site location, outdoors, indoors or in several locations. The organisation's WHS representative can provide the learners with a specific safety brief and/or induction if required.

As trainers, you have a duty of care to ensure that all training activities are conducted in a manner that **so far as reasonably practicable** eliminates and minimises risk to the health and safety of learners/clients. Trainers must also identify and assess any hazards and develop and implement control measures to eliminate or minimise associated risks.

Our obligations under WHS also include managing student behaviour and recording all training-related injuries, illnesses and dangerous occurrences.

Conducting a risk assessment to ensure a safe learning environment

There is a common approach to hazard and risk identification, reduction and management:

- Establish the context.
- Identify the hazard/s and the risks associated with it/them.
- Rate the severity or probability of the hazard/s (risk assessment)
- Control the risk where necessary.
- Have someone accountable for the control (monitor and review).

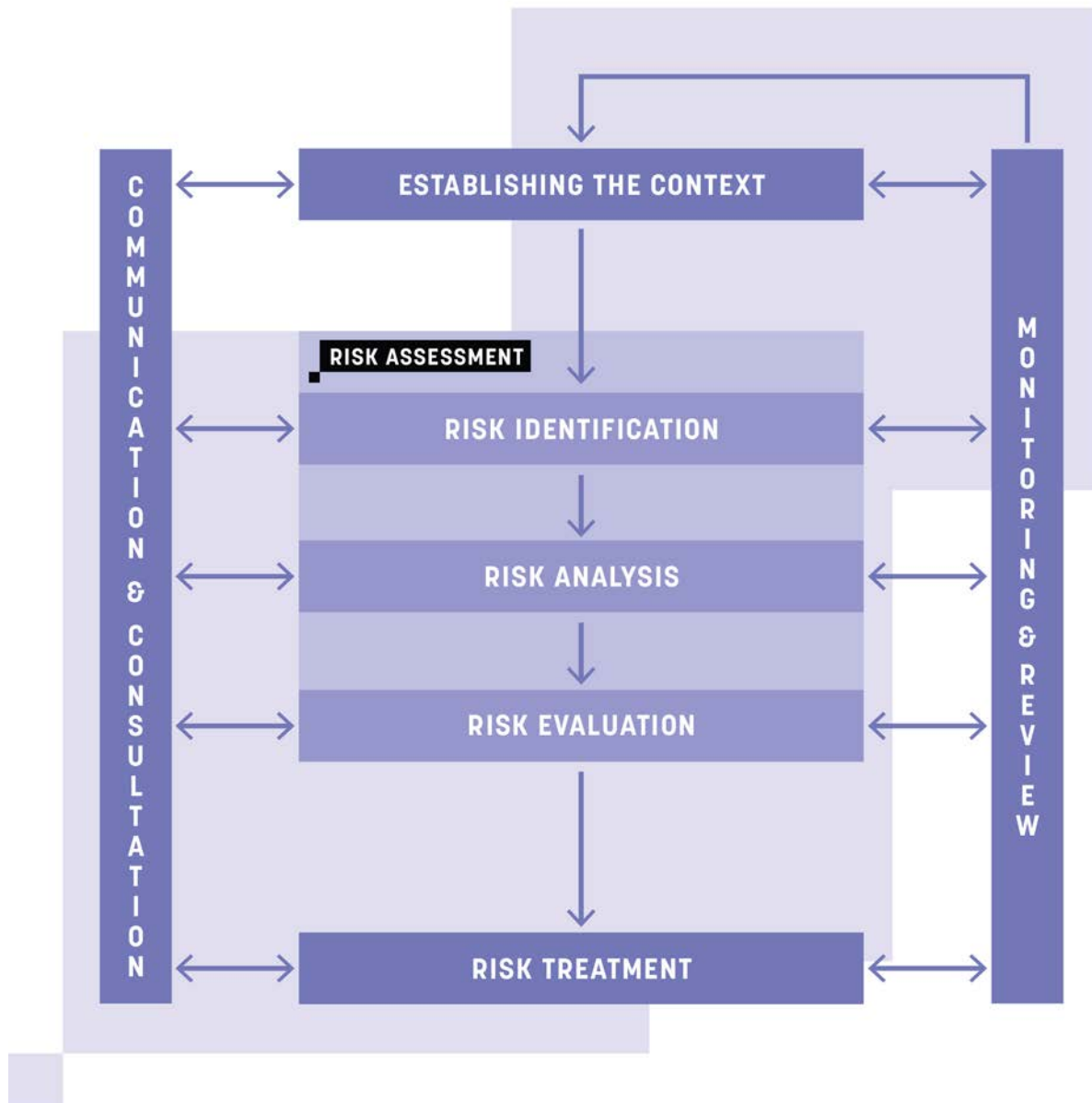


Figure 1 Flowchart showing the common approach to hazard and risk identification, reduction and management

All trainers should follow their RTO's policies, procedures, guidelines and forms for conducting risk assessments. If you are visiting another organisation, you need to abide by their policies, procedures and guidelines. Make sure that you have this documentation as part of your training program.

Identify regulatory and organisational obligations and requirements for presentations

There are several things to be aware of that will assist you in the delivery of a quality presentation. When planning your presentation, it is essential that you understand what your regulatory and organisational obligations are. They can be summarised as the following:

Organisational obligations are the things that your employer needs you to do each time you communicate information to others; this includes internal staff and external clients. Common organisational requirements will often relate to corporate standards and the legal requirements of the organisation. You can find corporate standards in documents such as style guidelines and workplace policies and procedures.

You can find organisational obligations in:

- work method statements/SWMS /safety standards /SOP
- incident, injury and hazard reporting/manual handling procedures
- the code of conduct.
- drug and alcohol policies
- anti-discrimination policies.

Regulatory requirements are prescribed laws, regulations and by-laws. These are prescribed minimum standards that must be followed.

You can find regulatory requirements in:

- standards for registered training organisations (RTOs)
- codes of practice
- acts, for example, the WHS Act 2011
- anti-discrimination legislation
- ethical principles
- privacy laws/data retention.

Recording and storing learner records

As trainers and RTOs, you are required to complete a range of forms at the start, during, and on completion of a course. These forms are to ensure that you are compliant with the regulations.

These forms or documents may be a requirement when:

- it's a regulatory requirement for RTOs
- it's necessary for the Australian Vocational Education Training Management Information Statistical Standards (AVETMIS) requirements
- learners want to check their results
- a finance department needs to establish figures on the cost of training
- monthly reports are prepared by the training manager seeking VET student loans support
- trainers wish to track the progress of learners through the learning program
- HR uses the training records as a selection process for advancement in the organisation
- supervisors roster personnel for courses; the documents provide a record of who completed the training.

The information/records you need to keep depend on the requirements from any legislative authority or government funded program.

They can include any of the following data about the participants:

- Who they are, including:
 - age
 - sex
 - whether the person identifies as Indigenous
 - disability information
 - geographic location
- Where they study, including:
 - type of provider (government or private).
 - location of training delivery (workplace, off site, distance, eLearning).
- What they are studying. This could include records such as:
 - record and store attendance forms

- progress of learning (assessment results and re-assessments)
- completion of learning
- recognition applications
- individual learning programs
- reasonable adjustments to assessments
- closing of the learning program
- feedback from learners
- improvements made and course material updated.

Security of training records

Security is critical in maintaining training records. All steps must be taken to secure learner records and limit access to these records so that they are only accessed by those who need to have access to them.

You can secure electronic and hard copies of records by the following methods:

- **Electronic** copies: limiting access to those who need it and password protecting the assigned access. To ensure further security, personnel who are granted access will only have access to the files they need to use. For example, trainers will only have access to the course they are conducting for attendance and recording of results.
- **Hard** copies: are to be locked securely in filing cabinets in a secure location. Only personnel who need access to these records will be authorised to.

How long do you need to keep records? Depending on the type, records can be kept for a period of six months, up to a number of years. This will be determined by the legislative requirements for an RTO as well as requirements for any government-funded programs. These requirements will be outlined in the relevant documentation.

Interpreting learning documentation

Before you can deliver a work skill (demonstration) or presentation session to a group or an individual, you need to review and interpret all associated training documentation to ensure it meets the requirements of the benchmark. You must also assess any risk associated with the training environment.

This may involve:

- accessing, reading and interpreting the TNA, learning program and pathway
- using the available documentation to determine the learner's needs and characteristics
- identifying, assessing and confirming constraints and risks associated with the learning and training environment
- identifying and confirming your personal role and responsibilities in planning and delivering training
- checking learning outcomes/objectives for instruction and/or skills demonstration for a training session
- assessing learning resources for suitability, relevance and contextualisation
- organising training and access to equipment relevant to the training outcomes/objectives
- notifying the learners of the details regarding the implementation of the learning program.

Copyright and sensitive material

When displaying material from the internet or other sources, you must ensure that you comply with copyright laws; for example, you must reference the source of the material, and in some instances, gain permission to use it from the author/s. You must also ensure that any material you display is not of a sensitive, discriminatory or otherwise distressing nature to audience members.

Topic 2

Learning styles and audience characteristics

Learning styles

In relation to work skill instruction, your audience is referred to as *learners* or *participants*. It is helpful to ask all the questions that you would for a presentation, but it is also helpful to have an awareness of how they like to learn and/or their learning preferences.

Visual, Auditory, Read/Write and Kinaesthetic styles

There are many methods and theories used to explain the fact that not all people learn the same way. One of the common methods used within the learning community is called the Visual-Auditory-Kinesthetic (VAK) or more recently the Visual-Auditory-Read/Writer/ Kinesthetic (VARK) learning styles model.

These models suggest that a person has a dominant or preferred learning style. Even though they have a preference, it does not mean that, given the right situation or task, they cannot tap into one of their less-preferred styles.

Visual learners

People who learn most effectively from material they can see—this includes written material.

Learn by:

- seeing what they are learning
- picturing things in their mind, big picture
- looking at and using images.

Best Teaching and Learning Activities:

- reading
- taking notes
- Working with diagrams and graphics
- Using visual aids—transparencies, posters
- Creating video and PowerPoint presentations
- variety in colour, size, shape

Auditory learners

People who learn most effectively from materials they can hear.

Learn by:

- hearing what they are learning, rather than reading
- thinking in sound and hearing ideas
- listening, talking, hearing and discussing
- talking to themselves (inside their head).

Best teaching and learning activities:

- lectures, debates, speeches, tapes
- talks, questioning, discussions, role plays
- brainstorming and talking style
- creating definitions, slogans, songs.

Read/Write learners

People who learn most effectively from reading the written word and writing.

Note—there is still debate over including a Read/Write category.

Learn by:

- reading and analysing information
- writing notes and grouping information into manageable chunks.

Best teaching and learning activities:

- taking notes
- using lists, headings
- assigning readings from textbooks, manuals, books
- writing essays, written responses to questions.

Kinaesthetic learners

People who learn most effectively from touch and movement, that is, from actively doing something. Understanding the four main learning styles will help you to use instruction and demonstration strategies to meet the individual needs of the learner.

Learn by:

- experiencing what they are learning
- doing things in group work, role play, note taking
- constantly moving, tapping or stretching
- having lots of breaks or state changers.

Best teaching and learning activities:

- writing on board, flipchart, taking notes
- activities, practice, role plays, outdoor
- doing, working, experimenting, cooperating
- reflecting on things they have done
- coaching or instructing others.



Practice activity 2.1

VAK questionnaire

Complete the VAK questionnaire to gain a greater awareness of your preferred learning style.

Visual

Total from 10 =

- ☐ See for understanding
- ☐ Prefer to watch TV/read
- ☐ Don't like untidiness or movement
- ☐ Like to see things like photos/plans
- ☐ Spell by seeing (visualising)
- ☐ Remember faces but forget names
- ☐ See vivid pictures when visualising
- ☐ Become silent when angry
- ☐ Like to talk to people face to face
- ☐ Pick moods by watching faces

Auditory

Total from 10 =

- ☐ Think in sounds
- ☐ Get attracted and distracted by sound
- ☐ Enjoy listening/playing music
- ☐ Like to 'hear' the conversation when reading
- ☐ Spell using phonetics
- ☐ Enjoy listening BUT are impatient to talk
- ☐ Forget faces but remember names
- ☐ Talk to self when inactive
- ☐ Have an outburst when angry
- ☐ Like to contact people by phone

Kinaesthetic (Physical)

Total from 10 =

- ☐ Like to learn through movement
- ☐ Get attracted by movement
- ☐ Prefer to play sport/games
- ☐ Like dancing
- ☐ Remember best what they did
- ☐ Like comfort or movement
- ☐ Reward others with pats on the back
- ☐ Not keen readers/prefer action stories
- ☐ Like spelling to 'feel' right
- ☐ Experience feelings when remembering

Fill in the total number of items you selected from each category above. This will be your score/level in relation to VAK.

Audience characteristics

Finding information about the audience is a good starting point when preparing a presentation. Some things to consider are:

- age
- occupation
- cultural/language background
- educational background or general knowledge
- gender
- language, literacy and numeracy needs
- physical ability
- previous experience with the topic.

You may ask yourself these questions:

- What information in particular are these learners looking for?
- Is this topic controversial or mundane? What might the attitude of the audience be to this topic?
- How much does the audience need to know about this topic?
- Are there particular issues you must not address?

Your aim is to capture audience interest and keep it. You can do this more effectively if you are familiar with the audience's needs in the first place. Will they react positively to your delivery or are there hidden agendas or sensitivities of which you should be aware?

You must be careful, however, to not generalise or make assumptions about the audience.

Your preliminary analysis of the audience may influence your choice of topic, your presentation style, the purpose and other aspects of the presentation, such as encouraging the audience to be actively involved.



Collaboration 2.2

How can you use this information about learning styles to better meet the needs of your learners?

Use the space below to record thoughts and/or comments generated during your discussions.

Using your knowledge of learning styles, brainstorm different ways to deliver instructions to meet different learner needs.

How do you gather information about learning needs prior to planning or during your instruction or demonstration session?

What challenges are created by different learning styles and learner characteristics?

Behaviour characteristics using sensory systems

The table below will help you identify learning styles through observation of your learners based on the three VAK learning styles. Watch for these behaviours in your group/audience to assist in choosing the most appropriate way to communicate your message.

Table 1 Common activities linked to each of the three VAK learning styles

Activity	Visual	Auditory	Kinaesthetic (Physical)
Learning style	<ul style="list-style-type: none"> • Seeing images/graphics • Viewing demonstrations • 'Sees' in their mind. 	<ul style="list-style-type: none"> • Hearing instructions • 'Talks' to themselves. 	<ul style="list-style-type: none"> • Group work • Direct involvement • 'Does' things.
Reading	<ul style="list-style-type: none"> • Likes descriptive information • Will often imagine scenes in their mind • Concentrates intensely. 	<ul style="list-style-type: none"> • Likes short dialogue • Generally skips over images in text • Often speaks out loud as they read. 	<ul style="list-style-type: none"> • Likes action to happen quickly • Often can't sit still when reading • Not usually big readers.
Spelling	<ul style="list-style-type: none"> • Good sight recognition of words • Visualises words. 	<ul style="list-style-type: none"> • Phonetic approach • Says words out loud to see if they 'sound' right. 	<ul style="list-style-type: none"> • Not usually a great speller • Writes words down to see if they 'feel' right.
Handwriting	<ul style="list-style-type: none"> • Develops good handwriting skills at a young age • How it 'looks' is important • Takes care with consistent spacing and size. 	<ul style="list-style-type: none"> • Takes time to develop handwriting • Will often speak words as they write. 	<ul style="list-style-type: none"> • Develops good handwriting initially before deteriorating when they run out of room.
Memory	<ul style="list-style-type: none"> • Good at remembering faces not names • Takes lots of notes to help with recall. 	<ul style="list-style-type: none"> • Good at remembering names, not faces • Repeats things over to help with recall. 	<ul style="list-style-type: none"> • Usually remembers what was done, not what was talked about or viewed.

Activity	Visual	Auditory	Kinaesthetic (Physical)
Imagery	<ul style="list-style-type: none"> • Thinks in images • Vivid imagination. 	<ul style="list-style-type: none"> • Thinks in sounds • Details less important. 	<ul style="list-style-type: none"> • Thinks in movement • Imagery not important.
Distractibility	<ul style="list-style-type: none"> • Easily distracted by movement or visual disorder • Usually unaware of sounds. 	<ul style="list-style-type: none"> • Easily distracted by sounds. 	<ul style="list-style-type: none"> • Easily distracted when not 'doing'.
Problem solving	<ul style="list-style-type: none"> • Lists problems • Writes down thoughts to organise. 	<ul style="list-style-type: none"> • Verbalises problem • Talks self through problems out loud. 	<ul style="list-style-type: none"> • Looks for activity to solve problem • Often impulsive.

Learning Approaches

Honey and Mumford: four learning styles

Another way of looking at adult learning is to think about learning approaches. Not only do you have a tendency to be visual, auditory or kinaesthetic learners but you can also be categorised under the following four major headings: **Activists, Reflectors, Theorists and Pragmatists**. Read through the following descriptions of learning behaviours to understand your preferences:

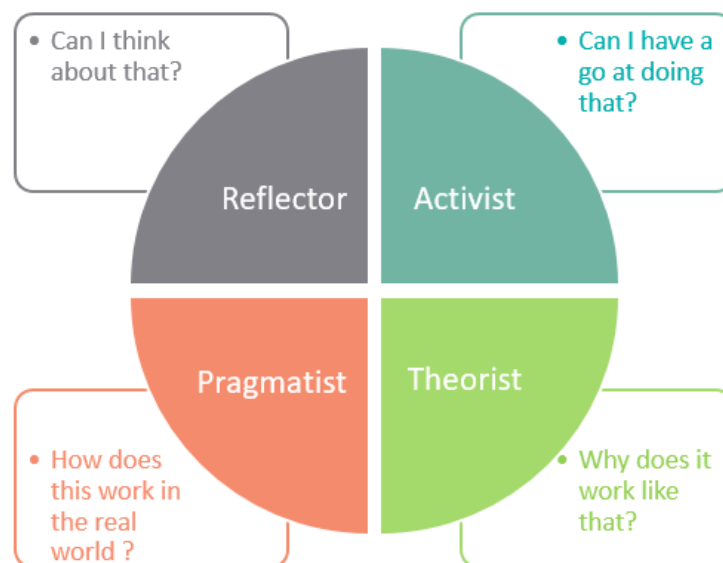


Table 2 Learning behaviour and resistors for four Honey and Mumford learning styles

Learning style	Learning behaviour	Resistors
Activists	<p>Activists like to experiment with new ideas and ways of doing things. They learn best:</p> <ul style="list-style-type: none"> • from new experiences, problems, issues, opportunities • when working with other people to generate ideas and solve problems • when they can be in charge, such as by leading discussions, meetings or giving presentations • if they can get in and 'have a go'. 	<p>Activists may react against, and learn least, from activities where:</p> <ul style="list-style-type: none"> • they have a passive role such as in lectures, instructions, reading • they are observers • there is a lot of 'messy' data to analyse and interpret • they are required to work alone • 'theoretical' statements are given • skills are repetitious and over-practised • instructions are too precise with little flexibility • they need to be thorough and tie up all loose ends.
Reflectors	<p>Reflectors stop 'doing' and observe and reflect on what has happened. They learn best:</p> <ul style="list-style-type: none"> • from experiences where they can watch, think, consider what's going on • when they can take their own time, and are not under pressure to achieve something quickly • when given an opportunity to research the issue and really get to the bottom of the story • when they have the chance to reflect on what has happened and what they might have learned from it. 	<p>Reflectors may react against, and learn least, from activities where:</p> <ul style="list-style-type: none"> • they feel 'forced' into the limelight • they don't have time for planning • they need to provide ad hoc response, or 'spur of the moment' thought • they are expected to provide a conclusion without sufficient data • they are expected to make short cuts, or not give 100%, in the interest of expediency.

Learning style	Learning behaviour	Resistors
Theorists	<p>Theorists like to build ideas, theories and concepts. They learn best:</p> <ul style="list-style-type: none"> • from experiences that are part of a framework that makes sense to them and they understand, such as a system, model or theory • when a task requires significant concentration • when they have the time to make connections between elements of the data and understand how they fit together • when they have the opportunity to use logic on a problem or issue to analyse it and explore its complexity • when they understand why they are being involved. 	<p>Theorists may react against, and learn least from, activities where:</p> <ul style="list-style-type: none"> • there is no purpose or clear context • emotions and feelings are emphasised in situations • there is ambiguity and vagueness in unstructured activities • decisions are expected without considering policy, principle or concept • contradictory techniques and methods are provided as alternatives without proper review • there is doubt that the subject material is methodologically sound • there is a lack of harmony with other participants, for example when there are a lot of activists or reflectors.

Learning style	Learning behaviour	Resistors
Pragmatists	<p>Pragmatists experiment with new ideas and ways of doing things. They learn best:</p> <ul style="list-style-type: none"> • from experiences that they can link back to their job or work • if they are shown things which are useful to them, for example, how to deal with difficult people, how to manage their time better, how to make use of their network • when they have a 'map' or model that they can follow, like an instruction video, a manual, real life examples, being shown by an expert • if they can focus on 'real' issues like outcomes, process improvement, plans for action • when they can see a solid link between the experience and what happens on the job. 	<p>Pragmatists may react against, and learn least from, activities where:</p> <ul style="list-style-type: none"> • they do not see an immediate need for the learning • instructors of the learning do not connect with them • guidelines are unclear • implementation is obstructed by political, organisational, managerial or personal obstacles • the learning or assessment activity lacks incentive, for example a higher grade.

Left brain vs right brain

Research has shown that people are usually left or right brain dominant. This means that they tend to be either creative (right brain) or logical (left brain).

People who are left or right brain dominant prefer learning through an emphasis on:

Table 3 Left and right brain dominant learning preferences

Left brain dominant	Right brain dominant
<ul style="list-style-type: none"> • Language • Mathematical formulae • Logic • Numbers • Sequence • Linearity • Analysis • Words of a song. 	<ul style="list-style-type: none"> • Forms and patterns • Spatial manipulation • Rhythm (music) • Images and pictures • Imagination • Problem solving • Experiences • Colour.

Adult learning principles

Adult learning activities

There are many factors to consider when conducting learning activities for adults.

These factors are commonly referred to as Adult Learning Principles. Understanding Adult Learning Principles, based on Knowles theories 1984, can assist you to deliver and evaluate learning activities more effectively.

This research suggests that adults:

- are internally motivated and self-directed; they like to make choices about what is best for their learning
- bring life experiences and knowledge to learning experiences
- are goal oriented; they want to gain the knowledge and/or skill so it must be clearly defined
- are engaged with the new knowledge or skill that is relevant or useful within their world; they like to know why they are learning something.
- are practical; they like theoretical concepts to be translated into practical activities

- like to be respected; they like to collaborate with their educators rather than be passive onlookers.

Learners in the workplace are adults. Effective trainers identify and use adult learning principles as they provide instruction and demonstration of work skills.

Malcolm Knowles, American practitioner and theorist of adult education, highlights the importance of applying the following principles when working with adult learners:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
- Adults' orientation to learning is life-centred; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
- Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
- Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
- Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning.'

Learning and development is a continuous process. Individuals learn not only from training, seminars and courses, but also from their environment and their relationships with each other.

We all gain knowledge, understanding, skills, habits and values. For adult education to be effective, the learning must assist in solving problems. Knowledge and skills need to relate to the adult and their personal or work situation.

Learning vs training

What is learning? The Collins English Dictionary (online) defines learning as 'the process of gaining knowledge through studying'.

Learning can be described as:

- the process of gaining knowledge and with that, expertise
- acquiring skills and knowledge that can be used in the future
- adding new information to your memory that can be recalled at a later date
- absorbing information to use in a variety of situations

What is training? Training can be described as:

- the giving of information through writing, speech or demonstration
- the process of providing instruction to learn a skill or improve knowledge
- 'the process of learning the skills that you need for a particular job or activity' (The Collins English Dictionary (online)).

In simple terms, learning is a process that involves a change in an individual's behaviour, whereas training is an event or process that helps the learning to happen.



Practice activity 2.3

Applying adult learning principles to past experiences

Think of two training sessions that you attended in the past. Select one that was effective and another that was ineffective for you as an adult learner.

Using the table below, note down the effective/ineffective parts of the training session in the left column. Then, think about the adult learning principles and/or learning style. Use the right column to explain the parts that were used well, or ignored and/or poorly managed.

Table 4 Effective training session

No	Effective training session parts	Learning styles/principles used well
1		
2		
3		
4		

Table 5 Ineffective training session

No	Ineffective training session parts	Learning styles/principles ignored/poorly managed
1		
2		
3		
4		
5		

Topic 3

Practices of great trainers and presenters

The 'P' factor

Have you heard the saying 'location, location, location'? Many experts quote this as being the most important factor when buying real estate. What do you think is the most important factor for successful training and presenting? *Preparation, preparation, preparation* comes to mind. But is it enough?

Although preparation is critical to the success of training and presentation, there are a number of other equally important phases involved.

Essential ingredients of an effective presentation and/or training session are as follows:

- **Plan**—find out basic information and research the content.
 - Develop an action plan.
- **Purpose**—establish the intention of the presentation.
 - What is it for?
 - Who is it for and what do they expect?
- **Prepare**—create/organise resources and helpers and develop a plan or prompts to guide the session.
 - Know where you are going and what you need to get there.
- **Practise**—consider the appropriate tone of voice, body language, level of knowledge and strategies to make a connection with your learners/audience.
 - Believe that the learners/audience will gain value from listening to you.
Remember that if you don't believe in yourself then your learners won't either.
- **Perform**—relax and enjoy the training or presenting.
 - Take your learners/audience on the journey with you. They will be compelled to get involved if you are enjoying it too.
- **Perfect**—use evaluation techniques to improve your next presentation.
 - Always look for ways to get better.

Remember that each session will be different as you are working with a different set of learners/audience or content each time.

Differences between public speaking, presentations and training

There are multiple schools of thought about the difference between these techniques. It is commonly agreed that a public speech is a *telling* activity. It can be used for many purposes such as to entertain or motivate, or to inform an audience. The length of a speech is usually short, for example 30 minutes (although sometimes it can seem much longer). *A speech requires very little input from the audience.*

A presentation is an activity that tells (describes or explains), shows (demonstrates) and strives to engage with an audience. It can be used for many purposes such as promoting goods and services, motivating or training people, informing or educating an audience. The length of a presentation can be short or it can last for hours. *A presentation requires input from the audience.*

Presenting information and public speaking are required in many situations. It may be presenting to a board of directors, giving a sales presentation, or speaking to a committee, a group of peers or colleagues, existing or prospective customers, or other people for many other reasons.

Training is different again. It is the act of teaching a person a specific skill or behaviour, or is about sharing a piece of knowledge or a concept that, when it is connected with a skill, will help the individual perform more effectively in their work or private lives.

A basic comparison table is shown below.

Table 6 Comparison of training, presenting, and public speaking

Topic	Training	Presenting	Public speaking
Purpose	Build skill/knowledge	Pass on information	Tell a story
Length of session	Can be short or for many months.	Can be short or for several hours.	Short, usually 30min or less
Engagement level	Interactive	Low to medium interaction	No interaction
Resources / aids	Mixture of visual, verbal and interaction with resources	Visual, for example, PowerPoint with verbal support	Verbal
Terminology	Learners or participants	Audience	Audience

Presentations

Types of presentations

There are many types of presentations but some of the most common are:

- an *impromptu speech*: where you have little or no time to prepare and possibly no 'props'
- a *prepared speech*: where you have learned your topic in a structured manner and use prompts such as cue cards or a written plan to present your material
- a *manuscript speech*: which is written and delivered 'word for word'—every word that is spoken must be accurate and specific.
- a *memorised speech*: where you have learned your topic 'off by heart'
- a *team briefing*: where you bring the rest of the team up to date on important points
- *facilitating an audience*: where you lead a group or team of people; the facilitator takes the key role in a group so that the group accomplishes its goals and tasks
- speaking on television or radio.

Presentation techniques

When planning your work skill instruction presentation there are several techniques that can be added to enhance your delivery. These may include:

- animation
- comparative advertising
- live action
- music
- signature elements such as:
 - slogans
 - logotypes
 - packaging
- sound effects
- use of a guest speaker
- use of black and white
- use of colour
- use of humour.

Training

Approaches to training

There are many approaches to training. Some of the approaches you may be familiar with are:

- classroom or on the job training
- one-to-one demonstration with a peer or trusted person
- coaching
- mentoring
- group or pair work.

Learning objectives

'In education, learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period.'

Source: (<https://www.edglossary.org/learning-objectives/>)

Instruction and demonstration objectives may include:

- competencies to be achieved
- generic and technical skills, which may be:
 - provided by the organisation
 - developed by a colleague
- individual or group objectives
- learning outcomes.



Collaboration 3.1

Differences between training, presentations and public speaking

Use the space below to record your thoughts and/or comments generated during your discussions.

Make a list of points that can help you distinguish between training, presentations and public speaking.

What do these three forms of communication have in common?

Which forms of communication are used more in your workplace?



Collaboration 3.2

The when, why, where, how and who of work skill instruction

Use the space below to record thoughts and/or comments generated during your discussions.

When do you train?

Why do you train?

Where do you train?

How do you train?

Who do you train?

Topic 4

Plan for training and presenting

Effective planning for training and presenting

Effective training and presenting occurs partly as a consequence of good planning. To ensure you are well prepared before you start to deliver your content, consider the steps outlined below:

1. Identify the skill/s gap to help you establish the purpose of the training/presentation.
2. Write objectives and learning outcomes.
3. Analyse and break down the skill or knowledge you wish to develop.
4. Sequence and chunk the task into manageable, logical sections.
5. Select resources and aids that best support what you wish to achieve.
6. Create the session or delivery plan.

Before you start to plan your instructional presentation, you may need to research the following:

- **The Training Needs Analysis** – to ascertain the identified gap to ensure the benchmark chosen will close the gap
- **The learners' characteristics** – to identify any special needs and learning requirements
- **The learning pathway** – to identify the various paths (ways) a learner can follow to obtain a qualification or other non-training related goal. For a number of reasons including recognition and special needs, not all learners will follow the same path. This will identify learners who will require individual or one on one training
- **The learning program** – to ascertain the recommended delivery and assessment strategies, location of sessions, when the sessions are scheduled, learning resource requirements and the sequencing of the sessions
- **Learning objectives** – to check them for suitability against the mapping to the benchmark
- **Subject** – look at existing resources such as learner guides, assessments, activities, session plans. Consult with a subject matter expert. Speak to your learners to check their underpinning knowledge.

Using documentation to determine learners' needs and characteristics

Use a *gap analysis* or *training needs analysis* to identify the characteristics of a learner and their needs. A learner profile can then be developed further in the following documents that a trainer will refer to when preparing to deliver a course.

Learning pathways

Learning pathways describe the pathway the learning will take. Integrating the learning pathway (experience) into a work role provides a structured learning approach that enables the learner/employee to acquire skills to perform their job. Learning pathways also provide you with the bigger picture on a learner's and/or a group of learners' characteristics and any special needs requirements. It also provides information on any practical skills training that may be required.

Learning programs

A learning program is a planning document that details information from the needs analysis and outlines the delivery and assessment strategies. It also shows how those strategies are matched to the learners' characteristics and the learning outcomes within a particular timeframe. Therefore, it provides the trainer with information about the competencies being delivered, a profile of the learners and their needs, and suggestions for the assessment strategy. From this, the trainer/assessor can develop the delivery plan and session plan for either group or individual training.

If the gap analysis or training needs analysis, learning pathway or program does not provide you with all of the information you need to determine the learners' characteristics, you may need the following to develop your delivery plan:

- Surveys (including LLN)
- Questionnaires
- Interviews
- Review of work examples
- Review of performance reviews.

By using the documentation listed above, you will be able to ensure your session plans and delivery and assessment strategy meet the learners' needs through contextualisation and reasonable adjustment. It will also allow you to ensure that you have a safe training environment and the correct resources needed to deliver the training.

What do you need to communicate with learners and others who are involved in the training?

Ensure these details are communicated to learners before and during training:

- Location and times
- Access to training facility, parking and or public transport
- What items they need to bring, for example, pens, tablets, PPE
- Outcomes of instruction or demonstration
- Reason for instruction or demonstration and assessment
- Who will be attending training/instruction session
- Contact information and what to do if you are late or unable to attend.

You will also need to contact others who may be involved in the training to confirm venue and catering.

Venue

- Booking dates and times
- Any equipment that may need to be used
- Break out areas or rooms for demonstration, tasks, practical assessments
- Protocols for access to all required locations and facilities for out-of-hours activities
- Emergency procedures
- Availability of parking or public transportation.

Catering

- Observe dietary requirements when ordering food and beverages
- Ensure fresh water, tea and coffee making facilities are available.

In some cases, you may need to contact or register your training if a licence or ticket is to be issued as part of the training. For example, with white card training you may need to notify SafeWork NSW with a minimum notice or booking of seven days prior to training

You will also need to ensure the trainer and assessor are following compliance and any other regulations. Assessors and/or auditors can attend this type of training without any notice.

Identify skills gaps and purpose

There must be a reason to conduct the training session or presentation. If you are not clear on why you are doing it, you run the risk of wasting your time and that of your audience/learners.

In relation to training, you establish the purpose by identifying the knowledge and/or skill gaps. The desire to fill this gap or gaps becomes the purpose of your training.

In relation to determining the purpose of the presentation, it is customary to ask yourself these questions:

- What do you want your audience **to do**? For example, do you want them to endorse or buy a product, support a cause, accept a solution, participate in an activity or use a service?
- What do you want your audience **to feel**? For example, do you want to excite, motivate or inspire them, soothe, calm or reassure them or shock them into action?
- What do you want your audience **to think**? For example, do you want the audience to accept the content of your presentation or do you want to challenge them into critical thinking? Do you want passive or active engagement?



Collaboration 4.1

How can you determine the need for and the purpose of training and/or a presentation?

Use the space below to record thoughts and/or comments generated during your discussions.

In your table groups, discuss how you can confirm that there is a need to train or present information related to a specific set of knowledge or skill.

How do you use this information to establish the purpose of the training and/or presentation?

Write objectives and learning outcomes

Once you know the purpose of your training and/or presentation, you must think about the *objectives* you wish to achieve. When you create a presentation, you refer to objectives as a set of behaviours or actions that you would like to see or have occur, at the end of the presentation. The objective is determined according to the purpose of the presentation.

In training terminology, objectives are referred to as *learning objectives*.

A *learning outcome* identifies what a learner will know and be able to do as a result of training.

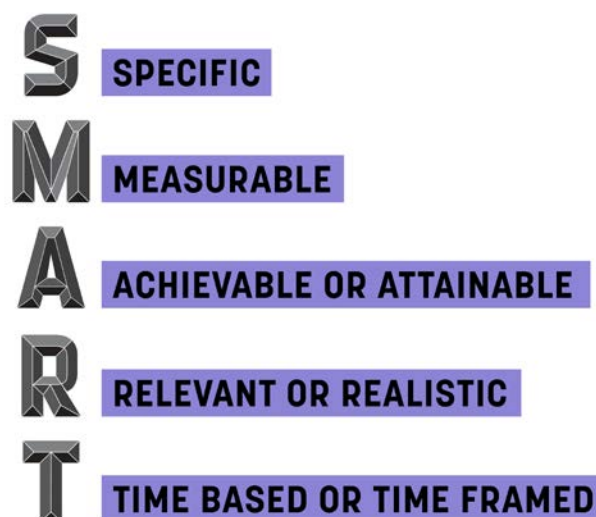
- Outcomes state what the learner is required to achieve in a training program.
- Outcomes concentrate on the expected results, not on the process of achieving them.
- Outcomes must be observable, measurable and use clear verbs.
- Outcomes should contain a performance, a standard and a condition.
- A *competency standard* states the expected performance in the workplace.

Regardless of whether you are writing an objective or a learning outcome, you will still use the same approach to develop them.

SMART goals

The SMART acronym is commonly used when creating goals in a wide range of contexts. SMART goals are used within businesses to establish individual and operational goals, in a personal context such as life, health or financial goals, and also when establishing learning outcomes/objectives for training and presenting. SMART stands for specific, measurable, achievable or attainable, relevant or realistic, time-based or time-framed.

Figure 2 SMART goals



Example of SMART Goals

In her position, Belinda needs to be able to use the mail merge function in Microsoft Word to a basic level. She is attending a day course.

By the end of the session Belinda will be able to:

- perform a basic mail merge
- successfully demonstrate a basic mail merge one week later at her work station.

The statement needs to be clear and unambiguous:

- The learner needs to know what is to be achieved.
- The trainer needs to know what is to be delivered.
- Management needs to know the results.

Performance, standard and conditions

When reviewing learning outcomes, you should ask yourself the following questions to ensure that you meet the requirements of the benchmark:

- What is the expected performance?
- What do I want people to be able to do at the end of the session?
- What are the expected criteria?
- How well must learners be able to perform the requirement or task?
- Under what conditions will the task be undertaken?
- In what context or situation must the task or skill be performed? Consider tools, resources, work constraints and environment. For example:
 - Performance: 'Administrators will enter all required registration information...'
 - Criteria: '... error free in four minutes or less ...'
 - Conditions: '... using the company's database'.

Some examples are shown in the following table:

Table 7 standard and conditions for example performances of driving a forklift and for slice chips

Performance	Standard	Condition
Drive a forklift	<ul style="list-style-type: none"> • from the warehouse to the wharf and back again • within 20 minutes • maintaining safety of self and others • observing speed limits and designed routes • within one week of completing training. 	<ul style="list-style-type: none"> • in the workplace, 'on the job' • carrying a 200-300-kilogram load.
Slice chips	<ul style="list-style-type: none"> • of equal size and by removing a minimum amount of peel, within 30 seconds. 	<ul style="list-style-type: none"> • given a potato, peeler, knife and cutting board.



Practice activity 4.2

Write objective or learning outcomes

You have just watched a video or reviewed a document that demonstrated how to complete a specific skill. Write a SMART goal that captures the learning outcome.

To help you further develop this skill, write a learning outcome for one of the related topics listed below:

- changing a tyre
- tying a knot
- lifting a heavy box.

Analyse and break down the skill or knowledge

The content of a learning session needs to reflect the learning outcomes and assessment criteria. You need to examine the learning outcomes carefully and identify the skills and information that the learner needs, in order to become competent.

In order to do the above, a task or topic analysis is carried out to identify:

- practical skills
- key or necessary information required to meet the session outcomes.

Task analysis

Task analysis involves taking a complex process and breaking it down into a series of simple steps to complete the task successfully.

Imagine you had to tell someone who had never done it how to make a cup of tea. It might seem like a simple task to you because you've probably done it lots of times, but take a minute to think about all of the steps you need to achieve this skill.

Some of the points that you need to consider when carrying out a task analysis are:

- safety—must happen before the related step occurs, for example, discuss the safety aspects of hot water before learners pick up the kettle
- quality—will the task be carried out to a required standard?
- include the appropriate amount of detail—not too much or too little
- use simple language
- include hints and tips to make the task easier
- use any graphical aids such as diagrams or photos that assist understanding.

Don't forget that you are probably quite familiar with the information you are discussing, whereas it may be quite new to the learners. Make sure that you do not make assumptions about what they already know.

Topic analysis

Whereas *task analysis* deals with practical skills, *topic analysis* relates to breaking down information into more manageable chunks.

There are two commonly recognized methods for analysing a topic—the top-down method, sometimes called categorising, and the bottom-up method, also known as brainstorming. Either method will assist you to break down large blocks of information into manageable chunks.

The top-down method

This method is a very logical process. You start with the ‘big picture’ or overall subject and break it down into smaller parts.

The bottom-up method

This method allows you to start with a topic placed in the centre of a page, then to branch out the ideas into many smaller branches for more detailed ideas.

Sequence and chunk the task into manageable sections

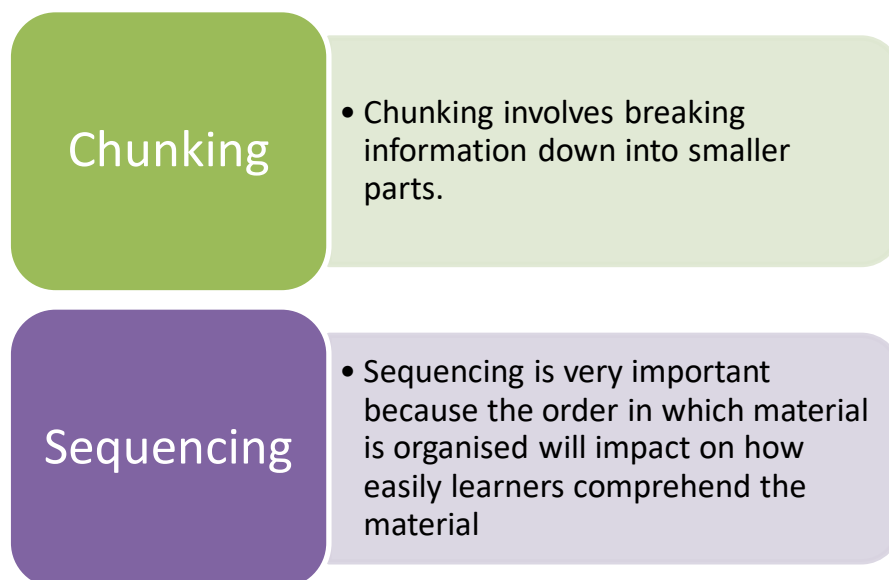
Chunking

One way of making information easy to understand is known as *chunking*. Chunking involves breaking information down into smaller parts. You can store five to seven pieces of information at a time in your short-term memory. Your capacity is greatest when you are feeling alert, when the information is simple and when you are familiar with the concepts. Your capacity decreases when you are tired and if the information is complex or unfamiliar.

Sequencing

Sequencing is very important because the order in which material is organised will impact on how easily learners comprehend the material. Sequencing your session is critical.

Figure 3 Chunking V'S Sequencing



Listed over the page are some suggestions to guide sequencing—simple to complex, known to unknown.

Example of task breakdown related to using a fire extinguisher:

Table 8 example of task breakdown related to using a fire extinguisher

Stages	Steps (performance criteria)	Key points
1	Pull the pin.	<ul style="list-style-type: none"> The pin is located in the handle. If you do not remove the pin the fire extinguisher will not discharge.
2	Aim the nozzle.	<ul style="list-style-type: none"> Aim the nozzle at the base of the fire. Spraying the top of the flames will do no good.
3	Squeeze the top of the handle slowly.	<ul style="list-style-type: none"> Use in a controlled manner. Squeezing will release the extinguishing agent.
4	Sweep from side to side until the fire is out.	<ul style="list-style-type: none"> Start slowly from a safe distance away. Keep sweeping and aiming at the base of the fire. The extinguisher will only last 10–20 seconds so use it effectively. Don't turn your back on the fire—it could reignite.



Collaboration 4.3

Break down and sequence tasks related to changing a tyre

In your table groups, discuss and document in the grid below, the steps you would need to take to effectively demonstrate how to change a tyre to a person who has never changed a tyre before. Ensure that your group:

- breaks the task into a maximum of seven stages
- considers acting out or demonstrating the stages related to more complex actions before they are noted down
- uses actions words when describing the steps or performance, for example, place, prepare
- logically flows each stage onto the next
- includes key points relates to safety aspects 'tricks of the trade'
- uses the KISS (Keep It Simple Stupid) principle.

Table 8 Task breakdown related to changing a tyre

Stages	Steps (performance criteria)	Key points or concepts
1		
2		
3		
4		
5		
6		
7		

Select suitable resources, aids and equipment

When supported by a variety of resources, aids and equipment, a training session or presentation will have a stronger impact than a training session which utilises only the trainer's or presenter's voice and body movement.

You are encouraged to think about how you will organise the learning resources to capture the interest of the learners/audience, and to reinforce the learning or concepts.

To create the highest level of realism in a demonstration session, always try to use real equipment or conduct it in the actual work environment.

Common learning resources, aids and equipment are:

- resources and aids—manuals, session plans, handouts, activities, texts, props, PowerPoint presentation, online tools, YouTube, whiteboard, flipchart paper
- equipment—laptop, projector, flipcharts stands, PowerPoint presentation remote control, video
- subject matter expert or person to help you demonstrate a specific activity – useful to create case studies and content.



Collaboration 4.4

Advantages and disadvantages of resources, aids and equipment

Use the space below to record thoughts and/or comments generated during your discussions.

You need to select resources, aids and equipment that will help you to get your point across to your learners/audience. Create a list of advantages and disadvantages of each listed item.

Table 9 Advantages and disadvantages of resources, aids and equipment

Item	Advantage	Disadvantage
Whiteboard		
PowerPoint presentation		
Flip chart		
Video		
Model		
Laptop		
Internet		
Workbook		
Maps and charts		
Music		
Ice breakers		



Practice activity 4.5

Choose appropriate presentation strategy and format

Consider that you need to present a new hand-washing technique to a group of executive managers. What format, such as a conference or one-one, would you choose and why?

What resources would you choose and why?

If you needed someone to help you during the presentation, how would you brief them on their role?

Suitability checklist

To help you determine if your resources, aid or equipment are suitable, you may wish to use the following checklist.

Read the question and each answer carefully. Put an X in the table next to your answer

Table 10 Suitability checklist for resources, aids, and equipment

Item	Yes	No
Resource/aid/equipment		
Will it arouse and maintain interest?		
Is it appropriate for the learners/audience?		
Will it increase understanding of the content?		
Will it provide opportunities for skill development?		
Will it enable the trainer/presenter to observe skill development?		
Will it enable use of more senses and accelerate learning?		
Will the resource/aid/equipment encourage hands on learning?		
Will it help learners to retain and embed learning?		
Will it help the learners/audience achieve the learning outcomes or objectives?		
Will it comply with WHS requirements?		
Will it show current approaches or information?		
Resource/aid		
Is it simple and easy to understand?		
Is it brief and concise?		
Does it provide highlights of key points?		
Is it the correct size and easy to read?		
Is it interesting?		
Is it relevant to the subject?		
Is it relevant to the workplace?		

Checkpoints before creating the delivery/session plan

Training: preliminary planning checklist

The templates displayed below can be used to help you to ensure that you have thought about and organised events that will help you to effectively conduct the training. Note—some of this you will not be able to complete until you have created your session/delivery plan.

Training _____ Date _____

Number of students _____ Facilitators _____

Prior to the training session

Table 11 Checklist for prior to training session

Item	Checked	Comments
Book training location		
Check on facilities available at training location		
Obtain details of learner characteristics		
Check on access for participants to training location		
Conduct a risk assessment of training location		
Advise participants of details of training session		

Administration

Table 12 Checklist for administration of training session

Item	Quantity	Checked	Comments
Trainer's manual			
Session plan			
Enrolment forms			
Risk assessment			
Site map and evacuation plan			
Student assessment guides			
Student list			
Course evaluation forms			
Student handbooks			

Presentation equipment

Table 13 Checklist for presentation equipment for training session

Item	Quantity	Checked	Comments
Laptop and leads			
Light projector and leads			
Flash drive or copy of presentation to be used as a backup			
Portable whiteboard			
Extension lead and power board			

Student resources

Table 14 Checklist for student resources for training session

Item	Quantity	Checked	Comments
Manuals or course notes			
Copies of handouts			
Items/activities to support special needs			

Presentation: preliminary planning checklist

The points listed below are common points you should check before you commence designing the presentation session or delivery plan.

WHEN is the presentation?

- Is there enough time to prepare all necessary resources?
- Do you need other people to assist in the preparation or during the presentation?
- Are you free at this time to conduct the presentation—check your diary before you commit!

WHERE is the venue?

- Can you get there in time and is it easy to get to?
- Is the venue adequate?
- Is the layout, lighting, power and seating appropriate and conducive to presentations?

WHY is the presentation being held?

- Is the purpose clear to you and the organiser/s?
- Do you have the expertise to conduct this presentation in terms of content, or do you need to research the content?
- What are the possible consequences if your presentation is not effective? Is there a replacement presenter in case of an emergency?

WHO is attending?

- What is the background of the audience?
- Are there any participants who have special needs, such as people with disabilities, or cultural needs?
- Does the audience choose to be at the presentation or have they been coerced into attending?
- What is the existing level of knowledge of your audience in relation to the presentation content?

HOW should the presentation be conducted?

- Is it to be a workshop or a lecture, or do you need to consider other methods which are more cost or time effective?
- How will you use your voice and your body language to convey the real message?
- How can you engage your audience mood?
- How can you stay 'on track'?

WHAT resources are available?

- Is the equipment, such as microphones, overhead projectors, computers, smart screens or whiteboards, in working order?

WHO will test the equipment and when?

- Will you need back up resources in case of unforeseen problems?

OTHER important items to consider:

- Is it your responsibility to conduct the hazard risk assessment of the venue?
- Are there safety issues that you will have to manage?
- Is there a dress code?

The template below is a simple checklist that you can use to help you plan for a presentation. Use this guide in the preliminary planning phase. A more detailed session plan should be developed for the next phases, that is, for preparing session notes.

You must be confident that everything will work on the day. That means you should check all details yourself, including equipment.

Table 15 Checklist for preparing for a presentation

Points	Details
When	
Where	
Why	
Who	
How	
What	
Other	

Topic 5

Use effective communication techniques in training and presentations

Use interpersonal skills with learners to establish a safe and comfortable learning environment

Communication includes any behaviour that another person perceives and interprets: it is your audience's understanding of what you mean. It considers both verbal messages and nonverbal messages, including tone, expression, behaviour and physical setting. When you consciously send a message, you also send invisible messages that you may be totally unaware of. Therefore, communication involves a complex, multi-layered, dynamic process through which you attempt to exchange meaning. This is amplified when delivering to a diverse group of people in a training situation or presentation.

Why? Because communication is a symbolic behaviour. Ideas, feelings and pieces of information cannot be communicated directly; this is because the trainer/presenter communicates information that is often new and not understood, especially if jargon is used. For example, when training someone to use a computer for the first time, trainers will make assumptions that the learners will understand the language, for example, icon, task bar and cursor, used to describe a function.

The same can be said for a presenter who pitches the content to the audience at a level that they understand but fails to recognise that the audience is lost and cannot follow what is being spoken about.

Communication types

One- and two-way communication in training

One-way	Two-way
<ul style="list-style-type: none"> • Protects the sender • Faster • More orderly • Simpler • Less accurate. 	<ul style="list-style-type: none"> • Some risk to sender • Slower • Less orderly • Exposed to criticism • More accurate.

Verbal

- Oral communication—spoken word either face-to face, via video conferencing, over the phone
- Informal communication—grapevine, rumour mill
- Formal communication—conferences, lectures
- Relies on clarity of speech, voice, rhythm, volume, speed, tone and pitch along with non-verbal communication such as body language.

Written

- Printed text—traditional pen and paper, electronic documents, typed, emails, texts and SMS along with messages conveyed through written symbols
- Relies on writing style, grammar, vocabulary and clarity
- Learning and assessment main forms include student workbooks, assessment document, books, flyers, and online content

Non-verbal

- Sending and receiving wordless messages
- Often reinforces verbal communication, though can relay own message
- Predominantly includes body language such as eye contact, facial expression and body movements such as posture and gestures
- Facial expressions are the most common non-verbal communication and demonstrate emotions, for example, a frown or smile

Helpful mnemonics for communication basics

The memory device or mnemonic of 'TALKS' is a good way to remember five elements of good communication:

- **T**reat learners as people.
- **A**sk questions.
- **L**isten to answers.
- **K**eep tuned in.
- **S**peak the same language.

You can also use the mnemonic of 'GAVE' to keep learners' and the audience's attention.

- **G**estures to convey openness and set a relaxed atmosphere.
- **A**ttitude to convey enthusiasm by being yourself and acting in the appropriate manner.
- **V**oice to vary your rhythm, speed, volume and pitch (RSVP).
- **E**ye contact should be natural.

Questioning techniques

As trainers and presenter, you constantly use questions as a means of communication to seek feedback from your learners/audience and to assess your learner's/audience's connection and understanding of the material being presented. Therefore, it is important to have an understanding of how to ask questions in a training environment and when to use different types of questions.

Remember, questions should not be used to trick a learner or audience member. If you do, you will only alienate them and make them reluctant to answer further questions. Questioning should be used to make learners/audience members THINK.

Why do trainers ask questions?

- Knowledge
- Understanding
- Evaluation
- Development
- Motivation
- Control.

Why do learners ask questions?

- Information
- Understanding
- Clear up differences in perceptions
- Interest
- Waste time
- Test trainer.

Types of questions

- Open
- Closed
- Leading
- Hypothetical
- Probing.

Questioning techniques

- Overhead
- Divert or redirect
- Reverse
- Direct
- Indirect.

Overhead

- General question given to the whole of the class
- Good to gauge class level of knowledge
- Mainly used at the start of a lesson to get the ball rolling.

Diverte or redirect

- Used to divert questions to another learner if the first learner doesn't know the answer
- Can be used to divert learner questions back to other learners
- Learner tends to withdraw from the lesson if you dwell on the learner for too long.

Reverse

- Reverses the questions back to the learner who first asked the question
- Used to make lazy learners think
- Helps trainer challenge learner thinking
- Controls learners who are testing the trainer.

Direct

- A question directed at a particular learner
- Doesn't make all learners think of the answer
- All other learners tend to turn off thinking they don't have to answer
- Can be used to control class from time to time.

Indirect

- Ask an open question to make all learners think of the answer then nominate a learner to answer it. This technique is commonly known as pause and bounce.

Evaluate answers to questions

It is important to take the time to evaluate your learner's answers by asking yourself, is the response correct? If 'yes', then acknowledge that it is correct. If not:

- resist the impulse to say 'No! That's wrong'. Let the learner down softly with statements like, 'That's not quite the idea that I was after', or 'That's close but not quite right'
- evaluate your question to determine if it is asking for the information that you require – perhaps the question is at fault by not being specific enough
- rephrase – having evaluated the response and found that the answer is lacking the required information, you may need to rephrase the question.

What options are available for a trainer to use if they can't answer a learner's question?

- Find out and get back to them
- Turn it into a class activity or assignment
- Give as homework
- Point the learner towards the reference material
- Always get back to them with the answer.

There are several strategies that can be used to ensure that the learner has understood the information or learning outcome. These strategies may include:

- questions—asking direct open-ended questions to the learner to ensure that the information is understood
- activities—have the learner complete short independent activities
- group discussions
- role play
- demonstration
- body language – monitoring body language or facial expressions.

Active listening skills

Active listening is the other half of asking questions. Part of your job as a trainer is to listen to your learners and to adjust your delivery and communication styles to suit your audience. How do you do that? You can do this by improving your active listening skills.

Active listening will not only help you to understand others and improve your communication skills, it also reduces the potential for stress and tensions, elicits greater openness, and helps you to build rapport with your supervisors, colleagues, and employees.

Active listening helps you to:

- learn and obtain the correct information
- understand the complete message that is being said
- avoid conflict and misunderstandings
- encourage the speaker to keep talking
- show you are following the conversations
- be attentive and interested
- clarify information
- understand the emotions, feelings, opinions, thoughts that are being expressed
- appreciate and understand the experiences and perspectives (views) that other people have, even if you do not necessarily agree with them.

Tips for communicating with learners and audience members

If you want to produce professional learners, present the correct attitude in the learning environment by following the guidelines below.

Gestures

- Be aware of your own body language.
- Watch the body language of your learners.
- Watch how you talk or say things; try to have genuine encounters with others.
- Remember that non-verbal communication accounts for approximately 80% of all communication – be aware of gestures.
- Be aware of cultural differences.

Attitude

- Be professional, be yourself and be natural.
- Have confidence in yourself and your learners.
- It's your lesson; look like you want to be there and be enthusiastic.
- Appropriate for the class (some regimented/some relaxed).
- Individualise the training for each individual in the class.
- Don't talk down to learners, bring instruction to a mutual level.

Voice

- **Rhythm**—vary the rhythm and use silent pauses.
- **Speed**—regulate the speed of your delivery.
- **Volume**—alter the volume to suit the learning environment.
- **Pitch**—change your pitch to avoid a monotone.

Eye contact

- Gives the learner a sense of individual instruction
- Shows confidence
- Gives the trainer feedback on learner understanding
- Can be used to control the class
- Look at each learner individually.

Remember when communicating:

***be POWERFUL**—take responsibility for what you say*

***not POWERLESS**—excuses and blame are powerless.*



Collaboration 5.1

Basic communication principles

Use the space below to record thoughts and/or comments generated during your discussions.

Use your experience to create a list of basic communication principles and techniques.

How could you use these principles and techniques to overcome communication barriers?

What options are available for a trainer to use if they can't answer a learner's question?



Practice activity 5.2

Questioning and body language

Use the space below to record thoughts and/or comments related to your experience in the questioning and body language activity.

What body language did you observe and how did it make you feel as a learner?

What questions could you ask to re-engage a learner or audience member if you observed this in one of your sessions?



Practice activity 5.3

Using communication techniques to manage behaviours

Margie has one participant in the group who is high maintenance. Steve has more questions than anyone else, makes more comments, and his questions and comments are not usually related to the topic. He seems to have an endless source of stories and experiences to share.

Steve's constant interruptions and need to challenge what is being discussed has slowed down the progress of the session. This behaviour is dominating the training and Margie can see from the body language of others in the group that they are irritated with him.

What would you do if you were in Margie's position?

What could you have done earlier to prevent the group from getting to the point of irritation?

Communication checklist

Think about the communication skills that you will use for your training sessions and presentations. You may like to tick those things that you already do and add a few more that you can work on.

In the training session or presentation, I will:

- ☐ respond openly and appropriately to other people and situations
- ☐ listen to the feelings, needs and opinion of others
- ☐ use a give-and-take approach in the interaction
- ☐ deal with conflict as it occurs
- ☐ avoid expressing my own needs and concerns
- ☐ avoid escalating conflict
- ☐ seek a solution through problem-solving
- ☐ use a win-win approach to conflict
- ☐ listen effectively
- ☐ encourage participation
- ☐ support and enhance learning
- ☐ build confidence in learning
- ☐ maintain rapport
- ☐ focus on common or overlapping interests.

In the training session, I will NOT:

- ☐ express feelings, needs and ideas at the expense of others
- ☐ be loud, rude, abusive or sarcastic
- ☐ overpower others in the conversation
- ☐ insist on having the last word
- ☐ manipulate others through guilt
- ☐ ignore the needs, values and concerns of others.

Body language

Body language has a significantly higher impact on a person compared to what you say verbally. Your audience is influenced by what you do, not what you say. What people say is not always what they mean or feel. If you read people's feelings correctly and respond appropriately, you are more likely to be successful in having them cooperate with you. This is not only the art of good communication but also persuasive communication.

Persuasive communication can be an effective way to change the minds and behaviours of those with whom you may not agree. There are several key elements required for persuasive communication:

- Appear confident and cultivate your language to suit your audience
- Research your idea/topic and use evidence to support your theory or idea; that way you will be prepared for any questions that may create doubt.
- Appeal to the learner's logic, experience, emotions and where possible, appeal to their egos. This will also help to keep the audience engaged.
- Explain the reward or benefit. How does this affect them personally and the greater community or plan?

When communicating you take in:

- 87% of information through your eyes
- 9% through your ears
- 4% through other senses.

Examples of body language differences

Greeting

Women shaking hands with others is still an area of possible contention. For example, in many Muslim countries it would be considered rude to do so; instead a small head-nod is acceptable. Japanese people consider handshakes, kissing and bear hugs impolite; they bow on first meeting. During the bow, the Japanese inspect your shoes—make sure they are clean and in good condition.

Smiling

Science has proved that the more you smile, the more positive reactions others will give you. During laughter your brain releases endorphins into your system that give you a 'natural high'. Working in an unhappy environment is detrimental to your health.

Eye signals

The amount of eye contact in a standard conversation range from 25% to 100%. Eye contact when talking is usually around 40% to 60% however, this increases to around 80% when listening. In some Asian and South American cultures and in Japan, extended eye contact is seen as aggressive or disrespectful. For example, the Japanese tend to look away or at your throat.

Establish a safe and comfortable learning environment

To be able to deliver training you need to create an *inclusive* learning environment— where learners will feel safe and comfortable to engage not only with the trainer but also with their fellow learners. To create an inclusive learning environment, you need to connect with your learners and know their characteristics.

How do you foster and promote an inclusive learning environment?

This involves understanding the responsibilities of all persons involved in the training, including the learners, trainer and the organisation. Inclusive learning is all about promoting a positive and inclusive culture, which actively acknowledges, respects and builds on individual differences.

Responsibilities of staff

All trainers have moral and ethical responsibilities to all their clients including staff, learners, management and contractors. Therefore, all personnel who are directly or indirectly involved in training must be aware of their responsibilities under relevant legislation.

Relevant policies and documentation

All RTOs will have policies and procedures that need to be followed, such as a Code of Conduct policy. These must be adhered to by all personnel involved in training and assessment.

RTOs and other organisations will also have their own set of ethical rules to be adopted by all staff. You should be familiar with your organisation's requirements.

Legislation

All RTOs will have legislation that must be adhered to. Some of these may be:

- Anti-Discrimination Act 1977
- Children and Young Persons (Care and Protection) Act 2012
- Child Protection Legislation Amendment Act 2016
- Commission for Children and Young People Act 1998
- Education Legislation Amendment (Staff) Act 2006
- Government and Related Appeals Tribunal Act 1980
- Work Health and Safety Act 2011
- Ombudsman Act 1976
- Protected Disclosures Act 1994
- Public Sector Employment and Management Act 2002.

Topic 6

Training techniques and delivery methods

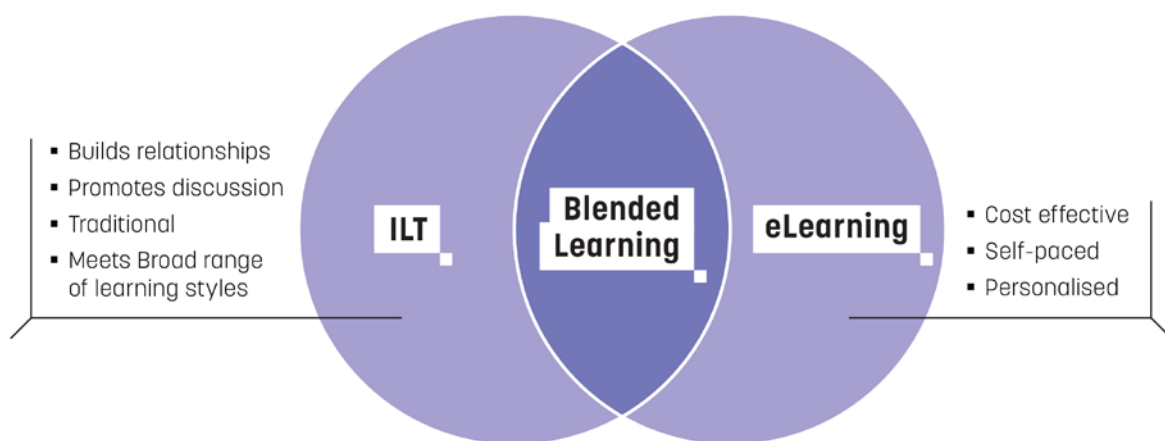
Training techniques/delivery methods

As with learning styles, there are many theories on delivery methods and how a trainer/coach/mentor/ teacher should deliver a lesson. The most appropriate method will depend on the outcome required, the size of the group, and the educational, language, literacy and numeracy (LLN) levels of the learners.

As a trainer/presenter you must be prepared to change your delivery method to suit the learning needs of the learner. The three basic types of delivery methods are:

- instructor-led training (ILT)
- eLearning
- blended learning.

Figure 4 : Delivery methods



Instructor-led training (ILT)

Despite the increase in online training programs, ILT remains the most popular method of training as it is:

- social
- interactive
- hands-on.

The advantages and disadvantage of ILT are as follows:

Advantages

- Efficient when presenting a large amount of material to small or large groups
- Face-to-face (f2f) and more personal than computer-based training
- Information is given to all participants at the same time
- Usually more cost-effective than outsourcing
- Uses industry-based examples to grab attention.

Disadvantages

- Relies on the effectiveness of the trainer
- Can be limited by the level of experience of the trainer
- Often difficult to schedule sessions for large numbers of participants, especially when learners are at multiple locations.

Some base types of ILT which you may be familiar with include the following:

- **Rote:** learning by repetition where meaning is not necessary, for example, singing a song repeatedly in order to learn the lyrics
- **Reception:** where the trainer transmits information in its final form and the learner receives it, such as lectures and briefs.
- **Discovery:** where the learner draws conclusions about concepts and principles through investigation, with minimal guidance.
- **Problem solving:** the trainer presents the learner with a problem and the information required to solve it
- **Experiential:** learning for experience, which can be accidental or structured. The quality of learning depends on the nature of the experience
- **Independent study:** has implications for responsible decision-making as individuals are expected to analyse problems, reflect, make decisions and take purposeful actions
- **Cooperative learning:** used to foster mutual responsibility for the learning; it usually involves the learners and the trainer setting the course structure and assessment (learning pathway).

The tables below describe the advantages and disadvantage of other types of ILT.

Direct teaching

Table 16 Advantages, disadvantages and preparation for direct teaching

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> • Very specific learning targets • Learners are told reasons why content is important—helps to clarify lesson objective • Relatively easy to measure student gains • Is a widely accepted instructional method • Good for teaching specific facts and basic skills. 	<ul style="list-style-type: none"> • Can stifle teacher creativity • Requires well-organised content preparation and good oral communication skills • Steps must be followed in a prescribed order • May not be effective for higher-order thinking skills, depending on the knowledge base and skill of the teacher. 	<ul style="list-style-type: none"> • Content must be organised in advance • Teacher should have information about student prerequisites for the lesson.

Lecture

Table 17 Advantages, disadvantages and preparation for lecture

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> • Factual material is presented in a direct, logical manner • May provide experiences that inspire • Useful for large groups. 	<ul style="list-style-type: none"> • Proficient oral skills are necessary • Audience is often passive. • Learning is difficult to gauge • Communication is one-way. 	<ul style="list-style-type: none"> • There should be a clear introduction and summary • Effectiveness related to time and scope of content • Is always audience-specific; often includes examples or anecdotes.

Lecture with discussion

Table 18 Advantages, disadvantages and preparation for lecture with discussion

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> • Involves learners, at least after the lecture • Learners can question, clarify and challenge • Lecture can be interspersed with discussion. 	<ul style="list-style-type: none"> • Time constraints may affect discussion opportunities • Effectiveness is connected to appropriate questions and discussion; often requires teacher to 'shift gears' quickly. 	<ul style="list-style-type: none"> • Trainer should be prepared to allow questions during lecture, as appropriate • Trainer should also anticipate difficult questions and prepare appropriate responses in advance.

Discussion

Table 19 Advantages, disadvantages and preparation for discussion

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> • Pools ideas and experiences from group • Effective after a presentation, film or experience that needs to be analysed • Allows everyone to participate in an active process. 	<ul style="list-style-type: none"> • Not practical with more than 20 learners. • A few learners can dominate • Some learners may not participate • Is time-consuming. • Can get off the track. 	<ul style="list-style-type: none"> • Requires careful planning by trainer to guide discussion • Requires question outline.

Small group discussion

Table 20 Advantages, disadvantages and preparation for small group discussion

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> Allows for participation of everyone Learners often more comfortable in small groups Groups can reach consensus. 	<ul style="list-style-type: none"> Needs careful thought as to purpose of group Groups may get side tracked. 	<ul style="list-style-type: none"> Need to prepare specific tasks or questions for group to answer.

Role playing

Table 21 Advantages, Disadvantages and Preparation for Role Playing

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> Introduces problem situation dramatically Provides opportunity for learners to assume roles of others and so appreciate another point of view Allows for exploration of solutions Provides opportunity to practise skills. 	<ul style="list-style-type: none"> Some learners may be too self-conscious Not appropriate for large groups Some learners may feel threatened. 	<ul style="list-style-type: none"> Trainer has to define problem situation and roles clearly Trainer must give very clear instructions.

Worksheet/surveys

Table 22 Advantages, disadvantages and preparation for worksheet/surveys

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> Allows learners to think for themselves without being influenced by others Individual thoughts can then be shared in large group. 	<ul style="list-style-type: none"> Can be used only for short period of time. 	<ul style="list-style-type: none"> Teacher has to prepare handouts.

Guest speakers

Table 23 Advantages, disadvantages and preparation for guest speakers

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> Personalises topic Breaks down audience's stereotypes. 	<ul style="list-style-type: none"> May not be a good speaker. 	<ul style="list-style-type: none"> Contact speakers and coordinate Introduce speaker appropriately.

Values clarification

Table 24 Advantages, disadvantages and preparation for values clarification

Advantages	Disadvantages	Preparation
<ul style="list-style-type: none"> Opportunity to explore values and beliefs Allows learners to discuss values in a safe environment Gives structure to discussion. 	<ul style="list-style-type: none"> Learners may not be honest about their values Learners may be too self-conscious Learners may not be able to articulate their values in an effective way. 	<ul style="list-style-type: none"> Teacher must carefully prepare exercise Teacher must give clear instructions Teacher must prepare discussion questions.

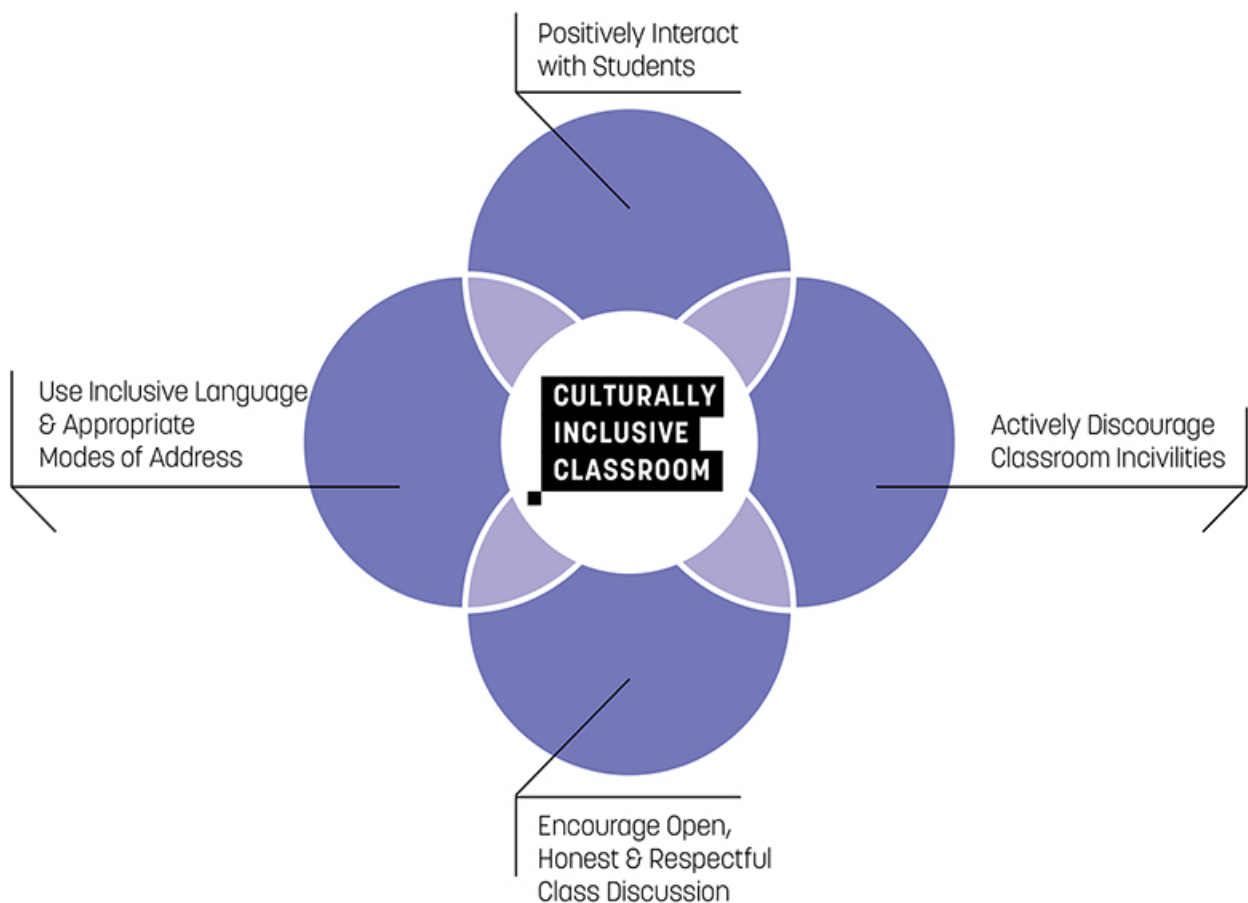
Inclusive learning process

An inclusive approach involves actively acknowledging and respecting differences as well as integrating the principles underpinning inclusivity into training practices. It also involves responding to diversity, and developing, implementing and revising training strategies that support inclusiveness.

This process involves:

- RTOs and individuals practising inclusivity, such as respect and catering for individual differences
- promoting diversity within the training environment and responding to incidents quickly
- developing and implementing training strategies/plans to support inclusivity
- establishing and promoting a learning culture
- establishing a monitoring process to improve training practices.

Figure 5: Culturally inclusive classroom



You may at some stage within your training, try to make your learning environment as culturally neutral as possible and choose to ignore your learner's cultural and special needs. This approach will not work as learners check their sociocultural and special needs identities at the door. Therefore, it is important that you employ strategies in the learning environment that reflect an understanding of social identity development to anticipate the tensions that might occur in the learning environment and be proactive about them. To do this you can:

- follow the standards for RTOs
- acknowledge and cater for individual differences
- build meaningful relationships of understanding within the learning environment
- establish ground rules for acceptable behaviour
- follow WHS guidelines, policies and practices.

You can also meet the specific needs by:

- making adjustments to the physical environment
- identifying literacy and numeracy needs
- giving your time and support to learners
- follow EEO processes and Code of Conduct Policies

You can support learners and trainers through:

- peer support
- providing access to a range of support services, including:
 - the library
 - career counsellors
 - technical experts
 - interpreters
 - student service officers
 - administration staff
- identifying and understanding the emotional aspect of learners
- building a comfortable supporting environment to enable learners to disclose any special needs or other issues they may have

- establishing a safe learning environment
- engaging the learners and listening to their perspectives
- examining your own conscious or unconscious biases about people of other cultures
- using a cooperative learning approach.

When creating an inclusive learning environment, you may wish to ask yourself the following questions:

- How might my own cultural-bound assumptions influence my interactions with learners?
- How might the backgrounds and experiences of my learners influence their motivation, engagement and learning in their learning environment?
- How can I make all material more accessible to all learners?

The benefits of an inclusive learning environment include:

- connection and engagement with a variety of learners
- better preparedness if any issues arise when discussing controversial material
- learners connect with course materials that are relevant to them
- learners feel they can voice their ideas/thoughts/questions
- success is generally higher with activities that support the various learning styles, abilities, and backgrounds.

Learners with special needs

Learners with special needs need to be treated equitably and have an equal education opportunity in the least intrusive and most advantageous learning environments. Trainers must always follow current guidelines and relevant legislation and policies.

Learners/Clients with special needs can include, but are not limited to:

- Aboriginal or Torres Strait Islanders
- women
- rural and remote learners
- people with disabilities, either permanent or temporary
- people from non-English speaking backgrounds
- youth at risk.

Physical environment

The physical aspect of the learning environment can be controlled to varying degrees to enhance the learning. In an ideal world, the five areas that you should be able to control are:

- lighting
- noise
- comfort
- temperature
- safety.

Lighting

Adequate lighting is essential for reading or activities that require close up work. Natural lighting is always the best but not always the most practical. When using the overhead projector, or interactive touch screens you will need to consider the reflective light off the screen. A good tactic is to turn off the light nearest the screen. This reduces light reflection and sharpens the image.

There will be times during the lesson when you will need to control light. For example, if you are using a video, it is best to close the curtains and switch off the lights. This enhances the image and reduces glare off the screen. When doing this though, be aware of the strain you are placing on the eyes. Allow time for the eyes to gradually adjust to each lighting level and try not to go overboard in switching lights off and on. It is a good practice to test your visual aid projection by sitting in the learner's seats.

Noise

The noise of learner's discussion within the learning environment is not always a bad thing. A healthy learning environment usually has a hum of conversation going through it. A silent learning environment is one where independent study is the focus. It is not a bad practice to insist on silence where it is appropriate in the learning process.

Comfort

Apart from the issues already raised, there is the issue of the learner's comfort that will inevitably cause distraction. These include such things as ventilation and air circulation, bladder and bowel demand, cigarette, food and drink cravings and lack of circulation due to uncomfortable furniture.

If a learner is uncomfortable for an unreasonable period, then this discomfort will dominate the learner's thoughts, and learning will not take place.

The following is recommended:

- Take regular breaks.
- Maximise the physical movement within the lesson.
- Open windows and curtains wherever possible to allow airflow and natural light.
- As a rule of thumb, try to maintain a temperature slightly below cosy. Between 18-22 degrees is ideal.

Setting up the learning environment

To maximise the effect of your instruction, you need to consider the relative positions that the trainer, the training aids and the learners have with each other. The most significant way you can influence this interaction is to devise a seating plan. Remember your learning environment is *your* learning environment. In most cases the furniture is not nailed to the floor! When you consider a seating plan, consider the following three things:

- Line of sight
- Control
- Involvement.

A well-conceived floor plan can promote the learning and help shape the methods employed. For example, a three-dimensional model aid is best used in a situation where the learners can move around the object to view it from all angles. A group discussion is best conducted in a situation where everyone has direct line of sight with each other. Perhaps a U-shape desk set up would work best in this situation. Situations that require high levels of control are usually best achieved where the trainer has immediate access to the learner. Once again, the U-shape is the best solution.

Skills delivery or work skill instruction

Another form of ILT is the skill delivery method. Teaching practical skills can be difficult as you as subject matter experts are at the unconscious competent level and you just do it automatically without thinking about the steps or key points in the process. Therefore, before teaching a skill you need to break the task down into stages and key points.

Coaching

This is often the individual learner's own supervisor or manager, or an experienced colleague. The coach is involved in a (usually structured) process of on-the-job training or assistance designed to help the individual improve on or exceed prior levels of performance.

Coaching can be defined as **a personal and confidential learning process**. Typically, it is designed to result in effective action, improved performance, and/or personal growth for the individual and improved business results for the organisation. It is individualised, recognising that no two people are alike and is based on the theory that each person has **a unique knowledge base, learning pace and style**; therefore, participants progress at their individual pace. In addition, coaching is the appropriate forum for personal feedback of both strengths and weaknesses.

How does coaching work?

Coaching takes place for the purpose of creating a path for personal change. A clear understanding of the desired outcome of coaching is critical to the success of the process.

Appropriate objectives of coaching can be categorised as follows:

- **Skill development** with emphasis on a specific task
- **Performance improvement** more broadly aimed at the overall job responsibility
- **Professional development** focused on future responsibilities
- **Personal development** looking beyond the professional role.

When to use coaching

Coaching assists the individual in learning how to perform at the next level, just as an athletic coach can identify what needs to be done differently and guide a player through the changes. Coaching is the appropriate method to use when the individual is highly motivated to make meaningful change, the areas designated for improvement are within the coach's realm of expertise, and the individual or organisation commits to the resources needed to see the endeavour from start to finish.

Distinguishing factors include:

- provides individual attention
- addresses personal development
- motivates and encourages.

Feedback

Feedback is a two-way process that allows you to judge your learner's participation levels and provide you with the ability to adjust your delivery to ensure the learners understand the concepts.

eLearning

This can involve a variety of methods from web-based learning to video conferencing. Regardless of the format they are all relying on technology to delivery training. The advantages and disadvantages of eLearning are as follows:

Table 25 Advantages and disadvantages of eLearning

Advantages	Disadvantages
<ul style="list-style-type: none"> • Suitable for delivery of training across multiple locations • Travel expenses decreased • Often training fees are less • Great for refresher training • Often used for self-directed learning • Much quicker to update with new content than hard copy resources • Provide trainers with options to match training to employee knowledge and skill level. 	<ul style="list-style-type: none"> • Digital literacy needs to be reasonable • Often generic, not customised to suit company • Not suited to some learning styles • Employees may feel isolated and not ask for assistance • Requires accessibility to reasonably current computer and internet • Potential issues with download/upload internet speed • Can be difficult to get timely assistance.

Some examples of eLearning are as follows:

Web-based (online) training

- Computer-based training available online
- Easily accessible to employees
- Multiple topic areas available
- Standardised training material
- Easy to update
- Often linked with an LMS (learning management system) which can track progress and make record keeping easy.

Videoconferencing

- Trainer can be in one location and participants in another
- Multiple participants call in from one/multiple locations
- Session can be recorded and accessible after session

- Can be very effective for bringing small groups together.
- Audio-conferencing
- Similar to video but uses audio only
- Participants only need access to telephone system to dial into session
- Sessions often run with questions and answers left until the end
- Sessions can be a mix of participants signing in over videoconference, audio or online.

Web meetings or webinars

- Provides opportunity to present audio and visual components
- Generally recorded to enable viewing a later date
- Learners can ask questions either verbally or via chat style feature
- Can login to session remotely.
- Examples include Adobe Connect, GoToMeeting, Skype and Google Hangouts.

Collaborative document preparation

- Sharing of information via a linked network
- Used to provide information and instruction, for example with writing reports and technical documents
- Examples include a Google group or Microsoft teams.

Online colleges and universities

- Often referred to as distance learning
- Minimal or no on-campus attendance required
- Likely to use a mixture of the previous eLearning examples.

Email

- Can be used to support or enhance training
- Often used to send invitations, information and reminders
- Participants can send follow-up questions
- Useful for evaluation of training session.

Blended learning

Blended learning is a combination of delivery methods from ILT to eLearning. The approach acknowledges that one size doesn't fit all when it comes to training. Blended learning means using more than one training method to train one subject. It works well because the diversity of approaches keeps trainers and learners engaged in training.

Table 26 Advantages and disadvantages of blended learning

Advantages	Disadvantages
<ul style="list-style-type: none"> • Larger group engagement using multiple trainers in ILT and coming together for eLearning • Self-paced eLearning/distance learning components • Reduction in the cost of training • Generally, a more interactive experience • Access is great: 24/7. 	<ul style="list-style-type: none"> • Learners can become unmotivated if engagement not maintained • Potential issues with plagiarism • Impersonal • Relies on technology which can be unreliable • Trainers often overworked • Setup and maintenance costs can be high.

When it comes to blended learning, the possibilities are endless. Some examples of blended learning are:

- ILT and webinars
- ILT and computer-based training
- ILT and assessments
- eLearning and on the job training.

Table 27 Training techniques and where each can be used

Training technique	Description and where it can be used
Demonstrations	<ul style="list-style-type: none"> • Attention grabbers • Usually involves a number of steps or detailed processes • Very effective teaching (demonstrating) safety skills and the use of new equipment • Engaging training that can be combined with opportunity for questions and answers.
Case studies	<ul style="list-style-type: none"> • Relatable—analysis of real-job related situations • Participants learn to manage similar situations • Uses a problem-oriented way of thinking • Various elements of a job task come together—problems as well as solutions are seen.
Role-playing	<ul style="list-style-type: none"> • Learn how to handle various situations before facing them on the job • Excellent training technique for interpersonal skills, such as customer service, interviewing, and supervising.
Small group discussions	<ul style="list-style-type: none"> • Can collaborate and share ideas • Discover learning point themselves • Participation usually in a smaller environment.
Experiential learning	<ul style="list-style-type: none"> • Learners to try new concepts, processes or systems independently in a controlled environment • Includes debriefing and reflection.
Simulations	<ul style="list-style-type: none"> • Creation of similar situations to those in actual workplace • Integrate and apply skills.
Games	<ul style="list-style-type: none"> • Non-threatening ways to present or review course material in a fun way.
On the job	<ul style="list-style-type: none"> • Used predominantly for trades, crafts or technical areas or any area where there is on the job learning—both formally and informally • Formal on the job training may include apprentices or trainees having a training log • Informal training may include learning in-house software, phone operating systems or completing forms.



Collaboration 6.1

Delivery methods

Use the space below to record thoughts and/or comments generated during your discussions.

Based on your experience as a learner/audience member or as a trainer/presenter complete the table below.

Table 28 Advantages and disadvantages of different delivery methods

Method	Advantage	Disadvantage
Lecture or talk		
Demonstrations		
Coaching on the job		
Discussion		
Brainstorming		
Practical activities		
Case study		
Role play		
One-to-one instruction		

Value of activities

They can:

- build trust and sensitivity
- initiate group work skills
- provide an opportunity for everyone to participate
- break down barriers
- encourage creativity
- demonstrate the learners' understanding of a concept or task
- defuse tension
- enhance self-esteem
- enhance academic achievement
- promote good communication
- involve all learners.

Reasons for using icebreakers

- Icebreakers can get you off to high energy start when used at the beginning of the session
- They can be used in small or large groups
- This can set the tone for the next session
- To reduce anxiety
- 'Break the ice'
- Build comfort levels
- Create anticipation for sessions to follow.



Practice activity 6.2

Don McMillan: Life after death by PowerPoint

Use the space below to record thoughts and/or comments generated as you watch the clip by Don McMillan's: Life after death by PowerPoint.

List common PowerPoint mistakes.

Topic 7

Developing a session plan

Developing session plans for training and presenting

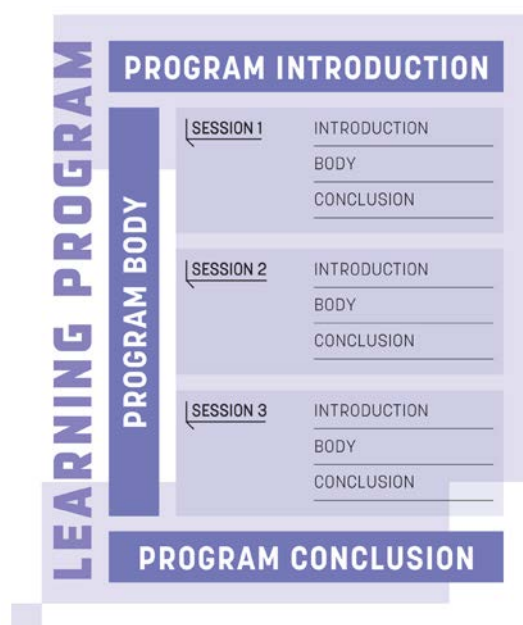
A session plan is a detailed guide for delivering a training session whether the session will take only a few hours, a day or a week. Session plans break up the learning into easy-to-digest learnable chunks of instruction/training. Session plans are a step-by-step guide that links the learning to the learning outcomes/objective to the learning program, through the delivery plan. As a trainer/presenter, you would develop a session plan to outline how you want to deliver the material without changing the intent of the training and learning outcomes.

Session plans typically include:

- the name of the session
- timings
- learning outcomes/objectives to be covered
- an introduction, including housekeeping and WHS requirements
- a body including activities to be conducted which have been contextualised for the learners
- a conclusion/summary and formative assessment
- where required, a formal summative assessment.

Structure training for effective learning

Figure 6: Learning program plan



Preparing to write a session plan

Preparing to write or create a session plan involves:

- setting goals
- developing activities
- determining the contextualised resource requirements.

Your preparation is important to ensure the training is relevant. The table below can assist you in preparing your session plan. You will notice that you'll complete most of the steps outlined in the table before you have started writing the session plan. The table is broken into two main sections, which you need to consider when developing your session plan. These are the:

- topics and audience—is it skills based or theory based?
- strategies you will use.

Session plan planning table

Table 29 Session plan planning table

Identify topic	Identify audience	Strategy
<p>Research:</p> <ul style="list-style-type: none"> • Is there a standard for the topic? • Does a standard need to be created? • Do previous training materials exist? • Is there access to SME, manuals and/or texts? 	<p>Research:</p> <ul style="list-style-type: none"> • Have you consulted with the organisation on their needs? • Has a gap analyses been conducted? • Has a performance analysis be conducted? 	<ul style="list-style-type: none"> • What approaches will be taken? • What delivery methods will be used for the topic and the audience? • What resources (including human resources) are required to support the methods? • Prioritise the information to be taught into learning chunks.
Confirm the learning objective.	Confirm the learning outcome.	Then you are ready to write your plan.

Questions to ask yourself

When preparing to write your session plan ask yourself the following questions:

- What is a gap analysis? How is it useful for determining training needs?
- Thinking of the learners you will train for your assessment: what are their training needs? Consider language, literacy and numeracy needs as well
- What approaches will you use— casual or formal? Consider your audience.
- What training/delivery methods will be suitable for the audience and the topic?
- What resources/activities will you need? Are the resources/activities feasible/practical and cost-effective to use?
- What WHS considerations should be taken onto account?
- How will the session be assessed?

Prioritising

Think about the topic that you are going to teach and the time frame you have to do it in. You may not be able to teach the entire topic in the time you have available. Prioritising the information in your session plan allows you to know the order of your session. This will ensure that you cover everything logically.

Structure of a session plan

Session plans can be divided into two main categories:

- Theory—focused on knowledge
- Skills—focused on practical/tactile skills

While they both have a different focus, session plans generally contain the following sections:

- Introduction
- Body
- Conclusion.

The **introduction** should cover what the objective is, why the training is relevant, and the outline of the training structure. Sometimes introductions are covered using the GLOSS method:

- **G**etting the learner's attention/ interest
- **L**inking with previous sessions or things the learners may already have experienced
- **O**utcomes of the session
- **S**tructure of the session including the assessment process and method
- **S**timulate, motivate and arouse interest for the session

The **body** is where the learning should take place. The body should be sequenced, arranged into digestible learning chunks, and contain the following:

- Delivery methods
- Resource requirements
- Facts
- Questions
- Use of training aids
- Activities
- Monitoring learner performance
- Timing of each activity/task
- Recaps/assessment.

You should also consider the following concept:

- Do it normal
- Do it slow
- Do it with me
- Off you go.

The conclusion should contain a summary of the:

- learner's progression against the learning outcome/objective stated in the introduction
- an assessment to gauge the learners' understanding and to aid in the retention of the information covered; either formative through verbal questions or summative through a formal assessment process
- follow-up support. This is very important and can be achieved by distributing a feedback sheet or it may be covered using the OFF method:
 - **O**utcome reviewed
 - **F**uture links
 - **F**eedback to individual and encouragement for future learning.

Remember to inform the learners of what to expect next. For example, what the focus will be for the next class or how the training will be used in the workplace.

Skills session plans

Lectures and learning environment training have limited use in practical subjects. Work skills are often practical in nature and usually require some form of muscular skeletal movement as the learner learns by doing. For example, operating a computer, driving, or assembling an item. You will now look at methods of teaching a work skill known as a *skills session*, and the basic principle behind learning by doing. Work skill delivery requires a slightly different approach when developing a session plan.

Broadly, the trainer aims to:

- teach the learners to do a job correctly and safely
- lead the learners to develop smooth, confident and easy movements when performing the task
- get the learners to do the task quickly and accurately
- enable the learners to do the task conscientiously.

Remember to use bullet points where possible. It makes it easier to read when you are in the moment.

Provide opportunities for practise and feedback

Build practice exercises in to your training plans, which should be included in a logical order, according to the task or demonstration. When learners are faced with more challenging tasks, it may be necessary to give students multiple opportunities for practise in a variety of forms.

Learners should receive feedback on their progress as either successful or unsuccessful. You can provide this feedback in the form of specific comments on their individual attempts to do the tasks, or you may discuss typical examples of where the task needs to be amended or further demonstrated.

Learners will benefit from feedback when they are given the opportunity to respond or seek clarification. Therefore, you should always make sure that you provide feedback in a meaningful way, using language that learners can relate or respond to. Feedback should be manageable and broken into key points or provided in isolation in smaller chunks.

During your lesson planning, consider when and how you will provide opportunities to respond to the feedback. This can occur during the lesson, practise sessions, or outside of the classroom either in the workplace or a simulated activity. Creating student online forums can also be useful for peer support.

You can also help learners to understand how to process the feedback, by allowing them to give feedback. You can do this in class or in a forum. However, do it in a structured way that generates formative feedback and can then be discussed in a group or in class. This can build understanding of how feedback connects to a learning target.

It's often easier to evaluate someone else's work against the task outcomes rather than your own. Learners can do this through observation and completing pre-constructed forms or templates highlighted to identify what the learner is to observe and when to provide feedback.

Manage answers appropriately

Be sure to respect people's responses to the questions. Aim to encourage continued audience participation rather than discourage it by embarrassing people.

Positively acknowledge all learner efforts, reinforce the relevant parts of their answer and minimise potential embarrassment for wrong or incomplete answers.

Simple plan for a work skill instruction

You are developing a very simple session plan relating to the demonstration of a skill. The following table will show you the information that is required on a session plan for this very simple process.

Table 30 Information that is required on a session plan

Part	Purpose	Strategy – use the Demonstration process
Introduction	(to explain) <ul style="list-style-type: none"> The trainer describes the skill, identifies tools, materials etc. and highlights relevant safety points 	<ul style="list-style-type: none"> Demonstrates the whole skill
Body	(to demonstrate) <ul style="list-style-type: none"> The learner observes the trainer performing each step. The trainer explains clearly and carefully as they demonstrate. 	<ul style="list-style-type: none"> Demonstrate the whole skill. Slowly demonstrate and describe each step of the skill. Check the learner's understanding after each step.
Body	(to practise) <ul style="list-style-type: none"> The trainer allows the learner to practise under controlled conditions. Feedback is given immediately to correct any faults/errors. 	<ul style="list-style-type: none"> Observe the learners practising the skill in manageable chunks. Provide feedback. Observe the learner perform the whole skill. Check the performance against the criteria for the required standard of performance. Note: steps 5, 6, and 7 may need to be repeated until the learner acquires competence.
Conclusion	(to explain) <ul style="list-style-type: none"> The trainer describes the learner's progression/outcomes, future use and overall feedback. 	

Topic 8

Review presentation and training performance

Methods to gauge progression and effectiveness of the session

Before looking at the mechanisms for evaluating training you should ask yourself why you evaluate training. You evaluate training:

- as it is a regularity requirement for all RTOs
- to justify further training
- to evaluate the continuation of a training program based on its cost effectiveness
- to make improvements in the workplace
- to ensure the training approaches, programs, resources, materials are current and meet industry standards and the expectations of the learners
- to improve training by identifying strengths weaknesses and opportunities for improvement for better content, learning programs and the presentation and or delivery methods.

What aspects of the training are evaluated? You can evaluate:

- the learning process—was it rushed, too long, right length, sequenced and was the timing in the program appropriate?
- training venue—was it assessable, comfortable, safe and adequately equipped for the training requirements?
- training resources—were they relevant, clear, simple and aligned with the correct LLN level for the benchmark, and contextualised for the learners' needs?
- the trainer—were they well prepared and knowledgeable, a good communicator and able to adjust delivery to suit the learning needs of the learners?
- assessments—to review the effectiveness of the training and the assessment itself.
- the cost benefits—did the cost of the training lead to improved performance and increase profit or employee retention?

Implement techniques to review the effectiveness of the presentation and work skill instruction

It is important to continually monitor and review the learning to ensure the outcomes are being met, the learner's needs are catered for and your delivery technique/methods are effective. This can be done using a formative or interim process. In most case it is a combination of both.

There are many tools to help you evaluate the effectiveness of your presentation or demonstration. You can develop your own or select templates from a range of sources including the internet, colleagues, books and publications or organisation-specific documents. Evaluation techniques are also varied and may include:

- audience evaluation worksheets or peer review
- self-evaluation or reports or reflections
- video of performance—objectively watch your performance and audience reactions
- action research—informal, qualitative, interpretive, reflective and experimental methodology where participants collaborate in order to bring about positive change
- focus group interviews or one-to-one interviews.

Formative evaluation

Completing a formative evaluation during a session provides you with information about the:

- learners' understanding of the session content
- effectiveness of your delivery methods to meet the needs of the group.

The main techniques you can use in formative evaluation are:

- **Feedback:** a two-way process that allows you to judge your learner's participation levels and provide you with the ability to adjust your delivery to ensure the learners understand the concepts.
- **Question technique:** questioning is important for two main reasons. First, it allows you to receive feedback and secondly, it can help with disruptive learners.
- **Maintain eye contact:** eye contact allows you to judge the student's involvement in the training session, are they involved or falling asleep. When making eye contact always look at the third eye.

- **Learner participation/enthusiasm:** if learners are engaged, asking questions and having fun, this indicates that your delivery technique and session content is appropriate to their needs.
- **Using assessment:** to see how learners are tracking, this can also help the trainer to self-assess their delivery. If all the learners are having trouble understanding the concepts the trainer may need to change the delivery methods.
- **Talking to the learners:** ask them how they are coping with the work and understanding the concepts
- **Talking to supervisors:** for workplace learning programs, is the learning having an improvement on the learners' quality of work?
- **Using activities:** role plays, case studies or scenarios to assess progress and understanding of concepts.

Interim evaluation

Interim reviews tend to be more formal as they take place at regular intervals, throughout a larger/longer learning program. Feedback to the learner is still quick but may not be immediate. Some of the techniques that can be used for this type of review and monitoring are as follows:

- **Written assessments, projects, formal tests and quizzes:** can be used to identify gaps in the learners' understanding and knowledge.
- **Feedback sheets:** such as happy sheets (evaluation forms/survey).
- **Formal evaluations:** conducted before and during the sessions or used to track learner progress and trainer efficiency.

Trainers use formative assessment as part of their self-assessment process to address any shortcomings in their delivery before moving on to the next part of a learning program. It allows the trainer to adjust delivery techniques to meet learner needs.

Evaluating training—discuss reactions from participants and key personnel involved in the training presentation

Audience feedback received following a presentation should be analysed and collated. Feedback will undoubtedly contain valuable information for you to consider before your next presentation.

This form of evaluation tends to be more formal in its approach and will often follow Kirkpatrick's four levels of training evaluation model which was first developed in 1959 (updated in 1975 and 1994). The four levels are as follows:

1. Reaction

This form of evaluation is often used at the end of a learning/training program as its aim is to measure the learner's reaction to training but you may also use it as part of a formal, interim evaluation for a long course. To conduct this evaluation, use end-of-course questionnaires or surveys:

- Was it a valuable experience for them?
- Was the trainer approachable and knowledgeable?
- Was the topic appropriate?
- What were the strengths and weaknesses of the learning?
- Was the venue safe and suitable?

2. Learning

This form of evaluation measures what the learners have learned or how much their knowledge has increased as a result of the learning program. You can measure increased knowledge against the learning outcomes through:

- a diagnostic survey before the course starts
- an end of course survey a few weeks after the course is completed to see if there has been an improvement.

3. Behaviour

This measures if or how your learners' behaviour has changed, based on the learning they have received. It looks at how the learners have applied the training. This form of evaluation is usually undertaken months after the learning program has been completed and repeated at regular intervals over the course of a year or more. The best way you can do this is through performance reviews and interviews. What you look for in this form of evaluation is whether the learners:

- are using the new knowledge and skills
- can share their knowledge and skills with others
- are aware that they have changed their behaviour.

4. Results

This is the final stage of the evaluation and it is usually based around a cost-benefit analysis or return of investment. In other words, were the training outcomes good for the organisation, good for the employees/learners and good for the overall business? When evaluating this final stage, you could consider whether:

- employee retention increased
- production increased
- morale was generally higher
- there was a reduction in waste
- sales increased
- the quality of customer service is higher
- the number of customer complaints decreased
- there were fewer staff complaints.

Considerations

While Kirkpatrick's four levels of training evaluation is a widely used form of evaluation, only the first two levels, reaction and learning, are really used as they are relatively easy to use and are cost-effective. The other two levels of behaviour and results are rarely used because they have a relatively high cost, they are resource intensive and there are variables other than training that may affect the outcomes. For example, productivity may have increased due to a new supervisor, new procedure or new equipment.

How can you develop your own evaluation forms/surveys? When developing your feedback forms you should follow a five-step process:

Step 1: Decide on what the form/survey is going to evaluate:

- Workplace learning
- Group-based learning
- eLearning or blended learning

- Individual learning.

Step 2: Decide what you want to do with the feedback/results of the evaluation. Do you want to collect feedback at:

- regular intervals in the learning program?
- the end of the learning program?

Step 3: On what aspect of the learning program do you want to collect evidence? For example, do you want to collect information on the following?:

- The trainer
- Learning materials
- Equipment and other resources
- Learning environment
- Timing and schedule
- Delivery approach
- Administration, such as catering or enrolment
- What was useful, what was not useful.

Step 4: How do you want the learners to answer the questionnaire or survey? For example:

- by giving yes or no answers
- using a rating scale, for example, 1–4
- by writing comments.

Step 5: Write the evaluation form. Remember when writing the evaluation form:

- use plain English
- ensure ease of completion
- do not make it too long or it will not be completed
- make it easy to collate when analysing the feedback.

Remember to consider how the information collected will guide improvements to the learning program.

Self-evaluation/reflection

To be more effective and efficient, it is useful to carry out self-evaluation on your instructional technique. You can carry out self-evaluation at any stage of your delivery by:

- reviewing your session plans
- asking questions during the session
- gauging understanding and transfer of knowledge
- conducting a formal evaluation process post-delivery.

Some questions you can ask yourself are as follows:

- Have you planned and developed the learning program to suit the varied needs of the group members?
- Have you reviewed your program plan sessions?
- Did you make enthusiastic statements about the course and discuss expectations with participants?
- Did you involve participants in their learning, right from the start?
- Did you start with a topic familiar to the group, then add something new to stimulate curiosity and arouse awareness of previously unrecognised needs?
- Did you sequence the learning in bite-sized chunks?
- Did you make sure you provided opportunities for all members to practise their newly acquired skills?
- Did you contextualise the training to relate the learning to the workplace?
- Did you use relevant examples to help make points?
- Did you set exercises that are worthwhile and relevant with useful practical recommendations?
- Did you use a variety of delivery techniques and support materials?
- Did you review at the beginning and end of each session?
- Did you encourage inclusive learning to make every member feel involved?
- Did you address each person by name?
- Did you support learners during sessions?
- Did you encourage thinking and the use of imagination in your exercises?

- Did you allow sufficient time for activities to produce worthwhile ideas?
- Did you set challenging assignments?
- Did you set deadlines and keep to them?
- Did you make written comments on assessments?

To be an effective trainer and /or presenter, you must ensure that your learners/audience gain the knowledge and skills that you initially set out to develop. You can do this via several means with the most common being:

- observe and provide feedback
- measure performance against learning outcomes and objectives
- ask them what they have learned
- learner/audience self-reflection
- complete a feedback form
- ask for feedback from a support person or key stakeholder.

However you choose to evaluate progress, do it in consultation with the learner/audience.

Some methods used to gauge effectiveness may include:

- informal review or discussion
- learner survey
- on-the-job observation
- review of peer coaching arrangements.

Techniques to evaluate a presentation's effectiveness may include:

- action research
- critical friends
- focus group interviews
- one-on-one interviews with participants and other personnel involved in the presentation
- written feedback provided by participants.

Use feedback and make changes to central ideas presented

To provide the most effective presentations, the feedback should be gathered and used as a continuous improvement strategy for future sessions.

Two examples of presentation evaluation tools are as follows:

1. **Audience evaluation:** this includes a rating scale such as excellent, good, average, poor, disappointing.

Table 31: Audience evaluation

Audience evaluation	Very poor	Poor	Good	Excellent
Presentation skills				
Eye contact				
Style of presentation				
Time keeping				
Voice				
Clarity/expression				
Tone/volume				
Speed				
Content/material				
Structure				
Amount of material				
Level of appropriateness				
Use of visual aids				
Handling questions				
Post presentation discussion				
Handling of questions				
Listening				
Responding appropriately				

2. **Self-assessment:** this could be done using a checklist, or by a self-reflection on the main points of your presentation.

Table 32: Self-assessment checklist

Self-assessment	Yes	No
I identified the purpose of the presentation		
I established and clearly communicated the objectives		
I researched my audience		
I brainstormed the main ideas and built my presentation around them		
I warmly welcomed the audience and completed the 'housekeeping' tasks		
I had a good introduction (a preview) and a good conclusion (review)		
I 'grabbed' the attention of the audience		
My visual aids were neat, accurate, simple and had impact		
I practised a few times as if I was at the venue		
My notes were brief but adequate with key words		
I set up the seating and venue so it was comfortable		

Table 33: Self-reflection

<h2 style="text-align: center;">Self-reflection</h2> <p style="text-align: center;">To be completed after your presentation</p>	
Presentation subject:	
Date:	
Name:	
Content	
Good points:	
Points to work on:	
Communication and presentation techniques	
Good points:	
Points to work on:	
Materials and equipment	
Good points:	
Points to work on:	

The simultaneous use of these evaluation tools also enables you to compare how you perceive yourself with how your audience perceives you.

Perception bias is a common problem. Some presenters will always underrate their performance while others will always overrate it.

Identifying the issues where differences of perception exist between you and your audience can provide valuable and often surprising feedback.



Collaboration 8.1

Insight from measuring progression and evaluating overall effectiveness of the session

Use the space below to record thoughts and/or comments generated during your discussions.

What is the value of measuring learner's/audience members' knowledge/skill development?

What types of changes could you make to your training and/or presentations?

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