Professional Training Delivery and Evaluation QQI Level 6 6N3326 Course Manual

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Introduction to Quality and Qualifications Ireland (QQI)

QQI – Quality and Qualifications Ireland is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012.

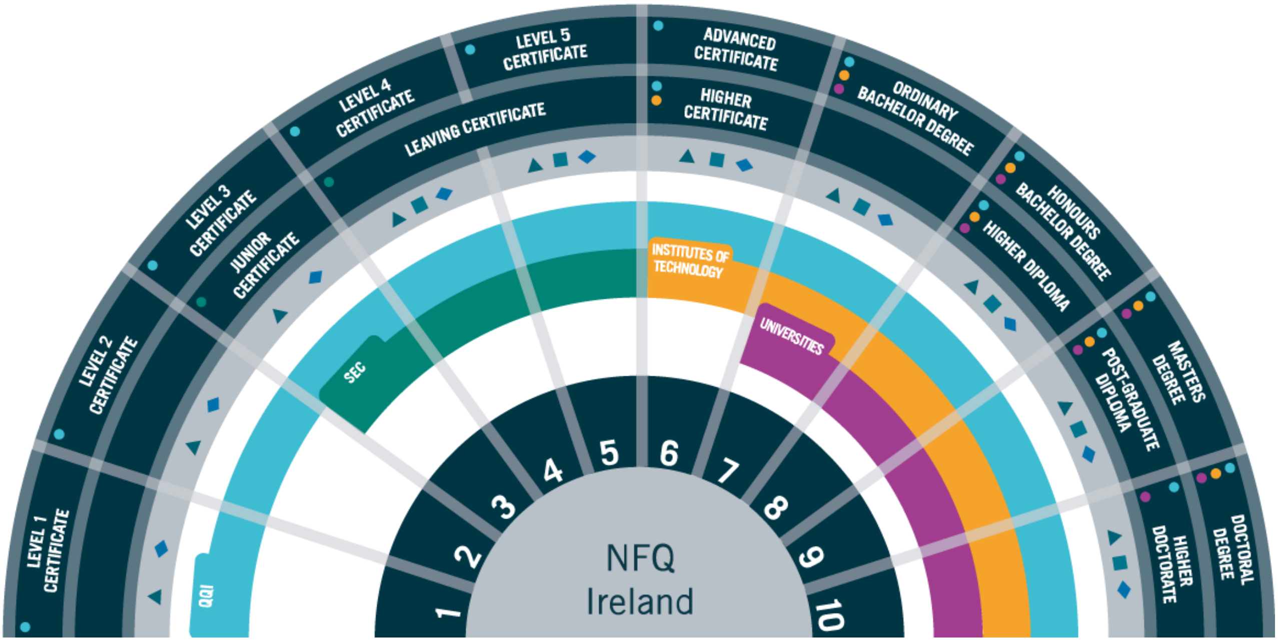
QQI's mission is to:

- promote the enhancement of quality in Ireland's further and higher education and training, and quality assure providers;
- support and promote a qualifications system that benefits learners and other stakeholders.

QQI's role as directly stated is to:

- promote, maintain and develop the Irish National Framework of Qualifications (NFQ), a 10-level framework for the development, recognition and awarding of qualifications in Ireland;
- approve programmes offered at a variety of schools, colleges and further and higher education and training institutions. These programmes lead to qualifications (QQI awards) listed in the NFQ, which are recognised internationally;
- regulate and promote the quality of programmes offered by schools and colleges leading to qualifications in the NFQ for the benefit of learners, employers and other interested parties;
- ensure that providers* offering national qualifications provide a positive, high-quality experience to international learners coming to study in Ireland. We will do this by authorising the International Education Mark (IEM);
- provide academic advice on the recognition of foreign qualifications in Ireland through a service called NARIC Ireland – the National Academic Recognition Information Centre. We also provide advice on the recognition of Irish qualifications abroad;
- inform the public about quality assured education and training programmes and qualifications through a database of programmes and a register of providers;
- advise the Minister for Education and Skills about national policy on quality assurance and improvement in education and training;
- manage a national scheme for the quality assurance of English language services (Accreditation and Coordination of English Language Services – ACE)

The National Framework of Qualifications (NFQ)



Qualifications frameworks describe the qualifications of an education and training system and how they interlink. National qualifications frameworks describe what learners should know, understand and be able to do on the basis of a given qualification. These frameworks also show how learners can move from one qualification, or qualification level, to another within a system. Over 150 countries are now developing, or have developed, a national qualifications framework.

The Irish NFQ, established in 2003, is a framework through which all learning achievements may be measured and related to each other in a coherent way. The many different types and sizes of qualifications included in the NFQ, are organised based on their level of knowledge, skill and competence. Because all NFQ qualifications are quality assured, learners can be confident that they will be recognised at home and abroad.

Quality and Qualifications Ireland (QQI) has the responsibility to develop, promote and maintain the Irish NFQ. QQI also facilitates the recognition of foreign qualifications.

This course is at Level 6 on the NFQ.

Topic 1: Key Training Concepts

Common Training Terminology

Active Learning — A learning principle that says participants learn more when they are actively involved in the process. Remember the saying “we learn more by doing”.

Agenda — A list, plan or outline of things to be done before, during and after the training. An agenda is the road map that will lead to the achievement of the learning objectives. Everyone needs a plan and wants to know where you are leading them.

Anecdote — A short story used to help illustrate a point.

Audio-Visual Aids — Training or educational materials directed at both the sense of hearing and the sense of sight. Materials that provide pictures and/or sounds to assist learning or teaching. Flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalkboards, slide presentations, videos and films are just a few examples of audio-visual aids.

Brainstorming — A group method for collecting ideas and suggestions from the participants. This technique is used to problem solve and collect information by stimulating creative thinking through unrestrained and spontaneous participation in discussion.

Case Study — A technique where the participants are asked to investigate a situation or problem and report their findings, causes and/or solutions. Participants gather and organise relevant materials and report their findings.

Checklist — A list of relevant items to be considered when preparing and conducting a training program.

Competent (Competency) — Possessing sufficient or suitable skill, knowledge or experience to achieve a specific objective. For example: She is competent to supervise the carpet cleaning operation in our building.

Competency-Based Training — An educational process that focuses on specific core competencies that have been clearly defined.

Computer-Based Training (CBT) — Refers to learning that is conducted using a computer. This includes interactive CD-ROM, the internet and computer software. CBT uses the power of the computer by integrating sound, video, animation and text to allow the student to interact with the computer to learn and remember.

Conference — A group of people who get together to exchange information and ideas on a specific topic.

Constraints — These are the things that might hold the audience back from doing what you want them to do or from learning what you want them to learn. It is important to anticipate these constraints and be prepared to handle them.

Contract Learning — Also known as self-directed learning. It is a relatively new concept to trainers and learners. It allows the learner to select the topics or competencies they want to learn.

Core Competencies — Those things that are essential and "must" be learned for an individual to accomplish the primary objectives of their job. The central, innermost or most essential part of what the trainee must know to do their job effectively.

Core Curriculum — A curriculum in which all or some of the subjects or courses are based on a central theme in order to correlate the subjects and the theme.

Course — The organised body of information or curriculum that will presented to the students.

Curriculum — The course of study given in a school, college, university or educational program.

Demographic Information — Things like the size of the audience, location of the presentation etc. may influence the effectiveness of the training.

Demonstration — A method for showing participants how to do a specific task or skill.

Discovery Learning — Students learn by doing and experiencing, rather than relying only on the instructor.

Evaluation — Testing and comparing results.

Exercise — A structured experience in which the participants are involved.

Facilitator — A trainer who lets the group become responsible for the learning outcome. A facilitator helps the group learn by controlling the group process and allowing the group to work through problems and solutions together.

Feedback — Constructive information provided by the participants and/or the trainer.

Field Trip — A trip to a location outside the classroom to assist in learning more about a specific topic.

Fishbowl — A group process using a discussion group and an observer group.

Flip Chart — An easel with large sheets of paper for presenting or collecting written lists or ideas.

Games — Discovery exercises where participants learn by experience. The rules for games should be clearly defined for all participants to understand. Competition should be controlled so that all participants feel like winners at the end.

Handouts — A written summary of the presentation that is distributed to the audience before, during or after the presentation. Handouts will reinforce important information, summarise action items for the audience to follow up on and supply supporting data you don't want to clutter your visual aids.

Icebreaker — A quick game or exercise designed to get participants settled or mixing with each other.

Instructor — The person who teaches, trains or instructs an individual or a group of people.

Involving Question — A question asked to the audience to involve the group and learn what they are interested in learning about.

Learning — Knowledge acquired by systematic study in any field.

Lecture — A one-way communication from the lecturer to the group.

LCD Projector — Electronic device that projects a computer image onto a wall or screen. It connects directly to a computer (typically laptop computers) to provide a professional looking presentation.

Main Idea — Have you ever heard the saying, Tell them what you're going to tell them — Tell them — Then tell them what you told them?

Motivation — A learning principle that says participants learn best when they are motivated. The material must be meaningful and worthwhile to the participant not only to the trainer.

Multicultural — Mixed races, nationalities or cultures.

Multimedia – Information in different formats including text, graphics, sound, video and animation to support computer-based applications.

Multiple-Sense Learning — A learning principle that says that learning is far more effective if the participants use more than one of their five senses.

Needs — There are two kinds of needs when training a group: 1) What the group thinks they need, and 2) What the trainer thought the group needed. It is important to resolve any conflicts before beginning the training.

Networking — Getting to know other participants and learning from them.

Objective — A statement communicating the specific goals to be achieved.

Observer — Someone who watches a group process and gives feedback on it.

Overhead Projector — Electronic projector that projects overhead transparency images onto a wall or screen.

Overhead Transparency — Sheet of transparent film with information written on it. It is used with an overhead projector.

Participant — A person attending a training program or involved in any group process.

Piloting — Testing something before sending it to the target population. Questionnaires and examinations are normally piloted before they are used.

Quotation — Direct quotes from credible people or organisations to help support your training concept.

Recency — A learning principle that tells us that the things that are learned last are those best remembered by the participants.

Reinforcement — Encouragement or praise given to participants to keep their interest or increase their motivation.

Relevant — A learning principle that tells us that all the training, information, training aids, case studies and other materials must be relevant and appropriate to the participant's needs if they are going to be effective.

Rhetorical Question — A question asked to the group with an obvious answer. This device is an excellent way to get the audience's attention.

Role-Playing — An acting out of specific situations in front of, or with, the group to demonstrate ways to handle specific situations or problems.

Self-Directed Learning — Participants take responsibility for their learning and learn-at-their-own-speed. Computer-based training is an excellent method for supporting this type of learning.

Seminar — Any meeting for exchanging information and holding discussions. Sometimes these are problem-solving sessions where the participants have similar needs or problems identified.

Session — Any single presentation that deals with one specific topic. It may last from a few minutes to a few days depending upon the subject.

Shocking Statement — This type of statement will help capture the audience's attention and elevate their interest in the subject.

Simulation — An exercise designed to create a real-life atmosphere.

Skill — A complex sequence of practical activities. A practical demonstration is essential when you are teaching a skill. Turning on a light, plugging in a vacuum cleaner, washing a window are examples of skills.

Standards — A rule or principle that is used as a basis for judgment. A road map that provides guidance and direction to lead us to an established objective or goal. Standards define the level of quality expected after an area or object has been cleaned. Standards represent the "measuring sticks" used in establishing productivity and performance guidelines.

Survey — A process of gathering information to determine whether or not there is a training need. They are often used to collect information related to a Training Needs Analysis.

Team Building — A training program designed to assist a group of people to work together as a team while they are learning.

Test — A way of determining a participant's level of knowledge, skill, expertise or behavior in a given area.

Trainer — The person or media that trains, instructs, teaches or informs an individual or a group of people.

Train — To make proficient by instruction and repeated practice, as in some art, profession or work. To discipline or instruct as in the performance of tasks. Designed to impart efficiency and proficiency. To prepare someone to accomplish an objective, task or job.

Training Aids — They are aids to learning and not a crutch for the instructor to lean on, or something that is used too much.

Training Need — The difference between what the employee can do now and what they are required to do in order to carry out their job effectively and efficiently.

Training Needs Analysis — A training needs analysis is the method of determining if a training need exists and if it does, what training is required to fill the gap.

Values — Answers the question, what is important to the group? Different organisations have different value systems. Even different departments within an organisation can have different values.

Video Clip — A short section of video to visually help the participant learn.

Visual Aids — Supportive visual information used to enhance learning. The purpose of visual aids is to arouse and maintain interest, simplify instruction, accelerate learning and improve aid retention.

Whiteboards — A smooth white-surfaced board that can be written on with a special whiteboard marker.

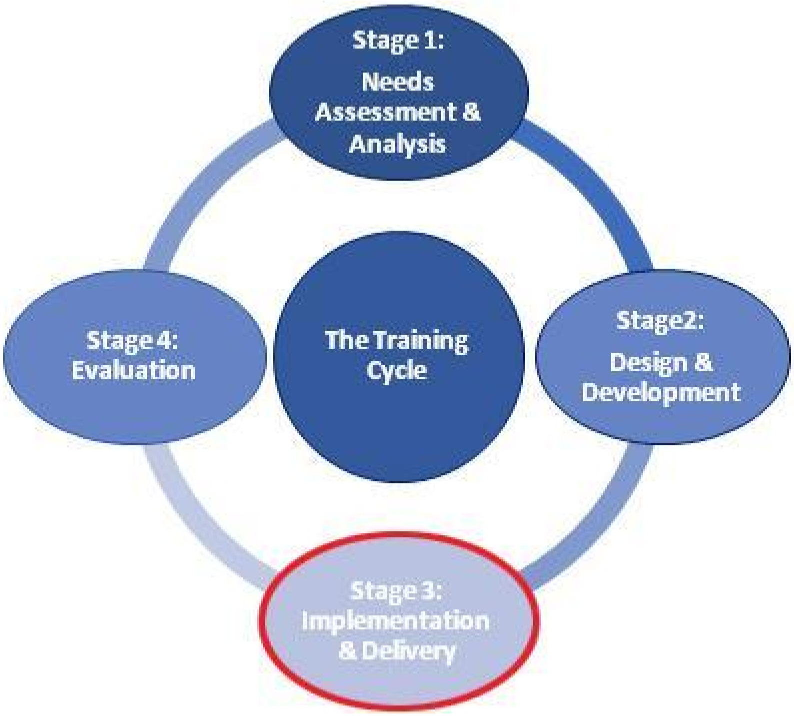
Workshop — Training program where the participants learn by doing and interacting.

My notes on Common Training Terminology

The Training Cycle

Training is one of the most profitable investments an organisation can make. No matter what business or industry you are in the steps for an effective training process are the same and may be adapted anywhere.

If you have ever thought about developing a training program within your organisation consider the following four basic training steps. You will find that all four of these steps are mutually necessary for any training program to be effective and efficient.



STEP 1: ESTABLISHING A NEEDS ANALYSIS
This step identifies activities to justify an investment for training. The techniques necessary for the data collection are surveys, observations, interviews, and customer comment cards. Several examples of an analysis outlining specific training needs are customer dissatisfaction, low morale, low productivity, and high turnover.

The objective in establishing a needs analysis is to find out the answers to the following questions:

- “Why” is training needed?
- “What” type of training is needed?
- “When” is the training needed?
- “Where” is the training needed?
- “Who” needs the training? and "Who" will conduct the training?
- “How” will the training be performed?

By determining training needs, an organisation can decide what specific knowledge, skills, and attitudes are needed to improve the employee's performance in accordance with the company's standards.

The needs analysis is the starting point for all training. The primary objective of all training is to improve individual and organisational performance. Establishing a needs analysis is, and should always be the first step of the training process.

STEP 2: DEVELOPING TRAINING PROGRAMS AND MANUALS
This step establishes the development of current job descriptions and standards and procedures. Job descriptions should be clear and concise and may serve as a major training tool for the identification of guidelines. Once the job description is completed, a complete list of standards and procedures should be established from each responsibility outlined in the job description. This will standardise the necessary guidelines for any future training.

STEP 3: DELIVER THE TRAINING PROGRAM
This step is responsible for the instruction and delivery of the training program. Once you have designated your trainers, the training technique must be decided. One-on-one training, on-the-job training, group training, seminars, and workshops are the most popular methods.

Before presenting a training session, make sure you have a thorough understanding of the following characteristics of an effective trainer. The trainer should have:

- A desire to teach the subject being taught.
- A working knowledge of the subject being taught.
- An ability to motivate participants to "want" to learn.
- A good sense of humour.
- A dynamic appearance and good posture.
- A strong passion for their topic.
- A strong compassion towards their participants.
- Appropriate audio/visual equipment to enhance the training session.

For a training program to be successful, the trainer should be conscious of several essential elements, including a controlled environment, good planning, the use of various training methods, good communication skills, and trainee participation.

STEP 4: EVALUATE THE TRAINING PROGRAM
This step will determine how effective and profitable your training program has been. Methods for evaluation are pre-and post- surveys of customer comments cards, the establishment of a cost/benefit analysis outlining your expenses and returns, and an increase in customer satisfaction and profits.

The reason for an evaluation system is simple. The evaluation of training programs is without a doubt the most important step in the training process. It is this step that will indicate the effectiveness of both the training as well as the trainer.

There are several obvious benefits for evaluating a training program. First, evaluations will provide feedback on the trainer's performance, allowing them to improve themselves for future programs. Second, evaluations will indicate its cost-effectiveness. Third, evaluations are an efficient way to determine the overall effectiveness of the training program for the employees as well as the organisation.

The importance of the evaluation process after the training is critical. Without it, the trainer does not have a true indication of the effectiveness of the training. Consider this information the next time you need to evaluate your training program. You will be amazed with the results.

The need for training your employees has never been greater. As business and industry continues to grow, more jobs will become created and available. Customer demands, employee morale, employee productivity, and employee turnover as well as the current economic realities of a highly competitive workforce are just some of the reasons for establishing and implementing training in an organisation. To be successful, all training must receive support from the top management as well as from the middle and supervisory levels of management. It is a team effort and must be implemented by all members of the organisation to be fully successful.

Further Learning:

Did you know DCM Learning can also provide a course in Training Needs Identification and Design. This component is aimed towards those working in an HR or Learning & Development role rather than those hoping to deliver training courses. The Training Needs Identification and Design course aims to equip learners with the tools to identify gaps in learning within an organisation or on an individual basis by conducting Training Needs Analyses and to then be able to design a training plan for their learners based on this. For more information please contact our team or visit;

https://dcmlearning.ie/courses/learning-development/training-needs-identification-design-course/

My notes on The Training Cycle

The Characteristics of Adult Learners

1. Self-direction

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

2. Practical and results-oriented

Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

3. Less open-minded…and therefore more resistant to change.

Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

4. Slower learning, yet more integrative knowledge

Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

5. Use personal experience as a resource

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

6. Motivation

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

7. Multi-level responsibilities

Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritise. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

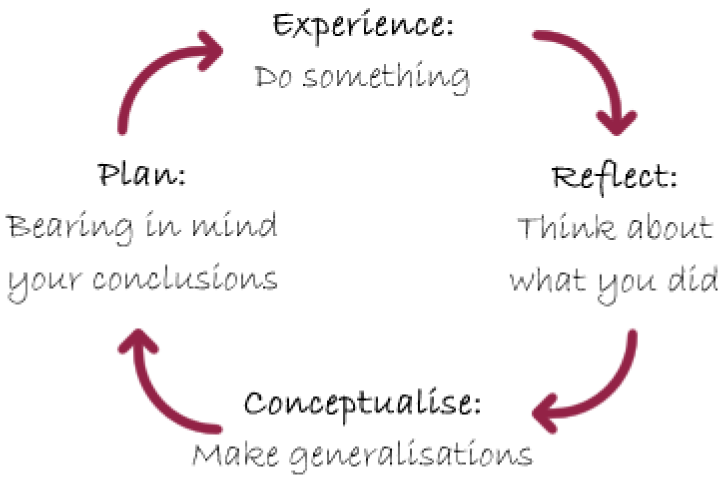
8. High expectations

Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will be worth their while and not be a waste of their time or money. This is why it’s important to create a course that will maximise their advantages, meet their individual needs and address all the learning challenges.

My notes on The Characteristics of Adult Learners

Kolb's Learning Cycle

Kolb's Learning Cycle is a well-known theory which argues we learn from our experiences of life, even on an everyday basis. It also treats reflection as an integral part of such learning. According to Kolb (1984), the process of learning follows a pattern or cycle consisting of four stages, one of which involves what Kolb refers to as 'reflective observation'. The stages are illustrated and summarised below:



Stage 1: Experience (Kolb's "Concrete experiences")	Life is full of experiences we can learn from. Whether at home or at work or out and about, there are countless opportunities for us to 'kick-start' the learning cycle.
Stage 2: Reflect (Kolb's "Reflective observation")	Reflection involves thinking about what we have done and experienced. Some people are naturally good at this. Others train themselves to be more deliberate about reviewing their experiences and recording them.
Stage 3: Conceptualise (Kolb's "Abstract conceptualisation")	When we pass from thinking about our experiences to interpreting them we enter into the realm of what Kolb termed 'conceptualisation'. To conceptualise is to generate a hypothesis about the meaning of our experiences.
Stage 4: Plan (Kolb's "Active experimentation")	In the active experimentation stage of the learning cycle we effectively 'test' the hypotheses we have adopted. Our new experiences will either support or challenge these hypotheses.

	To learn from our experiences, it is not sufficient just to have them. This will only take us into stage 1 of the cycle. Rather, any experience has the potential to yield learning, but only if we pass through all Kolb's stages by reflecting on our experiences, interpreting them and testing our interpretations. Summing up, learning from our experiences involves the key element of reflection. Obviously, most people don't theorise about their learning in this way, but in their learning follow Kolb's cycle without knowing it.

My notes on Kolb's Learning Cycle

Honey & Mumford – the 4 learning styles

Peter Honey and Alan Mumford maintained that by identifying your preferred style, you could try and apply it to learning new things. Most of us have elements of more than one learning style, so you should think about your strongest and your weakest style to identify how you learn. If you're able to use your natural style, you're likely to find learning much easier and quicker. The four categories Honey and Mumford identified are: **ACTIVISTS; REFLECTORS; THEORISTS; PRAGMATISTS;**

ACTIVIST

Activists like to be involved in new experiences, tend to be open minded and enthusiastic about new ideas but get bored with actual implementation. They do, however, enjoy getting their sleeves rolled up and doing things. They can be impulsive, tending to act first and consider the consequences afterwards. Activists enjoy working in teams but do tend to hog the limelight

Activists learn most when:

- involved in new experiences, problems and opportunities
- interacting with others in business games, team tasks, role-playing
- thrown in at the deep end with a difficult task
- chairing meetings, leading discussions

Activists learn least when:

- simply listening to lectures or long explanations
- reading, writing or thinking by themselves
- absorbing and understanding data
- precisely following detailed instructions

REFLECTOR

Reflectors prefer to stand back and look at a situation from varying perspectives. They like to collect a variety of information and views, and consider everything thoroughly before coming to any conclusions or making decisions. They enjoy observing others and will listen to their views before joining in and offering their own.

Reflectors learn most when:

- observing individuals or groups at work
- they have the opportunity to review what has happened and thing about what they have learned
- producing reports and analyses, performing tasks without tight deadlines

Reflectors learn least when:

- acting as leader or role-playing in front of others
- performing tasks with (in their view) no time to prepare
- being thrown in at the deep end
- being rushed or pressured by deadlines

THEORISTS

Theorists like to adapt and integrate observations into complex and logically sound

theories, thinking problems through with a precise step-by-step methodology.

They can be perfectionists who like to fit things into a rational scheme, being objective and analytical rather than subjective or emotive in their thought processes.

Theorists learn most when:

- they are put in complex situations where they have to use their skills and knowledge
- in structured situations with a clear purpose
- offered interesting ideas or concepts even though they are not immediately relevant
- they have the opportunity to question and probe ideas behind things

Theorists learn least when:

- they have to participate in situations that emphasise emotion and feelings
- an activity is unstructured or the briefing is poorly executed
- they have to carry out tasks without knowing the principles or concepts involved
- they feel they're not on the same wave-length as other group members e.g. with people of very different learning styles

PRAGMATISTS

Pragmatists are keen to try things out. They want concepts that can be applied to their job. They tend to be impatient with lengthy, abstract discussions and are practical and down to earth.

Pragmatists learn most when:

- there is an obvious link between the topic and job
- they have the opportunity to try out techniques with feedback such as role-playing
- they are shown techniques with obvious advantages, e.g. saving time or money
- they are shown a model they can copy, e.g. a film or a respected leader

Pragmatists learn least when:

- there is no obvious or immediate benefit that they can recognise
- there is no practice or guidelines on how to do it
- there is no apparent pay back to the learning, e.g. shorter meetings
- the event or learning is ‘all theory’ with no apparent application

My notes on Honey & Mumford

Common barriers to learning

Many people find that there are barriers impeding their ability to access learning. These include:

Social and cultural barriers: peer pressure and family background.
Practical and personal barriers: transport; time; disability; caring responsibilities; childcare; finance; cost; age; language; and lack of access to information.
Emotional barriers: lack of self-esteem or confidence due to low skills levels; negative personal experience of learning; previously undetected or unaddressed learning disabilities; social problems such as unemployment, abuse or bullying.
Workplace: time off; access; discrimination; unsupportive managers; shift work; isolation.

Overcoming Specific Common Barriers to Learning

Barriers can lead to disgruntled learners … low to no participation … and negativity. And one bad attitude can spread like a virus. You can prevent potential problems and challenges. See how today's trainers overcome the nine common barriers to learning.

1. Barrier: Independence

    - It is critical to respect your participants' experiences and accomplishments.
    - Independence isn't something adults take for granted. It is something they're proud of and they don't appreciate it being undermined. Don't talk down to your participants or treat them as children. Make room for a lot of participation and insist they accept responsibility for their own learning.

2. Barrier: Negative Feelings About Training/Learning

    - Encourage learning by avoiding situations that "test" your learner or situations that have a risk of failure. For some adults, school wasn't a positive experience. You may find yourself working with people who become hostile or upset either because they believe they aren't good learners or because they think they're being tested – especially when they're in a group of their peers.

3. Barrier: Preoccupations and Mental Distractions

    - Help your participants relax and get them focused on what you want them to think about.
    - When adults attend a training session they bring a lot of things with them. Tension, anxiety, and problems are just a few. You have to begin working on this right away. Have relaxing music playing when they walk through the door. Grab

their attention with an eye-catching graphic or a slide on a screen at the front of the room. Greet them warmly and make them feel welcome.

- When they walk in the door, give them a card with a funny quip or an observation appropriate to your topic or a question they can respond to in an unusual way that brings out a personal experience as a trainer.

4. Barrier: Resistance to Change

   - Sometimes attitudes have to change before permanent learning can take place. The only way to persuade people to make such basic changes is to show them that the new ways of behaving are more productive than the old. When they see the results, their attitudes will change. Design your course to allow people to explore and discover the benefits of the new strategies you're asking them to learn.

5. Barrier: Selective Filters

   - Adults only pay attention to what is relevant, interesting, or stimulating to them.
   - We all receive information through the things we see, hear, smell, taste, and touch, but we also have a filtering mechanism that allows us to screen out things that are distressing or unpleasant or just boring. It is quite possible to sit through a training session and not hear a word. It's important to offer a variety of ways to consume training – from multimedia to case studies to note taking. Your audience needs variety and the change-up helps keep their attention and keep them focused.

6. Barrier: Unclear Motivators

   - The best training sessions satisfy learners' needs, solve their problems and can be used immediately in the workplace.
   - Most adults attend courses because they have a specific need or want to solve a specific problem. Often what they want is something that will make them more effective in their job. Make sure you tell your audience what's in it for them. Tell them what they're going to learn and how it will help them at work.

7. Barrier: Fear of Participation

   - Even people who normally enjoy socialising are inclined to get cold feet when it comes to taking part in learning activities. This is due to the risk involved in exposing a weakness or revealing a fault. However, if you don't participate, you probably won't learn much. The wise trainer creates an atmosphere that keeps anxiety levels as low as possible. They make no judgments, make positive comments to reinforce desired behavior, and only offer constructive criticism.

8. Barriers: Strongly Established Habits and Tastes

- Change becomes possible if we feel safe and secure. Many people become disturbed or confused if things change too quickly. Their habits and tastes are solidly established, so if anybody tries to push them into radical change, they resist. As the person in charge of education and training, you're in the business of causing change. It's important to think about how to introduce new learning concepts without producing hostility and resistance. The learning climate is always important. Keep it cool and make sure the winds of change are soft and gentle – that's when learning happens.~

9. Barrier: Fear of Failure

    - Place the emphasis on personal improvement. Many adult learners are uncertain about themselves. They often feel they are certain to fail and sometimes doubt their ability to complete the tasks involved in a course. You must be certain that everything is explained to the participants and that objectives are clearly stated. The participants should realise that they will set their own standards. You should always let them know if there will be a formal test following the training.

The "Breaking through the barriers - Equal access to learning for all" Report brings together the voices of unions, partner organisations, practitioners and learners to highlight the range of barriers faced by many and to demonstrate what can be achieved through union learning.

The "Tackling Disadvantage: The unionlearn effect in opening up learning and skills" Report sets out to show the impact of unionlearn in widening opportunities to take up learning and skills by tackling disadvantage, identifying and removing barriers and implementing effective strategies.

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My notes on Common Barriers to Learning

What Are the Characteristics of an Effective Trainer?

Training adults is very different from teaching preschoolers. Children have limited world experience, so they absorb anything the teacher says. However, most adults are world-weary and a trainer has to do a little more to get them to learn.

In general, adults learn best when what they feel the lessons taught is going to be useful. They may understand the importance of training, but they also need to experience its applicability. If they can't see its application in real life, they'll simply be going through the motions.

This is why trainers need to find ways to motivate adults to take part, and one of the best ways to do that is to find a connection between the training and their goals. Understanding how adults learn best can help trainers develop more effective training programmes.

Trainer, instructor, facilitator, presenter; their nom de guerre doesn't really matter. What matters is how they can provide delegates with the knowledge to perform better at their jobs.

While training may sound like all talk, being an effective trainer is much more than that. Being a great trainer requires soft skills and a high level of motivation. Having the following characteristics is also a big plus:

EXCELLENT COMMUNICATION SKILLS
It may sound obvious, but trainers should have great communication skills. The best trainers can break down complex ideas and explain them clearly to trainees. They also need to be able to listen actively, but also be sensitive enough to pick up on non-verbal communication.

The training environment must also maintain open lines of communication, so trainees are comfortable enough to ask questions. Any extra training material must also be easy to follow and actually helpful to the trainee.

OFFERS RICH TRAINING
Nobody looks forward to 'yet another training session'. To get around this, trainers should use different methods to get trainees excited about taking the course. Whether it's changing the delivery format or the type of course material handed out, you should always aim to make your courses lively.

To keep training courses upbeat, great trainers always encourage student participation. Asking questions during training will keep trainees engaged, and it also helps trainers assess how much of the material the students are assimilating. Adults learn best when they can practice what they learn. To be considered effective, training sessions must include practice segments.

POSSESSES INDUSTRY KNOWLEDGE
Good trainers understand the concepts and nuances that prevail in the industry. They know what makes the workforce and customers tick, and they also have an eye on its trends. This knowledge is crucial as delegates can quickly spot a trainer who's only reading from a prepared slide.

Having adequate knowledge also helps with designing an effective training programme. It can help trainers choose which training medium to use, the type of activities to include, etc. An added bonus is that a well-read trainer can always find an angle to make even the most boring topic lively.

PASSIONATE ABOUT LEARNING

Trainers who are passionate about learning understand that it is an ever-evolving process. Recognising the value of learning in their own lives, they spend time developing themselves as well. The passion they devote to honing their skills is reflected in the quality of the training they offer.

Their continuous learning exposes them to different methods of engaging trainees and learning styles, too. By keeping abreast of the latest insights in training, good trainers will remain in demand.

HIGH LEVEL OF PROFESSIONALISM

The best trainers understand that people learn at different speeds and in different ways. Regardless of how fast trainees pick up on the concepts taught, the trainer must always remain patient. They also create time to interact with each delegate to make sure they understand the material before moving on.

Excellent trainers are also open-minded and willing to listen to different points of view. They don't assume they know everything and will never talk down to their trainees.

Unfortunately, not every trainer is effective, and that is because not every trainer possesses these characteristics. It is not enough to simply talk to the trainees - a trainer must also be insightful, charismatic, passionate, and above all, have exceptional communication skills.

Without these characteristics, trainees won't be engaged and the training session will not be worthwhile. But a trainer who does have these characteristics will have the ability to convey clear messages, help people develop and potentially change someone's entire mind-set for the better.

My notes on The Characteristics of an Effective Trainer

The Skill Development Model

1. **Unconscious incompetence**

   The individual does not understand or know how to do something and does not necessarily recognise the deficit. They may deny the usefulness of the skill. The individual must recognise their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn.

2. **Conscious incompetence**

   Though the individual does not understand or know how to do something, he or she does recognise the deficit, as well as the value of a new skill in addressing the deficit. The making of mistakes can be integral to the learning process at this stage.

3. **Conscious competence**

   The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.

4. **Unconscious competence**

   The individual has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The individual may be able to teach it to others, depending upon how and when it was learned.

My notes on The Skill Development Model

Topic 2: Equality, Diversity and Disability

Current Legislation; Compulsory training

A training manager must be aware of legislation covering all aspects of their area, as well as company policies. They must know how to interpret them, or ask for clarification if unsure, for example from their Human Resource Department/Officer or HR consultant.

Some of the most relevant Acts are listed below:

- Employment Equality Act, 1998 as amended
- Equal Status Act, 2001 as amended
- Safety, Health and Welfare at Work Act 2005 (amended)
- Disability Act 2005

From a person's interview for a position to their retirement perhaps many years later, there is legislation that is designed to both protect employees and indeed the employer, and encourage good practice.

These pieces of legislation and regulation should be incorporated into the company's policies and when implemented will ensure that everyone is treated fairly, with dignity and a work/life balance, in a place that is free from hazards and harassment.

My notes on Current Legislation and Compulsory Training

Equality in the workplace

The Employment Equality Acts 1998–2015 outlaw discrimination in a wide range of employment and employment-related areas. These include recruitment and promotion; equal pay; working conditions; training or experience; dismissal and harassment including sexual harassment. The legislation defines discrimination as treating one person in a less favourable way than another person based on any of the following 9 grounds:

Gender: this means man, woman or transsexual

Civil status: includes single, married, separated, divorced, widowed people, civil partners and former civil partners

Family status: this refers to the parent of a person under 18 years or the resident primary carer or parent of a person with a disability

Sexual orientation: includes gay, lesbian, bisexual and heterosexual

Religion: means religious belief, background, outlook or none

Age: this does not apply to a person aged under 16

Disability: includes people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions

Race: includes race, skin colour, nationality or ethnic origin

Membership of the Traveller community.

What is discrimination?

Discrimination is defined as less favourable treatment. An employee is said to be discriminated against if they are treated less favourably than another is, has been or would be treated in a comparable situation on any of the above 9 grounds. To establish direct discrimination, a direct comparison must be made, for example, in the case of disability discrimination the comparison must be between a person who has a disability and another who has not, or between persons with different disabilities.

Indirect discrimination occurs when practices or policies that do not appear to discriminate against one group more than another actually have a discriminatory impact. It can also happen where a requirement that may appear non-discriminatory adversely affects a particular group or class of persons.

Harassment at work

The law protects employees from harassment at work. Find out how the law protects you and what to do if you are being subjected to one or more of these types of harassment.

Disputes about equality and discrimination

The Workplace Relations Commission deals with all complaints of discrimination in employment and access to goods and services which come under equality legislation.

Legal obligations when training staff

As an employer, you are legally obliged to make sure your staff are trained to do their jobs safely. Certain industries also require specific training. Remember to keep a record of any training your staff complete.

Work health and safety training

As an employer, you must provide work health and safety training in order to keep your workplace safe for you, your staff and any visitors or customers.

You need to train your staff when they start working for you and provide regular refresher training. If you have made any changes to your business (e.g. to equipment, materials or processes), you will need to update your training. Providing training can reduce the chances of workplace incidents and injuries. Find out more about keeping your workplace safe.

You must include work health and safety training in inductions for new and returning staff. You should also train staff in pandemic risk management.

Fire and emergency training

You must make sure your staff know what to do in the event of a fire or other emergency. You must provide regular evacuation training for staff so they understand emergency procedures, including evacuation instructions, assembly point locations and use of fire alarms and equipment.

Personal protective equipment (PPE)

If your staff need to use PPE in order to keep safe when they're doing their jobs, you need to make sure they are properly trained. Training should cover arrangements for providing, using, storing and maintaining PPE.

Industry-specific training

Certain industries and job roles will require specific training. For example, if your staff need to drive a truck, forklift or operate machinery, you must make sure they have the appropriate licences.

Some key examples of industry and job-specific training are:

- **Security and cash**

  You should make sure that your staff are trained to use security equipment and understand cash management procedures. Staff should also be trained to be prepared in the event of an attempted robbery. Find out more about protecting your business from crime and personal security in the workplace.

- **Liquor and gaming**

  If your business serves liquor, you must have a liquor licence. Each person on your liquor licence must undertake the responsible management of licensed venues (RMLV) training. All other staff who serve liquor must undertake the responsible service of alcohol (RSA) training.

  If you carry out gaming duties or gaming tasks within a licensed club or licensed hotel, you must complete the approved responsible service of gambling (RSG) training. Find out more about gaming licensing.

My notes on Equality in the Workplace

The Health, Safety & Welfare at Work Act 2005

There is, on the one hand, a common law duty of care on an employer, as well as a statutory duty to provide a safe place of work (Safety, Health & Welfare at Work Act, 2005), which in practice requires an employer to ensure that employees are fit to perform the duties for which they are employed. Failure to comply could lead to a claim of breach of duty against the employer. However, there is also a responsibility on employees to report and take action if they observe anything which could endanger the health of a fellow employee; failure to do so could result in a fine and/or a custodial sentence.

Full details can be found at the following link:

http://www.irishstatutebook.ie/eli/2005/act/10/section/13/enacted/en/html

My notes on The Health, Safety & Welfare at Work Act 2005

Disability Act 2005

In short, the Disability Act 2005 places a statutory obligation on public service providers to support access to services and facilities for people with disabilities. Under the Act, people with disabilities are entitled to: Have their health and educational needs assessed.

Full details can be found at the following link:

http://www.irishstatutebook.ie/eli/2005/act/14/enacted/en/html

My notes on The Disability Act 2005

Topic 3: Communication in Training Delivery

"To be an effective trainer, you must first be a good communicator."

Communication Skills

Tips for Building Effective Delivery Skills

Whether you are presenting to the board of directors, training your new staff members, or holding a meeting with a key client, how you manage your body language matters.

Communication experts claim that as much as 93% of your communication depends on your delivery. Today, let's look at a few basic but oh-so-critical delivery skills. This week, take time to notice how you are managing your non-verbal's, or ask someone you trust to give you specific feedback on your posture, hands, voice, face or eye contact.

1. Check your posture. If you are standing, place your feet several inches to shoulder width apart, distributing your weight evenly. In this position you should feel grounded and secure. Watch newscasters and professional speakers; they rarely sway or rock. If sitting, plant your feet on the floor and sit up tall from your rib cage. From this position you look confident and can project your voice with more authority.
2. Neutralise your hands. If you put your hands in your pockets, clasp them behind your back, or lock them into a fig-leaf position, chances are you will not use them effectively. Start with your hands relaxed and at your sides, and you'll be more likely to gesture. Instead of holding back your gestures, let them go a bit. You will look more engaged and engaging.
3. Be conscious of your voice. To get more volume and better enunciation, try opening your mouth a little bit wider. Check for tension or tightness in your face and release it; try relaxing your jaw by massaging gently right in front of your ears. Be sure to keep breathing, preferably before you speak and during pauses.
4. Engage with your eyes. You might be compelled to look at your slides or papers in front of you, or over the heads of your audience. You might stare at the top-ranking audience member, or the one friendly face in the room. Instead, try to keep your eye contact moving slowly around the room, one person at a time, including everyone equally.

5. Relax your face. Check a mirror to see if your face looks tight or tense. Look for tension in your eyebrows, forehead, between your eyes and around your mouth. If you see tension, try to relax your face into a more neutral expression. Soften your eyes. Smile.

Start today to be more aware of your delivery skills, to make good choices, and to build new habits. For example, if you have the habit of mumbling, you might not even be aware of it. Once you discover this habit, work to enunciate more clearly as in Tip 3 above, and keep at it until you have created a positive habit of enunciating, one that will serve you well and which will become nearly automatic.

Listening
Effective listening is a skill that underpins all positive human relationships. Spend some time thinking about and developing your listening skills – they are the building blocks of success.

Good listening skills also have benefits in our personal lives, including:

A greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work and even better health and general well-being.

Studies have shown that, whereas speaking raises blood pressure, attentive listening can bring it down.

Listening is Not the Same as Hearing
Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically.

Listening, however, requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well.
Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase 'active listening' is used to describe this process of being fully involved.

Examples of Open-Ended and Closed-Ended Questions

In a conversation, when completing a research survey, being interviewed for a job or working on a homework assignment, you might find yourself presented with a series of closed-ended or open-ended questions. Close-ended questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and more than a simple one-word answer.

Close-Ended Questions

If you can answer a question with only a "yes" or "no" response, then you are answering a close-ended type of question. Examples of close-ended questions are:

- Are you feeling better today?
- May I borrow your pen?
- Is the prime rib a special tonight?
- Have you finished your homework?
- Is that your final answer?
- Were you planning on becoming a fireman?
- Can I help you with that?
- May I please have a taste of that?
- Would you like to go to the cinema tonight?
- Has that house been sold?

Close-ended questions should not always be thought of as simple questions that anyone can quickly answer merely because they require a yes or no answer. Close-ended questions can also be very complicated. For example, "Is 1 in binary equal to 1 in counting numbers?" is a close-ended question that not everyone would be able to quickly answer.

Open-Ended Questions

Open-ended questions are ones that require more than one word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. Here are some examples of open-ended questions:

- What's for dinner?
- How did the fire start?
- What is your favourite memory from childhood?
- What do you plan to do immediately after college?
- What types of decorations should we get for the birthday party?
- What was school like for you?
- How did you two meet?
- What is it like to live in the centre of Dublin?
- What is the quickest way to get to Luas from here?
- What do you think I should wear for the interview?
- How exactly does one replace the screen of a perfectly good mobile phone?

Although open-ended questions require lengthier responses than do close-ended questions, open-ended questions are not always more complicated. For example, asking "What are you planning to buy today at the supermarket?" may simply require the respondent to read off of a list.

When These Questions Are Used

Either type of question can be used in a wide variety of scenarios. However, if you're looking for a guide to liken these types of questions to, you can think of close-ended questions as multiple choice questions on a school exam and open-ended questions as short responses and essay questions on an exam.

Open-ended Questions

Open-ended questions require a response with more depth and a lengthier response. Open-ended questions are also helpful in finding out more about a person or a situation, whether it's during an interview, at a party, or when getting to know a new friend.

Close-ended Questions

Close-ended questions can be answered in only one word or very short phrase. Close-ended questions can also be used in the situations mentioned above, although they have the potential to end the conversation.

My notes on Communication Skills

Effective Listening

Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

If there is one communication skill you should aim to master, then listening is it.

Barriers to Effective Listening

To improve the process of effective listening, it can be helpful to turn the problem on its head, and look at barriers to effective listening, or ineffective listening.

For example, one common problem is that instead of listening closely to what someone is saying, we often get distracted after a sentence or two, and instead start to think about what we are going to say in reply. This means that we do not listen to the rest of the speaker's message.

We may also get distracted by the speaker's appearance, or by what someone else is saying, which sounds more interesting.

These issues not only affect you, but you are likely to show your lack of attention in your body language.

Generally, we find it much harder to control our body language, and you are likely to show your distraction and/or lack of interest by lack of eye contact, or posture. The speaker will detect the problem, and probably stop talking at best. At worst, they may be very offended or upset.

Encouraging words are powerful tools

Here are five reasons why employee praise and recognition are important to give.

1. Words have the power to motivate or tear down. Sometimes we allow our emotions to say things that can actually hurt or even damage employee relationships. However, when they are used correctly, they are great opportunities to ignite even greater passion.
2. Timing is everything in giving recognition. The note you wanted to write or the note that came three months after the event doesn't have the same impact. Generic thank you letters written to everyone are missed opportunities. Missed opportunities can be a credibility buster.
3. People usually leave a boss before they leave an organisation. Recognition usually indicates a real value for the employee. Do your current actions indicate the right level of each employee's worth and appreciation? If not, can you afford to lose them?

4. We tend to invest in what we feel is important. How much professional development dollars are you spending on your staff? Employees stay longer when there are career development opportunities. It also expresses the value that we have for their future.

5. Great leaders don't wait until annual evaluations or Christmas cards to say the things they need to express for great work. They express it daily through the important assignments, public praise and they find unique private ways to indicate it to their staff.

When the complaints come in (which they do in every business), it is important to have given enough praise to grow from those experiences. Office settings that don't have enough recognition tend to be less willing to admit mistakes. This accountability measure creates a lack of trust in the work environment. The human bucket can only hold so much, so we should all work to develop our staff with the right balance of feedback and recognition. Happy and engaged employees can take your company and leadership to a whole new level.

My notes on Effective Listening

Handling Questions and Answers

Questions and answers transform your presentation from a one-way communication to a two-way communication by giving your audience the chance to interact with you and ask questions about the content you delivered. Some of us understandably can get nervous about throwing oneself out there at the audience's mercy worrying about possibly getting difficult questions or maybe it's an opportunity for someone in the audience to get back at you. some people feel it may detract from their message or maybe even the audience may take over. indeed, if you as a presenter badly handle questions and answers, this may lead to losing control of the presentation as well as leave a negative impression with your audience.

Handled well, questions and answers can serve many purposes in addition to turning your presentation into two-way communication it can also help you check your audience's level of understanding, their questions will give you valuable information about what they have or have not understood and will also highlight any concerns or requests for clarifications your audience may have and also gives your audience a chance to articulate the new information and explore the subject.

The following tips can be helpful in dealing with questions but first you need to follow these 3 steps to answering questions:

1. **Listen Actively to the whole question**

   One of the keys to really actively listening to questions from your audience and ensuring you understand the whole question is to stop yourself from trying to think of an answer before you completely listen to all what was said. Once you start thinking and formulating an answer in your head you stop listening and this can cause you to miss a great deal of what the questioner is saying and when you answer, your response will be less than half of what has been actually asked.

2. **Decide if you want to answer the question or not**

   You do not have to answer every question, you may get questions that you want to avoid for any reason, in that case if possible share your reasons with the questioner and ensure they know why you decline answering their question or you can to the questioner after the presentation is over.

3. **Rephrase the question**

   If you decide to answer the question, it's always good practice to paraphrase the question or rephrase it once more using your own words which allows the rest of the audience to hear what the question was and it also ensures you that you heard the question correctly and in some cases, rephrasing the questions can be necessary if it involves technical terms or jargon which the rest of the audience may not understand, besides it also gives you extra few seconds to formulate your answer in your head..

When you don’t know the answer
Don’t worry; say that you will find out and get back to you. It’s even better if you say ‘I will check that out over lunch break/tomorrow morning/etc.’ And when you say you’ll get the answer, make sure that you do. You can also choose to try throwing the question right back out there to the audience, maybe one of the audience may have the answer.

When the question was answered before
When someone asks a question that was answered before during the presentation, the best thing to handle this is to ignore the fact that you already answered this before and repeat both the question and answer. You may be tempted to respond with something like ' I believe I answered that question before ' which may sound polite but what you are really saying to the questioner is 'pay attention stupid'. The best response is to act as if the question is asked for the first time to avoid this scenario with your questioners.

Provocative Statements
Rather than getting a question, sometimes you may get a provocative or disruptive statement. In that case it’s better not to rephrase it unless you can somehow turn it around and use it to your own advantage.

Show off questions
Some people may deliberately ask questions with no purpose other than to show off or to trap or embarrass you in some way but also keep in mind that it can also be a genuine question but maybe the way it was asked or just gave you that impression. Whatever it was, the best way is to assume it is a genuine question. and answer as follows:

1. Wait until the question/statement is complete.
2. Reframe what has been said, using a lead-in phrase such as: ‘If I’ve understood you correctly, you’re saying [reframed statement]. Have I got that right?’
3. Be especially careful that you only answer if you have your facts straight.

‘Can't wait’ questions
Some of your audience may be particularly interested in a specific topic of your presentation that you didn't get to yet and they just can't wait and use probing questions to get you to move to that part they're interested in. The best way to deal with that is to assure them you will get to that part shortly and that their questions will be answered in full when we get to that specific part. Politely explain that you will cover that question later in order to follow the logical sequence of your presentation when we get to that specific topic.

My notes on Handling Questions and Answers

5 Ways to Deal with Irate People

There are times when we all have to talk to, or work with, angry people. Those interactions can be challenging—so here are 5 ways to deal with angry people.

People experience and express their anger in a lot of different ways. Some internalise by pouting or withdrawing. Some yell, scream or insult others. Obviously, the way to respond to different anger expressions will differ. For the purpose of this exercise, we deal with people who are verbally aggressive, insulting, or even threatening.

1. **Ask Yourself if the Anger is Justified**

   Sometimes anger is perfectly reasonable and it is always emotionally wise to consider the feelings of others during an interaction. You should ask yourself why the person is angry, what role you may have played, and if there is anything you can or should do to resolve the situation. It's important to note that a person can be justifiably angry, yet express that anger in an unjustifiable way. In other words, if we spill a drink on someone at a party, it makes perfect sense that they would be angry with us. That response is perfectly justified. What would be unjustified and unacceptable is if they expressed that anger by yelling, scowling, or becoming physically aggressive.

   We tease these two things apart because we can address our own mistakes even if someone responds in a way that is unnecessarily cruel or insulting. If we spill a drink on someone, and they yell at me in response, we can still apologise and offer to buy them a drink to make up for our error. While we don't appreciate their yelling, we can still apologise.

2. **Stay Calm (at least on the outside)**

   One of the most important things can do when someone is angry at us is to stay calm. We avoid raising our voice. We may not feel calm in the situation, but can still act calmly. By speaking slowly and directly, and keeping our voice calm and soft, we're less likely to exacerbate a situation. People tend to match each other's volumes, pace, and general tone, so instead of meeting the angry person where he or she is at—and escalating the situation—try to de-escalate the situation by subtly encouraging them to lower their voice.

3. **Avoid Character Assaults**

   A guaranteed way to escalate an angry situation is to attack the other person's character. Insulting them, or even saying things like, "You always do this," is likely to make things worse. Instead, focus on specific behaviours or feelings in the moment. Instead of saying, "You always yell at me when you're angry," say, "Please don't yell at me." Instead of saying, "You're so impatient," say, "Can you please be patient with me." Those may seem like subtle differences but you don't want the person to feel attacked, as it will make them even more likely to lash out. It's quite possible, maybe even likely, that the person really is too impatient, and if this is someone you are in a relationship with, you probably want to talk with them about that impatience at some point. However, the middle of an angry exchange is a less than ideal time for that conversation.

4. **Know When to Disengage**

   In any exchange with an overly angry person, there may come a point when you need to disengage from the situation. There are lots of reasons why this might be the smart thing to do: To stay safe, for one, but also, and more commonly, because the situation is such that there is unlikely to be any positive resolution. The person may be so angry that a healthy, reasonable conversation simply can't be had at the time. If that is the case, the best thing to do might be to say, "Let's talk about this later," and move on. Or, if it's a stranger you'll never see again, simply say, "I'm sorry for my part in this," and walk away.

5. **Stay Safe**

   Finally, but fundamentally, when you're dealing with an angry person, you've got to make sure you're safe. People can be angry without being physically aggressive, of course. An angry person is not necessarily a violent person; far from it. However, we need to be aware of the fact that when people are angry, they can feel the urge to lash out, sometimes physically. If you don't feel safe, get away from the person. If you absolutely must interact with someone who you feel threatened by, make sure there are other people around, and enter the situation with a plan to get yourself out safely should it come to that.

My notes on 5 Ways to Deal with Irate People

Giving Constructive and Developmental Feedback to Learners

According to QQI guidelines, when developing their quality assurance system, providers' procedure on feedback to learners should seek to ensure that:

"Individual learners receive timely and constructive feedback on their assessments which informs their participation on the programme. The feedback is appropriate to the nature of the assessment, i.e. formative or summative"

In addition to meeting the requirements of a provider's quality assurance agreement, other reasons for giving feedback to learners are:

- Learners need positive feedback on the skills and abilities they demonstrate, as well as constructive feedback on where evidence is weak or does not match the learning outcomes as outlined in the award specification or the assessment guidelines laid down by the assessor
- Tutors/assessors need to provide feedback to the learner as to the strength and appropriateness of the evidence produced to prove that learning has occurred and to offer direction as to 'the next steps'
- Recorded and documented feedback may be used by the teacher/assessor and the learner to chart learner progress
- Recorded and documented feedback is part of a process which contributes to programme review and evaluation.

Step 1: Plan feedback

Feedback to learners is an ongoing process and can happen in many ways. In accordance with your provider's quality assurance agreement, specific, formal feedback to learners may be required as part of the programme assessment plan.

Each provider will have different procedures in place for planning assessment; it is useful to consider the following:

When and how often will feedback be given, for example: (Formative or Summative)

- After each assessment has been marked?
- At the end of a section of work?
- At specific times during the programme?

How and in what format will feedback be given, for example:

- Written comments on learners' work?
- Formal written feedback using a template?
- Learner self-evaluation?

What? - Check your provider's quality assurance agreement, specifically the procedure on feedback to learners, and with your centre management to determine what feedback needs to be given and what needs to be documented to prove that feedback to learners was implemented

Where? - Find out what arrangements your provider has in place for giving appropriate feedback to learners, for example:

- Classroom based
- Group meetings
- Individual meetings

Step 2: Deliver feedback to learners

All learning is positive and learners should be encouraged to be proud of and value all of their learning. When giving feedback:

- Use positive language
- Identify and note strengths
- Give specific feedback, with examples or direct references
- Use assessment criteria and marking schemes to help you to give objective feedback and to suggest specific options for improvement
- Provide feedback in a timely manner

Step 3: Learner involvement

Many providers require learners to confirm that they have received (or had the opportunity to receive) timely and constructive feedback on their assessments, according to the assessment plan. Learners should be kept informed of the procedures in place.

Step 4: Record and document the agreed feedback

Many providers have developed specific systems and/or documentation for recording feedback to learners, for example:

- Learner questionnaires
- Teacher/learner meeting schedules
- Feedback sheets/templates

Use the procedures and documentation required by your provider's quality assurance agreement, section on feedback to learners, to ensure appropriate documentation is used to record feedback.

My notes on Delivering Feedback to Learners

Topic 4: Preparing and Delivering your training session

Defining Aims, objectives and learning outcomes

Aims, objectives and learning outcomes provide a clear indication of the goals and purpose of the training. Trainers use them to focus the training and to assess performance and success of participants. Participants can use them to evaluate the training from their own perspective.

Aims are overall statements of what you hope the training event will achieve. For example:

"The aim of this training is to give an introduction to archives, records management and preservation."

Objectives are more specific statements of what you will present to the participants, for example:

"To present current methods of cataloguing and providing access to records."

Learning outcomes are a set of statements setting out what the participants should be able to do or understand by the end of the training event. For example:

"By the end of this course you will be able to use the International Standard on Archive Description to create descriptions of archive material."

We develop and use all three of these so that learners are clear about what the aims of the training are and what they will have learned by the end of it. They can also be used to feed into learners' evaluation of the training. Response to questions gauging levels of achievement of aims, objectives and learning outcomes can provide useful information on the success of the training.

Writing aims and objectives is fairly straightforward. Keep your language clear and try not to have too many little aims and objectives. Learning outcomes need to be more detailed. They also need to be more carefully crafted to ensure that the outcome as stated is achievable in the context of the training you are developing.

Writing learning outcomes

Learning outcomes can be difficult to write well. It is good to begin with a statement addressed directly to the participant, such as:

"When you have completed this course you should be able to:"

Tips for writing learning outcomes

Learning outcomes must be:

- Be clear and precise
- Be learner-centred
- Specify an outcome that can be observed or measured
- Be realistic and achievable

Use words describing activities which can be observed such as:

- State
- Describe
- Explain
- Identify
- Analyse
- Compare
- Demonstrate
- Plan
- Develop
- Use

Avoid words such as:

- Appreciate
- Know
- Be aware of

Two examples of learning aims, objectives and outcomes:

Example 1 - for some training in providing reference and user services (also known as access to archives).

Provision of reference and user services

Aim

To provide a framework for developing and delivering reference and user services in a variety of record-keeping environments.

Objectives

- To discuss professional issues relating to the provision of reference and user services
- To examine the different sectors of users and their differing needs
- To review the range of services which may be provided
- To establish the means of providing them effectively in the workplace
- To consider the possibilities for developing user services and the awareness of them

Example 2 - for some training to teach the understanding of discrimination laws.

Provision of training legislation and in computer skills

Aim

- To train staff on the implications relating to recruitment, appraisals, benefits, pensions and retirement.
- To train senior management to use Microsoft Outlook to manage day-to-day priorities, and how it can be adapted to coordinate their departmental strategies

Objectives

- To ensure that staff at all levels understand how customer care needs are to be implemented as part of the organisation's 'Treating Customers Fairly' initiative.

Learning outcomes for Example, 1

On completion of this course you will be able to:

1. Explain the professional issues relevant to the provision of reference and user services
2. Describe and evaluate local policy on provision of reference and user services
3. Distinguish between the different types of users
4. Identify the service needs of different types of users
5. Identify the appropriate reference and user services for your workplace
6. Demonstrate effective responses to a variety of research requests
7. Explain the procedures for providing secure access to records and archives
8. Describe the essential attributes of a search room
9. Explain the functions of searchroom personnel
10. Describe the searchroom finding aids
11. Demonstrate effective use of the different finding aids
12. Explain the issues relevant to providing copies of documents
13. Describe the procedures for providing surrogate copies and a reprography service

My notes on Defining Aims, Objectives and Outcomes

Training Methods and Techniques

There are numerous methods and materials with the most effective training techniques available to help you prepare and equip employees to better do their jobs. Indeed, with so many choices out there, it can be daunting to determine which methods to use and when to use them.

Using several methods for each training session may actually be the most effective way to help employees learn and retain information. In this article, we take a close look at each of the myriad techniques, and examine their advantages and disadvantages. We also explain how you can combine the various methods into an effective blended learning approach.

Overall Considerations

Before considering specific training techniques, ask yourself these questions:

- What are your training goals for this session?
    - New skills
    - New techniques for old skills
    - Better workplace behavior
    - A safer workplace
    - A fair and equal workplace free of discrimination and harassment
- Who is being trained?
    - New employees
    - Seasoned employees
    - Upper management
- What is your training budget?
- How much time has been allocated for training within your organisation?
- What training resources and materials do you have at your disposal?

Your answers to these questions begin the narrowing process for your training choices. Now let's examine those training methods, their pros and cons, and where they best fit in a training program.

The Choices

- Even with the many technological advances in the training industry, traditional formats remain viable and effective.
- Classroom or Instructor-Led Training

Instructor-led training remains one of the most popular training techniques for trainers. There are many types including:

- Blackboard or whiteboard. This may be the most "old-fashioned" method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.

- Overhead projector. This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customise presentations easily on the spot.

- Video portion. Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.

- PowerPoint presentation. Presentation software is used to create customised group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Employees can also use the programs individually, which allows for easy make-up sessions for employees who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods.

- Storytelling. Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described. This method is most effective with debriefing questions, such as:
  - How does this story relate to training?
  - How did the main character's choices make you feel?
  - What assumptions did you make throughout the story? Were they correct?
  - What would you have done differently?

This technique makes communication easier since it is non threatening with no one right answer. It is cost effective, especially if trainers have their own stories to tell. Stories can also make sessions more personal if they involve people trainees know. You can also find many training stories online.

Advantages

- Instructor-led classroom training is an efficient method for presenting a large body of material to large or small groups of employees.
- It is a personal, face-to-face type of training as opposed to computer-based training and other methods we will discuss later.
- It ensures that everyone gets the same information at the same time.
- It is cost-effective, especially when not outsourced to guest speakers.
- Storytelling grabs people's attention.

Disadvantages

- Sometimes it is not interactive.
- Too much of the success of the training depends on the effectiveness of the lecturer.
- Scheduling classroom sessions for large numbers of trainees can be difficult—especially when trainees are at multiple locations.

You can use lectures effectively by making sure your audience is engaged throughout the session. Here are several ways to achieve this:

- Train your trainers in the art and science of public speaking.
- Give your trainers the materials they need.
- Use interactive methods.

Interactive Methods

There are many ways that you can break up training sessions and keep trainees attentive and involved, including:

- Quizzes. For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a pre-quiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their pre-quiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.
- Small group discussions. Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran employees to pass on their experience to newer employees.
- Case studies. Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalise on this type of adult learning. By analysing real job-related situations, employees can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.
- Active summaries. Create small groups and have them choose a leader. Ask them to summarise the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.
- Q & A sessions. Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.
- Question cards. During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.
- Role-playing. By assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.
- Participant control. Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.

- Demonstrations. Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.

Other activities

- Create a personal action plan
- Raise arguments to issues in the lecture
- Paraphrase important or complex points in the lecture

Advantages of Interactive Methods

- Interactive sessions keep trainees engaged in the training, which makes them more receptive to the new information.
- They make training more fun and enjoyable. They provide ways for veteran employees to pass on knowledge and experience to newer employees.
- They can provide in-session feedback to trainers on how well trainees are learning.

Disadvantages of Interactive Methods

- Interactive sessions can take longer because activities, such as taking quizzes or breaking into small groups, are time-consuming.
- Some methods, such as participant control, can be less structured, and trainers will need to make sure that all necessary information is covered.

Hands-On Training

Experiential, or hands-on, training, offers several more effective techniques for teaching employees, including:

- **Cross-training** - This method allows employees to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having employees who can perform more than one job. Cross-training also gives employees a better appreciation of what co-workers do and how their own jobs fit in with the work of others to achieve company goals.

- **Demonstrations** - Demonstrations are attention-grabbers. They are an excellent way to teach employees to use new equipment or to teach the steps in a new process. They are also effective in teaching safety skills. Combined with the opportunity for questions and answers, this is a powerful, engaging form of training.

- **Coaching** - The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kinds of training. There are usually no set training sessions. A manager, supervisor, or veteran employee serves as the coach. He or she gets together with the employee being coached when time allows and works with this employee to:

    - Answer questions
    - Suggest more effective strategies
    - Correct errors

  - Guide toward goals
  - Give support and encouragement
  - Provide knowledgeable feedback

- **Apprenticeships -** Apprenticeships give employers the opportunity to shape inexperienced workers to fit existing and future jobs. These programs give young workers the opportunity to learn a trade or profession and earn a modest income. Apprenticeship combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more.
- **Drills** - Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness, for example.

Advantages of Hands-on Training

- Hands-on training methods are effective for training in new procedures and new equipment.
- They are immediately applicable to trainees' jobs.
- They allow trainers to immediately determine whether a trainee has learned the new skill or procedure.

Disadvantages of Hands-on Training

- They are not good for large groups if you do not have enough equipment or machines for everyone to use.
- Personal coaching can be disruptive to the coach's productivity.
- Apprenticeship can be expensive for companies paying for employees who are being trained on the job and are not yet as productive as regular employees.

FIVE TIPS FOR SELECTING TRAINING METHODS

1. Look at the training objectives and consider what methods will best achieve them.
2. Consider the participants' experience and expectations in deciding the best way of getting participants to learn this topic.
3. Consider your skills, experience, and confidence as a trainer/facilitator.
4. Consider any special facilities, equipment, time, or other requirements needed to use the method.
5. Use a variety of methods to stimulate the senses but do not overload

My notes on Training Methods and Techniques

How to Develop a Session Plan

To develop a session plan, it's useful to use a standard training plan template. This helps you organise material consistently over sessions, and avoid duplicating topics. There are many templates available online. You can customise any of them to meet your needs.

Then, to plan your session, follow the steps below;

Step 1: Define Learning Objectives

Your first step is to specify what you want your trainees to learn, and determine how you will measure this.

Think about these questions:

- What are the most important concepts or skills that trainees need to understand by the end of the class?
- Why are these concepts and skills important?
- How will you know that they have understood these correctly?

You should only have one or two learning objectives for each class. If you have more, you are likely to have too much information to cover, and trainees may feel overwhelmed with information.

Step 2: Clarify Key Topics and Related Concepts

Your class will focus on a few central ideas or skills, but you'll need to explain related concepts to reach your learning objectives.

List your key topics and their related concepts, and then group them together – for example, using an Affinity Diagram – to show how they're connected.

Step 3: Organise Material

Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you'll cover them.

Check back against your initial draft document to make sure that you've covered everything that you need to say. Also, compare your template with your objectives for the session, to make sure that you'll achieve them.

Step 4: Plan Presentation Techniques

Now think about how you will teach this material to your trainees. It's best to use several different presentation approaches to keep your audience engaged, and to appeal to people with different learning styles. (This is very important, because learning styles vary widely. Use Tips on Page 53 to help you decide on method/s.)

Step 5: Include Evaluation

Now, think about when you'll check that your trainees have understood key points. Build in learning checks and question-and-answer sessions, and include these in your template.

Also, consider how you will evaluate the session. You may want to use a formal measurement approach aligned with Kirkpatrick's Four-Level Training Evaluation Model, or you may want to create a simple on- or off-line questionnaire that will help you tell if the session has been successful.

Step 6: Focus on Timing

Finally, think about the timing of your session. Some concepts or skills will take more time to master than others, so identify these up front, and allow trainees extra time to absorb or practice the material.

Record the time that you will allocate for each concept or section on your training plan, and make sure that you've allowed plenty of time to focus on the core concepts – if you don't have enough time, you'll need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

To Summarise Key Points for Planning a Training Session:

A training session plan provides a useful format for thinking about the activities and resources you'll use to guide a group toward a learning objective.

To create an effective training session plan, take the following steps:

- Step 1: Define your objectives.
- Step 2: Clarify key topics and related concepts.
- Step 3: Organise material.
- Step 4: Plan presentation techniques.
- Step 5: Include evaluation.
- Step 6: Focus on timing.

Training session plans take time to create, but they ensure that the information you need to teach follows a logical sequence. This will help your students engage with it, and, ultimately, understand and retain it.

You can also use training session plans for online training sessions, although you'll need to allow extra time, and include extra learning checks, as it may be harder to gauge whether students have understood all of your points.

My notes on How to Develop a Session Plane

Preparing Your Training Environment

Establishing an environment conducive to learning is a critical aspect of starting a training session off on the right foot. You can ensure that participants walk into a relaxed atmosphere and an environment that is welcoming and ready. The room says you took the time to get ready for them. You have time to greet them and welcome them to a great training session.

Know when, where, what, who

Just about every trainer has encountered at least one training nightmare. Some (not all) of these could be prevented by additional preparation. These questions may help you obtain the right information, but it will do you little good if you don't write the answers in a safe place.

- When: When is the training? Day? Date? Time? Also, do you have enough time to prepare? Is the amount of allotted time for the amount of content adequate?
- Where: Where is the session? On-site or off? If off-site, is it easy to travel to the location? How do you get there? What's the address? Telephone number? Will you need to make travel arrangements? Is public transportation available? How do you get materials to the site?
- What: What kind of training is being expected? What resources are required? What kind of facilities are available? What will you need?
- Who: Who is the key planner? Who are the participants? How many? What's their background? Why were you chosen to deliver the training? Who is the contact person at the training site? How do you reach that person on-site and off?

Room arrangements

Your room may have a significant impact on your training session. Arrange the room to support the learning objectives and the amount of participation you will desire.

Typically, you will not have the opportunity to select a room. However, if you do, consider the attributes that will create the best learning environment for your participants.

- Size - Arrange for a room to accommodate the number of participants. Remember that a room that is too large can be as bad as one that may be too small.

- Training requirements - If the training session entails many small group activities, determine if there is enough space in the room. If not, arrange for additional breakout rooms to accommodate your needs.

- Accessible - Ensure that the room is accessible to all, including those who have limited mobility.

- Location - If participants need to travel (either by foot or vehicle) to the session, the location should not pose a hardship, for example, walking in rain, or parking difficulty.
- Convenience - Readily accessible restrooms, telephones, snacks, lunch accommodations, and so on help ensure that participants return on time following

breaks or lunch.

- Distractions - Select a room that is free of distractions and noise. Thin walls with a sales convention next door may not create the environment you're trying to establish for learning. If you're in a room with a telephone, turn off the ringer.

- Obstructions - Select a room that is free of structures such as posts or pillars that may obstruct participants' views.

- Seating - Select a location that provides comfortable, moveable chairs. Seating arrangements should further enhance the learning environment you wish to establish. Determine what's most important for the learner.

- Furniture - In addition to decisions about the seating arrangements and the kind of tables you prefer, you will want a table in front of the room for your supplies and equipment. Don't allow too much space between the table from which you will present and the front participant row. Reducing the amount of space between you and the learners increases the effect level in the room. It closes the distance between you and the trainees both physically and emotionally. The participants feel better about you, themselves, and the training session.

- Refreshments - You may consider positioning a table for refreshments in the back of the room where it can be easily serviced and used. Also, seek a bin or waste basket.

- Lighting - Lighting should be adequate. Dimly lit ballroom ambiance will not promote energy in a training session. Is the lighting bright enough? Is it natural lighting? If the room has windows, which direction are they facing? Can windows be darkened, if necessary? A morning sun coming up behind your projection screen will blind the participants and wash out the image on the screen. Know where light switches are located so that you can brighten or darken the room as needed.

- Workable walls - Most trainers hang flipchart pages on the walls: the session objectives, small group work, and so on. Is wall space available or do windows surround the room? Does art cover the walls or are they open? Usually the front of the training room should be opposite the entrance to avoid distractions when folks come and go. Is that possible in the room you're considering?

- Climate control - You will never be able to please everyone in your session. However, if you have the ability to adjust it yourself, you can try. Determine where the thermostat is located and whether you have any control over it. Experiment with it while you set up the room. Does it respond quickly or slowly? Do you need to contact someone to make adjustments?

- Microphone - If you have a large room or a large group or the room has poor acoustics or you have a tiny voice, you may need a microphone. Check the room to ensure it is wired for a microphone.

Establishing ground rules with your learners

Establishing ground rules with your learners, whether in a group or a one to one basis will help underpin appropriate behaviour and respect throughout their time with you, and help the sessions run smoothly.

Ground rules are boundaries and rules to help create suitable conditions within which learners (and yourself) can safely work and learn. If they are not set, problems may occur which could disrupt the session.

It's best to agree to the ground rules during the first meeting, perhaps after an icebreaker once everyone is feeling more relaxed. Ground rules should always be discussed and negotiated with your learners rather than forced upon them. Using an activity to do this will help learners feel included, take ownership of, and hopefully follow them. Some ground rules might be renegotiated or added to throughout the programme; for example, changing the agreed break time. Others might be non-negotiable: for example, health and safety requirements. These might already be listed in a learner handbook, agreement or learner contract and you would need to ensure all learners have a copy, and know that they are in addition to the ground rules.

When establishing ground rules, you need to have an idea of what will be non-negotiable, and what can be negotiable.

Examples of ground rules

- Non-negotiable ground rules
- no anti-social behaviour
- everyone is to respect the views and beliefs of others
- the area is to be left tidy
- Negotiable ground rules
- no eating or drinking during sessions
- mobile phones and electronic devices to be switched off
- breaks will last a maximum of 20 minutes

You might like to change any negative ground rules into positive ones; for example, no eating or drinking during sessions could become eat and drink outside of the session.

You should be a role model and set a good example for your learners by not breaking any of the ground rules yourself. If you have too many ground rules, learners might become over cautious of what they can and can't do and this could affect the learning process.

Whatever method you use to establish the ground rules, make sure they are not open to any misinterpretation. Having clear ground rules will help your learners feel comfortable and able to participate.

Ways to establish ground rules

One way is where both you and your learners work together by a process of discussion and negotiation. This enables your learners to recognise what is and is not acceptable, giving them a sense of ownership and responsibility. It also enables learners to begin working together as a group and encourages aspects such as listening, compromise and respect for others. Alternatively, your learners could write down the rules individually, then discuss in pairs and join into fours to create a poster or a list on flipchart paper. One or two learners could present this to the full group and agreement can then take place.

Another way would be to ask your learners what others have done during previous events they have attended which made learning difficult. They will usually come up with answers like mobile phones ringing and people interrupting others. You can then start creating a list to build upon.

Ways to maintain ground rules

Keeping the ground rules visible throughout the sessions will act as a reminder of what is and is not acceptable, and enable them to be amended or added to as necessary. Any learners who have commenced the programme late will be able to see them. It's useful to refer to them at the beginning of the session and when a rule is broken. For example, if a learner is late, they should be reminded that it is a requirement that all sessions start promptly, otherwise they might not make the effort to arrive on time for subsequent sessions. If other learners see that you don't say or do anything, they will feel the ground rules have no value. You could also refer to them when they are not broken as positive reinforcement of good behaviour.

If a learner breaks a ground rule, you may find their peers reprimand them before you do. At the end of your session you could thank your learners for following the ground rules; this will act as a reminder of their existence.

If you can lead by example, you will help create a culture of mutual compliance which should enable effective teaching, learning and assessment to take place.

My notes on Preparing Your Training Environment

Understanding Group Dynamics

Understanding the dynamics of groups is like sailing. It's predictable to an extent, generally manageable, occasionally becalmed with the chance of sudden devastating storms.

As with sailing, you usually know where you want to get to, but the route can involve an awful lot of tacking backwards and forwards if the wind is against you and it's always wise to wear a lifejacket.

A lot of training is delivered in groups, in workshops or seminar sessions, and the 'mood' of the group is something that the trainer learns to read instinctively. There are no shortcuts to competence. With any new subject, you need to understand it fully yourself, then build up the repertoire of phrases and techniques to train it with. You simply must be well prepared.

Within group contexts, people often take on different roles, and these roles can be dependent upon the context. With 'change' projects, where something is being changed from what they are used to, trainees can experience fear and the instinctive reaction is resistance. This is a challenging one to deal with, because often the change is positioned in terms of 'doing things better', with the implicit underlying assumption that things were not good before. When people have gone through lots of change, as is quite common in large organisations these days, they also develop a healthy resistance to the process.

Being able to read the group and spot the underlying trends is something that only comes with experience, but being able to do something about it is harder. Sometimes it is possible to engage directly with the minority who feel most strongly, try to draw out concerns, fence them, talk it through and agree to put them to one side. Sometimes that is not possible. Whichever is the case, it's important to recognise the dynamics at work.

At the other end of the spectrum, it's possible that a group with lots of enthusiasm and interest will hijack your agenda and take the learning down their own path. Keeping an appropriate distance and focusing on the role of 'guide', listening to the flow, but trying to keep it within the parameters or framework of the discussion, is the role of the trainer.

Whatever the mood of the group, it is important to acknowledge it. This might sound obvious, but if you don't allow people to express their views, they are likely to disengage.

Engaging with the group, reading the mood and responding accordingly is something that is second nature to experienced trainers, but something that we should never underestimate.

What are the benefits of group work?

"More hands make for lighter work." "Two heads are better than one." "The more the merrier."

Groups have the potential to be more productive, creative, and motivated than individuals on their own.

Benefits for students

Group projects can help students develop a host of skills that are increasingly important in the professional world. Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success.

Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to:

- Break complex tasks into parts and steps
- Plan and manage time
- Refine understanding through discussion and explanation
- Give and receive feedback on performance
- Challenge assumptions
- Develop stronger communication skills.

Group projects can also help students develop skills specific to collaborative efforts, allowing students to...

- Tackle more complex problems than they could on their own.
- Delegate roles and responsibilities.
- Share diverse perspectives.
- Pool knowledge and skills.
- Hold one another (and be held) accountable.
- Receive social support and encouragement to take risks.
- Develop new approaches to resolving differences.
- Establish a shared identity with other group members.
- Find effective peers to emulate.
- Develop their own voice and perspectives in relation to peers.

While the potential learning benefits of group work are significant, simply assigning

group work is no guarantee that these goals will be achieved. In fact, group projects can – and often do – backfire badly when they are not designed, supervised, and assessed in a way that promotes meaningful teamwork and deep collaboration.

Benefits for instructors

Faculty can often assign more complex, authentic problems to groups of students than they could to individuals. Group work also introduces more unpredictability in teaching, since groups may approach tasks and solve problems in novel, interesting ways. This can be refreshing for instructors. Additionally, group assignments can be useful when there are a limited number of viable project topics to distribute among students. And they can reduce the number of final products instructors have to grade.

Whatever the benefits in terms of teaching, instructors should take care only to assign group work tasks that truly fulfill the learning objectives of the course and lend themselves to collaboration. Instructors should also be aware that group projects can add work for faculty at different points in the semester and introduce its own grading complexities.

My notes on Understanding Group Dynamics

Dealing with Difficult Learners and Barriers to Learning

Many people find that there are barriers impeding their ability to access learning. These include:

- Social and cultural barriers: peer pressure and family background.
- Practical and personal barriers: transport; time; disability; caring responsibilities; childcare; finance; cost; age; language; and lack of access to information.
- Emotional barriers: lack of self-esteem or confidence due to low skills levels; negative personal experience of learning; previously undetected or unaddressed learning disabilities; social problems such as unemployment, abuse or bullying.
- Workplace: time off; access; discrimination; unsupportive managers; shift work; isolation.

How to Handle Difficult Participants

Trainers need to manage difficult participants. The most common disruption is caused by a trainee who wants to talk or argue. A simple guide to follow is:

In front of the group:

- Thank the person and move on to the next subject.
- Ask others to comment on his remarks.
- Thank the person for his participation and indicate it is time to hear from others.
- Tactfully ask the person to give someone else a chance.
- Use humour to invite others to speak up.
- Deliberately turn to others and ask for their opinions.
- Cut across the person's flow of talk with a summarising statement.
- Avoid looking at the person.
- Pretend you don't hear the person and call on someone else.
- Acknowledge the person's expertise or experience and ask permission to call on them for specific examples.

In private:

- Ask the person to serve as a mentor to others in the session, only offering answers when requested.
- Give the person an assignment to facilitate a small group discussion, with clear instructions intended to maximise listening and minimise talking.
- Request that the person prepare a portion of the content or offer an example to support the content at a specified time in the session.
- Provide constructive feedback about the impact of the behaviour on the session, the participants, and/or the trainer.
- Coach • Coach the person to select more constructive behaviour.

- Co-opt the person- ask for his assistance.

What a Trainer Should NOT Do:

- Compete with the person.
- Insult the person.
- Stifle the person's enthusiasm.
- Get defensive.
- Express anger.
- Let the person control the discussion.

Keeping your training event on track

Prompt tracking is important. The only way to know if participants are learning and making progress to the big goal is to track their performance on assessments.

Tracking allows the trainer to clearly organise student results in order to:

- Quickly analyse data and identify the progress and gaps in student and class performance

- Adjust instructional choices to push students toward achieving mastery

- Motivate students to work hard by showing them their progress and what they can do to improve

- Communicate student progress to student influencers

- Review your tracking system – make sure it is ready to go and will allow you to record trainee and group mastery on individual objectives.

Group Facilitation/Pairs/Triads Exercises

How to set up pair and group work

- Be sure to fully explain the procedure before splitting the class up.
- Always demonstrate either yourself or with the help of a volunteer exactly what they have to do.
- Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.
- Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.
- Don't forget to have feedback time after pair and group work. It's important to share their work as a whole group although this doesn't have to be systematic.
- Set a clear time limit.

- Control who works with who so individuals aren't always being dominated or dominating others.

Conducting a Review Session (Not to be confused with Evaluation

Start the review session by laying out an agenda, then stick to it. Here are a couple of strategies. Start by polling the audience as to what question or problem students would like you to do. Write each response on the board, putting similar requests together (or whatever organisational system works best). Then prioritise your approach starting with the most common request.

Eliminate any requests that you feel comfortable eliminating

Another idea is to start by telling students which problems or issues you plan to cover, ask what additional problems they might want, add as many as possible, and then begin.

The overall point here is simple: set the agenda from the beginning, tell them what you'll do, and then do it with them.

My notes on Dealing with Difficult Learners and Barriers to Learning

Topic 5: Training Evaluation

Defining SMART training goals

A **S.M.A.R.T** goal is defined as one that is specific, measurable, achievable, results-focused, and time- bound. Below is a definition of each of the S.M.A.R.T. goal criteria.
Specific: Goals should be simplistically written and should clearly define what you are going to do.

1. Set Specific Goals. Your goal must be clear and well defined.
2. Set Measurable Goals. Include precise amounts, dates, and so on in your goals so you can measure your degree of success.
3. Set Attainable Goals. Make sure that it's possible to achieve the goals you set.
4. Set Realistic and Relevant Goals.
5. Set Time-Bound Goals.

For Evaluation purposes, we need to seek answers to the following:

Specific	Measurable	Achievable	Realistic	Time-Bound
What exactly are we going to do in this training? What strategies will we use? Is the objective clear? Is the objective described with strong action verbs such as conduct, develop, build, plan, or execute? Who will be involved? Is the outcome specified? Will this objective lead to the desired results?	How will we know that change has occurred? Are we able to gather these measurements?	Can it be done in the proposed time frame? Are the limitations and constraints understood? Can we do this objective with the resources available?	Do we have the resources available to achieve this objective? Is it possible to achieve this objective?	When will this objective be accomplished? What is the stated deadline?

My notes on Defining SMART Goals

Formative and Summative Evaluation

Formative assessment, including diagnostic testing, is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

1. It provides feedback to the student on how they're performing (which will hopefully motivate them).
2. It provides feedback to the trainer on those areas where they might need to focus more attention on to reinforce particular learning points.

The aim of formative assessment is to improve the amount of learning that occurs.

Summative research, or conclusion research, is done at the end of a project and is used to determine its success. It can also gauge customer satisfaction or aid in the development of future projects. Summative research is used to frame the outcome of an investigative process.

1. Its existence (learners will need to be aware of it from the start) provides motivation and helps create an appropriate learning environment.
2. Positive results give the trainees a boost in confidence and can act as a springboard into subsequent behaviour change back in the workplace.
3. Trainers can identify those areas where results are consistently lower and can then consider alternative delivery methods – helping to develop the training for future events.
4. The results provide a measurable way of determining the success of the training programme, directly comparable from one intake to the next.

"The aim of summative assessment is to prove that learning has occurred"

My notes on Formative and Summative Evaluation

Identifying Key Stakeholders

Stakeholders are defined as anyone in an organisation's environment that are affected by that organisation's decisions and actions. These groups have a stake in, or are significantly influenced by, what the organisation does. In turn, these groups can influence the organisation. Note that these Stakeholders stakeholders include both internal and external groups because both groups can affect what an organisation does and how it operates.

Managers benefit from good management of stakeholders because strong relationships;

- Can lead to desirable organisational outcomes
- Can affect organisational performance
- Demonstrate doing the "right" thing

Managing Stakeholders

It is important for the trainer to identify all stakeholders, assess which ones have the largest impact and those that have the most to gain, and to consult thoroughly with them. Without the support of a critical stakeholder, either an individual, department or organisation, a well-designed project or initiative may well fail.

The main stakeholders in Training are:

- The Trainee
- The Trainer/Manager
- The Customer

For the Trainee, the benefits are:

- Confidence
- Job Satisfaction
- Morale
- Development
- Achieve potential in a faster time
- Increase flexibility and opportunities

For the Trainer/Manager, the benefits are:

- Self and Skill Development
- Job Satisfaction and fulfilment
- Heightened profile
- Ongoing exploration of new subjects and avenues
- Plus, all the benefits to the company and the trainee, including improved productivity

For the Customer and the Organisation, the benefits are:

- High service levels
- Consistency
- Increased trust
- Enhanced efficiency
- Fewer reasons for complaint

My notes on Identifying Stakeholders

Training Evaluation

Self-assessment Activities

These comprise any technique in which group members are invited to reflect on and assess their own level of skill, knowledge, or awareness. Self-assessment can be carried out to introduce a new topic, focus the group's attention on the current topic, and inform the facilitator about existing levels of ability or attitudes. It can also be used as part of a subsequent evaluation of what has been learned as a result of the training. Techniques often used within a self-assessment activity include questionnaires, rating scales, and sentence-completion exercises. Variations on this approach could include peer evaluation, or monitoring and evaluation by supervisors. Each type should have a clear structure that everyone involved is aware of, and the structure should include provision for prompt feedback and guided follow-up.

Checklists

These are similar to self-assessment activities and are used by groups to remind themselves of the key points about a subject or to rate themselves against some key criteria. Most checklists are prepared by the facilitator in advance. The checklist looks something like a shopping list in that it lists headings and points in some sort of order without going into detail on any one. As a self-assessment exercise, participants tick off items on the list that they have collected or completed; or they answer a simple "yes/no" when assessing their own abilities against a set of criteria.

Rounds

Rounds offer a quick and simple way of gathering instant reactions and feedback from all members of the group on a current issue. When the facilitator wishes to hear the views of everyone in the group, they call for a round. A straightforward question is asked of each person in the group, and they are given the opportunity to reply without comment being made at that point on those replies.

Evaluation Forms

The pre-prepared evaluation form provides a structured way of gathering information in written form from all participants after an event. Findings may be collated and summarised in an evaluation report. Evaluation sheets may take many forms: short or long; quantitative or qualitative; personal or anonymous; process-oriented or outcome-oriented.

A series of open-ended questions that encourage the participants to write their reactions to various aspects of the training. The advantage is more detail, but their disadvantage is that they take longer to complete.

A combination of the above two forms, which maximises their advantages but aspects of the training.

Oral Feedback Sessions

It can also be useful to have a final oral feedback session between the participants and the facilitators. Most facilitators set up sessions, but these often fail due to poor structuring. The facilitator needs to assist the process by providing the participants with a structure. This can be a set of questions reviewing the workshop. Alternatively, the participants can work from their expectations, defined during an opening session. The facilitator should then sit down and listen to the participants. The exchange should not be about answering what is said, but about listening and understanding everyone's perspective of the event, the facilitator, the structure, and the style of the training. One variation is to set up an exchange a short time after the event. This has the advantage of giving participants time to be more reflective about the process.

The Facilitator's Review

Another useful training evaluation is for the facilitator to set a personal review list before the start of the training, then use it to carry out a review of the event with a colleague who is also a facilitator. This can provide the facilitator with valuable insights and assist in their development. Remember that, as with most parts of the training process, evaluation is dependent on good preparation and adequate amounts of time for each stage.

Tips for evaluating a training session:

1. Plan the evaluation when you are planning the training session.
2. Be clear what you want to evaluate before you start.
3. Ensure that any feedback to participants is clear and understandable.
4. Provide time for feedback from the participants.
5. Select the best approach to get the best information from the particular group.

My notes on Training Evaluation

Kirkpatrick's Four-Level Training Evaluation Model

Analysing Training Effectiveness

Evaluate the effectiveness of your training at four levels.

If you deliver training for your team or your organisation, then you probably know how important it is to measure its effectiveness. After all, you don't want to spend time or money on training that doesn't provide a good return.

This is where Kirkpatrick's Four-Level Training Evaluation Model can help you objectively analyse the effectiveness and impact of your training, so that you can improve it in the future.

In this article, we'll look at each of the four levels of the Kirkpatrick model, and we'll examine how you can apply the model to evaluate training. We'll also look at some of the situations where it may not be useful.

The Four Levels

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

The four levels are:

1. Reaction.
2. Learning.
3. Behaviour.
4. Results.

Level 1: Reaction

This level measures how your trainees (the people being trained), reacted to the training. Obviously, you want them to feel that the training was a valuable experience, and you want them to feel good about the instructor, the topic, the material, its presentation, and the venue.

It's important to measure reaction, because it helps you understand how well the training was received by your audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

Level 2: Learning

At level 2, you measure what your trainees have learned. How much has their knowledge increased as a result of the training?

When you planned the training session, you hopefully started with a list of specific learning objectives: these should be the starting point for your measurement. Keep in mind that you can measure learning in different ways depending on these objectives, and depending on whether you're interested in changes to knowledge, skills, or attitude.

It's important to measure this, because knowing what your trainees are learning and what they aren't will help you improve future training.

Level 3: Behaviour

At this level, you evaluate how far your trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information.

It's important to realise that behaviour can only change if conditions are favourable. For instance, imagine you've skipped measurement at the first two Kirkpatrick levels and, when looking at your group's behaviour, you determine that no behaviour change has taken place. Therefore, you assume that your trainees haven't learned anything and that the training was ineffective.

However, just because behaviour hasn't changed, it doesn't mean that trainees haven't learned anything. Perhaps their boss won't let them apply new knowledge. Or, maybe they've learned everything you taught, but they have no desire to apply the knowledge themselves.

Level 4: Results

At this level, you analyse the final results of your training. This includes outcomes that you or your organisation have determined to be good for business, good for the employees, or good for the bottom line.

How to Apply the Model

Level 1: Reaction

Start by identifying how you'll measure reaction. Consider addressing these questions:

- Did the trainees feel that the training was worth their time?
- Did they think that it was successful?
- What were the biggest strengths of the training, and the biggest weaknesses?
- Did they like the venue and presentation style?
- Did the training session accommodate their personal learning styles ?

Next, identify how you want to measure these reactions. To do this you'll typically use employee satisfaction surveys or questionnaires; however you can also watch trainees' body language during the training, and get verbal feedback by asking trainees directly about their experience.

Once you've gathered this information, look at it carefully. Then, think about what changes you could make, based on your trainees' feedback and suggestions.

Level 2: Learning

To measure learning, start by identifying what you want to evaluate. (These things could be changes in knowledge, skills, or attitudes.)

It's often helpful to measure these areas both before and after training. So, before training commences, test your trainees to determine their knowledge, skill levels, and attitudes.

Once training is finished, test your trainees a second time to measure what they have learned, or measure learning with interviews or verbal assessments.

Level 3: Behaviour

It can be challenging to measure behaviour effectively. This is a longer-term activity that should take place weeks or months after the initial training.

Consider these questions:

- Did the trainees put any of their learning to use?
- Are trainees able to teach their new knowledge, skills, or attitudes to other people?
- Are trainees aware that they've changed their behaviour?

One of the best ways to measure behaviour is to conduct observations and interviews over time.

Also, keep in mind that behaviour will only change if conditions are favourable. For instance, effective learning could have taken place in the training session. But, if the overall organisational culture isn't set up for any behaviour changes, the trainees might not be able to apply what they've learned.

Alternatively, trainees might not receive support, recognition, or reward for their behaviour change from their boss. So, over time, they disregard the skills or knowledge that they have learned, and go back to their old behaviours.

Level 4: Results

Of all the levels, measuring the final results of the training is likely to be the most costly and time consuming. The biggest challenges are identifying which outcomes, benefits, or final results are most closely linked to the training, and coming up with an effective way to measure these outcomes over the long term.

Here are some outcomes to consider, depending on the objectives of your training:

- Increased employee retention.
- Increased production.
- Higher morale.
- Reduced waste.
- Increased sales.
- Higher quality ratings.
- Increased customer satisfaction.

- Fewer staff complaints.

Considerations

Although Kirkpatrick's Four-Level Training Evaluation Model is popular and widely used, there are a number of considerations that need to be taken into account when using the model.

One issue is that it can be time-consuming and expensive to use levels 3 or 4 of the model, so it's not practical for all organisations and situations. This is especially the case for organisations that don't have a dedicated training or human resource department, or for one-off training sessions or programs.

In a similar way, it can be expensive and resource intensive to "wire up an organisation" to collect data with the sole purpose of evaluating training at levels 3 and 4. (Whether or not this is practical depends on the systems already in place within the organisation.)

The model also assumes that each level's importance is greater than the last level, and that all levels are linked. For instance, it implies that Reaction is less important, ultimately, than Results, and that reactions must be positive for learning to take place. In practice, this may not be the case.

Most importantly, organisations change in many ways, and behaviours and results change depending on these, as well as on training. For example, measurable improvements in areas like retention and productivity could result from the arrival of a new boss or from a new computer system, rather than from training.

Kirkpatrick's model is great for trying to evaluate training in a "scientific" way, however, so many variables can be changing in fast-changing organisations that analysis at level 4 can be limited in usefulness.

Key Points

The Kirkpatrick Four-Level Training Evaluation Model helps trainers to measure the effectiveness of their training in an objective way. The model was originally created by Donald Kirkpatrick in 1959, and has since gone through several updates and revisions.

The Four-Levels are as follows:

1. Reaction.
2. Learning.
3. Behaviour.
4. Results.

By going through and analysing each of these four levels, you can gain a thorough understanding of how effective your training was, and how you can improve in the future.

Bear in mind that the model isn't practical in all situations, and that measuring the effectiveness of training with the model can be time-consuming and use a lot of resources.

Kaufman's Five Levels of Training Evaluation

Roger Kaufman was an American organisational psychologist who challenged some of Kirkpatrick's ideas for training evaluation and developed an alternative model for evaluating training. It's still based on levels of evaluation, but focuses much more on measurement of costs and benefits.

Level 1: Input and Process

Unlike Kirkpatrick, for his first level of evaluation Kaufman isn't interested in learner reactions at all. Kaufman's Level 1 focuses on two things: what was required to make the training happen (Input), and how efficiently the training was developed and carried out (Process). Input is useful because it helps you consider the total cost of hosting training, in terms of time (yours and learners) and resources (people, equipment and money). Members of the organisation outside of Learning and Development often assume the cost of training relates purely to the time spent in the training room with learners. Kaufman's Input and Process highlights the total cost of carrying out training and the significant analysis, development and evaluation work required. In other words, Kaufman is interested in measuring the entire training cycle.

Level 2: Acquisition

This is similar to Kirkpatrick's Learning level. Did the learners acquire the knowledge the training was trying to impart. In line with Level 1, Kaufman focuses on measurement here. Have we measured learning before and after the training, and what metrics are we using?

Level 3: Application

Again this is similar to Kirkpatrick's Behaviour level. If the knowledge was acquired, are learners now applying it in their daily work or lives? How is this being measured?

Level 4: Organisational Output

This is similar to Kirkpatrick's Results level, but again Kaufman has focused on costs and measurement. What's the end 'product' of the training, and how is it being measured? Kaufman focuses on output as a financial measure. If we know how much the training takes to put on (Level 1, Input and Process) and we know how much money it makes for the organisation, we have a very clear idea of the value of the training.

Level 5: Societal Outcomes

What's the greater good arising from this training? Is there a benefit to society? This might seem an odd thing to try to evaluate, but it highlights two important points in training evaluation. The first is that training should have benefits beyond the organisation. More and more organisations are developing ethical frameworks and training development should be a part of these.

The more directly relevant point of Kaufman's fifth level is that if possible, training should have personal value to learners that they can make use of outside of the workplace. Can conflict resolution training help them in their personal relationships? Will healthy eating training mean their families benefit too? Often training that is valuable in the workplace can be valuable outside it too, and this in turn makes training far more attractive to learners.

My notes on Kirkpatrick's Four-Level Training Evaluation Model

Ten Tips for Creating Training Evaluation Forms

Training evaluation focuses on how effective the trainer was in designing and delivering the training, rather than on content acquisition by the trainee. Here are ten basic principles that can help you create an evaluation form that gives you useful information, followed by two samples:

1. Keep the evaluation short – no more than one page, no more than five minutes to complete.

2. Tie your questions to the objectives of the training, asking about both whether they understood the material presented and whether they feel they can apply the material.

3. Ask only about things you could or would change – e.g., different sequencing of material, different length of session, different venue. For example, if the training will never be in this location again or if it has to be delivered in this location, then there is no point in wasting the trainee's time asking about the location.

4. Use primarily "close ended" questions – i.e., questions where they choose from response options – as these are the easiest and quickest to complete and also the easiest to score.

5. For "close ended" questions, have a minimum of three and a maximum of five response options. Giving only two response options (Yes/No) triggers a judgmental right/wrong mind set instead of a more open evaluative mind set. Giving more than five response options is confusing and distracting as most people have trouble making that fine a differentiation and so the data you get is of poor quality.

6. Include a question about the action they are willing to take – e.g., recommending the training to others – as this is the best single measure of customer satisfaction.

7. Ask at least one "open ended" question to allow them to provide specific feedback.

8. Make completing the evaluation the last part of the training, leaving sufficient time after you have "closed," so that they do not have to take their own time to help you.

9. In distributing the evaluation forms, make sure they understand that you want their honest feedback as it will help you know what to keep the same and what to modify in order to provide effective training.

10. Make sure that the evaluation forms are anonymous so that the trainees feel they can be honest without hurting your feelings. This includes having a way to turn them in (e.g. put them in a box, put them face down on a table, submit them online without their return email address being apparent) that is anonymous.

SAMPLE #1: Training Evaluation Form

To help us improve the quality of our training, we would appreciate your feedback!

Please indicate your response to the questions below by circling the appropriate number, with 1 = MOST NEGATIVE and 5 = MOST POSITIVE:

1. Was your interest held?. 1 2 3 4 5

2. Do you have a better understanding of:

a) [Topic A] 1 2 3 4 5

b) [Topic B] 1 2 3 4 5

d) [Topic C] 1 2 3 4 5

c) [Topic D] 1 2 3 4 5

d) [Topic E] 1 2 3 4 5

3. Did the course give you ideas about how to:

a) [Application objective 1] 1 2 3 4 5

b) [Application objective 2] 1 2 3 4 5

c) [Application objective 3] 1 2 3 4 5

4. Overall, how would you rate the course? 1 2 3 4 5

5. Would you recommend this course to others? 1 2 3 4 5

6. Would you recommend this trainer to others? 1 2 3 4 5

7. What did you like most about the course?

8. What would you recommend changing about the course?

9. Now that you have completed this course, what additional training (if any) would be helpful?

10. Other comments, observations, suggestions:

Thank you for your feedback!

[instructions on what to do with the form]

SAMPLE #2: Training Evaluation Form

To help us improve the quality of our training, we would appreciate your feedback!

Please circle the response option that best reflects your evaluation of the training provided:

1. The trainer's knowledge of [x] was: Excellent OK Poor

2. The exercises to practice using [x] were: Excellent OK Poor

3. The pacing of the trainer's delivery was: Excellent Too fast Too slow

4. The amount of material covered was: Just right Too much Too little

5. The amount of interaction encouraged was: Just right Too much Too little

6. Was your interest held? Definitely Sometimes Not really

7. Was your time well spent in this training? Definitely Probably Not really

8. Would you recommend this training to others? Definitely Probably Not really

9. Would you recommend this trainer to others? Definitely Probably Not really

10. What was particularly helpful about the training?

11. What would you recommend changing about the training?

12. Now that you have completed this training, what additional training (if any) would be

13. Now that you have completed this training, what additional training (if any) would be

Helpful?

14.Other comments or feedback:

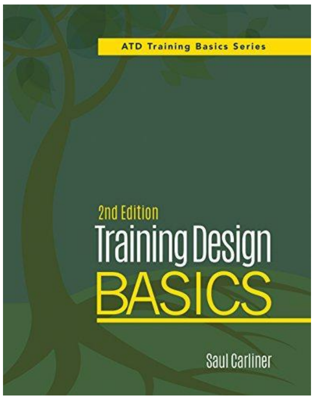
Thank you for your feedback

My notes on 10 Tips for Creating Training Evaluations

Further Reading and Resources

https://trainingindustry.com/
This website focuses on the professional needs of the learning professional. It provides information, insights and resources to more effectively manage the business of learning.

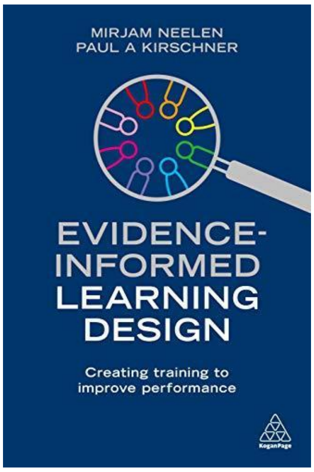
https://educationaltechnology.net/
The International Society for Educational Technology website has a great Library section that includes more information on many of the topics covered during the course.



Training Design Basics by Saul Carliner

As the title suggests, this book goes into more detail on a lot of the topics covered on this course. Training needs analysis, adult learners, evaluating learning and creating training manuals are covered in addition to a lot of other useful topics.

ISBN-13: 978-1562869250
ISBN-10: 1562869256



Evidence-Informed Learning Design: Creating Training to Improve Performance by Mirjam Neelen and Paul A. Kirschner

This book goes into much more detail on designing training programmes for the enterprise, particularly on using solid training theory, measuring effectively, and avoiding common pitfalls in training design.

ISBN-10: 1789661412
ISBN-13: 978-1789661415

