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# LEARNING RESOURCE



## Participant Manual

# Delivering Training

from TAE40110 Certificate IV in Training and Assessment

**TAEDEL301A**

Provide work skill instruction

**TAEDEL401A**

Plan, organise and deliver group-based learning

**TAEDEL402A**

Plan, organise and facilitate learning in the workplace

**BSBCMM401**

Make a presentation

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## Notes

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# Program introduction

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You better live your best and act your best and think your best today, for today is the sure preparation for tomorrow and all the other tomorrows that follow.

*Harriet Martineau (1802 – 1876)*

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# Program focus and outcomes

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## Competency standards

This participant manual covers the following units of competency:

- **TAEDEL301A** Provide work skill instruction
- **TAEDEL401A** Plan, organise and deliver group-based learning
- **TAEDEL402A** Plan, organise and facilitate learning in the workplace
- **BSBCMM401** Make a presentation.

## Program outcomes

By the end of this program, participants should be able to:

- describe the adult learning theories, styles and principles outlined in this manual, and apply these when delivering training
- ensure a healthy and safe learning experience
- identify training and learning needs
- define clear and measureable learning outcomes (objectives)
- plan, organise and deliver the following types of training, using communication and facilitation skills that promote learning:
  - work skill instruction
  - workplace learning
  - group-based learning
  - a presentation as part of a group training session.
- maintain training records
- evaluate training and identify opportunities for improvement.



### **Your personal objective—**

Write your personal objective for this program below:



# Adult learning: an introduction

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Learning is not compulsory... neither is survival.

*W. Edwards Deming (1900 - 1993)*

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# Introduction to this section

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## **Adult learning: an introduction**

Effective trainers understand how adults learn. They use this knowledge to help them understand why learners behave the way they do, identify learning needs, and use strategies to ensure effective learning for all learners.

Topics covered in this section include:

- What is learning?
- Roles trainers play
- Adult learning theories
- Learning styles
- Stages/cycles of learning
- Principles of adult learning.

After reading this section of the manual and participating in the related learning activities, you should be able to:

- describe the basic adult learning theories, styles and principles covered in this manual and
- discuss how you can use these to plan, organise and deliver training that works for all learners.

# What is learning?

---

“ Learning is a complex process and occurs throughout life: from the time we are born until the time we die. ”

*P. Pogson and M. Tennant (1955) in Tovey and Lawlor, p.55*

Your role as a trainer is to help a learner (or group of learners) to learn. This part of the participant manual explores the nature of learning:

- What is learning?
- How might we define or describe ‘effective learning’?



## **Group discussion or personal reflective activity— A memorable learning experience**

Think back to a learning experience that stands out in your memory. To do this, consider how you would complete the following sentence:

**‘I’ll never forget when I learned how to (or about)...’**

1. Share memorable experiences with others in your group.
2. Consider why you think the learning was as effective as it was on this occasion.

Note the outcomes of your discussion below:

## Definitions of learning

Consider some of the definitions of learning that follow. Do any of these reflect your personal opinions about what learning is, as based on your personal experiences?

### Learning is...

“ The acquisition of knowledge or skills through study, experience, or being taught...”

*Oxford Online Dictionary <oxforddictionaries.com> (accessed 08.01.2016)*

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“ ...the making of meaning.”

*McCarthy 1996, p.6*

---

“ ...the experience of significant changes in self-perceptions, perceptions of others and in actions and behaviours.”

*Robertson in Workplace Training Category 2, Topic 1, 1995, p.9*

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“ Successful learning requires a degree of personal discomfort as old ideas and behaviours are challenged.”

*Thompson in Workplace Training Category 2, Topic 1, 1995, p.9*

---

“ ...a change ... in behavior ... that is sustained ... and may result from formal and informal learning experiences and interactions”

*Author's attempt to summarise key components of learning, based on various sources*

---

### Can you relate to any of the above definitions?

However you choose to 'define' learning, it is clear that:

**Learning is a dynamic, multi-faceted process  
that works differently  
for each individual and each learning event**

## Domains of learning

There are three 'domains' (categories) of learning:

- Psychomotor (skills)
- Cognitive (knowledge)
- Affective (attitude).

*Source: Benjamin Bloom, 1956*

Different situations require different kinds of learning:

- In some cases, learning is purely cognitive; there is information we must learn
- In other cases, learning may be purely psychomotor; we need to develop a particular skill (e.g. in carpentry or pastry-making).

To ensure that learners will apply skills and knowledge learned in training, they must have the right attitude—the commitment and the confidence—to do so.

### Effective learning...

...means ensuring that skills, knowledge and attitudes are addressed.

The example below shows the skills, knowledge and attitudes needed to operate a forklift.

<b>example</b>	<b>Operate a forklift</b> Some examples of required skills, knowledge and attitudes include:	
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Efficient driving techniques</li> <li>• Ability to identify points of balance and safe lifting positions on a range of loads</li> <li>• Ability to read instructions, procedures and signage relevant to the operation of a forklift</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Forklift handling procedures</li> <li>• Principles of stress management when handling a forklift</li> <li>• Operating hazards and related defensive driving and hazard control techniques</li> </ul>
	<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Confidence operating forklift</li> <li>• Willingness and commitment to operate forklift as per workplace expectations.</li> </ul>

# Roles trainers play

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**Your ultimate role as a workplace trainer is to help adults learn.**

This has always been our goal.

In the 21<sup>st</sup> Century we have far more choice about how to best do this.

## The 21<sup>st</sup> Century trainer



The 20<sup>th</sup> Century trainer was the **source** of learning.

The 21<sup>st</sup> Century trainer is a **conduit** for learning.



*Sinson, 2016, Private Communication*

The above statement is overly-simplistic, but it makes the point that the way trainers help adults learn has evolved and expanded in recent years.

### **The 21<sup>st</sup> Century trainer is the conduit for learning— we are part of the ‘learning mix’**

We are in the information age. On a daily basis we are bombarded with information from the media, the internet and other sources. It is no longer practical for anyone (including trainers) to keep pace and ‘know everything about everything.’

Skilled and confident 21<sup>st</sup> Century trainers recognise this. To enhance learning, they promote and create opportunities for collaborative learning that grows from a range of sources—themselves, other learners, guest speakers, online or other sources.

Consider the statement below by ...

Remainder of this section removed from this sample

## Roles trainers play

**To help adults learn, trainers play different 'roles' at different times**

They must continuously adapt their approach to suit the circumstances and to help learners progress

Some useful training roles are listed below. These are useful, regardless of the delivery mode (face-to-face or online, classroom or workplace based, individual or group):

- instructor
- coach
- facilitator
- mentor.

More information about each follows.

### Instructor

**In instructor mode, a trainer's role is to inform and direct**

When trainers present information they are in instructor mode. To play the role of instructor well, a trainer must be able to organise information in a logical manner, and present information clearly and in an engaging way. Skilled presenters promote learner interaction and engagement throughout the presentation.



Use the space below to make your personal notes about a trainer's role when in 'instructor' mode.

## Coach

**In coaching mode, a trainer's role is to direct and guide**

They work closely with the learner/s,  
helping them learn through practice and feedback

### Example 1—sport coaching model

In the traditional sport coaching model, trainers have the learner/s perform a task, then give immediate feedback. Coaches give feedback that directs the learner/s towards a particular way of performing. By repeating the steps of 'perform' then 'feedback' then 'perform' again, coaches guide and direct the learner/s towards a desired outcome.

In a workplace training context, the sport coaching model is used when a trainer gives feedback on a learner's performance and suggests how to improve performance.

### Example 2—workplace coaching

The concept of 'workplace coaching' is becoming increasingly popular. Workplace coaches usually—but don't always—work one-on-one with learners.

Workplace coaches may apply a more sophisticated approach than the traditional sporting model. For example, workplace coaches:

1. collaborate with the learner/s to establish their training and learning needs
2. collaboratively develop a learning plan aimed at addressing these needs, and
3. work closely with the learner/s to implement the learning plan, assisting and guiding the learner/s through the learning process and modifying the plan when appropriate.

Workplace coaching is an effective approach for both experienced and inexperienced learners:

- Inexperienced learners will benefit from learning the skills and knowledge needed to do their job well.
- Workplace coaching may help experienced learners build on existing skills and knowledge, and/or lead to increased job satisfaction.



Use the space below to make your personal notes about a trainer's role when in 'coach' mode.



## Facilitator

**In facilitator mode, a trainer's role is to guide and support**

Learners take responsibility for their learning  
and facilitators do what they can  
to make the learning process as easy as possible

The word 'façile' is a French word meaning 'easy.' Similarly, the word, 'facilitate' means 'to make things easier.' When trainers are in 'facilitator' mode, they do what they can to make learning easier.

In facilitator mode, a trainer guides and supports learners, rather than directing them. The trainer introduces a learning activity, then closely monitors and contributes to learner progress without being overly dominant. They:

- keep the learners on track
- ask questions to prompt discussion, promote discovery and build understanding
- identify learners who are having trouble grasping the material and provide support as needed—e.g. extra reading, resources, one-on-one time, etc.
- reward and acknowledge progress so that learners recognise and feel proud of what they have achieved; this will motivate them to continue.



Use the space below to make your personal notes about a trainer's role when in 'facilitator' mode.

## Mentor

**In mentor mode, a trainer's role is to support, role model, and inform**

Mentors help mentees help themselves

Mentors help their mentees see possibilities—a mentor may role model, share information and insights, or offer options that will help the mentee make decisions about their professional practice, professional development or personal development. Mentees take advice and suggestions from mentors, but ultimately they decide the best course of action for them.



Use the space below to make your personal notes about a trainer's role when in 'mentor' mode.

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# Adult learning theories

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This section of the manual describes some popular adult learning theories. We'll discuss:

- Malcolm Knowles' assumptions about adult learners
- Behaviourist learning theory
- Cognitive learning theory
- Information processing theory.

These are just some of many published theories that attempt to explain how adults learn.

**No one theory tells us everything there is to know  
about how adults learn**

However, when taken as a whole  
these theories lead to some valuable insights about how adults learn,  
and how we as trainers can help them learn.

## Malcolm Knowles' assumptions about adult learners

Malcolm Knowles is credited for popularising the study of adults as learners. Knowles proposed a number of assumptions about adult learners. He argued that effective adult education acknowledges and builds on these assumptions. We have listed Knowles' assumptions in the table below.

**Table: Malcolm Knowles—Assumptions about adult learners**

Assumption		Explanation
1	<b>The need to know</b>	Adults need to know why they need to learn something before they learn it.
2	<b>Self-concept</b>	Adults like self-direction. As people mature, they grow from being dependent learners to being more independent. Adults like to be responsible for their own decisions and adult learners may resent training where they feel that someone else's will is being imposed on them.
3	<b>Experience</b>	Adults come into a training situation with a great deal of 'life' experience. This experience should be drawn upon and used as a learning resource.
4	<b>Readiness to learn</b>	Adults are more ready and willing to learn things that are relevant to them, and that will help them cope effectively with real-life situations.
5	<b>Orientation to learning</b>	Adult learners learn best when they can <u>immediately</u> apply what they have learned to real-life situations. As people mature, their perspective on learning changes from postponed application (as in school education) to immediate application. This need for immediacy means that adult learners' orientation to learning shifts from subject-centered learning (i.e. learning knowledge) to problem-centered learning (i.e. finding ways to improve performance immediately, in the 'real world').
6	<b>Motivation</b>	Adults learn best when they are motivated to do so. According to Knowles, intrinsic motivators, such as the desire for better job satisfaction, self-esteem or quality of life, are more effective than extrinsic motivators, such as better jobs, promotions or higher salaries (Knowles, Holton III & Swanson, 1998, p.67)

*Based on information provided in Knowles, Holton III & Swanson, 1998*

## Implications for training

- **Answer the ‘why’ question: Confirm benefits of learning**  
Time should be spent before or at the start of training to confirm that learners understand and acknowledge the benefits of the learning.
- **Be democratic and flexible**  
Effective trainers adapt their training to meet the needs of each new learner group. Create a democratic learning environment in which you allow your adult learners to make some of the decisions about the learning process.
- **Tap into experience**  
Adult learners come to training with a collection of life experiences that should be acknowledged, respected and valued. When training, use experiential techniques that acknowledge and tap into these experiences, then draw on them as relevant throughout training.  
  
Remember that these experiences may have led to habits, biases, fears and presuppositions that may cause adult learners to resist new ideas or alternative ways of thinking. Effective trainers help adult learners examine their habits and biases and open their minds to new approaches.
- **Keep it real and relevant**  
Training content and examples must be relevant to the ‘real lives’ of adult learners. For example, if using case study activities in training, devise activities based on real-life events.
- **Timing is everything—immediate application**  
Training should occur when the skills and knowledge being trained are needed in the learner’s real life. Adult learners should apply what is learned in training to their real life situations throughout or immediately after training. If these immediate opportunities aren’t provided, there is a risk that:
  - The skills and knowledge learned in training will be lost, giving credit to the saying, ‘*Use it or lose it*’
  - Learners may lose motivation.
- **Adults will only learn what they’re motivated to learn**  
Trainers must get to know their learners and find out why they have engaged in the training, and what will motivate them to participate fully in training.

## **Behaviourist learning theory**

Remainder of information about adult learning theories removed from this sample

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# Adult learning styles

## A learning style is like a personal learning preference

Because each adult is a unique individual,  
each adult learner has their own unique learning style

## Sensory learning styles

### About this learning style

The senses play a very influential role in learning. When we learn something we may learn it:

- visually (sight)
- auditorally (hearing)
- kinaesthetically (touch)
- olfactorally/gustatorally (smell/taste)
- linguistically (language).

In a training situation, we most often rely on the visual, auditory, and kinaesthetic senses. This has led to the common term, 'VAK' learning styles.



### One adult may favour different sensory learning styles in different learning situations

A learner's preferred sensory learning style may vary from one learning event to another.

The table on the next page lists behaviours that learners may exhibit when favouring a particular sensory learning style.

**Table:**  
**Behaviours observed when processing information with a particular sense**

Sense	They may say:	They may:	They may need:
Visual	<p><i>'I can picture that'</i></p> <p><i>'This doesn't look right'</i></p> <p><i>'I need perspective'</i></p>	<ul style="list-style-type: none"> <li>• Speak quickly</li> <li>• Have trouble remembering verbal instructions</li> <li>• Pay attention to how things and people look</li> <li>• Look up.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts &amp; diagrams</li> <li>• Demonstrations.</li> </ul>
Auditory	<p><i>'I can hear it!'</i></p> <p><i>'This doesn't sound right.'</i></p>	<ul style="list-style-type: none"> <li>• Be sensitive to the sound of others' voices</li> <li>• Be distracted by noise</li> <li>• Speak with more vocal modulation</li> <li>• Repeat things to themselves</li> <li>• Move their eyes directly to the side.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal explanations.</li> </ul>
Kinaesthetic	<p><i>'I'm getting a feel for it.'</i></p> <p><i>'I'm getting a grasp of this idea.'</i></p> <p><i>'I can run with this.'</i></p>	<ul style="list-style-type: none"> <li>• Speak more slowly at times</li> <li>• Be more sensitive to their and others' comfort</li> <li>• Move their eyes down.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement to 'gather thoughts'</li> <li>• Learn through action</li> </ul>
Linguistic	<p><i>Use language that doesn't necessarily relate to a particular sense, but may be more logical:</i></p> <p><i>'I appreciate your point.'</i></p> <p><i>'I think that...'</i></p> <p><i>'I must consider this.'</i></p>	<ul style="list-style-type: none"> <li>• Be sensitive to the meanings of words</li> <li>• Speak with a regular, monotone pace</li> <li>• Move their eyes down.</li> </ul>	<ul style="list-style-type: none"> <li>• Get the language 'right' and consistent</li> <li>• Verbal and written information.</li> </ul>

Remainder of information about adult learning styles, and the rest of this chapter on adult learning removed from this sample



## Training needs and objectives

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The indispensable first step to getting the things you want out of life is this: decide what you want.

*Ben Stein*

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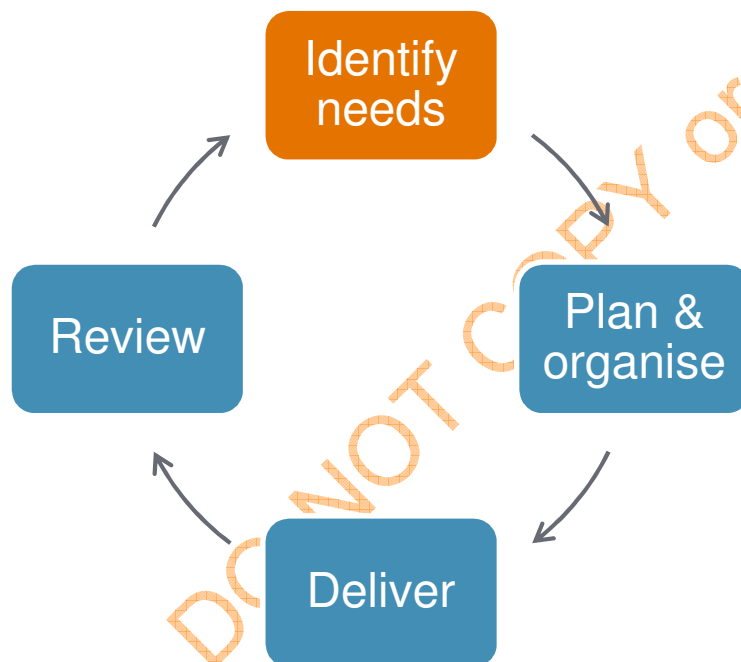
# Introduction to this section

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## Training needs and objectives

The training cycle is shown below. This section addresses the 'identify needs' stage of the cycle.

Figure: The training cycle



After reading this section of the manual and participating in the related learning activities, you should be able to:

- conduct a simple training needs analysis
- consider the needs and characteristics of your learner/s to determine their learning needs/preferences
- write 'SMART' learning outcomes.

The skills and knowledge gained may be applied to any type of training situation.

# Identify training needs

---

## It's all about the learners!

One thing we need to be clear about...



Before we start planning our training, we must first identify needs. This means identifying:

- Training needs—what content does the target learner group need?
- Learning needs—how and when does the target learner group learn best?

## Training needs—what do they need to learn?

### Domains of learning: skills, knowledge, attitudes

Ultimately, the learners must be able to perform in the workplace. To do this the learner/s will need a combination of:

- **Knowledge**  
Things a person must know to perform as required in a reasonable range of working situations—e.g. company policies and procedures that affect how they are expected to perform
- **Skills**  
Skills needed to perform at work—e.g. technology skills, manual handling skills, communication skills, foundation skills, etc.
- **Attitudes**
  - ‘buy in’: a demonstrated commitment to perform consistently, as required, and
  - the confidence to perform in realistic working conditions.

## Adult learners bring a wealth of experience to training

They may already hold some of the skills, knowledge or attitudes needed to perform in the workplace. When planning training, start with what learners already know and can do, and build on these. Avoid training skills or concepts learners already hold.

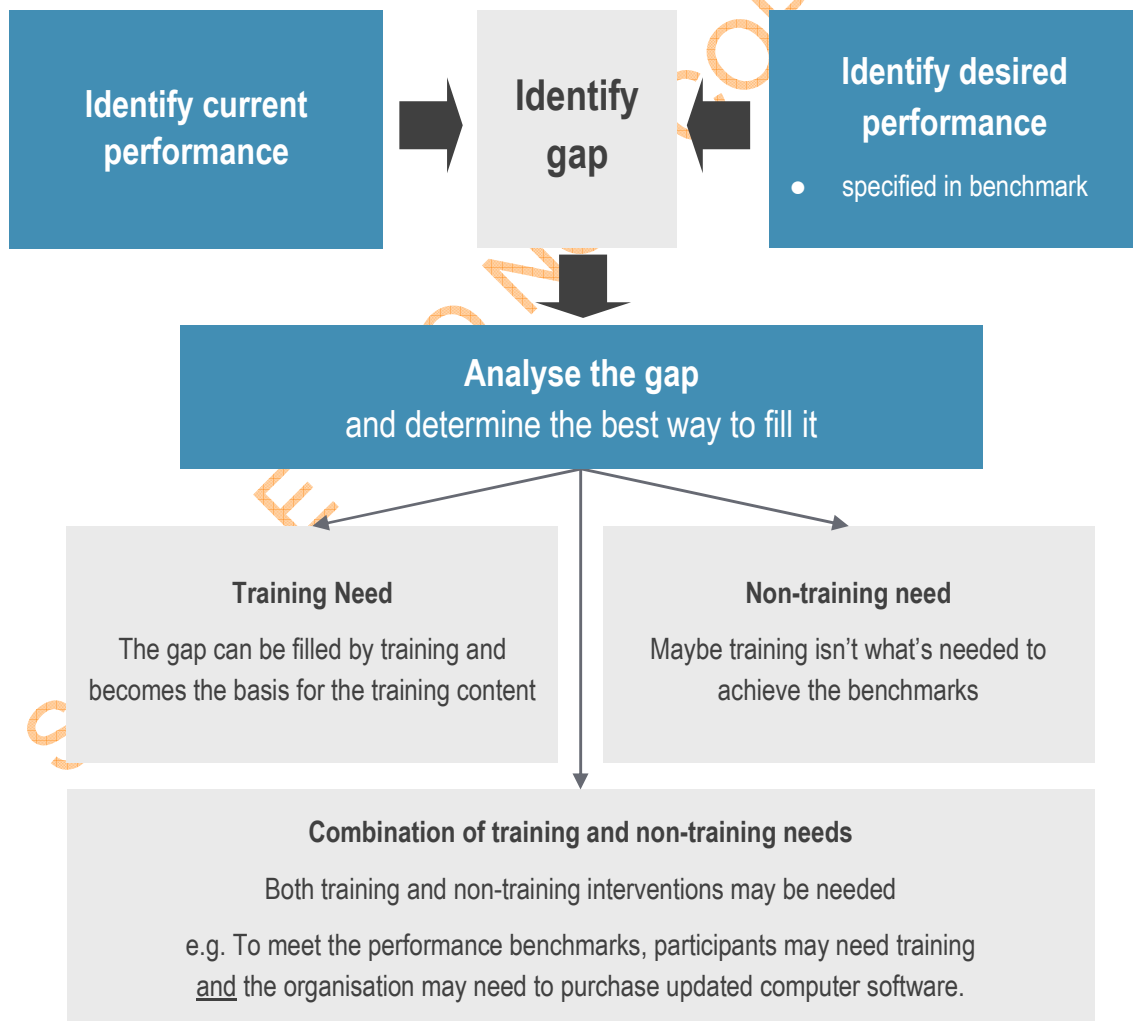
It's worth taking a moment to consider what training learners really need. To do this, we conduct a training needs analysis.

## Training needs analysis

We conduct a training needs analysis to identify training content:  
**What needs to be trained?**

The figure below shows a basic model for a training needs analysis.

Figure: a training needs analysis model



The following table gives more information about each step of the TNA process.

**Table: Training Needs Analysis step-by-step—description and example**

Step	Description	Example
<p>1</p> <p><b>Identify desired performance</b></p>	<p><b>Here we identify the requirements for expected performance in the workplace.</b> We could use relevant:</p> <ul style="list-style-type: none"> <li>• competency standards</li> <li>• job descriptions</li> <li>• SOP (Standard Operating Procedure)</li> <li>• other relevant standards.</li> </ul>	<p>The customer service staff of a retail organisation (the target group) should follow the organisation's <b>four-step process for customer service</b></p> <p><i>In this case, the desired performance is the four-step process</i></p>
<p>2</p> <p><b>Identify current performance</b></p>	<p><b>Here we identify the skills, knowledge and attitudes the target group currently holds.</b> We could:</p> <ul style="list-style-type: none"> <li>• conduct a formal assessment of each learner</li> <li>• ask the learner/s</li> <li>• ask others—e.g. supervisors or colleagues</li> <li>• analyse data such as customer complaint records</li> <li>• any other appropriate strategy.</li> </ul>	<p><b>Client satisfaction data</b> shows a 55% satisfaction rate with how customer service is provided. This is very low. 35% of clients report that customer service staff are rude. Another 15% report that service staff don't know the organisation's products well enough.</p> <p><b>Interviews with the target group</b> show that most know the four-step process, but don't always follow it. Some say they struggle to 'think on their feet' when helping a customer.</p>
<p>3</p> <p><b>Identify gap</b></p>	<p>This step is like basic math:</p> $\begin{array}{r} \text{Desired performance} \\ - \text{Current performance} \\ = \text{GAP} \end{array}$	<p>The <b>GAP</b> includes <b>product knowledge</b> plus the <b>skills, confidence</b> and <b>commitment</b> to consistently use the four-step process.</p>
<p>4</p> <p><b>Analyse gap—</b> determine if gap reflects a:</p> <ul style="list-style-type: none"> <li>• training need or</li> <li>• non-training need.</li> </ul>	<p>At this step, we analyse the gap and identify the best way to bridge that gap. The gap may be bridged by:</p> <ul style="list-style-type: none"> <li>• Training—appropriate if the reason for the gap is because the target group lacks the skills or knowledge needed to perform as required</li> <li>• Non-training—appropriate if there is another reason for the gap</li> </ul>	<p><b>Training needs identified:</b></p> <ul style="list-style-type: none"> <li>• <i>Communication, negotiation and problem-solving skills</i> needed to implement the four-step customer complaints policy</li> <li>• <i>Confidence</i>—to be addressed in training through practice and repetition.</li> </ul> <p><b>Non-training need identified:</b></p> <ul style="list-style-type: none"> <li>• Increased commitment (attitude)—Incentive scheme implemented to encourage improved customer service skills.</li> </ul>

## Foundation skills and language, literacy and numeracy (LLN)

Foundation skills are the core or essential skills people need to engage and participate successfully in work and life activities.

*Sinson, Private Communication, 2016*

*Information adapted from <governmentsskills.com.au/foundation-skills> Site now de-commissioned*

Foundation skills include:

- **Language, literacy and numeracy skills**  
Learning, reading, writing, oral communication and numeracy skills, and
- **Core Skills for Work**  
The ability to navigate the world of work, interact with others and get a job done. Examples include organisational skills, communication skills, ability to manage time and meet deadlines, willingness and ability to work as part of a team, initiative, problem solving, and digital literacy skills, just to name a few.

### Why is it important to consider foundation skills?

Adults need certain levels of foundation skills to engage in training activities and perform at work. When identifying needs, it's important to find out the extent to which learner/s hold these skills. If you identify learners with lower skills than those needed, you may need to select instructional strategies that will help you monitor, support and upskill foundation skills as part of the vocational skill.

Remaining information about foundation skills and identifying needs removed from this example

# Write learning outcomes

---

## What is a learning outcome?

### A learning outcome defines the 'goal' of the training

It is a statement that describes the skills, knowledge and/or attitudes that the learner/s will be able to demonstrate as a result of training.

## Why write a learning outcome?

We write learning outcomes to:

- **Provide concrete, measurable training goals**  
Without a clear learning outcome, we have no way of ensuring whether or not any worthwhile learning has taken place.
- **Save instruction time**  
A clear learning outcome helps trainers use training time effectively by including only activities that are relevant to the learning outcome. This also ensures more focussed training.
- **Aid and reward learning**  
A clear learning outcome helps learners recognise progress and feel a sense of achievement when they attain the outcome.
- **Measure the value of training for the organisation**  
A clear learning outcome helps management see the value of the training by comparing performance against outcomes before, then after training.

## Types of learning outcomes

### Program vs. session outcomes

There are two levels of learning outcomes:

- **Program outcomes** are the broad objectives of a learning program. These describe what the learner should be able to do back in the workplace, as a result of the learning program.
- **Session outcomes** are the specific learning objectives for each session (each topic) of a learning program. These describe what the learner should be able to do by the end of each session of a learning program. Achievement of session outcomes should lead to achievement of program outcomes.

Whether writing learning outcomes for the program or for each session of a program, the same formula for writing an effective outcome applies.

### Skills, knowledge, attitudes

Learning outcomes may define learning objectives for one or more of the three domains of learning:

- **Skills (psychomotor domain)**  
The outcome defines what learners should be able to do as a result of the training
- **Knowledge (cognitive domain)**  
The outcome defines knowledge that learners should be able to demonstrate as a result of the training
- **Attitudes (affective domain)**  
The outcome defines the desired commitment, confidence, and/or overall attitude towards the training content that learners should be able to demonstrate as a result of training.



## Characteristics of a well-written learning outcome

### Well-written learning outcomes are SMART outcomes

The 'SMART' acronym is a popular model used to describe the characteristics of a well-written goal. Since learning outcomes define the 'goals' of a training session or program, 'SMART' can also be used to describe a well-written learning outcome.

**Table: SMART Outcomes**

SMART means		the outcome should:
<b>S</b>	<b>Specific</b>	<ul style="list-style-type: none"> <li>be written using specific, 'doing' verbs</li> </ul>
<b>M</b>	<b>Measureable</b>	<ul style="list-style-type: none"> <li>be observable or audible (we must be able 'see it' or 'hear it')</li> </ul>
<b>A</b>	<b>Achievable</b>	<ul style="list-style-type: none"> <li>be possible to attain—it must be realistic</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>reflect a genuine need</li> </ul>
<b>T</b>	<b>Time-referenced</b>	<ul style="list-style-type: none"> <li>identify when it will be measured.</li> </ul>

### Three components of a well-written learning outcome

A well-written (SMART) learning outcome has three components:

- Performance**  
*Do what?*  
 What should the learner be able to do as a result of the training?
- Standards**  
*How well?*  
 How well should learners be able to do it? What level of performance is required?
- Conditions**  
*Where and with what?*
  - Where should learners be able to demonstrate the required performance?
  - What resources or support materials should/may learners use?

The table on the next page lists some ideas to help you define the required performance, standards and conditions of a learning outcome.

Remaining information about learning outcomes removed from this sample

# Recap: Establish training needs and objectives—a ‘to do’ list



Tick when complete ▼

## Establish training needs and objectives

### Step 1 Determine training needs .....

- Determine desired performance (include foundation skill / LLN requirements)
- Determine current performance
- Identify the gap
- Analyse the gap and identify:
  - training needs—e.g. training outcomes
  - non-training needs—e.g. external LLN support needed, new rostering system, etc.

### Step 2 Identify learning needs .....

- Who are the learners?
  - How many learners are in the learner group (or will you train an individual)?
  - What are their key characteristics?
- How and when do they learn best?
  - What is the preferred learning style of the learner/s?
  - When is the best time to schedule training?

### Step 3 Write SMART learning outcomes .....

# Summary of this section

---

## **Training needs and objectives**

This section of the manual and related training activities have focussed on the steps to take to determine training and learning needs, and develop learning outcomes.

With the above information, you can plan and organise training so that:

- the content is a true reflection of what learners need
- the training approach is appropriate for the learners and
- the training objectives are suitable, clear and measurable.

The next stage of the training cycle is to plan and organise training so that outcomes are achieved.

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## Notes

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# Plan training sessions

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A goal without a plan is just a wish

*Antoine de Saint-Exupery (1900–1944)*

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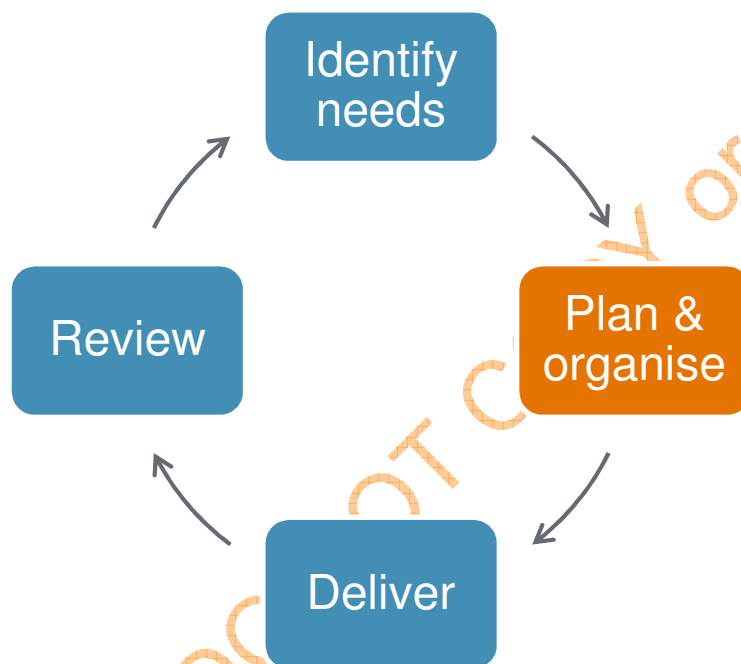
# Introduction to this section

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## Plan training sessions

The training cycle is shown below. This section addresses the 'plan and organise' stage of the cycle.

Figure: The training cycle



After reading this section of the manual and participating in the related learning activities, you should be able to:

- structure training sessions for effective learning
- plan and organise a skill-based training session and a knowledge-based training session.

The skills and knowledge gained may be applied to any type of training situation.

# Structure training for effective learning

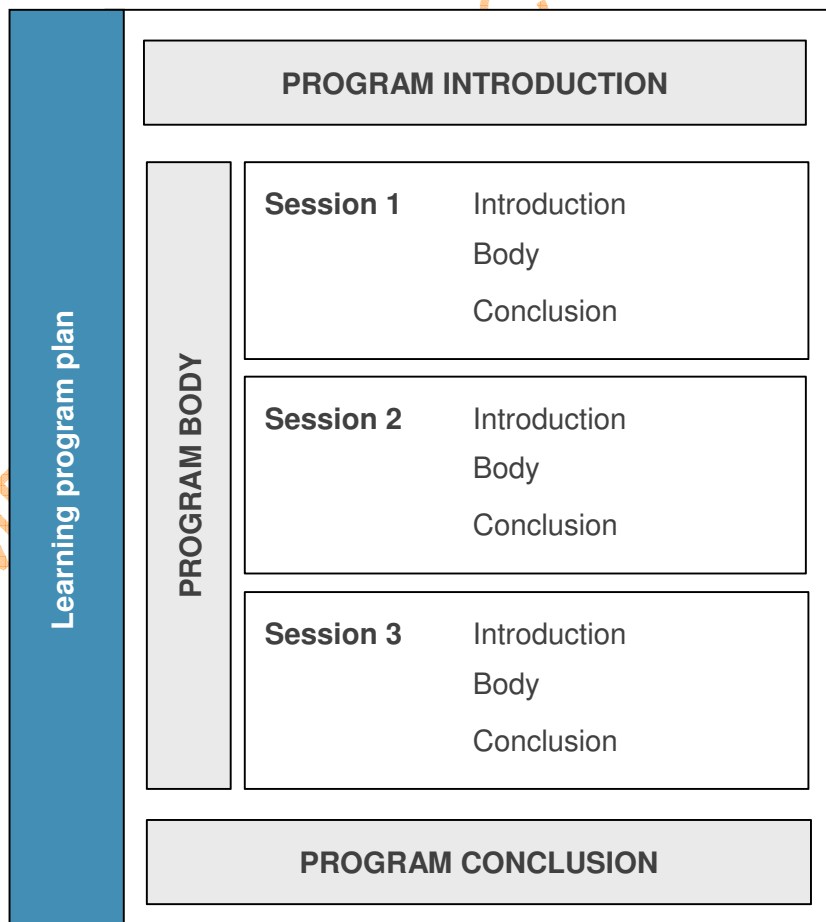
## Introduction—body—conclusion

All training should be structured as follows:

1. Introduction *tell 'em what you're going to tell 'em*
2. Body *tell 'em*
3. Conclusion. *tell 'em you told 'em.*

The above model may apply when structuring a training program, a stand-alone training session, or a session within a program. The figure below shows how.

**Figure: Structuring training**

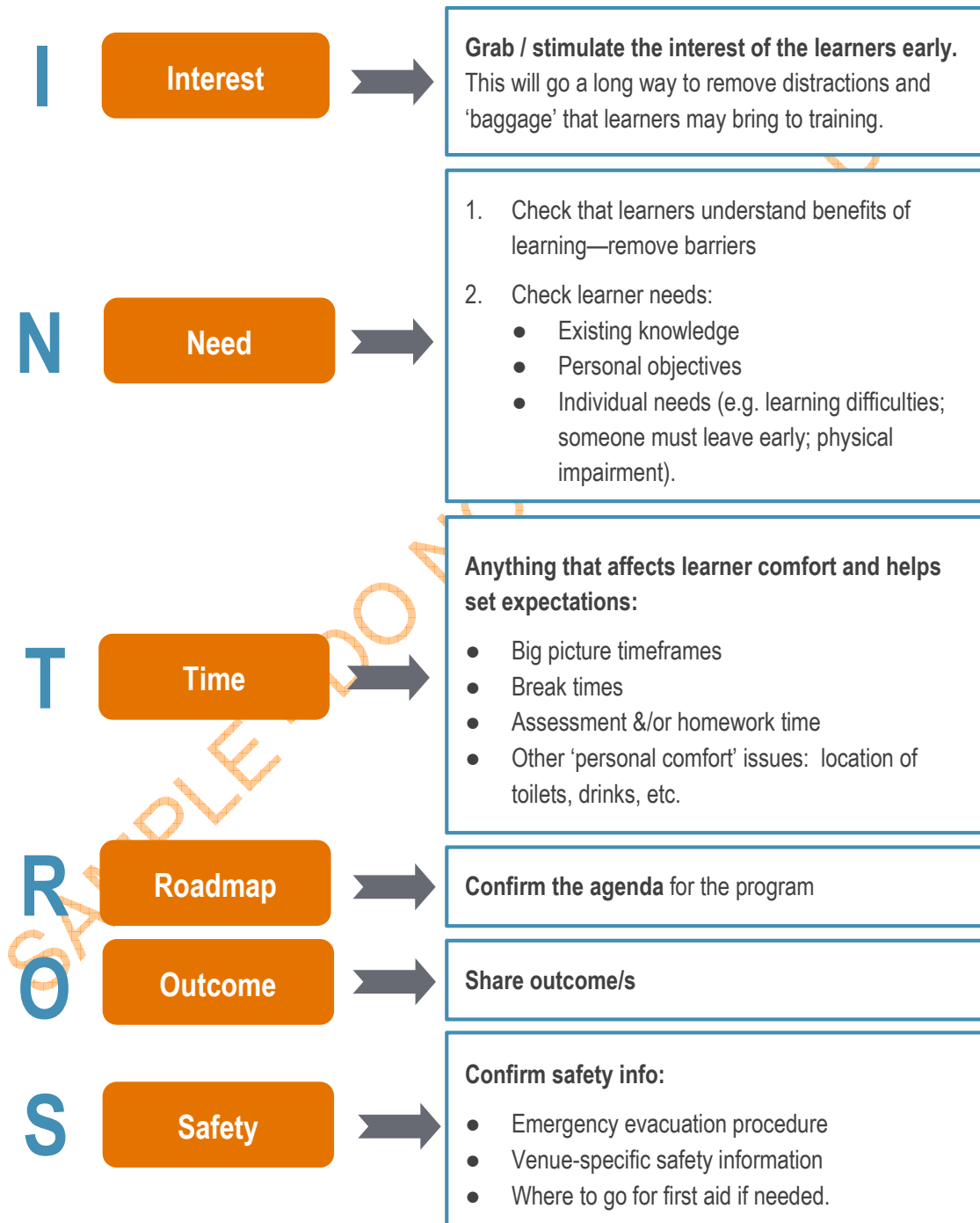


## Introduction

Tell 'em what you're going to tell 'em

### Introduce with INTROS

Try the INTROS model when planning the introduction to your session or program:



These may be covered in any order within your introduction.



Remaining information about the structure of training sessions removed from this sample

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# Plan a skill-based training session

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## Overview: steps to take

To organise a skill-based training session, do the following:

1. Write the learning outcome
2. Write a task breakdown
3. Write the session plan
4. Prepare for delivery.

## Each step in detail

### Step 1: Write the learning outcome

See the section of this manual, *Training needs and objectives*.

### Step 2: Write a task breakdown

#### What is a task breakdown?

A task breakdown is a documented step-by-step breakdown of the work task to be trained. A task breakdown usually notes:

- each step required to perform the skill, listed in order of performance
- key points to note about the performance of some or all steps.



A documented **procedure** or **unit of competency** are equivalent to a task breakdown—they show a step-by-step breakdown of the work task. If these are available in your workplace, use these. If not, write a task breakdown.

#### Why write a task breakdown?

A documented task breakdown promotes clarity and consistency:

- it helps you train a skill more effectively:
  - you'll remember to demonstrate all steps in order, without forgetting any steps or having to go back and repeat steps
  - you'll remember to note key points needed for the learner/s to be able to perform the skill as required
- it increases the likelihood of consistent instruction, regardless of who delivers the training.

### Another option—use a video as a task breakdown



One picture is worth ten thousand words.



*Chinese proverb*

A video may be a useful alternative to a documented task breakdown, especially if you plan to show the task breakdown to learners, and use it as a training aid. YouTube offers a range of “how to...” videos that you may find useful.



#### Researching videos as Task breakdowns— Check out YouTube

<youtube.com> (accessed 08.01.2016)



#### Examples—Task breakdowns

**T**

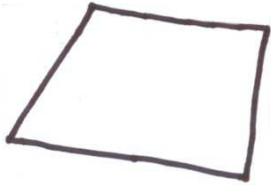
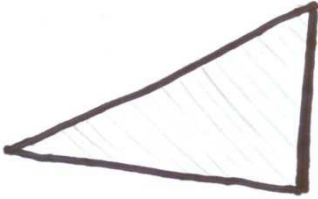

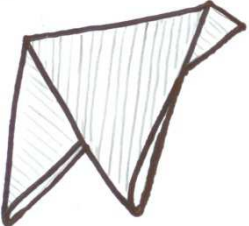
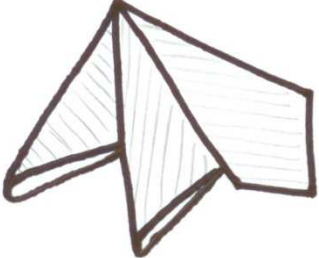
#### This template is available

For your future use, you’ll find a blank template for a task breakdown in Appendix 2, starting on page **Error! Bookmark not defined.**

### Task breakdown example 1: Send a fax

Steps	Key points
1. Insert page to be faxed	Text face down; top facing the back of the fax
2. Enter fax number	Correct area code
3. Press start button	
4. (when fax has been sent) Stamp ‘faxed’ on the document	Stamp on page one
5. File fax away in correct place.	If unsure, check with manager.

**Task breakdown example 2: Fold a cloth napkin—French Napkin fold**

Steps	Key points
<p>1. Lay the napkin down.</p> 	<ul style="list-style-type: none"> <li>• Face down, in front of you</li> </ul>
<p>2. Fold the napkin in half diagonally.</p> 	<ul style="list-style-type: none"> <li>• Corners should meet.</li> </ul>
<p>3. Position the folded napkin so that the long side is on the left.</p> 	
<p>4. Fold the far corner of the napkin diagonally towards you and to the right.</p> 	<ul style="list-style-type: none"> <li>• Crease should fall about 6cm short of the right corner</li> <li>• Newly-formed point at the bottom is about 10 cm to the right of the left one.</li> </ul>
<p>5. Fold the right-most point towards you.</p> 	<ul style="list-style-type: none"> <li>• pivot at the same place the last fold pivoted.</li> </ul>

### Step 3: Write the session plan

Now that you have prepared a task breakdown, you're ready to write the session plan.

The task breakdown clarifies **what** you will train.

The session plan clarifies **how** you will train the task.



#### Key point—

#### Assume that other trainers may need to follow your plan

The session plan must read like a recipe—it must present a step-by-step process for training the task that is clear and detailed enough for another trainer to follow, if needed.

#### What information should you include in the plan?

As a minimum, a session plan should include the information below:

- Session topic and outcome
- Resources to be used
- Session content
- Timing (total time plus timing of each segment of the session).

#### How must a session plan be formatted?

Format the plan in a way that works for you and your organisation. If you have limited experience writing session plans, or if you are looking for new ways to structure your session plans, the templates in this manual may give you some useful ideas.



#### Example—Skill-based session plan

The next page shows a sample of a skill-based session plan.

**T**

#### This template is available

For your future use, you'll find a blank template for a skill-based session plan like the one on the next page in Appendix 3, starting on page **Error! Bookmark not defined.**

**Example: skill-based session plan**

<b>Session title</b>	Folding a napkin in a French napkin fold	<b>Total time</b>	10 minutes
<b>Outcome</b>	By the end of this training session, learner/s should be able to fold a cloth napkin to create a 'French' napkin fold in 15 seconds or less, following the procedure outlined in the attached task breakdown, so that the finished product looks like the model provided.		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Three cloth napkins (one folded model, two unfolded)</li> <li>• Task breakdown handout</li> <li>• Flat surface large enough to accommodate at least two napkins.</li> </ul>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Organise resources and training venue</li> <li>• Confirm training details with learner.</li> </ul>		

Time	Activities	
<b>INTRODUCTION</b>		
1.5 min.	<b>I</b>	The 'French' napkin fold is one of the simplest, yet most elegant napkin folds.
	<b>N</b>	In your role with our catering company, you must be able to fold up 200 napkins within one hour when setting up a formal dining event (e.g. wedding). Q: Have you ever folded a napkin in a French fold before? Q: Would you prefer I sit opposite or beside you?
	<b>T</b>	10 minute session, no breaks; water provided; toilets across hall.
	<b>R</b>	Roadmap: Share agenda (see below)
	<b>O</b>	Outcome: Share outcome
	<b>S</b>	Emergency evacuation; first aid; other venue-specific safety info
	<b>BODY</b>	
3 min.	<b>Demonstrate</b>	<ol style="list-style-type: none"> <li>1. Demonstrate silently—follow task breakdown</li> <li>2. Demonstrate &amp; explain—Note key points on task breakdown</li> </ol>
3 min.	<b>Practice</b>	<ol style="list-style-type: none"> <li>3. Guided practice—allow one practice with guidance (second guided practice only if needed)</li> <li>4. Independent practice—ensure learner can do it without help.</li> </ol>
0.5 min.	<b>Summarise</b>	Q: How did that feel? Feel ready for assessment? Q: How long should it take you to fold one napkin? (A: 15 sec or less)
1 min.	<b>Assess</b>	Assess performance against learning outcome criteria
<b>CONCLUSION</b>		
1 min.	<b>O</b>	Revisit outcome
	<b>F</b>	<ul style="list-style-type: none"> <li>• Give feedback—congratulations or 'almost there'</li> <li>• Get feedback</li> </ul>
	<b>F</b>	Next steps: Next session we'll learn how to fold a Bishop's hat napkin.

end of example

#### **Step 4: Prepare for delivery**

Now that you have the session plan in place, you need to prepare for delivery. This means you must make the necessary arrangements to ensure that the session runs safely and smoothly.

To prepare for delivery, see information starting on page 94.

The rest of this document has been removed from this sample

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