Training small groups

Training small groups

Training one person or a small group is a rewarding part of library work. To train clients to use the library well, or to help other staff to use resources, systems and equipment, you need to appreciate what constitutes good training, and practise the skills needed.

A good trainer needs to plan, deliver, assess, and evaluate training.

When you have completed this module, you should be able to

- discuss the role of a workplace trainer
- state the seven principles of learning
- identify training needs and appropriate training methods
- select and set up a training environment
- plan and write a session plan
- deliver appropriate training
- assess training
- revise and modify a training session
- evaluate training and your own performance.

The main topics in this section are:

1. The learner
2. The trainer
3. The learning environment
4. Planning training
5. Delivering training
6. Assessing training
7. Evaluating training

The learner

In this section we look at seven principles of learning, consider differences between learners, identify some learning style preferences, and apply this information to our training.

The subtopics in this section are:

1a. What is learning?
1b. Adult learners
1c. The seven principles of learning
1d. Learning styles
What is learning? •1a

Learning cannot be observed directly - it is inferred by observing the learner’s performance.

If an individual performs a new task to the standards specified, there has been a change in behaviour, and we assume that learning has taken place.

Learning always involves a change in the

Knowledge,
Skills or
Attitudes

of the person who is learning.

In complex learning, the acquisition of knowledge, skills and attitudes are integrated.

Remember:

• People learn in a variety of conditions and circumstances.
• People learn more or less continuously: at home, at work, and at school.
• Informal learning occurs in casual and unplanned conditions.
• Formal learning occurs in structured learning contexts.

Knowledge refers to learning and using facts, principles, concepts, rules and theories to solve problems.

Skills refer to the manipulation of physical objects.

Attitudes refer to feelings, values and emotions.

What is learning? •1a

We do not learn by just listening to a teacher telling us what we need to know.

We remember

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we say
90% of what we say and do

(Breivek, 1994)

An old Chinese proverb says:

I hear and I forget, I see and I remember, I do and I understand.
Adult learners

Much of our knowledge of teaching and learning comes from experiences at school.

However, school education is aimed at the masses, it is compulsory, and it focuses on the needs of children to cope with the world and the requirements of society.

Adults learn quite differently from young children. Many factors make it easier, and others make it harder to learn.

You need to think about the needs of adults as compared to children, and identify what is required in training adults.

The seven principles of learning

The subtopics in this section are:

• Meaningful and relevant material

Reward

Multi-sense learning

Active learning

Practice and reinforcement

Impressions (first and last)

Meaningful and relevant material

Learners expect material to be relevant and meaningful. As a learner, how often have you asked ‘Why am I doing this?’

Adult learners don’t turn up to a class on the off-chance that something useful might happen. They have a reason for being there. Also, adult learners bring a wealth of experience. When presented with new information they consider it in the light of that experience. Their opinion of whether your class is useful depends on whether or not it addresses their needs.

When helping someone learn you need to take their experience into account. New material can be understood best by moving from the known to the new. If you ignore this experience or overlook their talents, your students will probably dismiss your classes.

Incompetent teachers plunge ahead from a starting point that many of their students have never reached, and proceed to teach the unknown by means of the incomprehensible.

Tips for trainers

To ensure that your training is meaningful and relevant:

• Use brainstorming to establish a starting point with the learners (get clues about their knowledge and experience), and continue from there (moving from known to unknown).
Training small groups

- Let learners demonstrate existing knowledge and skills.
- Present material at the learners’ level - not yours.
- Help learners gain a framework for the material - help them see connections to their existing knowledge.
- Provide plenty of analogies, illustrations and examples and encourage learners to do the same.
- Make the material as real as possible - avoid abstractions.
- Help learners relate material to their goals and needs.

The seven principles of learning •1c

One question that teachers of adults are often asked is: ‘Why are we doing this’?

Learners need an answer to this question if their learning is to mean something to them. They want to know how they will use what you are asking them to learn.

When people can link new material to things that they already know, and identify it as something that will be useful to them, learning becomes much easier.

Remember, if the material is not new, learners will compare it with their previous knowledge and experience. This may lead to a sense of satisfaction (their worldview is reinforced), or to discomfort if the information contradicts their sources of information. The key here is, discuss the issues, respect the learner’s experience, value their input and explain where your information comes from.

The seven principles of learning •1c

Reward

Learners seek rewards in different ways. Some work quietly through coursework - their reward may be the inner satisfaction of achieving course aims. Others seek (and sometimes demand) the attention of the teacher or other learners - their reward may come from external praise or recognition.

You can be confident that every learner is different, and seeks rewards - internal or external - to meet their needs. One of your tasks is to make sure that each of them finds your training sessions rewarding.

Remember: ‘different strokes for different folks’.

Tips for trainers

To ensure that your training contains rewards:

- Provide for early success in the learning process - ‘Nothing succeeds like success’.
- Reinforce what learners are doing correctly - there is a tendency to focus on mistakes, ‘Catch learners doing something correctly’.
- Prevent learners from making errors as much as possible. Aim for success first time.
- Involve learners in problem solving and the application of new skills.
• Use a range of rewards to stimulate and encourage learners.

The seven principles of learning  • 1c

Multi-sense learning

‘Learning methods which use two or more senses will be more effective than those which use only one sense.’

In planning a session, remember that people use all five senses (sight, hearing, smell, touch, taste) in learning. This summary indicates how much information we take in through each sense.

• 83.0% through sight
• 11.0% through hearing
• 3.5% through smell
• 1.5% through touch
• 1.0% through taste

(Source: TAFE National Staff Development Committee, Teaching and learning: participant’s resource package, Canberra, TAFE National Staff Development Committee, Dept. of Employment, Education and Training, 1992, topic 2.1, p7)

Specific subject areas make different demands - e.g., massage classes lay much greater emphasis on touch than a class in accounting.

Notice how powerful vision is in learning. Learners benefit from using a range of senses, particularly vision.

Trainers Tips

To apply the multi-sense learning principle:

• Combine talking with showing.
• Use audio and visual aids.
• Whenever possible, let learners feel and handle examples.
• Wherever possible, use the real thing.

Remember: always check for learners with hearing or sight impairment and meet their needs.

The seven principles of learning  • 1c

Active learning

Active involvement usually improves the learning experience. Involvement can occur cognitively and emotionally as well as in a ‘hands-on’ sense.

Remember that it is not enough to ‘stand and deliver’ - learners need to be involved in what is happening and that requires them to do much more than take notes while you lecture.

‘Lectures are the quickest way to get information from the lecturer’s notes to the student’s notes without passing through the brain of either!’
Trainers Tips

To apply the active learning principle:

- Use practical exercises and projects.
- Include Question and Answer sessions.
- Involve learners in group discussions or debates.
- Brainstorming and buzz groups help to involve learners.
- Use case studies.
- Ask learners to make presentations to class.
- Try role plays and simulations.

The seven principles of learning • 1c

Practice and reinforcement

How often have you been shown a new skill or been given a brief explanation of a topic, and then expected to apply your ‘new learning’? The results can be disastrous.

Learners need to be shown new skills and given time to practise them. Trainers need to provide input that reinforces learning and helps learners become proficient.

Motivation can be damaged through the application of skills that have not been practised and developed. Learners should be set up to succeed, not set up to fail!

Trainers Tips

To use practice and reinforcement:

- Allocate adequate time to practise new skills.
- At the beginning of a session ask learners to summarise the previous session.
- Provide exercises which encourage them to recall and apply previous learning.
- Ask questions frequently.

The seven principles of learning • 1c

Impressions (first and last)

‘People recall best the things they learned first and last in a sequence.’

You have heard that ‘first impressions are lasting’. In your training it is important to use this principle. The first few minutes of learning activities are crucial, particularly early in a course.

Learners need to know where they are going, why they are going there and how they will get there. After each session, they need to know where they have been, what they have achieved, and where they will go next. You should cater for these needs with overviews and summaries. Within each session there can be several ‘beginnings’ and ‘ends’, to hold learners’ attention.

Trainers Tips
To use impressions:

• Give previews or overviews.
• Summarise key points during the session.
• Plan your session introductions and conclusions.
• Remind learners of the sequence in which they have learned.
• Use mnemonics (pronounced ‘nemonics’) or memory joggers.
• Maximise attention spans by building in lots of starts and finishes.

The seven principles of learning

Feedback

Effective learning is encouraged when teachers and learners share feedback with each other. Giving and receiving helpful feedback are vital components of learning.

As a trainer, your readiness to provide effective feedback on learners’ performances will encourage positive interaction and enhance the learning environment.

Learners need to know if they are doing well or if there are areas which need development or more practice. A vital ingredient in any training is effective feedback.

As well as giving feedback, you need to receive it from learners. This feedback helps in:

• establishing rapport with learners
• assessing learner comprehension - how well have the session objectives been achieved?
• identifying learners with special needs - those who found the pace too slow, those who found it too fast, those with language difficulties, etc.

Trainers Tips

To use feedback:

• Encourage learners to ask questions.
• Allow for review periods in your sessions.
• Discuss and correct errors - don’t criticise.
• Give learners results as soon as possible - the sooner the better.
• Seek feedback from learners: informally in conversation; formally by using evaluation forms or other methods.
• Help learners to develop skills in giving and receiving feedback (these are important workplace and social skills)
Learning styles

Every individual has a preferred way of learning. An effective trainer matches the learning styles of all the learners.

Many people have characteristics of more than one style, and so it can be risky to ‘pigeonhole’ learners in one exclusive category. At the same time, it is certainly helpful to try to identify differences in learning styles, and to accommodate individual needs where possible.

This course recognises that some people learn inductively - that is, by reading text and getting the whole picture before trying exercises themselves; while others learn deductively - that is, trying exercises without having to understand the whole sequence first. That is why you are given a choice between reading the text first, and beginning with the exercise(s). Three models of learning styles are:

- Honey and Mumford
- Multiple intelligences
- Neuro-linguistic programming.

Honey and Mumford

Honey and Mumford found that different people prefer different ways of learning, and most people are unaware of their preferences.

Given a specific learning task, people react in different ways.

- Activists - get on with it at once and proceed by trial and error.
- Reflectors - stand back, observe and think things through analytically.
- Theorists - work systematically on a structured program.
- Pragmatists - enjoy the practical application of ideas in a common sense way.

Activists will try anything once. They act first and think later (if at all). They enjoy being the centre of attention. They are excited by anything lively but become bored with routine. They are creative in their thinking but lose interest with the implementation of plans.

Pragmatists often see instant applications and are keen to try out their ideas. They enjoy the challenge of a problem and quickly devise practical solutions. They are impatient with discussion, preferring to 'get on with the job'. They focus on the job in hand until it is completed. Pragmatists are often task-oriented rather than people-oriented. This can sometimes result in tunnel vision.

Reflectors like time and space to think things through before coming to a decision. They gather information to help them make considered judgements. They prefer to observe rather than act. Because they often adopt a low profile, they may seem quiet or shy, but their considered opinions should not be ignored. Reflectors often find it difficult to make decisions.

Theorists take a methodical approach. They like to analyse ideas in a detached way, making mental connections until they have integrated new theories into a comprehensive overview. They are seldom happy with intuitive thinking or
subjective judgements. They are often perfectionists who attend to detail, which can be of great benefit - or may slow them down and inhibit creativity.

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Learning styles

Multiple intelligences

Howard Gardner, a Harvard psychologist, identified a range of preferred learning styles. He suggested that these styles represent the vast majority of learners:

- linguistic
- mathematical/logical
- musical
- visual/spatial
- interpersonal
- intrapersonal
- emotional
- bodily/physical.

Gardner states that traditional forms of education are based on linguistic and mathematical/logical learning styles - but only 15% of the population have this learning profile. The remaining 85% require a different approach to achieve their potential.

Linguistic: Learners with this style use words and language well, enjoy books, dialogue and jokes.

Mathematical/logical: This learning style involves step-by-step processes and looking for patterns, and is rational and well ordered.

Musical: This learning style involves music, rhythm, pitch, tone and patterns.

Visual/spatial: These learners see the whole picture as well as the details, and are able to read maps, diagrams and charts, and grasp where things are in relation to each other.

Interpersonal: This learning style involves working with others, understanding other people's emotions and motives.

Intrapersonal: These learners go into themselves and perhaps daydream, thinking things through.

Emotional: These learners understand themselves and their emotions.

Bodily/physical: This learning style involves physical and all other kinds of activity.

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<table>
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<th>Learning Style</th>
<th>Description</th>
</tr>
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<td>These learners see the whole picture as well as the details, and are able to read maps, diagrams and charts, and grasp where things are in relation to each other.</td>
</tr>
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<td><strong>Interpersonal</strong></td>
<td>This learning style involves working with others, understanding other people's emotions and motives.</td>
</tr>
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<td><strong>Intra-personal</strong></td>
<td>These learners go into themselves and perhaps daydream, thinking things through.</td>
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<td><strong>Emotional</strong></td>
<td>These learners understand themselves and their emotions.</td>
</tr>
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<td><strong>Bodily/physical</strong></td>
<td>This learning style involves physical and all other kinds of activity.</td>
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</tbody>
</table>

### Check Linguistic
- I enjoy puns and jokes
- I enjoy listening to others
- I enjoy poetry and plays
- I enjoy learning from books, tapes, discussions and lectures
- I enjoy writing
- I often contact people for information or to discuss matters

### Mathematical/logical
- I enjoy numbers
- I enjoy puzzles and riddles
- I like logical step-by-step explanations
- I enjoy chess and similar games
- I like to work through problems in a logical way
- I enjoy breaking codes
<table>
<thead>
<tr>
<th><strong>Visual/spatial</strong></th>
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<tbody>
<tr>
<td>I like to learn by looking at charts, diagrams and Pictures</td>
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<tr>
<td>I enjoy watching videos and films</td>
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<tr>
<td>I am good at picturing things in my mind</td>
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<tr>
<td>In games, I often know where the ball will land next</td>
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<tr>
<td>I find it easy to park my car in a small space</td>
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<tr>
<td>I enjoy drawing and painting</td>
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<table>
<thead>
<tr>
<th><strong>Musical</strong></th>
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<tbody>
<tr>
<td>I like to listen to and/or make music</td>
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<tr>
<td>I notice sounds when I am working</td>
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<tr>
<td>I am easily distracted by sound or music</td>
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<tr>
<td>I have a good sense of rhythm</td>
</tr>
<tr>
<td>I find it easy to remember the words of songs</td>
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<tr>
<td>I am constantly humming, tapping and singing</td>
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<table>
<thead>
<tr>
<th><strong>Interpersonal</strong></th>
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<tbody>
<tr>
<td>I enjoy working with other people</td>
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<tr>
<td>I am interested in the relationships between people</td>
</tr>
<tr>
<td>I like spending my spare time with other people</td>
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<tr>
<td>I don't enjoy working by myself</td>
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<tr>
<td>I help to resolve conflict between other people</td>
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<tr>
<td>I can quickly establish myself in a new group</td>
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<table>
<thead>
<tr>
<th><strong>Emotional</strong></th>
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<tr>
<td>I am sensitive to the feelings of others</td>
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<tr>
<td>I understand my own feelings</td>
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<tr>
<td>I am able to let people know how I feel</td>
</tr>
<tr>
<td>I can manage my feelings if I feel upset or stressed</td>
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<tr>
<td>I understand what triggers negative feelings in me</td>
</tr>
<tr>
<td>I find it easy to empathise with others</td>
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<table>
<thead>
<tr>
<th><strong>Intrapersonal</strong></th>
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</table>

*Training small groups*
I enjoy daydreaming
I frequently make up stories in my head
I like to work by myself
I like peace and quiet
I think about what I do and how I do things
I enjoy writing a diary or imaginative stories

**Bodily/physical**
I enjoy physical exercise
I like to be involved in doing things
I remember things best when I have done something (rather than seen or heard)
I don't like sitting still for a long period
I like to touch and play with things
I like to work with objects that feel good

Adapted from K. Burden et al., *Learning to learn teacher's pack*, Centre for Learning, 1995.

<table>
<thead>
<tr>
<th>Learning styles</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
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<tbody>
<tr>
<td><strong>Neuro-linguistic programming</strong></td>
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<tr>
<td>This model covers three of Gardner’s learning styles - visual/spatial, musical and bodily/physical.</td>
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<tr>
<td>Bandler and Grinder have developed a model of communication based on their observation of expert communicators. This model - neuro-linguistic programming, or NLP - looks at how people organise and access information in their minds.</td>
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<tr>
<td>They find that people prefer one of three main methods of taking in information:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Visual</td>
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<td></td>
<td></td>
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<tr>
<td>• Auditory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kinesthetic</td>
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<td></td>
<td></td>
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<tr>
<td>Visual: Information is presented in diagrams, charts, pictures, films, written directions, to-do lists, assignment logs, written notes, learning guides, workbooks, overhead transparencies, whiteboard.</td>
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<tr>
<td>Auditory: Information is best presented by lectures, talking, different voice tones and inflections, directions read aloud, speeches, information presented and requested verbally, class discussion, audio tapes, oral assessment.</td>
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<tr>
<td>Kinesthetic: These learners engage best with learning activities - e.g., science laboratory work, drama presentations, skits, field trips, dance, hands-on activity, practical work, role plays, site visits, portfolios, computer use.</td>
<td></td>
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</tr>
<tr>
<td>Learning Preferences</td>
<td>Information is presented in diagrams, charts, pictures, films, written directions, to-do lists, assignment logs, written notes, learning guides, workbooks, overhead transparencies, whiteboard.</td>
<td>Information is best presented by lectures, talking, different voice tones and inflections, directions read aloud, speeches, information presented and requested verbally, class discussion, audio tapes, oral assessment.</td>
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</tr>
<tr>
<td><strong>When you</strong></td>
<td><strong>Do you</strong></td>
<td><strong>Or do you</strong></td>
<td><strong>Or ...</strong></td>
</tr>
<tr>
<td>Put something together</td>
<td>Look at the directions and the picture?</td>
<td>Like to talk with someone or find yourself talking out loud as you work?</td>
<td>Ignore the directions and figure it out as you go along?</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Become distracted by untidiness or movement?</td>
<td>Become distracted by sounds or noises?</td>
<td>Become distracted by activity around you?</td>
</tr>
<tr>
<td>Need help with a computer application</td>
<td>Seek out pictures or diagrams?</td>
<td>Call the helpdesk, ask a neighbour, or growl at the computer?</td>
<td>Keep trying to do it or try it on another computer?</td>
</tr>
<tr>
<td>Relax</td>
<td>Watch TV, a play, or movie?</td>
<td>Listen to the radio, music, or read?</td>
<td>Play games or work with your hands?</td>
</tr>
<tr>
<td>Teach someone</td>
<td>Show them?</td>
<td>Tell them?</td>
<td>Do it for them and let them see how it's done or ask them to try it?</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td><strong>Auditory</strong></td>
<td><strong>Kinesthetic</strong></td>
<td></td>
</tr>
<tr>
<td>Do you use phrases like:</td>
<td>I see that now</td>
<td>That rings a bell</td>
<td>It doesn't feel right to me</td>
</tr>
<tr>
<td></td>
<td>Let's get this into</td>
<td>I get the message loud</td>
<td>How does that</td>
</tr>
<tr>
<td>Perspective</td>
<td>and clear</td>
<td>grab you?</td>
<td></td>
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<tr>
<td>-------------</td>
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<td></td>
</tr>
<tr>
<td>I get the picture</td>
<td>I can't hear what I'm thinking</td>
<td>Give me a concrete example</td>
<td></td>
</tr>
<tr>
<td>It appears to me</td>
<td>I've got the message</td>
<td>She has a firm grip of the subject</td>
<td></td>
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<td><strong>Do you respond to phrases like:</strong></td>
<td><strong>That looks right</strong></td>
<td><strong>That strikes a chord</strong></td>
</tr>
<tr>
<td></td>
<td><strong>I'm in the dark on this one</strong></td>
<td><strong>That's music to my ears</strong></td>
</tr>
<tr>
<td></td>
<td><strong>I can't see where we are going</strong></td>
<td><strong>I don't like the sound of that</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What's your view</strong></td>
<td></td>
</tr>
<tr>
<td><strong>And use terms such as:</strong></td>
<td><strong>Picture, focus, image, clear, reflect, clarify, visualise, see, notice, illustrate, show, perspective, view, vision.</strong></td>
<td><strong>Audible, remark, sound, harmonious, accent, rhythm, discuss, listen, tone, ask, hear, speechless, quiet, shout.</strong></td>
</tr>
</tbody>
</table>

---

**The trainer**

In this section we discuss the qualities of an effective trainer, and the role of workplace trainers. We also consider how you determine what training is required and how to write training outcomes, as well as examining some training approaches.

The subtopics in this section are:

2a. What makes an effective trainer?
2b. The role of workplace trainers
2c. Identifying learners' needs
What makes an effective trainer?

An effective trainer encourages learning, and creates an environment that facilitates learning. The first step is to develop mutual respect and trust.

Respect between the trainer and participants is created by recognising that while the trainer has certain skills and knowledge, so does each participant. If individual abilities are valued and used positively, the whole group benefits and everyone’s experience is enriched. This two-way approach acknowledges that everyone has something from which others can learn.

A sense of trust and safety is essential. Learning does not happen easily if people fear ridicule.

There are many ways to facilitate learning. You might coach someone on how to complete a task or mentor a new employee. The attitude and style of the trainer often determines whether learning is successful.

Effective trainers:

- know their subject
- can train for transfer
- are well organised and give clear presentations
- are effective communicators
- motivate learners.

Trainers who know their subject well make clear presentations. They answer questions effectively without being vague or evasive.

They show how learning in one situation can be transferred to another situation.

They have materials and the session well organised so it is easy to follow and makes sense.

They communicate clearly and effectively. They listen and respond to participants. They write and speak clearly, and their body language matches their message.

They arouse interest from the start and maintain that interest through a combination of methods, resources and activities.
The role of workplace trainers

The role of the workplace trainer has changed with the swing from trainer-centred instruction to a learner-centred approach in which individuals are responsible for their own learning.

A workplace trainer can take on many different roles depending on the needs of individuals, including

- coach
- mentor
- facilitator.

A coach assists others, usually less experienced, to acquire new skills and improve their performance. Coaching is used with learners who need direction and supervision. It also provides support and praise to develop self-esteem and involvement in decision-making. Effective coaching also enables experienced learners to increase their commitment to doing a good job.

A mentor is an individual of relatively high status in an organisation who, by mutual consent with another individual, becomes a career guide and role model by championing, steering, supporting, advising, tutoring and acting as a confidant. Mentoring can be informal, or part of a formal program.

A trainer is also a learning facilitator. She or he becomes the learner’s partner in learning, and provides an environment where the learner can achieve the specified learning outcomes most effectively and helpfully. The facilitator assists learners to become self-directing in their learning and provides support and encouragement.

Identifying learners’ needs

Before you begin a training session you should identify who you will be training, what they do, and what they need. This will help you to plan and structure your training session to suit their needs. The training should be aimed at gaps in their skills and knowledge, and not repeat what they already know.

Learners are most motivated if the skills and knowledge are really needed. You can identify their needs by asking:

- How much knowledge do they have already?
- What skills and experience do they have and at what level?
- What are their attitudes?
- What do they need to know and/or be able to do?

You may also want to consult participants, supervisors/managers, colleagues, the human resources department, and performance reviews.

The skills, knowledge and attitudes of participants affect your training methods, the length of the training session, and the information to be included.

Language, literacy and numeracy

All workplace performance involves language, literacy and numeracy. You need to be aware of the demands that are made of participants in the workplace. For example, some people can read technical reports but others may not be able to.
If language, literacy and numeracy skills are not addressed during training, participants may make serious mistakes in Occupational Health and Safety, the quality of services and products, and the effectiveness of communication.

At the same time, if participants are not required to do a lot of reading and writing in the job, it may not be necessary to do much in training.

Think about the training, the level at which you are training, and the activities you have chosen. All your activities, including assessment, should reflect the language, literacy and numeracy levels needed in the workplace.

The training environment

For learning, you need to create a comfortable environment. This involves planning and arranging the environment and resources.

Whether you are training on-the-job or in a training room there are a number of factors to consider before you begin.

- How many participants will you be training?
- Is the location big enough?
- Is the location available?
- How are the tables and chairs arranged?
- Does the area have adequate lighting?
- Is the area quiet enough?
- Is the temperature comfortable? Is there adequate ventilation?
- Is the location accessible?
- Do you know where the facilities are, for example toilets?
- Does the location have enough power points? Do you know where they are?
- Are training aids available?
- Are there any occupational health and safety requirements to consider?

The training environment

Learning occurs in many settings: in classrooms, laboratories, lecture theatres, outdoors, on the factory floor.

Your aim is to provide the best possible environment to achieve training outcomes. Consider how furniture is arranged, the size of the room, noise levels, and so on.

You should also consider the following.

- Where is the best place for your training session?
- Is the location available?
- Can participants find it easily?
- Will participants be able to enter the training location easily?
• Are there any occupational health and safety or other workplace requirements?

**Effective workplace training**

Effective workplace training equips individuals with the skills, knowledge and attitudes to perform competently in their particular job. It identifies the needs of participants, provides the methods and techniques, and structures the training program to facilitate learning.

Traditionally, training occurred off the job in a classroom. The course was structured, and you learned all that was required, whether or not you already knew it.

Training in the workplace ensures that employees are learning the skills, knowledge and attitudes required in their particular job. Effective workplace training also identifies what skills, knowledge and attitudes the individual already has. This ensures that the training meets their needs and does not simply restate what they already know.

**Identifying training needs**

An essential part of training is identifying the needs of participants. If performance in the workplace is poor, you need to discover whether this is due to poor skills, knowledge or attitudes of the individual, or some other issue such as inept management or faulty equipment. Identifying needs helps ensure that training is required, and that it meets real needs.

To identify a training need you must determine the differences between what people actually do in a job and what they should do.

There are many reasons why a training need might arise. Participants may:

- not know what to do
- know what to do but not have the required skills
- have the skills and knowledge but not perform at the standard their organisation requires
- not care about work performance.

The subtopics in this section are:

- How to identify a training need
- Analysing training needs
- Matching training needs to competency standards

**How to identify a training need**

Before you can analyse training needs, you must have an accurate description of the job or task required. Without this you cannot define training requirements, as you have no standards for measuring performance.

If you have no accurate job description, you can create your own. Competency standards can be used, as they list the skills, knowledge and attitudes required...
for a particular job or role. If competency standards are not available, you can use standard operating procedures, job descriptions and so on.

Existing documents and standards can help your needs analysis. Look at items such as:

- industry, enterprise or other performance competency standards
- endorsed components of relevant industry training package
- job descriptions
- results of previous training needs analysis
- business plans of the organisation which identify skill requirements
- standard operating and/or other workplace procedures.

**Identifying training needs**

**Analysing training needs**

You can obtain the information you need to analyse training needs by using:

- interviews
- observation
- performance tests
- questionnaires
- reports from supervisors.

The steps to conduct a training needs analysis are:

1. Identify competencies that relate to specific jobs/roles
2. Identify competencies held by individuals for specific jobs/roles
3. Compare competencies currently held by individual with those competencies required for the jobs/role
4. Outline the training requirements in sufficient detail and in appropriate format so that a training program can be prepared

**Sample checklist for a training needs analysis**

Indicate whether you feel you need training in any of these areas.
Identifying training needs

Matching training needs to competency standards

A competency standard is a nationally agreed statement of the skills and knowledge required for effective performance in a particular job or job function.

Here is an example of how you can use competency standards to identify skills and knowledge for a library assistant. In the first column Supisa has identified the skills and knowledge that make up one part of her job. In the second column is the comparison with a competency standard from the Certificate II in Library and Information Services.

Here is a sample checklist for part of a library competency standard.

<table>
<thead>
<tr>
<th>Library assistant</th>
<th>CULLB202A Assist with the maintenance of service area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes care of the public areas of the library</td>
<td>One element: Maintain an attractive and pleasant environment for clients</td>
</tr>
<tr>
<td>Duties include:</td>
<td></td>
</tr>
<tr>
<td>• Tidying the desk</td>
<td>• Service areas are kept tidy and clean and problems are dealt with or reported to appropriate person(s)</td>
</tr>
<tr>
<td>• Tidying the public areas</td>
<td>• Display shelves and notice boards are kept up-to-date and attractive</td>
</tr>
<tr>
<td>• Directing clients to parts of the library</td>
<td>• Suggestions for making resources and environment attractive and appealing are made and/or acted</td>
</tr>
<tr>
<td>• Monitoring the noticeboards</td>
<td></td>
</tr>
<tr>
<td>To do these Supisa needs to:</td>
<td></td>
</tr>
<tr>
<td>• Keep the desk in order</td>
<td></td>
</tr>
<tr>
<td>• Report problems to another staff member</td>
<td></td>
</tr>
<tr>
<td>• Tidy the desks, shelves and seating areas</td>
<td></td>
</tr>
<tr>
<td>• Sort and shelve library</td>
<td></td>
</tr>
</tbody>
</table>
Training outcomes • 2h

A training outcome is a clear description of the skills, knowledge and attitudes that participants should be able to demonstrate as a result of training. It states what the learner is required to achieve in a training program.

The training outcome describes in measurable terms what the candidate must know or do in order to achieve workplace competence.

Training outcomes must meet three criteria:

- They must be **observable**. Can you see the progress of the learner?
- They must be **measurable**. Can you measure the output or progress of the learner?
- They must be written in language that is **clear** and free from ambiguity.

Training outcomes • 2h

## Training outcome specifications

In competency-based training, outcomes are specified in terms of:

- **Performance**: what the learner will be able to do
- **Standards**: the minimum acceptable performance level the participant must demonstrate to be considered competent
- **Conditions**: in which the participant can demonstrate competence.

Training outcomes usually begin with the words ‘At the end of the training session, the learner will be able to...’

For example:

‘At the end of the training session, the learner will be able to make a photocopy of a chapter in a book, without damaging the spine, within 5 minutes.’

The training outcome specifies what the learner has to do (make a photocopy of a chapter in a book), the standard of performance expected (without damaging the spine), and the conditions in which it must be done (within 5 minutes).
Clear training outcomes

Well written training outcomes assist training and especially planning.

Clear training outcomes are essential because they:

• limit the task, and remove ambiguity and difficulties of interpretation
• provide direction for the trainer and clearly convey their intent to others
• give clear direction to learners of what they should achieve
• provide a guide for selecting the subject matter, training methods and materials to be used
• provide a guide for constructing assessment and other instruments for evaluating learners’ progress.

For example:

• By the end of the training session participants will be able to explain the meaning of all safety signs in the workplace.
• By the end of the training session participants will be able to operate the photocopier to copy, enlarge and reduce documents.

Training outcomes

Once you have identified a training need in your workplace, you need to identify the steps involved in achieving that goal. These are known as the training outcomes.

Training outcomes state precisely what participants need to know and do in order to perform competently in their job.

Training outcomes should be:

- Specific
- Measurable
- Achievable
- Realistic
- Time-guided

‘By the end of the training session (time-guided) participants will be able to replace the toner in the photocopier (specific) following instructions in the operating manual (measurable).’

Writing training outcomes

Action verbs

Training outcomes should be expressed as action verbs which give a concise description of the activity that the learner should be able to perform. For example:
Knowledge and understanding (These are known as cognitive skills)
When learners need to know or understand, they should be able to:
- define, state, discuss, formulate, identify, analyse, explain, prepare...

Skills (These are known as psychomotor skills)
When learners need to perform a practical skill, they should be able to:
- adjust, operate, construct, insert, repair, assemble, open, replace...

Attitudes and feelings (These are known as affective skills)
When learners’ attitudes or feelings are being addressed, they should be able to:
- listen, derive, perceive, associate, accept, choose, discuss, describe...

Training approaches
One great advantage of competency standards is that they make possible a range of training approaches. Greater flexibility is now possible. However, it is important that the training approach meets the needs and objectives of trainees.
There are many ways to conduct training.
They include:
- off-the-job: training occurs away from the workplace, at a training organisation or college
- on-the-job: training happens in the workplace as part of work
- distance learning: participants use resource packages to learn at home or work

Training methods
Trainers usually develop their own way of training. They often combine training methods and activities to suit:
- the training objectives
- the needs of participants
- the resources available.

Here is a table that shows the most common methods, their uses, and some disadvantages.

<table>
<thead>
<tr>
<th>Method and Description</th>
<th>Uses and Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration</strong></td>
<td><strong>Useful for:</strong> demonstrating performance of tasks</td>
</tr>
<tr>
<td><strong>Includes:</strong> demonstration of the performance of task, explanation and instruction as learners undertake task with feedback from trainer, and supervised practice</td>
<td><strong>Disadvantages:</strong> time and equipment required, immediate application of skill required for effective learning</td>
</tr>
<tr>
<td>Method</td>
<td>Includes</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Role play</td>
<td>games, simulations, role plays</td>
</tr>
<tr>
<td>Discussion</td>
<td>buzz groups, brainstorming and structured discussions</td>
</tr>
<tr>
<td>Case study</td>
<td>presenting a story or report, followed by analysis by the trainer or participant</td>
</tr>
<tr>
<td>Field trip</td>
<td>visits to other workplaces, information centres and so on</td>
</tr>
<tr>
<td>Assignment, project, report</td>
<td>essays, projects, reports, short-answer questions</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>learning skills the workplace by performing tasks, with or without explanation or supervision</td>
</tr>
</tbody>
</table>

**The learning environment**

In this section we look at methods that you might use in your training. As well as finding out how to use these techniques, you will consider their strengths and weaknesses with a view to deciding when to use them. We also look at learning resources, to improve the presentation of a training session.

The subtopics in this section are:

3a. The learning environment
The learning environment

The learning environment depends on the aims and objectives of the training program, the size of the group, the trainer's preferences, and the facilities available.

Often we have little control over the venue. You may need to improve the environment - e.g., reorganise furniture.

This table lists learning environment issues.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighting</td>
<td>Daylight</td>
</tr>
<tr>
<td></td>
<td>Dimming facilities</td>
</tr>
<tr>
<td></td>
<td>Curtains, blinds, blackout</td>
</tr>
<tr>
<td>Temperature</td>
<td>Ventilation: who controls it?</td>
</tr>
<tr>
<td></td>
<td>Heating: noisy?</td>
</tr>
<tr>
<td></td>
<td>Air-conditioning: air blowing problem?</td>
</tr>
<tr>
<td>Seating arrangements</td>
<td>Theatre style</td>
</tr>
<tr>
<td></td>
<td>Circle of chairs</td>
</tr>
<tr>
<td></td>
<td>‘U’ or horseshoe shaped</td>
</tr>
<tr>
<td></td>
<td>Classroom style</td>
</tr>
<tr>
<td></td>
<td>Boardroom style</td>
</tr>
<tr>
<td></td>
<td>Bistro style</td>
</tr>
<tr>
<td>Training room</td>
<td>Location</td>
</tr>
<tr>
<td></td>
<td>Distractions</td>
</tr>
<tr>
<td></td>
<td>Size of room</td>
</tr>
<tr>
<td></td>
<td>Furniture</td>
</tr>
<tr>
<td></td>
<td>Cleanliness</td>
</tr>
<tr>
<td></td>
<td>Access: time to set up, lock up</td>
</tr>
<tr>
<td></td>
<td>(during breaks, at end of class)</td>
</tr>
<tr>
<td>Equipment</td>
<td>OHP</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>Flipchart</td>
</tr>
<tr>
<td></td>
<td>Computer display</td>
</tr>
<tr>
<td></td>
<td>Projector/screen</td>
</tr>
<tr>
<td></td>
<td>Whiteboard</td>
</tr>
<tr>
<td></td>
<td>Platform/Stage</td>
</tr>
<tr>
<td></td>
<td>Desk/Table</td>
</tr>
<tr>
<td></td>
<td>Lectern</td>
</tr>
<tr>
<td></td>
<td>Microphone</td>
</tr>
<tr>
<td></td>
<td>Screen</td>
</tr>
<tr>
<td></td>
<td>Flipchart</td>
</tr>
<tr>
<td></td>
<td>Facilities for videotaping/tape recording</td>
</tr>
<tr>
<td></td>
<td>Power points /extension cords</td>
</tr>
<tr>
<td>Psychological aspects</td>
<td>Readiness to learn</td>
</tr>
<tr>
<td></td>
<td>Feeling comfortable</td>
</tr>
<tr>
<td></td>
<td>Non-threatening environment</td>
</tr>
<tr>
<td>Skills of the trainer</td>
<td>Knowledge of subject matter</td>
</tr>
<tr>
<td></td>
<td>Posture, tone and style</td>
</tr>
<tr>
<td></td>
<td>Rigid sequence and mood of urgency can stifle discussion and questions</td>
</tr>
<tr>
<td>Relevant content</td>
<td>Adult learners need to see the relevance of what they are learning</td>
</tr>
</tbody>
</table>

**Learning resources**

Learning resources are materials, equipment, books, manuals, brochures, competency standards, occupational health and safety requirements and so on. These training materials can be used to facilitate learning and make a training session more interesting.

Training materials range from multimedia packages containing interactive CD-ROMs (e.g., CatSkill) to printed handouts prepared by the trainer. Equipment used for training includes whiteboards, overhead projectors, computers, flip charts, video players, charts and posters.

When deciding what resources to use, check which items your organisation has, and procedures for borrowing them. Make sure that you know how to use all the equipment. You must also consider what to do if resources fail, for example if the video player won’t work.

A training session should never completely rely on a resource unless the objective is to learn how to use the equipment. If you use a video, make sure it is introduced properly and there are follow-up questions or activities. A resource should never be used to fill in time.
Learning resources

The choice of learning resources will be based on:

- **Training objectives** - Will the resources help you fulfil the training objectives?
- **Size and shape of training room** - This may make it difficult to use some equipment. For example, a column in the middle of the room will obstruct the view.
- **Your preferences** - Use what you are familiar with, without relying on only one source.
- **Session content** - Visuals should be used to highlight the main points in your session.
- **Costs** - How much will the resources cost to use?
- **Portability** - Will you need to carry equipment to various locations? How easy is it to transport?

Using resources

Effective learning resources help learners to understand the content of a session, add to their enjoyment, and help them to achieve their learning outcomes.

**Examples of learning resources**

1. Overheads
2. Videos
3. Audiotapes
4. Butcher’s paper
5. Handouts/Photocopies of articles
6. Whiteboard/Blackboard
7. PowerPoint presentations

Here are some of their advantages and disadvantages:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overheads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiotapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butcher’s paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts/Photocopies of articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whiteboard/Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PowerPoint presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training small groups
## Overheads

**Tip:**
You must decide whether you are to ask learners to write down the information, or to give handouts to cover the material in the overhead?

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• focus attention</td>
<td>• often have too much information</td>
</tr>
<tr>
<td>• can be produced by hand or by computer</td>
<td>• writing too small</td>
</tr>
<tr>
<td>• can prepare information in advance</td>
<td>• removed too fast</td>
</tr>
<tr>
<td>• good for visual learners</td>
<td>• not lined up properly</td>
</tr>
<tr>
<td>• can present diagrams</td>
<td>• focus, quality of image</td>
</tr>
<tr>
<td>• can be seen in normal room light</td>
<td>• temptation to talk while learners write</td>
</tr>
<tr>
<td>• very portable</td>
<td>• use of equipment may be difficult</td>
</tr>
<tr>
<td></td>
<td>• noise of equipment</td>
</tr>
</tbody>
</table>

## Videos

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• convenient, flexible and low-cost</td>
<td>• expensive to update</td>
</tr>
<tr>
<td>• portable</td>
<td>• off-the-shelf videos may not be entirely relevant</td>
</tr>
<tr>
<td>• useful for portraying real situations</td>
<td>• must be professionally produced</td>
</tr>
<tr>
<td>• wide choice</td>
<td>• can appear old-fashioned</td>
</tr>
<tr>
<td>• can stop and review</td>
<td>• equipment may break down</td>
</tr>
</tbody>
</table>

## Audiotapes

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• easy to use</td>
<td>• learners may not listen</td>
</tr>
<tr>
<td>• easy to stop and start</td>
<td>• not interactive</td>
</tr>
<tr>
<td>• cheap</td>
<td>• some recordings are substandard</td>
</tr>
<tr>
<td>• low cost equipment</td>
<td></td>
</tr>
</tbody>
</table>

## Butcher’s paper

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• cheap</td>
<td>• resistance from learners</td>
</tr>
<tr>
<td>• can keep and display on walls</td>
<td>• may be hard to read</td>
</tr>
<tr>
<td>Handouts/Photocopies of articles</td>
<td>Whiteboard/Blackboard</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Tips:</strong></td>
<td><strong>Tips:</strong></td>
</tr>
<tr>
<td>• let learners read, don’t talk</td>
<td>• practise writing clearly</td>
</tr>
<tr>
<td>• allow them 3 times the time it took you to read the handout</td>
<td>• build up summary</td>
</tr>
<tr>
<td></td>
<td>• use blue and black pens</td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• provide additional information</td>
<td>• assists visual learners</td>
</tr>
<tr>
<td>• save learners’ time - don’t have to find references</td>
<td>• can provide information to a large group</td>
</tr>
<tr>
<td></td>
<td>• can keep a record of discussions</td>
</tr>
<tr>
<td></td>
<td>• can wipe off and reuse</td>
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<tr>
<td></td>
<td>• when writing, trainer has back to the class</td>
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</tr>
</tbody>
</table>
Useful resources

Here are some documents that can help you to develop your training methods and resources:

• Some survival questions
• The trainer's kit
• Creating class handouts that work
• Creating overhead projection transparencies

Some survival questions

In this short program there's not time to deal with everything you need to know. Here's a list of questions you should try to answer yourself. Depending on where you are conducting the training, the answers may differ. Find someone with experience of the venue or group that you'll be working with, to help you check them off.

1. Are you expected to keep a roll book?
2. What are you expected to record in your roll books?
3. Where do you get roll books?
4. How do you know who should and should not attend your class?
5. Who should you contact if you are too sick to meet your class?
6. What staff meetings and other activities are you expected to attend?
7. How can you gain access to a telephone; fax; photocopier; stationery; etc.?
8. Is there a desk you can use?
9. Where can staff and students leave information for you?
10. Where can you get a copy of your curriculum document?
11. What is the area’s assessment policy?
12. How much say do you have in selecting the assessment that your students undertake?
13. How many resits can your students have?
14. How and where are results recorded?
15. Are learners required to attend class?
16. Are there disciplinary guidelines that you need to know?
17. What is the policy on coffee breaks in class-time?
18. Is there a procedures manual?
19. Who is the First Aid Officer when you are teaching?
20. Where is the nearest first aid kit/room?
21. Who is the Occupational Health and Safety Representative?
22. What services are available for learners with special needs?
23. Where can you and your students contact student counsellors?
24. Who can help when rooms are locked?
25. Are you responsible for locking doors and windows?

The trainer’s kit

What do trainers need when they run training programs? This checklist was compiled by asking a number of LIS trainers what they take to training events.

30-plus useful items
1. Blutak
2. Postit notes
3. 5 x 3 blank cards
4. coloured paper - A4
5. 24 multi-coloured felt tip pens
6. box of new pencils
7. pencil sharpener
8. ballpoint pens
9. calculator
10. whiteboard markers
11. flipchart paper markers
12. blank OHP transparencies
13. OHP transparency non-permanent pens
14. paper clips
15. blank flipchart paper
16. travel clock
17. cooking timer
18. paper hankies
19. kitchen roll
20. stapler
<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>2-hole punch</td>
</tr>
<tr>
<td>22</td>
<td>4-hole punch</td>
</tr>
<tr>
<td>23</td>
<td>scissors</td>
</tr>
<tr>
<td>24</td>
<td>packet of mints</td>
</tr>
<tr>
<td>25</td>
<td>polythene bag</td>
</tr>
<tr>
<td>26</td>
<td>sticky labels</td>
</tr>
<tr>
<td>27</td>
<td>mains adaptor/distributor plug</td>
</tr>
<tr>
<td>28</td>
<td>extension cable</td>
</tr>
<tr>
<td>29</td>
<td>nameplates</td>
</tr>
<tr>
<td>30</td>
<td>needle and cotton</td>
</tr>
<tr>
<td>31</td>
<td>spare tights (for women trainers)</td>
</tr>
<tr>
<td>32</td>
<td>spare A4 paper – white and coloured</td>
</tr>
<tr>
<td>33</td>
<td>torch</td>
</tr>
<tr>
<td>34</td>
<td>CD/tape player</td>
</tr>
<tr>
<td>35</td>
<td>assortment of CDs and audio tapes</td>
</tr>
<tr>
<td>36</td>
<td>large plastic bin to keep it all in!</td>
</tr>
</tbody>
</table>


This is a PDF document that can be downloaded and printed (Creating class handouts that work). Mary is working on a version that can be converted into a PDF document. Look for a separate file that matches this file name.

This is a PDF document that can be downloaded and printed (Creating overhead projection transparencies). Mary is working on a version that can be converted into a PDF document. Look for a separate file that matches this file name.

**Planning training**

In this section we explore the components of training sessions and how to structure them. We learn how to plan a training session and complete a session plan.

The subtopics in this section are:

4a. Who are you training?
4b. Who do you need to inform?
4c. Task analysis
4d. Introducing the training session
4e. Planning the body
4f. Planning the conclusion
4g. Planning the whole session
4h. Chunking content
4i. Session plans

Who are you training? •4a

Beginning trainers are always very concerned with what they are going to teach. Of course it is important to determine the content of your training, and to be confident that you are familiar with the subject matter.

However, the first question a trainer should ask is ‘Who am I teaching?’

Break this basic question into:

- What do they already know?
- What can they already do?
- What do they need to know?
- What do they need to be able to do?
- How interested are they in the training?
- Will they need to be motivated?
- What are their language skills?
- What are their related practical skills?
- How quickly will they learn?
- How much practice will they need?

You will not have answers to all these questions until you begin training. But if you have thought about all these issues, you will be well prepared.

Who do you need to inform? •4b

If training is planned, it is important to inform all relevant people. Participants, of course, need to know what is planned and when and where it will take place. Other relevant people include those who might help you plan, follow up and administer your training session.

A challenge for trainers, both in-house and external, is to ensure that all the arrangements are made and the appropriate people are informed.

Some of the people you might need to contact include:

- Administration people
- Technicians
- Manager of the training department
- Other trainers
- Participants’ supervisors
- Assessors
Administration people can:
• keep training details - e.g., enrolments
• maintain training records
• handle general inquiries.

Technicians can:
• set up technical equipment
• attend to problems with equipment.

The manager of the training department can:
• approve the training
• provide industry standards and training outcomes.

Other trainers can:
• advise on training resources
• encourage and/or assist you during the training
• debrief you after training.

The participants’ supervisors can:
• help determine training needs
• organise practice sessions
• give feedback after training.

Assessors can:
• let you know the form(s) of assessment required
• clarify acceptable evidence for demonstrating competence.

Task analysis •4c
Task analysis is breaking down a job into its component parts. This helps to identify the steps and procedures for a particular task or skill, so you can structure the training session in a logical and sequenced order.

Task analysis helps identify all the parts of a job. So that nothing is missed, you need to break down and describe all the procedures before you can instruct someone to do it. How would you teach someone to ride a bicycle if you did not know that you had to sit on the bicycle seat, and balance, before you put your feet on the pedals...

Task analysis is a useful way of thinking. It answers the questions:
• What are the steps?
• What is important about each step?

Introducing the training session •4d
Participants learn more effectively if they know why they are doing the training, what they will be doing, what the outcomes will be, and how they will be assessed.
Providing a clear and detailed introduction to your training session ensures that participants know exactly what to expect.

The introduction is where trainers establish a friendly environment and begin to build rapport. Trainers often make a short statement about themselves and their experience with the training topic.

It provides the opportunity to seize and hold participants’ attention by:

- describing the topic in an interesting way
- finding out what they already know
- outlining what they will be learning
- outlining what they are required to do
- showing how the information and skills are relevant to their job.

### Introducing the training session

#### A plan for the introduction

You might want to use this example to help with your introduction:

<table>
<thead>
<tr>
<th><strong>Interest</strong></th>
<th>How will you create interest?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Need</strong></td>
<td>Why do they need to know?</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>What will the session be about?</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>What will you be covering?</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>What will they achieve?</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>How will they be assessed?</td>
</tr>
</tbody>
</table>

Here is an example of an introduction for a session on using dictionaries.

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest</strong></td>
</tr>
<tr>
<td><strong>Need</strong></td>
</tr>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td><strong>Range</strong></td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
</tbody>
</table>
Planning the body

Most of the 'work' happens in the body of a training session. When you are planning your training methods and activities, use these steps as a guide.

1. The trainer presents or demonstrates the new skills or information.
2. Participants apply the new skills and information in an appropriate activity.
3. The trainer summarises the main points.
4. The trainer asks questions to confirm that participants understand the new skills and information.
5. The trainer observes the participants to see that they can use the new skills and information.

These steps can be repeated as often as necessary depending on the needs of participants and their rate of progress.

Planning the body

The body of your training session is much more detailed than your introduction. The details will depend on the type of training.

- Demonstrating a skill
- Presenting information

The body of your training session is the demonstration. You need to list the procedures in order and any key points that are necessary for completing the task.

Demonstrating a skill

This is an example for connecting a new computer to the network.

<table>
<thead>
<tr>
<th>Main points/procedures</th>
<th>Additional points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent of the library network</td>
<td>Network also connects the library to other parts of the organisation</td>
</tr>
<tr>
<td>Uses of the network</td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
</tr>
<tr>
<td>Set up the new computer</td>
<td>Boot it up to ensure that it works on its own</td>
</tr>
<tr>
<td></td>
<td>Turn it off again</td>
</tr>
<tr>
<td>Connect the network cable to the computer</td>
<td>Confirm the user name and password for that computer or workstation</td>
</tr>
<tr>
<td>Boot up the computer and connect it to the network</td>
<td></td>
</tr>
<tr>
<td>Confirm that the new user can operate the network connection confidently</td>
<td>If unsure, arrange with IT section for an introduction to the system</td>
</tr>
</tbody>
</table>
The body of your theory-based presentation expands on the points in your introduction. The body contains the main points you will cover and the methods or techniques you can use to highlight points.

**Presenting information**

This is an example for a session on exercise.

<table>
<thead>
<tr>
<th>Main points/information</th>
<th>Additional points/methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Importance of exercise</td>
<td>Example of the need for exercise</td>
</tr>
<tr>
<td>2. Different types of exercise</td>
<td>Chart, discussion</td>
</tr>
<tr>
<td>3. Impact of different types of exercise on health</td>
<td>Overhead transparencies, handouts</td>
</tr>
<tr>
<td>4. Benefits of exercise</td>
<td>Video</td>
</tr>
<tr>
<td>5. Planning an exercise program</td>
<td>Discussion, summary on whiteboard</td>
</tr>
</tbody>
</table>

**Planning the conclusion**

Just as the introduction leads participants comfortably into the body of your session, the conclusion should bring the whole session to a satisfactory close for you and the participants.

The concluding part of the training session allows the trainer to:

- remind participants of the training objectives they covered in the session
- give each participant feedback about their progress during the session
- show participants how the information and skills in this session relate to their future training or work situation.

You can use this mnemonic. At the end of the session we sign OFF.

**O** Outcomes

**F** Feedback

**F** Future

**Outcomes**

Review the session outcomes and judge if they have been achieved, by observing participants’ behaviour or by asking them.

**Feedback**

This two-way process usually starts with the trainer giving feedback to participants individually and as a group.

Individual feedback is reassuring and supportive - e.g., ‘I think the question you asked about dealing with difficult clients was really useful, Nelson.’
Group feedback is encouraging and motivating, for example, ‘You raised some really important points in the group discussion. I think everyone learned a lot from that.’

You should also ask for feedback from participants, for example, ‘Was the information relevant to your needs?’

If you adopt an open attitude to receiving feedback, participants will offer it, because they know you value their advice and can use it to plan future sessions.

**Future**

If you are conducting a series of sessions, suggest how today’s learning links into their next sessions and, if possible, how it links with career options.

By putting future options and possibilities in front of participants, you help them to organise their thinking, as well as encourage them to expect success in their learning now and in the future.

---

### Planning a training session

In order to present a successful training session you must:

- Know your topic
- Understand your audience
- Know your venue
- Understand your aims and objectives
- Decide on your training method
- Organise your presentation
- Write your plan
- Review your objectives

#### Know your topic

- Research your topic thoroughly.
- Record the sources used.
- List the key points.
- Arrange information in a logical order.
- Break information into logical segments.

#### Understand your audience

Find out who the participants are.

- How many are there?
- What are their training needs?

#### Know your venue

Check the

- lighting
- sound
- equipment
• layout.

**Understand your aims and objectives**

- Decide
  - what you want to achieve and how.
  - what are the objectives or learning outcomes.

**What method of instruction will you use?**

- Decide on your training method

**Organise your presentation**

- Plan
  - the introduction
  - the body
  - the conclusion

**Write your plan**

- Ensure the session fits into your timeframe.

**Review your objectives**

- Will the participants know what you want them to do?
- Will they be able to do what you want them to?

---

### Chunking content

*4h*

Chunking involves breaking down the content of your training and presenting it in manageable chunks. Most people lose concentration in the middle of an activity, not at the beginning or end. By building in lots of beginnings and endings you allow for more learning points in your session.

**Example**

A training session for library staff on evaluating Internet sources may be chunked in these ways:

- Introductions: name and what you want to obtain from the session (10 minutes)
- Reasons for evaluating Internet sources (Input, 10 minutes)
- Criteria for evaluating Internet sources (Checklist, 10 minutes)
- Best and worst sites! (Practical hands-on session, 30 minutes)
- Any questions? (Open forum, 10 minutes)

**Break**

- Even more sites! (On-line quiz, 30 minutes)
- Summary of key lessons (15 minutes)
- Handout - Useful websites (5 minutes)
- Points to beware of when supporting student learning (10 minutes)
• Individual action planning session (5 minutes)
• Evaluation of the session (5 minutes)
• Close session


---

**Session plans**

A session plan is a set of notes that outlines in logical order what will happen in a session. It allows trainers to identify everything they are going to do and say.

A good plan outlines such things as who the participants are, the training objectives, location, key areas to be covered, training methods and resources.

Without a session plan things can go wrong. For example:

• Time is lost because steps are left out.
• Participants become frustrated because they cannot follow the session.
• Equipment is not set up or does not work when you need it.

Session plans:

• give participants a clear idea of what they will be doing
• clearly outline your methods and activities
• provide a record of the training
• are useful if another trainer needs to take over
• provide a starting point if another participant starts late.

---

Your session plan should include information such as:

• The training outcomes
• Where the training will take place
• Key areas to be covered
• The training methods
• Resources you will use
• Assessment criteria (what will learners be required to know or do after the training?).

There are benefits to you when you plan a training session.

• It gives you confidence so that you won’t dry up.
• It focuses your thinking on the needs of the learners.
• It helps you to prepare appropriate learning materials.
• It helps you anticipate problems and have contingency plans.
• It enables you to think through the whole event and take into account the principles of effective learning.
• You are less likely to make errors during the session.
• You look professional.

Sample session plan

Introduction

• Who am I?
• Who are you?
• Why are we here?
• What are we going to do?

Body

• Logical sequence
• Short segments
• Aids
  ° Audio-visuals
  ° Handouts
  ° Questions

Conclusion

• Summary
• Evaluation
• Feedback
• Thank you

Sample session plans

Session plan 1

<table>
<thead>
<tr>
<th>Course:</th>
<th>Telephone Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Procedures for answering</td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>At the end of this session participants will be able to answer the phone according to standard operating procedures</td>
</tr>
<tr>
<td>Assessment Criteria:</td>
<td>1. Answer phone promptly within 3 rings</td>
</tr>
<tr>
<td></td>
<td>2. Answer politely, using correct procedures</td>
</tr>
<tr>
<td></td>
<td>3. Maintain friendly manner</td>
</tr>
<tr>
<td></td>
<td>4. Listen to customer needs and clarify them</td>
</tr>
<tr>
<td></td>
<td>5. Inform customer of your actions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Key Points</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Must know how to use the phone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 minutes</td>
<td><strong>Brainstorming</strong> - reason for answering the phone correctly</td>
<td></td>
</tr>
<tr>
<td>1 minute</td>
<td><strong>Summarise brainstorming</strong> - add points if necessary</td>
<td><strong>Whiteboard</strong></td>
</tr>
</tbody>
</table>
| 8 minutes | **Body**  
  Role-play - instructor answering  
  • ignore  
  • poorly answered  
  • correctly answered  
  Brief discussion after each one  
  • How did participants feel?  
  • What was right/wrong about technique  
  • Why it was right/wrong  
  • Suggestions for change | **Two telephones** |
| 2 minutes | **Procedures/standards/reference**  
  • attitude  
  • knowledge |   |
| 2 minutes | **Summary**  
  Summarise good points and procedures | **Handouts**  
  -procedures  
  -standards  
  -references |

### Session plan 2

#### The profile

<table>
<thead>
<tr>
<th><strong>Type of Library</strong></th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client/s (trainee/s)</strong></td>
<td>3 students, newly employed to clean library equipment and shelve books</td>
</tr>
<tr>
<td><strong>Instruction situation</strong></td>
<td>Cleaning dust and finger marks off the catalogue computer screens</td>
</tr>
<tr>
<td><strong>Overall objective (Learning outcome)</strong></td>
<td>At the end of a 15-minute training session, the trainees will be able to use the correct equipment to clean catalogue computer screens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step</strong></th>
<th><strong>Outcome</strong></th>
<th><strong>Resource/Time</strong></th>
</tr>
</thead>
</table>
Introductions and overview of the session

Trainees know each others’ names, what they will be able to do at end of session
Handout listing procedures
1 minute

Location of cleaning equipment

Trainees will know:
• where to find the equipment
2 minutes

Equipment to be used

• which equipment to use
2 minutes

Demonstration

Trainees will know:
• where to find out the quantities of cleaning spray to use
• how to clean the screen
3 minutes

Practice

Trainees will be able to use the equipment to clean computer screens
4 minutes

Conclusion and questions

3 minutes

Session plan 3

Organisation: New Century Training
Department: Human Resources
Date: 28th October 2008
Trainer: Jane Jones
Participant/s: 5 new recruits - secretarial
Location of training: Training room 3rd Floor
Training objectives: By the end of the training session participants will be able to plan a staff meeting according to organisational procedures
Introduction: Importance of planning properly
Need to know as part of your new position
Session will be about the stages involved in planning a meeting. We cover organisational procedures, timing, agendas, reserving the...
Assessment: Participants will:
- Determine appropriate time for meeting
- Develop an agenda
- Reserve a meeting room
- Organise refreshments

Main points:
- Organisational procedures
- Organising a time
- Developing an agenda
- Ordering refreshments

Training methods:
- Discussion, diagrams
- Group discussion, brainstorming
- OHTs, practice
- Question and answer, role play

Conclusion: Areas covered, feedback about performance, any future plans

Resources: Whiteboard, overhead projector, handouts

Delivering training

In this section we explore the components of training sessions and how to structure them.

The subtopics in this section are:

5a. Demonstrating skills
5b. Presenting information
5c. Effective communication
5d. Dealing with difficult learners
5e. Facilitating learning
5f. Effective questioning
5g. Difficulties with asking questions
5h. Providing opportunities for practice
5i. Giving feedback
5j. Successful delivery summary

Demonstrating skills

When participants need to learn a new skill, demonstration is the most effective method. Participants can learn complex tasks if they are broken down, and each step is demonstrated in sequence.

Remember these steps when demonstrating a task:
- Give a short spoken overview of the whole skill
- Demonstrate the whole skill silently at normal speed
- Demonstrate again, slowly, and describe each step
• Get participants to try the task with your help
• Observe participants as they perform the task.

Some form of assessment must take place during or after the training session to ensure that participants have achieved the stated objectives.

Assessment during or after the session may involve observing performance and asking questions.

**Give a short spoken overview of the whole skill**

Tell the participants what you will be doing and how.

Show them an example of a finished product if appropriate.

Find out what they can already do or know about the task.

**Demonstrate the whole skill silently at normal speed**

Let participants concentrate on watching your actions.

Make sure they can see everything you do.

Follow all safety procedures.

**Demonstrate again, slowly, and describe each step**

Explain everything they need to know about each step.

Point out the things that need checking at certain steps of the process, for example dials or meters.

Let participants get the feel of certain things - e.g., buttons, temperature or texture - provided there is no safety risk.

Encourage participants to ask questions.

**Get participants to try the task with your help**

Talk through the steps as you go.

Help participants feel comfortable with the task.

Encourage them to concentrate on each step and check their own performance.

**Observe participants as they perform the task**

Give positive, non-threatening feedback about their progress.

Point out any mistakes in a supportive way.

Encourage participants to talk about their performance.

---

**Presenting information**

Even when demonstrating tasks, part of your training session involves new information. Presenting information need not be simply participants sitting back and the trainer lecturing. Trainers should present information in an interesting way, allowing participants to practise and apply it.

These steps can be used in planning your session:

• Present information in small chunks.
• Make it interesting.
• Use a variety of presentation methods and resources.
• Allow for breaks.
• Check for understanding.
• Get participants to practise the new information.

You need to assess whether participants have achieved the required outcomes. This can be achieved by questioning, reports and presentations.

**Present information in small chunks**

Do not overload participants with too much information at once. Put chunks of information into an appropriate sequence.

**Make it interesting**

Create interest in the new information.

Link the new information with something they already know.

**Use a variety of presentation methods and resources**

Combining a talk with a project or case study will make it more interesting. Use flip charts, coloured pens and videos to enliven the presentation.

**Allow for breaks**

Allow time for participants to absorb and reflect on the information. Do not overload participants.

**Check for understanding**

Ensure that participants understand the information. Ask appropriate questions. Get participants to tell you what they know.

**Get participants to practise the new information**

Use activities which get participants to practise and apply the new information such as role plays, brainstorming and discussions. This will get participants actively involved.

---

**Effective communication**

Effective training is based on effective communication. Effective communication is giving and receiving information clearly. Both parties speak, listen and respond. A trainer who simply reads from notes for a whole session is not communicating effectively.

In training, effective communication changes behaviour, involves participants, gives and receives information and ensures understanding.

Good trainers know their learners, select language and a style of communication that suits, and use anecdotes, examples, activities and questions that explain the skills or information in an entertaining and informative manner.

Barriers to effective communication occur when understanding is blocked. This may lead to poor training, misunderstandings, conflict, objectives not being met and frustration.
There is more about communication in *Communicating with clients*.

### Dealing with difficult learners

Sometimes in training you come across difficult learners. They may constantly interrupt, refuse to participate, or act rudely and rebelliously.

General principles are:

- Don’t get angry.
- Don’t take it personally.
- Be clear and concerned.
- Involve difficult learners and give them input.

### Dealing with difficult learners

Here are some strategies for dealing with difficult learners.

- Project an image of confidence and good humour. Don’t be put off by minor breaches of conduct or ‘smart talk’.

- Be well prepared.

- Stress good communication, not formal lecturing. Effective communication and sound personal relationships are essential for effective training.

- Ease your way into the group and don’t employ heavy-handed or authoritarian methods.

- Show participants that you have high expectations of their performance and behaviour, but set tasks that are well within their capabilities.

- Don’t be discouraged by antagonistic attitudes or negative reactions. Learners respond positively in time if you show that you are not ruffled by indications of resentment.

- Don’t become anxious about management and control. Good trainers do not focus primarily on management but on effective instruction and communication.

- Give clear guidelines about what is expected. Make sure learners are aware of any rules and involve them in rule-making.

- Don’t be sarcastic. If a learner is being difficult, try positive rather than negative control measures.

- Be patient.

### Facilitating learning

To facilitate learning a trainer needs to understand the learner and use various strategies to guide them to the training objectives. As a trainer you need to manage the session and encourage an environment that promotes learning.

A number of strategies and techniques facilitate learning:
• Good questions
• Effective examples
• Good learning exercises
• Good pace and variety
• Allowing discussion
• Application to own situation

There are also:
• Active listening
• Targeted questioning
• Points of clarification
• Group discussions

**Active listening**

Speak clearly and listen actively. By actively listening to participants you can judge how well your training session is received. Listening to comments and questions will also suggest how well the information is being understood.

**Targeted questioning**

Asking specific questions during a training session helps participants understand the material. Questions allow participants to become involved, reinforce points and practise the information so that it is more likely to be remembered.

**Points of clarification**

Participants need to absorb a lot of new information during a training session and sometimes this can be overwhelming. When training participants in anything new, clarify each step as you go and allow time for questions and feedback. This ensures that participants understand the material and that you only move on when they are comfortable.

**Group discussions**

Group discussions allow participants to exchange ideas and information. To facilitate group discussions you need to ensure that the group stays on the topic and that all participants have a turn at expressing their ideas.

**Effective questioning**

Questioning is an essential skill for trainers and it is important to become confident in a variety of techniques. At the beginning of training, questioning enables the trainer to assess what participants know and what they need to learn.

Reasons for asking questions during training:

• to focus attention on a certain topic
• to encourage interest
• to promote activity
• to check for understanding
• to encourage participants to think about a particular point
to assess participants’ progress
• to get participants to evaluate their own skills and knowledge

Questions can be thought of before the session (in which case you should ensure that you know the answers), or they may arise in the course of training.

## Effective questioning
### Types of questions

Trainers use questions for a variety of reasons, such as to check for understanding, involve participants and gain feedback.

<table>
<thead>
<tr>
<th>Question type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct</strong></td>
<td>'Louisa, what equipment do you need to repair the broken spine of a book?'</td>
</tr>
<tr>
<td>Checks for individual understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Indirect</strong></td>
<td>'Why do we catalogue library material?'</td>
</tr>
<tr>
<td>Checks for group understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Factual or Closed - Single answer</strong></td>
<td>'Is the invoice ready to send for payment?'</td>
</tr>
<tr>
<td>Checks for progress</td>
<td></td>
</tr>
<tr>
<td><strong>Open</strong></td>
<td>'What do we need to do before locking up for the night?'</td>
</tr>
<tr>
<td>Requires more detailed information</td>
<td></td>
</tr>
<tr>
<td>Can be directed at a learner or the group</td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>'What do you think about ...?'</td>
</tr>
<tr>
<td>Checks for feeling/opinions</td>
<td></td>
</tr>
<tr>
<td><strong>Reflective</strong></td>
<td>'So what you're trying to say is...?'</td>
</tr>
<tr>
<td>Checks for understanding by rephrasing</td>
<td></td>
</tr>
</tbody>
</table>

## Effective questioning
### Types of questions

Many types of questions ensure understanding and involve participants:

- Direct
- Indirect
- Factual or closed
- Open
- Attitude
- Double-check
**Direct**

These are aimed at one person to check their understanding. Focusing on one person can make them uncomfortable, especially if they do not know the answer. Providing the opportunity to ‘pass’ if they do not know the answer can reduce the pressure. Direct questioning ensures more even class participation.

**Indirect**

Indirect questions are presented to the whole group, to check group understanding. One possible difficulty is that the group does not respond. If this occurs you might need to turn it into a direct question by nominating a participant who might know the answer. Indirect questioning favours talkative people, and others may not participate.

**Factual or closed**

These are closed questions which are usually answered with a short statement or ‘yes’ or ‘no’. These tend not to encourage discussion and are generally used simply to check for progress.

**Open**

Open-ended questions request more information from the learner and require more time to answer. They usually start with a ‘what’, ‘when’, ‘who’, ‘where’ or ‘how’. Open-ended questions are a good way to start group discussion.

**Attitude**

Attitude questions check the feeling or attitudes of a group. As there are no right or wrong answers they can be useful for facilitating group discussions.

**Double-check**

Double-check questions are used to check participants’ understanding by rephrasing responses. If the answer or response is not clear, double-check questions can be used for clarification.

---

**Effective questioning**

---

**Open and closed questions**

Click on the items below for more information:

- Open questions
- Closed questions
- Example of open and closed questions

There is more about open and closed questions in the section on **Communicating with clients**.

**Open questions**

Open questions are used to draw out a wide range of responses. They encourage the respondent to reveal feelings, needs, expectations and information.

These questions:

- cannot be answered with a simple yes or no
- encourage the respondent to think about new ideas
- usually begin with who, what, when, where, how, why or which
• increase dialogue by drawing out feelings or thoughts
• help the person to find his or her own solutions to problems or needs
• can stimulate the person to think about your ideas
• lead to an exchange of information.

Closed questions

Closed questions require narrow answers to specific questions, typically yes or no, or some other brief answer.

These questions usually:
• allow specific facts to be obtained
• do not require responses of an great detail
• are used to gain commitment to a definite position
• can reinforce positive statements
• can direct a conversation into a desired area
• provide an atmosphere in which information can be exchanged rapidly.

Example of open and closed questions

A trainer might conduct this dialogue.

Open question: ‘What types of databases are there?’
Bill responds: ‘Two types.’
Closed question: ‘Is Bill's list exhaustive?’
Andrea responds: ‘No.’
Open question: ‘Andrea, what would you add to Bill’s list?’

By combining open and closed questions, you can promote and direct discussion.

<table>
<thead>
<tr>
<th>Point</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be competent</td>
<td>Make sure you understand the question before you answer. Clarify the question if you are unsure.</td>
</tr>
<tr>
<td>Be careful</td>
<td>If you don’t know the answer, write the question down and get the answer at the next break. Always come back with the answer before the course ends, if possible (follow it up if it is not).</td>
</tr>
<tr>
<td>Be concise</td>
<td>Keep your answers short and to the point.</td>
</tr>
<tr>
<td>Be relevant</td>
<td>Include accuracy and thoroughness of discussion, but keep your answer short. Don’t ‘waffle on’.</td>
</tr>
<tr>
<td>Be organised</td>
<td>Work out answering devices, such as, ‘Let me tell you step by step’,</td>
</tr>
</tbody>
</table>
and anticipate questions that may need answering.

| Be honest  | Don’t answer if you don’t know. Take the question on notice and find out the answer at the next break. |
| Be polite  | Compliment the questioner and be sincere. |
| Be focused | Use appropriate terms similar to those used by the questioner. |
| Be clear  | When possible use anecdotes, analogies, explanations and everyday talk. Steer away from technical terms. |
| Be accurate | Make sure your answer is correct. |

**Difficulties with asking questions** •5g

Asking questions during training can be difficult for new trainers. It can take time to develop effective questioning techniques.

An effective trainer prepares questions to ask, but also formulates questions spontaneously. Questions should be simple and straightforward, to draw out information.

Remember:

- Questions should be clear and not too wordy.
- Questions should be unambiguous.
- Questions should be short and simple.
- After you ask a question, shut up and give the trainees time to answer.
- When you use an open question to promote discussion, don’t aim it at anyone in particular, but aim it at the group.
- Clarify a discussion by using closed questions to extract a definite response.

**Providing opportunities for practice** •5h

When demonstrating a task or presenting information, it is important to give learners a chance to practise skills and knowledge. People learn more effectively if they get hands-on experience. The trainer should find ways to make all learning as practical as possible.

Remember:

```
I hear it - I forget
I see it - I remember
I do it - I understand
```
Watching other trainers or colleagues demonstrate a skill can be valuable for learning how people perform a task.

**Practising information**

Getting participants to practise new information can be difficult, but it is important to find ways to do it.

---

### Providing opportunities for practice  

**Practising a skill**

Participants learn a new skill more effectively if they can practise. Getting participants to practise involves two steps:

1. Get participants to carry out the task slowly while you supervise closely. You might talk them through the steps.

2. Get participants to practise on their own. Keep an eye on them but do not interfere too much. Allow participants to learn from their mistakes. Encourage participants and provide feedback.

You need to judge how much practice they will need. You should have a clear idea whether you expect participants to achieve competence during the session, or if they will need further opportunities for practice.

---

### Providing opportunities for practice  

**Practising new information**

As with learning a new skill, participants must practise and apply new information, so you need to design appropriate learning activities.

Learning activities give participants the opportunity to do something to apply the new information. A successful activity:

- motivates participants
- gets them involved
- gives you feedback on how well participants understand the new information
- helps participants remember the main points
- gives them a chance to apply the new information.

To help participants feel motivated to join the activities, they need to understand there is a link between:

- the training objectives
- the information presented
- the chosen learning activity.

---

### Providing opportunities for practice  

**Clear instructions and a timeframe**

When getting participants to practise new information, you must give clear instructions, so they understand what to do, and stay focused on the objectives.
Setting a timeframe is also important. This encourages participants to focus and not waste time.

**Practice activities**

Here are some learning activities you can use or modify to suit the needs of participants.

- **Brainstorming**: Participants think up lots of ideas about a topic without making judgments.
- **Buzz pair**: Pairs of participants have a short discussion or brainstorm.
- **Debate**: Two teams consider the pros and cons of a topic.
- **Oral report**: One participant tells the group the results of a small group discussion.
- **Quiz**: Questions are pre-set for an oral question and answer session.
- **Role-play**: Participants act out situations related to the topic.
- **Written report**: Participants write about the topic for a particular purpose.

**Giving feedback**

Feedback is essential for learners. It should always be constructive. If not, the learner may give up.

Encouragement and feedback inform participants how well they are progressing and if they are doing things correctly. Whether feedback is verbal or nonverbal, it affects how well participants learn and perform.

It is important that everyone feels comfortable with the forms of encouragement and feedback that you use. Check that nonverbal forms are acceptable. This can be achieved by:

- being aware of how you encourage participants and give them feedback
- finding out whether the things you do might be resented, embarrassing or rude.

For example:

- In some cultures touching any part of the body is not acceptable.
- Some people do not accept being touched by a member of the opposite sex.
- Some cultures consider it disrespectful for young people to make lengthy eye contact with older people.
- Some people are embarrassed by intense eye contact with members of the opposite sex.
Giving feedback

Eight aspects of providing feedback

Feedback is commonly spoken, but you may have to fill in a form or write a short report regarding participants’ progress.

Participants need verbal feedback because it helps them look at weak spots in their performance and find ways to overcome them. Choose suitable times to pass on to each participant your comments about their progress.

Here are eight aspects of giving feedback. Click on each for more information.

- Feedback ‘sandwich’
- Esteem
- Environment
- Understanding
- Be honest and sensitive
- Actions - not the person
- Confidentiality
- Keep it short

Feedback ‘sandwich’

Always begin on a positive note. Find something the learner did well. If you have a negative piece of feedback, ‘sandwich’ it between positive points.

Esteem

Consider how participants will feel after your feedback. Help them to see it as encouragement rather than blame or judgement.

Environment

Choose an appropriate time and place. Check that you have dealt with any of your own negative emotions (which could create an uncomfortable environment) before speaking.

Understanding

Check that the participant understands your feedback by asking them to repeat it in their own words. This will also help them to acknowledge and remember it.

Be honest and sensitive

When the participants’ performance is not up to standard it is your responsibility to give constructive feedback. You must not avoid giving negative feedback when necessary. Be tactful, and help the participant work out what went wrong and what to do about it.

Actions - not the person

When you give negative feedback, focus on the actions of the participant rather than the personality.

Confidentiality

Show respect by giving your feedback in private. Make sure that you can’t be overheard, or that written feedback can’t be read by others.
Keep it short

Don’t overload participants with more feedback than they can use. Give enough for them to reflect on and make changes. If you give them too much they may not remember it all.

Successful delivery

Successful delivery must meet these criteria:

- Training was conducted in a safe and comfortable environment.
- The trainer communicated clearly.
- The delivery methods provided the opportunity for learning, practice and workplace application.
- The objectives of the training were met.
- The learners were given all the information they needed about the program, the assessment and the competencies to be achieved.

20+ ways to involve everyone in the training event

1. At the start of the session ask people what they want from the course. Write their replies on a flipchart. Deliver that and more. At the end of the session refer to the flipchart and check that people have achieved their goals.
2. Set up an introductory activity or ice-breaker.
3. Use people's names.
4. Refer to comments that participants made earlier in the course.
5. Demonstrate your active listening through your body and verbal language.
6. Treat everyone with respect.
7. Be culturally sensitive.
8. Use all the senses - visual, auditory, kinaesthetic.
9. Encourage learning in different groups - e.g., pairs, trios - asking people to work with people they haven't already worked with, those who are the same height as themselves, etc.
10. Use breaks to re-energize with simple Brain Gym exercises, or a five-minute walk outside.
11. Use real-life examples.
12. Use relevant stories.
13. Use appropriate humour.
14. Use different resources - books, articles, video clips, computer-based learning.
15. Introduce fun - e.g., games and quizzes.
16. Make the learning challenging and safe.
17. Ensure that everyone feels well cared for.
18. Give people time to tell 'their story'. (If these are not relevant to the training, this could take place in the breaks.)
19. Make sure everyone is comfortable.
20. Use rewards - sweets, chocolates, prize books.
21. Give generous encouragement and praise.


---

**Assessing training**

Successful training achieves a change in people’s behaviour. It is important to assess the learning that takes place as a result of the training program. Assessment may be formal or informal, and may or may not be recorded.

The subtopics in this section are:

- 6a. Learner self-assessment
- 6b. Readiness for assessment
- 6c. Assessment methods
- 6d. Formal and informal assessment

---

**Learner self-assessment**

Feedback is helpful and necessary for your learners to know how they are progressing.

However, participants should also learn how to assess their own progress. It is easier for the trainer if learners can pinpoint what is difficult for them. It is equally important to identify what they think they do well.

Some techniques for self-assessment are:

- asking other participants for feedback
- asking colleagues about specific aspects of their performance
- discussing their workplace progress with a supervisor
- seeking follow-up sessions with the trainer to discuss their performance
- keeping notes about the things that they did well and how to improve
- reflecting on their own progress during and after sessions
- setting personal goals for improving at certain tasks
- finding someone to talk to about ways to improve
- learning from mistakes.
Readiness for assessment

Throughout a training session the skills and knowledge of the participants gradually develop. At the end of the training, the trainer needs to judge whether participants are competent. Competency-based assessment requires that learners are well-prepared and confident before assessment takes place.

Competence has to be demonstrated. This can be achieved by:

- observing participants during training
- asking colleagues on the job for feedback
- discussing workplace performance with their supervisor
- seeking follow-up sessions to discuss performance.

In order for the trainer, supervisor or other assessor to know that participants have achieved the objectives, you need to consider that:

- competence has to be seen
- the training objectives must be observable
- what the participants can now do has to be made obvious.

Getting participants to assess their own progress can help them to identify their strengths and weaknesses. Techniques for self-assessment are listed on the previous screen.

Assessment methods

There are many ways of determining that participants have achieved the training outcomes. The methods you choose will depend on the training that you have been conducting.

This table lists some of them.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The assessor watches the candidate performing work requirements or a specific task.</td>
</tr>
<tr>
<td>Written tests</td>
<td>The learner is asked questions - e.g., short answer, essays, multiple choice.</td>
</tr>
<tr>
<td>Oral tests/questioning</td>
<td>The assessor gauges the candidate’s ability to listen, interpret and communicate ideas about information.</td>
</tr>
<tr>
<td>Simulation/role play/case study</td>
<td>A situation is created which imitates workplace arrangements.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>The candidate presents a variety of evidence, which addresses performance criteria - e.g., qualifications, job descriptions and reports.</td>
</tr>
</tbody>
</table>
Formal and informal assessment

Assessment may be formal or informal.

Informal assessment is simply confirmation by the trainer that learners have achieved the objective(s) set out in the training plan. This achievement may be recorded as part of a Personal Development Plan. A note may be made on a personnel file. A supervisor may be told that a staff member has achieved a particular competency, and could now be given the opportunity to perform other duties as well as their tasks.

Formal assessment is carried out by qualified workplace assessors, often as part of a program conducted by a Registered Training Organisation (RTO). This may be the library, a larger organisation of which the library is a part, or a training organisation - whether a public institution like a TAFE Institute or a private training company. Formal assessment may form part of a national qualification, like Certificate IV in Library and Information Services.

Everyone is eligible to become a workplace assessor, if they complete the appropriate training (including its assessment).

Evaluating training

An important aspect of training is evaluation. You need to understand the purpose of evaluation and how it can improve your teaching.

Evaluation means determining the appropriateness and effectiveness of:

- the training objectives
- the content of the session
- the learning of participants
- the trainer's skills.

You will also be asked to evaluate this course, and suggest ways to improve its delivery and results.

The subtopics in this section are:

7a. Evaluating a session
7b. Self-evaluation
7c. Modifying the training session
7d. Recording training details
7e. Guidance for further training
7f. Sample evaluation forms

Evaluating a session

To evaluate your training you need to gather feedback. It is useful to do this at the end of each session, so you can decide whether to make changes to your next session.

You can gather feedback from participants, supervisors/managers, colleagues, and yourself.

This table summarises the most common feedback methods.
<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| Evaluation sheets              | • Cheap and easy to use  
• Identifies areas for improvement  | • Cannot identify skills acquired  
• Gives limited information |
| Interviews with participants or supervisors | • Provides useful information  
• Problems can be explored in depth | • Time-consuming  
• Effectiveness depends on the skills of the interviewer |
| Workplace observations         | • Does not rely on the reports of others  
• Can use checklists for reporting | • Observer may influence performance  
• Time-consuming |
| Evaluation workshops           | • Provides useful, in-depth information  
• Provides opportunity for open discussion | • Time-consuming, costly  
• Results difficult to report |
| Performance appraisals         | • Can identify areas for improvement | • Participant information is usually confidential |

**Self-evaluation**

An important part of evaluation is self-evaluation. This can take place during your training session as you reflect on how things are going. This will help you make changes to your plan in response to the situation.

Self-evaluation can also take place after your session when you ask yourself in-depth questions about whether things should be changed or problems addressed.

To identify your strengths and weaknesses, review:

- your skills and attributes
- what you did well
- what you need to develop.

These strategies can be used to evaluate your training and help you improve.

- Video yourself and look for ways to improve.
- Ask for feedback from colleagues and other trainers.
- Compare your methods and techniques with those of other trainers.
Modifying the training session

A training session needs to be revised and modified. Even if you have prepared well, things can go wrong. You may have chosen activities you thought would be easy and fun but participants found them too difficult. Perhaps the exercises do not suit some participants, or the level is too difficult and participants are losing interest.

Other issues may include:

- the language, literacy and numeracy needs of participants
- their age and experience
- their physical abilities
- overly complex or simple information
- not enough time
- ineffective activities
- group conflict
- inadequate instructions
- unsuitable resources and equipment.

Trainers need to change the plan if learners are at a different stage than they assumed. It is important, however, that changes do not result in essential skills or knowledge being left out.

Recording training details

Keeping records is important in managing your training program. People may have to refer to them in future. For example:

- Participants want to check on their results.
- A new trainer wants to find out how many participants have completed training in a certain skill.
- The finance department needs to calculate the cost of training.
- The training manager needs to report the number of people enrolling in a program.
- A supervisor needs to know which participants have attended training sessions.

Each organisation is different, so it is important to find out what record-keeping systems exist in your organisation. You need to know where the records are kept and the requirements, such as what information you need to record.

As part of delivering training, you may need to check enrolment or registration details, enter information in a roll book, and record results of assessment.

Guidance for further training

You should evaluate your training session and your own skills to ensure the effectiveness of your training, and where necessary to change your methods or approaches.
Because it is impossible to remember everything that happened in a training session, it is helpful to review every session as soon as possible, and keep a summary report to consult before your next training session.

Sample evaluation forms

Here are several sample evaluation forms:

- Library: Staff development evaluation form
- CIT Evaluation Form
- CIT Course Evaluation Form
- Sample evaluation form
- Kinetica evaluation form Page 1 of 2
- Kinetica evaluation form Page 2 of 2
Library: Staff development evaluation form

We are always seeking to improve our training. Please help us to assess the value of this session by completing this questionnaire.

Title of course:

Trainer:

Venue: Date:

Please tick a box to indicate your rating of each factor.

1 - very poor, 2- poor, 3- satisfactory, 4- good, 5- excellent

<table>
<thead>
<tr>
<th>Was the event</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Useful?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy to understand?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paced appropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did the event

Enable you to participate?

Provide a variety of learning activities?

Were the learning materials

Clear?

Well presented?

Useful?

Were the trainers

Well prepared?

Enthusiastic?

Responsive to your learning needs?

Housekeeping details

Please rate the training room

Please rate the catering

If the event did not meet your expectations please explain why:

What were the best things about the event?

What aspects of the event (if any) would you change for the future?

Thank you for completing this form. Please hand it to the trainer.
CIT EVALUATION FORM

COURSE TITLE: ___________________________ DATE: ___________________________

Please tick appropriate answer.

**Part A - Value and Quality of course.**

<table>
<thead>
<tr>
<th></th>
<th>slight</th>
<th>good</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance of content to my work.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Usefulness of what I have learned and its application to my work situation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value of instruction in relation to time spent here</td>
<td>low</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level of instruction content</strong></td>
<td>too elementary</td>
<td>appropriate</td>
<td>too advanced</td>
</tr>
<tr>
<td><strong>Relationship of instructor to group</strong></td>
<td>too remote</td>
<td>good</td>
<td>too close</td>
</tr>
</tbody>
</table>

**Part B - Comments/Feedback.**

1. What will you be doing differently from now on?

...........................................................................................................................................
...........................................................................................................................................

2. What did you like **most** about the session?

...........................................................................................................................................
...........................................................................................................................................

3. What did you like the least?

...........................................................................................................................................
...........................................................................................................................................

4. Suggestions for improvement.

...........................................................................................................................................
...........................................................................................................................................

5. Other comments.

...........................................................................................................................................
...........................................................................................................................................

Name:..............................................

Organisation:.................................
### CIT - COURSE EVALUATION FORM

**Please circle the number which reflects your rating of the following:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How clear were the objectives of the session?</td>
<td>CLEAR</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>VAGUE</td>
</tr>
<tr>
<td>To what extent were the objectives achieved?</td>
<td>FULLY</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>LITTLE</td>
</tr>
<tr>
<td>Was there sufficient time to meet the session objectives?</td>
<td>SUFFICIENT</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>INSUFFICIENT</td>
</tr>
<tr>
<td>How motivating were the methods used by the session leader/s?</td>
<td>HIGHLY</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>INEFFECTIVE</td>
</tr>
<tr>
<td>How relevant was the session for you in your work?</td>
<td>HIGHLY</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>IRRELEVANT</td>
</tr>
<tr>
<td>Rate the session:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• organisation</td>
<td>WELL ORGANISED</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>INEFFECTIVE</td>
</tr>
<tr>
<td>• content</td>
<td>HIGHLY RELEVANT</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>IRRELEVANT</td>
</tr>
<tr>
<td>• presentation</td>
<td>HIGHLY INTERESTING</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>UNINTERESTING</td>
</tr>
<tr>
<td>• leader/s</td>
<td>HIGHLY EFFECTIVE</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>

What I found most useful was: ............................................................................

How I will use this training: ..................................................................................

Other comments: ......................................................................................................

Any suggestions for improvement: .................................................................

**Participant Name:**.......................... **Organisation:**............. **Date:**........
SAMPLE EVALUATION FORM (for participants to complete)

Name:…………………………………………………………………….(optional)

Date of training session:………………………………………………..

Was the purpose of the training session clearly explained? _ Yes _ No
Why/Why not?

Was the training session delivered in a dear manner? _ Yes _ No
Why/Why not?

Was the information easily understood? _ Yes _ No
Why/Why not?

Was the opportunity for informal discussion helpful _ Yes _ No
Why/Why not?

Was the opportunity to practise the questions helpful? _ Yes _ No
Why/Why not?

Did the trainer establish and maintain a supportive learning environment? _ Yes _ No
Why/Why not?

Do you feel that the training session will help you perform more effectively in your job/role? _ Yes _ No
Why/Why not?
KineticaWeb course feedback/evaluation form

The questions below are designed to give us sufficient feedback to make future courses as meaningful to our trainees as possible. We would therefore appreciate your candid response to help us achieve this aim.

Name: ........................................................................ Trainer: ..................................................
(Optional)

Date: ..................................................

How would you rate the following (Please circle the appropriate number.)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall course</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Course presentation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Training guide</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>On-line sessions' exercises</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. What did you like most about the course?

2. Are there any parts of the courses you would change?

3. Do you have any comments about the training area and/or equipment?

4. Any further comments?
What competencies do you think you have gained by doing this course? Please circle the appropriate number opposite each statement.

0 = I do not know how to do this.

1 = I have some knowledge and understanding of how this is done.

2 = I have attained sufficient competency to do this with the help of the manual.

3= I have attained a good level of competency in this, and can do this without referring to the manual.

<table>
<thead>
<tr>
<th>Competency</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to login and log out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From the stored records file, I am able to...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Save a record file on my PC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Email a record</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Delete a record</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to construct...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a single database search</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a multi database search</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add a new holding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modify a holding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Delete a holding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to select...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a primary index</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a secondary index</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to use these in a search...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Boolean operators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Proximity operators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Truncation (?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wildcard (#)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exclamation mark(!)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the difference in search strategy between doing a Title search and a Title keyword search.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to combine one or more secondary indexes with a Primary index search.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to construct a Name search in both NBD and RLIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With the help of the Secondary index code lists, I am able to select the appropriate Secondary index code to refine my search.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the reasons for keeping Non-keyword searches separate from Keyword searches in my search strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When inputting a non-keyword search, I know I need to omit...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Punctuation marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ampersands (&amp;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Initial articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hyphens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apostrophes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to display search results in...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Short view</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extended view</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• View MARC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Store a record</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Store a query</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>