

# **BSBLED401**

# **Develop teams and individuals**

Release 2

**Learner guide**

# **BSBLED401**

# **Develop teams and individuals**

Release 2

**Learner guide**

Aspire Version 1.1

## Copyright Warning

**This product is copyrighted to Aspire Training & Consulting  
(ABN 51 054 306 428).**

Aspire Training & Consulting owns all copyright to its products. Except as permitted by the *Copyright Act 1968* (Cth) or unless you have obtained the specific written permission of Aspire Training & Consulting, you must not:

- reproduce or photocopy this product in whole or in part
- publish this product in whole or in part
- cause this product in whole or in part to be transmitted
- store this product in whole or in part in a retrieval system including a computer
- record this product in whole or in part either electronically or mechanically
- resell this product in whole or in part.

Aspire Training & Consulting:

- invests significant time and resources in creating its original products
- protects its copyright material
- will enforce its rights in copyright material
- reserves its legal rights to claim its loss and damage or an account of profits made resulting from infringements of its copyright.

Aspire is committed to developing quality resources that meet the needs of our customers. However, occasionally Aspire finds, or is notified of, errors. Please refer to our website at [www.aspirelr.com.au](http://www.aspirelr.com.au) to see if there are any updates that may be relevant to you.

Every effort has been made to ensure the information in this book is accurate; however, the author and publisher accept no responsibility for any loss, damage or injury arising from such information.

Except where an information source is acknowledged, the names and details of individuals and organisations used in examples are fictitious and have been devised for learning purposes only. Any similarity to actual people or organisations is unintentional.

All websites referred to in this unit were accessed and deemed appropriate at time of publication.

Aspire Training & Consulting apologises unreservedly for any copyright infringement that may have occurred and invites copyright owners to contact Aspire so any violation may be rectified.

BSBLED401 Develop teams and individuals Release 2

© 2017 Aspire Training & Consulting  
Level 1, 464 St Kilda Road  
MELBOURNE VIC 3004 AUSTRALIA  
Phone: (03) 9820 1300

First published April 2017

Cover design: Rewind Creative  
Printer: Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

e-ISBN 978-1-76059-477-0 (PDF version)  
ISBN 978-1-76059-476-3

## Contact details

<b>Participant</b>
Name:
Start date:
Phone number:
Email:
<b>Work location</b>
Name:
Address:
Postal address:
Workplace supervisor name:
Phone number:
Fax:
Email:
<b>Registered Training Organisation (RTO)</b>
Name:
Address:
Postal address (if different):
Phone number:
Fax:
RTO contact name:
Mobile:
Email:



---

# Contents

<b>Before you begin</b>	<b>vii</b>
<b>Topic 1: Determine development needs</b>	<b>1</b>
1A Identify learning and development needs	2
1B Develop learning plans that meet training needs	21
1C Encourage self-evaluation and continuous improvement	26
1D Collect and compare feedback on performance	30
Summary	31
Learning checkpoint 1: Determine development needs	32
<b>Topic 2: Develop individuals and teams</b>	<b>37</b>
2A Establish learning and development goals	38
2B Select appropriate learning delivery methods	41
2C Provide learning opportunities in the workplace	46
2D Create learning opportunities to achieve identified competencies	50
2E Identify resources and time lines	53
Summary	61
Learning checkpoint 2: Develop individuals and teams	62
<b>Topic 3: Monitor and evaluate workplace learning</b>	<b>69</b>
3A Evaluate learning arrangements	70
3B Assess and record the effectiveness of learning programs	78
3C Modify learning plans	84
3D Maintain records of competency	86
Summary	87
Learning checkpoint 3: Monitor and evaluate workplace learning	88



---

# Before you begin

This learner guide is based on the unit of competency *BSBLED401 Develop teams and individuals*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au).

## How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which practice tasks and learning checkpoints you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples and case studies	Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. Case studies highlight learning points and provide realistic examples of workplace situations.
Practice tasks	Practice tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Video clips	Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a>
Summary	Key learning points are provided at the end of each topic.
Learning checkpoints	There is a learning checkpoint at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.



## Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> <li>• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others</li> <li>• Builds on knowledge and experience to facilitate interaction and learning with others</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Analyses textual information from a range of sources to identify organisational requirements</li> <li>• Analyses information from a range of sources to evaluate performance</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Develops materials to suit the requirements of different roles and individuals in the organisation</li> <li>• Maintains records using correct technical and organisational vocabulary</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>• Uses vocabulary appropriate to context and to establish a supportive and learning environment</li> <li>• Uses listening and questioning techniques to confirm or show understanding of different perspective</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts</li> <li>• Recognises the importance of building rapport to establish effective working relationships</li> <li>• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction</li> <li>• Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>• Uses logical planning processes to organise, implement and monitor learning and development needs</li> <li>• Systematically gathers and analyses all relevant information and evaluates options to make informed decisions</li> <li>• Evaluates outcomes of decisions to identify opportunities for improvement</li> </ul>

## What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1 Determine development needs	1A Identify learning and development needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Develop learning plans that meet training needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Encourage self-evaluation and continuous improvement	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Collect and compare feedback on performance	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Develop individuals and teams	2A Establish learning and development goals	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Select appropriate learning delivery methods	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Provide appropriate opportunities in the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Create learning opportunities to achieve identified competencies	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2E Identify resources and time lines	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

<b>Topic</b>	<b>Key outcome</b>	<b>Rate your confidence in each section</b>
Topic 3 Monitor and evaluate workplace learning	3A Evaluate learning arrangements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Assess and record the effectiveness of learning programs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Modify learning plans	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Maintain records of competency	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

---

# Topic 1

## Determine development needs

Recent studies show that continued workplace learning is essential if organisations are to survive and remain competitive in today's global economy. By establishing a lifelong learning culture, employees will have the required skills and knowledge to continually improve the organisation's performance.

Developing and implementing an effective learning and development system is important for an organisation. By offering a systematic process by which learning and development needs are identified and relevant training is provided, an organisation can foster a positive workplace learning culture that will translate into improved performances and satisfied customers.

As a frontline manager, team leader, supervisor or team coordinator it is your role to ensure your team works effectively. One of your key responsibilities is to monitor the performance of your team as a unit, as well as each team member individually, and identify and address their learning needs to improve workplace performance. A productive team should be encouraged to evaluate its own performance, provide feedback to team members and identify ways to improve work practices.

In this topic you will learn how to:

- 1A Identify learning and development needs
- 1B Develop learning plans that meet individual and group training needs
- 1C Encourage self-evaluation and continuous improvement
- 1D Collect and compare feedback on performance

# 1A

## Identify learning and development needs

Your ability to match the required skills and knowledge of team members with the requirements of the organisation is a key factor in the successful management of learning and development in your team.

To get the best performance from your team you need to follow a structured process that allows you to systematically identify the learning needs of your team members according to set criteria. This way you can be confident that the needs you identify will match the organisation's short- and long-term skill requirements, as well as the team's and individual team members' requirements.

These learning and development needs can emerge for a number of reasons. The following lists a range of areas you should consider when identifying the skills that need to be learnt or developed.

### Task-specific skills

Learning how to carry out a task; for example, writing a report, taking stock of inventory

### Process skills

Understanding and applying organisational processes; for example, processing invoices, completing a new leave form

### Interpersonal skills

Improving interpersonal relationships; for example, communicating between team members, developing strategies to deal with conflict

### Team skills

Improving the way the team works; for example, setting goals, dealing with changes

### Individual team member skills

Improving the skills of team members; for example, time management, writing a business case, using a software program

### Short-term skills

Identifying skills needed in the short term; for example, operating a new piece of equipment

### Long-term skills

Identifying skills people need to have when a long-term initiative is implemented; for example, dealing with a new organisational structure

### Priority skills

Identifying skills needed urgently; for example, the organisation must comply with updated work health and safety regulations

### Generic skills

Identifying how generic skills can be developed in team members' day-to-day activities; for example, communication, teamwork

## Identify learning needs

Learning needs can be identified in various ways. Correctly identifying learning needs is important. If the identification is inadequate or wrong, you could end up providing ineffectual or inappropriate training. You need to ensure the information you collect is reliable, valid, unbiased and accurate.

Methods to improve the accuracy of a needs assessment:

- Clarify your organisation's strategic plan so you know the skills required of staff.
- Look at job descriptions to determine the skills and knowledge each position requires.
- Conduct a workplace skills assessment to ascertain the skills team members currently possess.
- Match people's skills against the skills required for their role as outlined in national competency standards.
- Observe people performing their duties to see firsthand where gaps lie.
- Arrange discussions and personal appraisal sessions.

## Clarify the organisation's goals

Before determining skills and skill gaps, you should first have a sound understanding of the organisation's business plans, goals and objectives. You need to be able to identify long-term and short-term goals and the accompanying skills the organisation needs to achieve them.

You then need to assess the skills you and your team need now and in the long term to achieve the organisation's goals and, in turn, the team's goals. Identifying the skills and knowledge that are needed for the future is your prime purpose in this exercise. If you are unsure of anything within your organisation's strategic plan, you should clarify these issues with your manager.

Your ability to match the required skills and knowledge of team members with what the organisation requires is a key factor in successful organisational learning and development.

By being aware of current and future directions you can ensure your team is skilled appropriately for the tasks they have to perform, well ahead of time.

Consider a range of questions, such as:

- What is the nature of the organisation?
- What is the organisation's vision for the next five years?
- Are any major changes in business operations or procedures planned?
- What skills are needed to function effectively within the organisation, now and in the future?
- What specific activities have been allocated to your team?
- What skills are needed to carry out team activities?

### Example: an organisation's objective

An organisation's objective is for all customers to have an option to pay online for purchases. This necessitates an 18-month lead-in requiring the following actions:

- Research has to be conducted.
- Decisions have to be made about what software program to purchase.
- The program has to be installed.
- Employees have to be trained to use the system.
- Customers have to be informed and provided with instructions.

The business operations manager prepares a list of the necessary activities, the personnel involved, the skills possessed by those who will be handling the online ordering, along with the skills they need and the time lines for each task.

A plan is prepared that clearly defines what actions have to be taken and when they are to start and finish. Training to use the system is a key element of the objective, so plenty of time is allocated well within the schedule. Management is confident that when the system is implemented it will operate smoothly.

## Match position descriptions to required skills

Look at job awards or position descriptions to determine the skills and knowledge each position requires. The criteria in a job description can help to establish the level of performance (desired competencies) for that position. A job description may also define the qualifications or experience a person must have to be considered for a position.

Be aware that situations change, and a person may be doing additional duties to those mentioned in their current position description. For this reason, position descriptions should be regularly updated. By matching the person's current tasks with those outlined in their position description, you should be able to see whether the role has changed and, if so, whether the person requires additional skills or knowledge to handle the new responsibilities.

Help individual team members assess the skills they have against their position descriptions. Any skill and knowledge gaps identified can then be addressed in the team member's learning plan.

## Conduct a workplace skills assessment

One of the most valuable and comprehensive methods of assessing the current skill level of staff is to conduct a formal workplace skills assessment. This can complement other methods of identification such as observation, discussion and self-assessment.

Ideally this should be done regularly, although small organisations might do so on a needs-only basis. Some organisations hire an external consultant to perform organisation-wide workplace assessments. Conducting a workplace skills assessment takes time, and you should develop a plan that lists the tasks, who will be responsible for them and the time line for carrying them out.



There are two parts to carrying out a formal workplace skills assessment: a skills audit and a training needs analysis. It is important to work collaboratively with the team, creating a comfortable atmosphere where everyone is encouraged to respond appropriately because they know why you are collecting the information and how it will be used to help them further their skills and knowledge.

## Skills audit

A skills audit provides an overview of the person's current job role, the nature of their work and how they perform it. Some audits also ask employees to record any training they have recently completed outside their current job that might benefit the organisation.

The most common way to conduct the audit is to develop a survey consisting of general questions relating to the position and job role and a questionnaire listing a bank of skills and knowledge required by the organisation. Ask each team member to acknowledge which skills they have and how well they think they use them. The skills are generally grouped into categories. Some audits use broad headings such as technical skills and knowledge, administrative skills and knowledge, management skills and experience, and personal development. Others are more specific; for example, information technology (IT), administration, finance, research and planning, and teamwork.

When conducting a skills audit you must be clear about the purpose of the process and what you want your team to do. Be aware that the process is not entirely error-proof, as it relies on each person completing the audit honestly and objectively.

A skills audit identifies the following features.

**Current skills**

The skills and knowledge a person has at the time the audit is carried out

**Competence level**

The level of competence the person has achieved

**Relevance**

The importance of the person's skills and knowledge to their job role

**Required skills**

The skill level required by the person holding the job

## Training needs analysis

A training needs analysis (TNA) focuses on the skills, knowledge and attributes that need to be developed and the type of training most appropriate to fill the learning gap. A skills audit form is used to gather information when doing a TNA. Some forms also include questions on people's career paths and the training they need to assist them in this area. Depending on the organisation's requirements, you might divide the questions into those for the job, those relating to professional development needs and those that concern career paths.

Before you start, be clear about the purpose of the TNA, what type of questions you want to ask and how you are going to collate the responses.

A skills audit form includes the following information about candidates:

- Whether they need training in a specific area.
- What type of training they need.
- How important they consider the training need.
- How urgent the need is for training or development.
- Their training delivery and/or location preference.
- Their time preference for undertaking the training.

## Example: interpersonal skills training needs analysis

Here is an example of an interpersonal skills training needs analysis form.

Interpersonal Skills Training Needs Analysis												
Consider the following interpersonal skills you need in your work and tick (✓) the importance of each one. The levels of importance are:												
<ul style="list-style-type: none"> <li>• VI = Very Important</li> <li>• I = Important</li> <li>• NI = Not Important</li> <li>• H = High</li> <li>• M = Medium</li> <li>• L = Low</li> </ul>												
Then rate the level of skills required (high, medium, low), identify if you need training (yes, no), the priority and training preference.												
Technical skills, knowledge and experience	How important are these skills, knowledge and experience?			What skills level do you require?			Do you need training in this area?	Priority			Urgency within months	Preference (workplace, off-job conference)
	VI	I	NI	H	M	L	Y/N	H	M	L		
Telephone skills												
Working in a team												
Problem-solving												
Time management												
Negotiation												
Public speaking and presentations												
Stress management												
Customer service												

### Match skills with competency standards

Competency standards describe the personal skills, attitudes, technical skills, knowledge and attributes required of an individual to effectively and efficiently undertake the day-to-day tasks and duties of their work. Most industries in Australia have developed sets of competency standards for particular job roles within each industry. These are recognised by employers and vocational education and training organisations.

The range of competencies that address each position may include a combination of generic, work-related and industry-specific competencies.

**Generic, work-related**

Generic, work-related competencies underpin a person's ability to enter and remain in the workforce. They include being able to:

- work well in a team
- mix with people of different ages, sexes and races
- communicate effectively and solve problems creatively
- collect, analyse and organise information
- plan and organise activities
- use mathematical ideas and techniques and operate technology.

School leavers entering the workforce are expected to be competent in all these areas and able to apply generic competencies to a range of situations and in different industries; for example, in retail, hospitality, construction, health, sports and recreation.

**Industry-specific**

Industry-specific competencies are the skills required by a person working within a particular industry. For example, a person working in the automotive industry needs to have knowledge of engines, oils and car parts, and specific health and safety requirements; an administrative worker may need to know how to arrange meetings, operate office equipment and carry out reception duties.

Competency standards contain a list of outcomes to be achieved and criteria for assessing the performance of individuals. They are nationally recognised and form the basis of training in each industry. When an organisation identifies a need for skill development, competency standards can provide the individual with a learning and development program that also leads to a formal qualification under the Australian Qualifications Framework (AQF).

For example, the competency standard BSBLED401 Develop teams and individuals can lead to qualifications such as Certificate IV in Business, Certificate IV in Business Administration, Certificate IV in Small Business Management or Certificate IV in Frontline Management.

Assessing skills against competency standards is easy and practical. By using the competency standard for your team's job roles you can identify the skills the job holder possesses and if there are any skill gaps.

## Observe current work practices and procedures

Observing your team on a day-to-day basis is one of the best ways to identify learning needs. By watching how individuals handle their tasks, deal with others and follow procedures, and by looking at the quality of material they prepare and their ability to solve problems, you should be able to identify skill gaps or areas in which they could use further training.

### Ways people can learn new skills and knowledge

- Coaching, mentoring or supervision
- Formal or informal learning programs
- Internal or external training
- Work experience or exchange opportunities.

## Observe team performance

At a team level, you can observe how long the team takes to carry out a particular procedure; the manner in which people communicate, or how the team members work together. You might see that projects regularly run over budget or a process needs to be streamlined. You should continually monitor complaint levels regarding your team's work and review any feedback received about your team's performance from stakeholders and other managers. Some ways of doing this follow.

### Responding to team feedback



Observations and feedback are often the impetus for you and the team to get together to discuss the situation and arrange an appropriate solution. Though no new skills may need to be learnt, the team could come up with new and improved work practices or ways to communicate more effectively.

Keep notes on team performance so you have a written record you can refer to in group discussions and when making decisions. Provide sufficient information and evidence, such as completed work, to enable you to show the group exactly where the skill gaps occur.

## Manage poor team performance

Poor work performance can be linked to causes other than a lack of skill or knowledge. For example, a person may be having personal problems that are being transferred to their behaviour at work, resulting in loss of concentration or a reluctance to communicate. Behaviour problems may be the result of personal difficulties within the team, such as team members not cooperating. In these cases, training in communication or conflict resolution may be needed.

Establish a collaborative culture so team members understand how your observations will benefit the group. Be aware of team members who are intimidated by being observed while working.

## Discuss learning needs with individuals

You can look at the specific needs of your individual team members in a number of ways, including informal discussions, formal performance reviews and career planning sessions. Be open and honest in these discussions so team members know why you are asking questions and how they can help. Explain how their answers will assist with planning their professional development and help the work of the team and the organisation.

Sometimes individuals will approach you for assistance, but at other times you may need to provide encouragement.



### Individuals approach you

From time to time, individuals may approach you to discuss their learning needs. They may have identified a learning gap that needs to be urgently addressed if they are to perform their duties effectively. It may not be appropriate in these cases to wait for a formal performance appraisal.



### You encourage others

You should encourage team members to develop a habit of regularly monitoring their own work and achievements, so their learning needs are identified through an informed rather than an ad hoc approach.

## Formal performance reviews

Many learning needs do not require formal training programs. Assigning a coach or mentor to a team member for a few weeks may be an appropriate solution. Financially assisting an individual to join a professional association might be worthwhile. Suggesting some reference books or articles to read might help to resolve a difficulty in some instances. Most organisations conduct a formal session at least once a year with their employees to discuss their performance and professional development needs.

A performance appraisal helps to determine skill and knowledge gaps and is an opportunity to develop a learning plan for the next 12 months. An individual may need training in a specific area or be given opportunities to further develop their skills through increasing their responsibilities. They may consider doing, or be currently doing, personal studies to enhance their own career path.

## Productive performance appraisal

The secret of a productive performance appraisal is planning. By being prepared, you can ensure the session is conducted in a comfortable atmosphere and both parties understand what is required of them. Complete the session by making sure you both understand the outcomes of the session and any action to be taken.

Some organisations have forms they require staff to complete prior to a performance appraisal. On these forms the person states their key performance indicators (as outlined in their position description), rates their performance against given statements and has the opportunity to explain their achievements. There is also space for the manager or team leader to write their opinions of the individual's performance. Other organisations may only require a brief written report or notes.

At least two weeks before the arranged session, ask the team member to prepare for their appraisal. You should prepare for the session too, in the ways shown below.

### Performance appraisal preparation



#### Team member preparation

Team members should prepare by:

- looking at their job description, particularly their key performance indicators, and confirming the tasks and the skills needed to perform the role
- making notes of where they have demonstrated the required skills
- collecting evidence of their achievements
- reflecting on their short- and long-term plans
- listing the professional development they believe they need.



#### Your preparation for the session

You, as team leader, should prepare by:

- checking the person's job description and key performance indicators
- noting their performance over the previous months
- making notes on possible learning gaps
- identifying some solutions.

## Career planning sessions

A review of staff performance and training needs is linked with an assessment of a person's development needs. Set aside some time to meet with team members and discuss their short-term goals and learning requirements, and their long-term career options within the organisation. Determine the skills they need to help further their career and identify ways to acquire these skills. Together you can select the most appropriate development options. Career planning and development assessment can be done during a performance appraisal and followed up in separate sessions, or it can be part of a training needs analysis.

## Organisational policies and procedures

Organisational policies and procedures cover a wide range of subjects such as employment conditions, work health and safety, technical processes, communication procedures, performance reviews and security arrangements. Team members must be aware of the organisation's policies and procedures so they can consistently work within the organisation's requirements and help both the team and the organisation operate smoothly, as illustrated below.

### Following procedure

In their role, a team member may need to write a letter or a report; prepare a brief business case; help you prepare a contract; apply for sick leave; make travel arrangements; or request training. These tasks must all be carried out within the organisation's policies and standards, and team members should fully understand the required procedure and the reason for a consistent approach. Teams function more effectively when they are not wasting time redoing work or constantly asking how to do something.

### Induction

Team leaders need to induct new employees into the organisation by clearly explaining the organisation's policies and procedures, clarifying issues new employees are unsure of and explaining why this information is important. You might give new staff members a folder of relevant material – such as the policies and procedures manual, organisational forms and information – or make sure they are aware of where they should access the information.

### New policies

There will be times when you need to bring the team together to explain a new policy or process that has just been introduced. You need to refresh people's memories if you notice team members are following procedures incorrectly, such as filing documents in the wrong electronic file.

## Anti-discrimination legislation

Organisations within Australia must comply with a variety of federal Acts and national standards. National anti-discrimination legislation has a number of aspects as shown here.

### **Age discrimination Act 2004**

The *Age Discrimination Act 2004* protects people from being discriminated against because of their age and states that, regardless of age, everyone has the same right to equality before the law.

The Act also allows appropriate benefits to be given to people of a certain age, particularly younger and older people, according to their circumstances. Objectives of the Act include removing barriers to older people participating in society, and changing negative stereotypes about older people.

Exemptions include stipulations regarding youth wages, health care and voluntary work.

### **Disability Discrimination Act 1992**

The *Disability Discrimination Act 1992* gives a broad definition of disability and prohibits direct or indirect discrimination based on disability. It also prohibits discrimination against people associated with people who have disabilities; these may be friends, relatives, carers and co-workers. The Act makes it unlawful to discriminate in the areas of:

- employment
- education
- access to public premises
- purchase of house and land
- provision of goods, services and facilities
- administration of Commonwealth Government laws and programs.

Exemptions to the Act include when a potential employer would be placed under unjustifiable hardship in order to employ a person with a disability, although the employer is expected to make reasonable adjustments.

An example of an unjustifiable hardship might be the cost of extensive renovations to allow for wheelchair access to and throughout a small, second-floor studio owned by a small business.

**Racial Discrimination Act 1975**

The *Racial Discrimination Act 1975* prohibits racial discrimination and offensive behaviour based on racial hatred. It covers discrimination based on race, colour, descent, national or ethnic origin. It also protects those who may be discriminated against based on their association with people of a particular ethnicity. The Act applies to everyone in Australia and all organisations.

The *Racial Hatred Act 1995* was added to the *Racial Discrimination Act in 1995* and provides an avenue for people to complain about racist behaviour that offends, insults, humiliates or intimidates others in public. Exceptions to the law include when the behaviour is a matter of public interest (such as a newspaper report on racially based violence), or is part of an academic discussion that is not malicious or spiteful. These exceptions often involve rights to free speech.

**Sex Discrimination Act 1984**

The *Sex Discrimination Act 1984* explains that it is unlawful to discriminate against someone based on their sex, marital status, pregnancy or potential pregnancy. It sets out laws against sexual harassment as well as dismissal from work based on family duties including pregnancy.

According to the Act, it is unlawful to refuse to provide goods or services, education or employment based on a person's sex. The Act also covers discrimination within awards and enterprise bargaining, insurance and superannuation, Commonwealth laws and programs, and accommodation.

Sexual harassment is included in the Act because it is a form of discrimination to treat a person unfairly because of their sex.

An exception to the Act includes when goods or services can only be applied to one sex, for example female or male-specific health care. Another exception covers employing a person to look after a child in the child's home. Sexual discrimination in the training and ordination of religious ministers is also not covered under the Act.

### **Australian Human Rights Commission Act 1986**

The Australian Human Rights Commission was established in 1986 to deal with breaches of anti-discrimination laws and to promote human rights education.

This Act only covers actions or policies of the Commonwealth.

The Act promotes human rights for all people, and covers most forms of discrimination not already covered in other Acts, including discrimination on the basis of:

- criminal records
- marital status
- medical record
- political opinion
- religion
- sexual preference
- social origin
- trade union activity.

### **Privacy Act 1988**

If your organisation is in the habit of collecting information about customers or clients, its operations will come under the auspices of this Act. This Act deems personal information about individuals to be sensitive, such as information about:

- criminal records
- health
- membership of a professional or trade association
- membership of a trade union
- political affiliations or opinions
- racial or ethnic origin
- religious affiliations or beliefs
- sexual orientation or practices.

This information about a person could be used by others to discriminate against them or identify them, although they may wish to remain anonymous. Your organisation should inform you of your responsibilities regarding your customers' privacy and its responsibilities with regard to your privacy. It is always advisable to regard any information provided to you about any individual as confidential.

People generally have a right to see and correct, if necessary, files of personal information kept about them by organisations. Individuals are usually only denied access to files about them if their own or another person's safety is at risk, or if there are other legalities involved.

## State and territory anti-discrimination legislation

Anti-discrimination legislation varies between states and territories with respect to the specific aspects covered. However, the overall intent of each piece of legislation is the same – to prevent unlawful discrimination and harassment of individuals within the Australian community. The table below lists the agencies that deal with discrimination legislation in your state or territory and the legislation that they administer.

State/Territory	Agency
Australian Capital Territory	Human Rights Commission: <i>Australian Capital Territory Discrimination Act 1991 (ACT)</i>
New South Wales	Anti-Discrimination Board of New South Wales <i>New South Wales Anti-Discrimination Act 1977 (NSW)</i>
Northern Territory	Northern Territory Anti-Discrimination Commission <i>Northern Territory Anti-Discrimination Act 1996 (NT)</i>
Queensland	Anti-discrimination Commission Queensland <i>Queensland Anti-Discrimination Act 1991 (QLD)</i>
South Australia	Equal Opportunity Commission <i>South Australia Equal Opportunity Act 1984 (SA)</i>
Tasmania	Office of the Anti-discrimination Commissioner <i>Tasmania Anti-Discrimination Act 1998 (Tas.)</i>
Victoria	Victorian Equal Opportunity and Human Rights Commission <i>Victoria Equal Opportunity Act 1995 (Vic.)</i>
Western Australia	Equal Opportunity Commission <i>Western Australia Equal Opportunity Act 1984 (WA)</i>

## Work health and safety (WHS)

WHS legislation is designed to protect the health, safety and welfare of all people at work. You need to be aware of and know how to access current WHS legislation and other WHS documentation relevant to your specific workplace, occupation and industry. This documentation includes regulations, codes of practice and your organisation's health and safety policies and procedures.

WHS policies and procedures or guidelines address methods to operate equipment, working ergonomically, manual handling and so on, and help to identify hazards or potential hazards in the workplace that may impact on individuals or the whole team. Every task that a team is asked to perform should be analysed for potential hazards. Information and safety procedures for substances, plant and processes should all be made available to staff.

Keeping up to date with this information is essential. One of the most significant changes has been the national work health and safety reforms that resulted in the development of the *Work Health and Safety Act 2011 (Cth)* and model regulations and codes of practice.



## Confidentiality and security

Privacy legislation requires that personal and private information be kept confidential. Policy and procedure manuals usually include instructions regarding the handling of sensitive and confidential information; for example, customer databases, sales figures or new product design.



Other information relates to the protection of privacy for each individual within the team and team information that is confidential within the group. It is essential that each team member understands their role and the need to maintain privacy of their peers, clients, customers and internal organisational affairs.

Security of personal information is covered by the *Privacy Act 1988* (Cth), and is usually dealt with in the organisation's privacy policies and procedures.

Team members need to maintain organisational security. This applies to both physical resources and information. For example, a policy or procedure may exist for data storage and retrieval from a server facility. Individuals who are required to use a computer will be given passwords and logon information to protect the organisation and the team.

## Align learning needs with organisational requirements

Before you prepare a learning and development plan, you need to be aware of any requirements the organisation has in relation to professional development, and ensure that all learning programs you implement are in line with such requirements.

You need a sound knowledge of your organisation's goals, objectives, policies and procedures. You also need to be familiar with equipment operating manuals and ensure these form part of any training program. If you identified customer service as an area requiring training, you need to be sure you are familiar with your organisation's customer service charter so the learning content of a training session matches the organisation's philosophy and culture.

The following lists a number of organisational requirements you should be familiar with when planning a learning program, and provides examples of what is required to meet these policies and procedures.

### Policies and procedures manuals

Policies and procedures manuals provide information about working conditions and what is required of employees with regard to attendance, leave, confidentiality, backfilling for absent staff and so on. They also indicate organisational requirements for personal presentation, customer service and written documentation.

Manuals also outline specific procedures such as how to operate equipment, how to process an order or an account, or how to handle customer complaints.

**Goals, objectives, plans, systems and processes**

Goals, objectives and plans are generally broader organisational directions. They set the direction of the organisation and/or team and establish or define organisational culture. They provide information on sales targets, budgets, new products and new markets.

Plans outline how the organisation and/or team will achieve its goals and objectives. Systems and processes generally refer to organisational structure and reporting processes.

**Access and equity principles and practices**

In line with anti-discrimination policies, access and equity principles and practices provide guidelines that address working with people from culturally diverse backgrounds or with disabilities; for example, by providing access to prayer rooms, or providing access to buildings for people with disabilities.

**Ethical standards**

Organisations that value high levels of ethical standards have these written into their codes of conduct, policies and procedures. All their employees are expected to conform and abide by the requirements of these documents. Team leaders who set good examples and expect the same standard of their team members are important for the success of these initiatives.

Organisations that operate with high levels of integrity at every level tend to be trusted and respected by others, both internal and external to the business.

**Quality and continuous improvement processes and standards**

Quality checks in the development of products or services may be defined in the product quality manual or the customer service charter. Many organisations comply with the nationally accredited ISO Standards for Quality Management Systems and have policies or guidelines to ensure that the organisation maintains its status. This includes having guidelines or processes in place to ensure that internal quality checks or audits are carried out on a regular basis.

**Defined resource parameters**

These may be guidelines regarding recommended suppliers or how much a department may spend on supplies or products and services.

## Practice task 1

1. Explain how matching position descriptions to required skills helps to identify and implement learning development needs.

2. Explain how conducting a workplace skills assessment helps to identify and implement learning development needs.

3. Explain how matching skills with competency standards helps to identify and implement learning development needs.

4. Explain how discussing learning needs with individuals helps to identify and implement learning development needs.

... continued

*... continued*

5. List the organisational requirements you should be familiar with when planning a learning program.



# 1B

## Develop learning plans that meet training needs

Once you have identified the learning and development needs for the team and its individual members, your next step is to develop a learning plan with the team members. A learning plan helps the employee and team leader determine, record and track learning activities, and outlines the knowledge and skills that need to be learnt or developed and the most appropriate way this development can be addressed. Sometimes specific learning needs will relate only to specific members of the group.

Developing a learning plan involves:

- identifying the learning and development goals and objectives of the individual and organisation
- encouraging employees to discuss their personal learning needs and matching these with the needs of the organisation
- ensuring learning is relevant and warranted
- allowing the supervisor, team leader or frontline manager to determine the best method of meeting learning needs.

### Use facilitation methods

Facilitation means ‘making a process easier’. In the context of team development and improvement, facilitating a team involves helping team individuals to operate more effectively as a group.

Team leaders need to be familiar with the goals of their organisation as well as the goals of their teams. The group needs to be continually guided towards both of these aspirations. Ways to do this include helping everyone to generate ideas, to encourage engagement, to maintain the overall energy to keep things moving and to ensure that decision-making is fair, effective and efficient.

There are many group facilitation methods that can be used to plan, guide and manage a group event. Below is a selection of some of the more common approaches:

- Using brainstorming tools and techniques to generate ideas.
- Involving everyone in meetings, encouraging quieter members and gently controlling those who dominate.
- Establishing ground rules for the team to operate by.
- Using action planning methods to get things done.
- Using democratic methods to make decisions (when appropriate).
- Having group reviews of meetings.

## Rapport

Rapport is found where teams and individuals exist in a state of harmony, which facilitates communication within groups and broader working teams.

Teams of individuals who have common goals and aspirations tend to be close-knit and highly productive. Good rapport requires that everyone involved be adequately skilled, comfortable with contributing their views and opinions, and willing to problem-solve issues for the overall benefit of the group.

Teams that are groups of people with no empathy with each other or desire to work together have no rapport and are unlikely to be very successful.



### Example: learning and development needs

The following is an example of notes relating to a team's learning and development needs made by a supervisor over a period of five months. While these notes serve as a record of the team's needs, they only form the basis for more detailed planning. In this example the team leader has noted whether the learning is a team or individual need, and what the priority is.

<b>Learning and Development Needs Plan</b>				
Supervisor: Michelle Draper				
<b>Date</b>	<b>Name</b>	<b>Need</b>	<b>Priority</b>	<b>Possible training/practice</b>
3 March	Hal Zeigler	New position as data-entry operator. Needs to develop and extend existing skills.	A	Provide added responsibility and practice.
8 March	Joe Vendy	Redesign of website. Needs training in updating and maintenance.	Long-term (18 months)	Web designer will train in-house.
9 April	Jo Rigg	Requested Microsoft PowerPoint training at performance appraisal. Will be working on two major projects soon, involving many presentations.	B	Research relevant course.
11 May	Stacy Weir	Good with customers but unsure when difficulties arise. Consider sending her on course.	B	Appoint mentor or find suitable one-day course.
13 June	Team	All members need training in email etiquette.	B	In-house
1 July	Team	Changes to customer management system. Need training in new procedures.	C	In-house

## Develop a learning plan for the team

The first step in developing a learning plan is to study the information you have collected and documented regarding the learning and development needs of your team. You should arrange the data into categories such as job-specific, professional development and career. Within these create subcategories such as communication, organisational processes, technology and interpersonal skills, and further categorise them into long-term and short-term needs.

Documentation should provide a record of:

- skill gaps
- how the gaps were identified
- priority for training or development, including long- and short-term needs
- the type of training required.

Information that you may use when developing a learning plan may come from a variety of sources.

Sources of information may include:

- assessments of completed work
- notes on your observations
- training needs analysis
- questionnaires and surveys
- third-party reports
- performance appraisal discussions
- self-evaluation reports.

## Identify team needs

When identifying team needs, consider whether you will provide training for the whole team or just one person, who can then transfer their learning to the rest of the group. This may be a budget consideration, or you may need to consider the time required to do the training.

Identified team needs may cover skills that all members need to have to complete their tasks (for example, operating specialised equipment). Sometimes, training for a procedure that has just been introduced may be where attention needs to be focused. In other instances, the skills may be more general and generic (knowledge and skills all staff should have). Examples of general skills are the use of email etiquette or knowledge of organisational procedures. You may find that skills to improve overall work practices and team efficiency are required where your team needs a closer focus. Occasionally, training and skill development may require long-term attention, such as when an organisation decides to implement new delivery processes or produce a new product.

The learning plan for the team should include:

- the area or competency the required skill addresses
- the skills or knowledge needed
- the expected outcome from the training or development
- the training option.

## Example: learning plan for a team

The following example is a plan for a team to improve its teamwork skills.

Task/skill	Learning needs	Goal/outcome	Solution
Working in a team	To improve skills in cooperation, negotiation and conflict resolution (aligns with business objective 2.3).	Team members demonstrate they can work cooperatively with less downtime caused by disputes. Members use strategies to negotiate and solve problems.	Attend training session on workplace cooperation Bradman Centre, 25 Willoughby Road, Brisbane. Two-day workshop 24–25 May.

## Develop a learning plan for individuals

Individual learning plans should be developed for each team member. Develop the learning plan with the team member, helping them understand the need for each skill and how it will benefit them in their work. It is important to encourage them to contribute to solutions. Finalise the plan together so both you and the employee understand your responsibilities.



Some skill needs may require a brief in-house coaching session; some may necessitate a number of off-site training sessions; others may require the individual to gain a qualification over an extended period of time. Policies regarding training vary between organisations, with some organisations paying the full cost of training, some paying partial costs and some providing in-house training only.

Using a formal planning process ensures the training directly addresses identified needs and benefits the organisation as well as the individual. It also requires some action on the part of team members after the training has been completed.

## Complete a learning plan template

Many organisations require employees to be accountable for their own learning and career development. Such organisations often have procedures requiring the staff member to take an active role in identifying their learning needs and researching appropriate solutions to create a learning plan. In this way, there is a strong motivation to learn.

A learning plan template can identify:

- the skill need
- how the skill corresponds with the individual's tasks, the team's goals and the organisation's objectives
- how the skill will benefit the individual, the team and the organisation
- the options available to address the need
- how the individual will demonstrate they have achieved the skill.

## Example: learning plan template

Tessa recognises that she needs advanced word processing skills. Her manager helps her develop a learning plan using the organisation's template to record how she can achieve this. Here is a copy of Tessa's completed learning plan.

<b>Learning Plan</b>	
<b>Name:</b>	Tessa O'Mallery
<b>Date:</b>	23 July
<b>Identified need</b>	<b>Action</b>
Competency or task	Produce complex documents.
Organisational objective	To produce quality material that enhances the image of the company.
Identified learning goal	To produce reports more efficiently, using the advanced tables, borders and referencing features in Microsoft Word.
Why is this learning important to you and your job?	I want to learn more about using Microsoft Word to help me with producing reports for work, and for my course in Human Resources. The skills will enable me to share the team's workload.
How will you accomplish this goal?	I will attend the formal Microsoft Word training sessions organised by my supervisor and practise the new skills that I learn at work and at home.
How will you demonstrate that you have attained your goal?	I will prepare reports efficiently and within designated time lines using these features, and I will share my newly gained knowledge with my colleagues. I will ask for feedback from my supervisor and colleagues.

## Practice task 2

1. What is the purpose of a learning plan?

2. What is the advantage of using a formal learning process?

## 1C

## Encourage self-evaluation and continuous improvement

If you encourage team members to regularly review their work performance, you may find that they have identified areas in which they need advice or extra training. Such personal reflection means that the team is taking responsibility for its own learning and professional development.

Self-assessment is a strong motivator because it allows individuals to take responsibility for their own development. As with a skills audit, the need to be honest and open in an assessment is essential; otherwise the self-evaluation becomes meaningless.

After your team or group has completed an activity or project, regardless of its length or complexity, conduct a debriefing session that includes a reflection process. The group is more likely to give considered views and suggestions for improvement if this is a regular occurrence after team projects.

Asking questions may help to highlight where training or development should be targeted and encourage your group to make suggestions regarding how needs can be addressed.

**Questions to ask to develop the reflection process**

- What did we achieve?
- Did we complete the activity on time? If not, why not?
- Was the activity completed within budget? If not, why not?
- What were the strengths of the group's performance?
- Were any skill gaps in the group that consequently weakened the team's ability to achieve its goal? How did the group handle this?
- Did the activity run smoothly? If not, what aspects need improvement; for example, communication?
- How did the group handle unforeseen difficulties?
- What feedback did others give about the way the activity was conducted; for example, feedback from stakeholders?
- Are there any specifically targeted training needs that have been highlighted by feedback or from analysis of whether the team achieved its goals?

**Encourage individual reflection**

Individuals should be encouraged to self-evaluate their performance and identify areas for improvement. Employees should be given an opportunity to explain where they think they have performed well, the benefits their skills brought to the organisation and the type of development they feel they need to improve their work or further their career.

Some organisations encourage staff to identify their learning needs and ask them to follow this up by researching possible solutions. Individuals present their learning and development proposal to their manager, team leader or supervisor in a learning and development plan.



Individuals can reflect on their performance, skill levels and development needs using the following:

- Their position description; for example, has it changed and does the individual require new skills
- The performance appraisal process; for example, how well has the individual performed and what would they like to achieve in the future
- Competency standards that match the individual's job role; for example, can the individual meet the performance criteria
- Feedback from the team leader, colleagues, managers or clients; for example negative feedback indicating a need for improved skills.

### Example: individual reflection

Jacob is one of four sales consultants working for an office supplies company. Every three months Ellen, his supervisor, asks each team member to read their position description, in particular the list of key result areas (KRAs) and duties, and then prepare a brief report on how they believe they have been meeting their responsibilities. She encourages them to think about the successes they have had, why they have been successful, the things they could have done better and what has prevented them from achieving any objectives. She also asks them to think about the type of training or learning that would help them perform better.

Because Ellen conducts this exercise at regular intervals and follows up on the reports, the team is relaxed with this approach. No one feels pressured, the reports are always completed honestly and accurately, and everyone knows that their evaluation will be taken seriously. Team members feel that, although it takes time away from their sales responsibilities, the assessment provides a valuable opportunity to stop and think about what they are really doing.

These exercises help Jacob realise that, although he feels confident with his communication and sales skills, he needs to know more about some aspects of his job. He had not realised just how important these learning gaps were to his performance.

Things that Ellen asks all her team members to think about:

- What was your biggest success? Explain why it was successful.
- How did you manage to achieve your target?
- What things could you have done better? Explain improvements you will make for next time.
- What is preventing you from achieving any of your key result areas?
- What type of training or learning development do you think would help you perform better?

## Recognise the achievement of generic skills

It is important that staff demonstrate that they possess not only the specific technical skills required but also generic skills such as communication, teamwork, planning, initiative, problem-solving and self-management.

Reflecting on how they have developed these skills should stimulate and promote discussion about their attitude to work life.

Here is an example of a generic skills assessment that you could adapt for your workplace.

<b>Workplace Generic Skills Assessment</b>	
<b>Name:</b>	<b>Position:</b>
<p>Communication: Maintains open, effective communication with all employees and clients. Written and verbal communication is clear, concise and understandable.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	
<p>Teamwork: Willingly cooperates, shares information, assists and is tolerant of colleagues, vendors and clients in daily transactions.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	
<p>Reliability: Can be relied upon to complete tasks and follow up as needed.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	
<p>Adaptability/flexibility: Easily adjusts to changes in routine, assignments and company/client needs and continues to be productive.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	
<p>Initiative: Voluntarily recommends resourceful, alternative or original ideas/procedures for improving work or solving problems.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	
<p>Planning/scheduling: Prioritises tasks, anticipates needs and makes adjustments.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	
<p>Problem-solving: Identifies problems within own area, develops resourceful solutions and makes recommendations for corrective action.</p> <p>Your comments and examples:</p> <p>Manager/supervisor comments and examples:</p>	

### Practice task 3

What are four items an individual can use to reflect on and evaluate their performance, skill levels, and training and development needs?

# 1D

## Collect and compare feedback on performance

A useful indicator of learning needs is the feedback you receive about the performance of your team and its members.

Feedback, both formal and informal, can come from a variety of sources, including team members, colleagues, other managers, clients, contractors, consultants, potential customers, suppliers or anyone external to the organisation who interacts with the team. Here are some ways feedback may be received about your team performance.

### One-to-one conversations

Team members may talk to you about difficulties they are having with other members.

### Comments from others

Colleagues and other managers might make comments on work received from your team or a team member's general behaviour; for example, remarks about a team member's presentation may highlight the need for training in oral presentation skills.

### Customer compliments

Customers may compliment a staff member on their good service.

### Feedback on poor performance

You might receive feedback about a team member's poor service, rudeness or inability to empathise.

## Collect feedback

Feedback should be routinely collected to monitor service delivery. It should be an ongoing and can be collected in different ways. You should also reflect on your own performance as a team leader and encourage team members to reflect on their performance as well.

When you receive negative feedback about a team member's performance, think about what may have caused the problem before discussing it with the individual or team.

Consider also the source of the feedback to see if it is credible; that is, whether it is reliable, accurate and valid. Any credible feedback received by the supervisor, team leader or frontline manager should be passed on to the person involved and resolved on a one-to-one basis and in private. Make sure you document all details of the complaint and include the appropriate training need in your team plans.

## Compare feedback

Poor performance may not always require acquisition of new skills or knowledge. For example, if poor planning has led to the team underperforming, the planning process should be examined rather than focusing on the individual's performance. Sometimes, addressing poor performance may involve a simple rearrangement of work schedules or holding discussions with the person or team to talk about the situation and come to a resolution.

Any feedback you receive should help you confirm the learning and development needs you have already identified via other methods.

After you have received feedback from various sources, it is important to use this feedback to improve the team's performance. You should compare the information received through feedback with the team's learning needs to check if problem areas identified in feedback could be resolved through professional development and other learning opportunities.

### Practice task 4

1. List three sources of feedback on performance.

2. What should you do once you have collected feedback on the performance of team members?

### Summary

1. Developing and implementing an effective learning and development system is important for an organisation to make best use of its staff and achieve its business objectives.
2. Team leaders are required to match the required skills and knowledge of team members with the constantly changing requirements of the organisation.
3. To get the best performance from your team, you need to systematically identify the learning and development needs of team members in relation to the organisation's short-term and long-term skill requirements.
4. Once learning and development needs have been identified, you need to be aware of any organisational requirements in relation to professional development, ensuring that all learning programs are in line with these requirements.
5. A learning and development plan should identify the learning goals of an individual and the organisation by outlining the knowledge and skills to be developed and the manner in which they will be addressed.
6. Use feedback and self-evaluation processes to improve team performance.

## Learning checkpoint 1

### Determine development needs

This learning checkpoint allows you to review your skills and knowledge in determining development needs.

#### Part A

1. Describe how to identify the learning and development needs of your team and individual members. Explain the methods you could use and why you would use them. Provide examples wherever possible.

2. Describe how to ensure team members contribute to identifying their training needs. What collaboration methods do you, or could you, use?

3. Discuss why self-evaluation is important in identifying learning and/or development needs. How could you encourage self-evaluation in a team?

4. Describe the sources you could use to gather feedback about team work performance. How should you use such feedback?

## Part B

Using the methods you described in Part A, prepare two learning and development plans:

1. A learning and development plan to address the identified training needs of a team.
2. A learning and development plan to address the identified training needs of an individual team member.

For each of the two plans provide:

- a sample of at least three types of templates or forms that were used to document and plan the training needs
- the finished training plan identifying the learning need, its priority, the outcome and the possible training or development solution.







---

## Topic 2

# Develop individuals and teams

Developing individuals and teams is an ongoing process in an organisation. It involves a continuous cycle of observing performance, identifying learning needs and providing support for acquiring new skills.

Be innovative and think of different ways training might be delivered and learning acquired. Keep in mind the needs of learners and the different ways people learn. Remember that everyone is different and what works for one person may not be suitable for another.

In this topic you will learn how to:

- 2A Establish learning and development goals
- 2B Select appropriate learning delivery methods
- 2C Provide appropriate opportunities in the workplace
- 2D Create learning opportunities to achieve identified competencies
- 2E Identify resources and time lines

## 2A

## Establish learning and development goals

Once you have identified the learning and development needs for individual team members and the team as a whole, and prepared appropriate learning plans, you can develop a comprehensive learning and development program that allows for new skills to be progressively acquired.

The aim of the program should be for learning needs to be successfully met and the learner to be able to demonstrate that they have gained the required knowledge or skills. You need to demonstrate that your team can achieve its goals through the success of the learning program. The team's goals and responsibilities must reflect and meet broader organisational objectives; the supervisor, team leader or frontline manager plays a key role in understanding organisational requirements.

Recording the goals and outcomes of the learning and development program ensures that you and your team members are clear about what you expect to achieve from the training provided.



## Example: record outcomes

Jerad, an employee at a small consultancy, has recently been promoted and is now responsible for preparing the organisation's brochures and flyers. He needs to upgrade his existing layout and electronic publishing skills. Together, Jerad and the team leader have identified a skill gap between his existing and required skills and recorded Jerad's learning need as 'Learn the latest version of InDesign'.

Once the training has been completed, Jerad should be able to efficiently prepare promotional material. The organisation will benefit from the training by having promotional material produced on time and to the organisation's quality assurance standards.

Training Schedule – Jerad				
Task	Learning need	Goal	Delivery	Outcome
Prepare promotional material including brochures, flyers and price lists.	Learn the latest version of InDesign.	Have a productive, skilled team member who can produce quality promotional material.	Intec training course 3 Aug 9.30 am–5.00 pm 31A Tower Street	Jerad uses InDesign effectively and efficiently to prepare promotional material to organisational standards.

## Match competency standards

One way to ensure training matches organisational, team and individual requirements is to match the training against the relevant competency standard.

Methods of recording training needs and the goals they meet differ according to organisational policies and procedures and the way work is planned. It is important to document learning needs and what you expect from the training.

Competency standards can be used, for example, to confirm a learning development program that focuses on using spreadsheets. The relevant section in the training plan might appear as shown in the table.

Select and use technology	Self	Assessor comments
Selects appropriate software to carry out work tasks; for example, when it is appropriate to use word processing software; a spreadsheet application; a database application; a zip application.	x	x Spreadsheet training – priority need!

## Plan the program

Once learning needs and goals are established, you are ready to plan the program and document it to ensure that team members can clearly see what they will learn and why, how they will learn it and what follow-up actions are required.

A learning program should include detailed documentation that shows:

- a skill or task area the learning need comes from (for example, customer service)
- learning needs
- identified goals and expected outcomes
- a training solution, including the rationale for selecting the type of delivery
- credentials of the trainer or training organisation, the date, place, time and cost
- responsibilities of the learner
- any follow-up action required.

### Example: learning program plan

The following table shows an example of a completed learning program plan.

Learning Program – Jerad Smith				
Task/skill	Learning needs	Goal/outcome	Solution	Follow-up action
Working in a team	To improve skills in cooperation, negotiation and conflict resolution (aligns with business objective 2.3)	Team members demonstrate they can work cooperatively, with less downtime being caused by disputes. Members use strategies to negotiate and solve problems.	Attend training session in workplace cooperation  Bradman Centre, 25 Willoughby Rd, Brisbane.  Two-day workshop 24-25 May.	Each team member to prepare a report. Discuss reports as a team.  Provide feedback to team on its performance in one month.

## Practice task 5

1. Think of the goals and outcomes of a learning program that you have participated in and complete this table.

Learning Program				
Task/skill	Learning needs	Goal/outcome	Solution	Follow-up action

2. Why is it important to identify the goals and objectives of a learning program?

## 2B

### Select appropriate learning delivery methods

There are usually a large range of delivery options to choose from, including on-the-job and off-the-job programs delivered formally or informally, individually, one-on-one, or in small or large groups.

You must be familiar with the wide range of delivery methods available. Not all options will be suitable for your purposes or your budget. Consider the strengths and weaknesses of each option. Identify what the priority considerations are, or the factors that will most influence you and your organisation when making a choice. Is the biggest issue finding time to release staff, the cost, the appropriateness of the course or the availability of quality training? For example, would on-the-job training be more efficient than sending staff to an external course? Would long-term coaching be more effective than a one-off training session? Would a highly recommended though costly consultant be a worthwhile investment?

How you select the most appropriate delivery method will differ between organisations and depend on a number of factors.

Factors affecting the most appropriate delivery include:

- learning needs of the individual or team and the organisation
- identified learning goals
- abilities of the individuals
- identification of an appropriate delivery method
- preferred learning styles of the participants
- resources available
- priority for the skill development.

### Learning delivery options

Learning delivery options vary considerably and depend on organisational requirements, the actual learning required and the available budget. Training may be internally delivered or externally sourced, or a combination of both. Here are some situations where training could be internally delivered.



#### Demonstrations

An efficient way of passing on skills and knowledge is to show the learner how a procedure or function is carried out on the job. This might be done informally in a one-on-one situation at the point of training; for example, at the particular piece of equipment or during the actual process. The training can also be done during a more formal presentation to small groups.

Demonstrations and presentations provide opportunities for the learner to ask questions and practise the required skills, and for the trainer to provide constructive feedback to improve the performance or behaviour. Training may be delivered by a person's supervisor, an experienced colleague, a consultant or an equipment supplier. It can take place at the person's workstation or somewhere else in the workplace; for example, in a meeting or training room.

**Job rotation programs**

Job rotation, whereby individuals fill a role for a specific period then move on to another position, allows employees to learn and develop a broad range of skills and knowledge. It also provides the organisation with a flexible, multi-skilled workforce capable of moving into different positions or working across several areas or departments. Large organisations often have a formal job rotation or secondment program. Others use this method within their team.

**Meetings**

Meetings are a valuable way of providing professional development and can be used to share information and offer suggestions regarding different ways of carrying out tasks, tips for better communication, referrals to network contacts or advice about the latest business practices. They can also be useful for clarifying problems, identifying possible solutions and developing a plan to resolve the problems.

Think of creative and engaging ways to share information with your team. Copying an article in a journal or newspaper that focuses on a problem or issue your team is having might be the catalyst for a valuable discussion session; you can arrange a meeting with your team to talk about the situation and come up with some possible solutions.

**Information sessions**

Some organisations set aside a number of days each year for the professional development of staff, as a whole unit, through information sessions. The purpose is to provide current information in an atmosphere that motivates staff, broadens their knowledge and encourages them to contribute to the activity. The agenda may include discussion on current trends in the industry, legislative updates that affect the organisation, information on competitors and their activities, and emerging business practices.

Guest facilitators can be invited to lead staff in sessions that provide learning opportunities, improve attitudes or make people more aware of organisational procedures.

### Induction programs

You may be responsible for conducting an induction program for new employees. Inductions can be formal or informal, brief or lengthy; for example, some induction sessions take a day, while others are formal, week-long programs. Induction means introducing the new employee to:

- the organisation
- relevant staff
- the use of business equipment such as the photocopier, printer, fax machine and the telephone system
- specific equipment they will be expected to use
- the organisation's policies and procedures
- the organisation's work health and safety guidelines.

The type of induction training required will depend on the nature of your organisation and its activities.

## Additional learning delivery options

While there are many ways to present learning opportunities within the workplace, there are also ways that staff can develop new skills and knowledge in situations that are external to the workplace. A selection of these opportunities is presented below.

### Training sessions

Formal training sessions can be arranged in the workplace. In-house experts or the organisation's training officers may run sessions, or you may decide to use the services of a consultant.

Training can be conducted in any number of ways; for example, for a few hours, for a half or full day, or at regular times over a number of weeks. Training sessions can involve large or small groups where learning and discussions are facilitated to ensure the desired outcomes are achieved. Careful organisation of the information, resources and presentation materials will help you conduct a successful session.

### Conferences and seminars

In conferences and seminars, experts provide information through case studies, presentations, workshops and exhibits of new and innovative products and services. You should keep abreast of conferences and seminars on offer so you can identify those that could benefit your team.

Your organisation may have a marketing department that keeps track of events relevant to the organisation. If not, download information from the internet or have your details listed on organisational databases that keep you informed about upcoming events.

Note where the conference is being held, the cost and the content it proposes to cover. You may decide that you or a team member's professional development could involve presenting a session at the conference, rather than just attending.

### Work experience and exchange opportunities

Work experience and placement schemes are designed to provide active participation in an on-the-job learning program to help people develop workplace skills. These schemes can help both the individual and supervisor identify learning needs for improved performance. Exchange programs can also help identify ways of improving existing work processes.

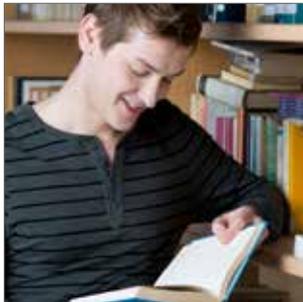
Some courses have a compulsory work placement component. If you have a team member who is undertaking work experience in another organisation, confirm the reason for the placement and the expected outcome and develop a list of questions they can ask their workplace supervisor. The success of a work experience program lies in the enthusiasm and dedication of the trainer, so prepare your team to ensure the experience is worthwhile for all parties.

### Professional networking

Being involved in professional networks allows individuals to share ideas and information within their organisations. News about industry developments, training sessions, conferences and seminars often comes through newsletters distributed by professional associations.

## Understand learning styles

The learning delivery method you choose should also take into account the individual learning styles of the participants. People learn in different ways. There are three basic styles in which people learn or process information. These styles are presented below.



Visual learners like pictures, diagrams, graphs and the use of colour to enhance their learning. They usually prefer to read rather than being read to.



Auditory learners like to learn by listening to material. They recall information like voice recordings and prefer spoken delivery rather than written.



Kinaesthetic learners like to learn by practical experience rather than reading or listening. They prefer action, movement and to be entertained.

## Identify learning preferences

While everyone has an individual style of learning, you may find a preferred learning style among different groups of people. For example, people born into an increasingly technological world – commonly referred to as Generations X and Y – often have a direct way of asking for information, prefer immediate answers to their questions and process data according to their individual perspectives.

At first, you may find it difficult to determine an individual's learning preference. However, over time you will come to understand your team's needs and how to meet those needs. You may not be able to accommodate everyone's specific learning style; however, before selecting a learning program, find out how the training will be offered so you can make a decision as to whether it is suitable for the majority of your team members. Most qualified trainers ensure that their sessions take different learning styles into account.

### Practice task 6

List five factors that should be considered when selecting learning delivery methods.

## 2C

## Provide learning opportunities in the workplace

If your organisation has a training and development department, training might be delivered in-house by the department's trainers, although they may bring in external experts from time to time.

If your organisation has a training and development department, make sure you are familiar with the way this department operates and the policies and procedures you should follow when applying for a training session. For example, you may need to complete a training application form and forward it to the department, noting details including the training required, the requested date and the number of people involved.

Some organisations prepare a list of external training and development sessions they are willing to send staff to and display the list on their intranet or in the office. Staff are expected to express their interest to their manager if they want to enrol. You might like to start a similar service. You need to ensure the courses are within your budget; will enhance the team's performance and will help meet team goals.

### Coaching and mentoring

A valuable way of providing support to your team is to take advantage of coaching or mentoring opportunities within the organisation. It may be your role to seek a coach or mentor for team members, or you may act as someone's coach or mentor yourself.

Coaching and mentoring assistance may mean providing guidance on:

- fair and ethical practice
- non-discriminatory processes and activities
- presenting and promoting a positive image of the group
- problem-solving
- providing encouragement
- providing feedback to another team member
- respecting the contribution of all participants
- giving credit for achievements.

### Coaching

Coaching is a two-way procedure whereby the coach and learner are both committed to improvement. Coaching should follow a structured, well-defined plan with logical steps and clear outcomes.

In most workplaces, coaches are sought from within the organisation, although coaching has become a discipline in itself and many people have become coaching consultants. Coaching is an excellent way of using workplace expertise to improve the performance of staff when required.

Coaching gives the learner an opportunity to:

- identify a desired goal by clarifying the current situation and the learning skills the individual wants or needs to develop
- link individual needs by identifying current workplace challenges and the skills required to meet these challenges

- establish a time frame for acquiring necessary skills
- identify and resolve development issues with the coach, such as time off for study, attending seminars or job rotation.

## Understand the coaching process

Coaching is a systematic procedure with specific objectives, so it is not a relationship that should be approached without commitment on the part of both coach and learner. The coach and learner must undertake a process, such as that shown below, for a successful coaching program to occur.

Coaching process
Identify the skill or knowledge need.
Identify the reason for the learning need.
Discuss the expectations of both parties regarding what the coaching program can achieve.
Determine the expected goal or learning outcomes of the coaching program.
Establish the time frame for the program.
Establish learning strategies.
Implement the coaching program.
Regularly monitor performance and review progress.
Evaluate the coaching program.

## Skills required for coaching

To be motivated to take on the coaching role, a person must believe that another person will benefit from their assistance. Good communication is vital, as are interpersonal skills, extensive technical skills and knowledge in the area the learner needs to improve, expertise in training and assessment, and the ability to encourage workplace learning.

An important feature of coaching is to challenge the learner to take control of their learning and to remind them that they are responsible for asking questions. A good coach provides a safe environment where the learner can learn from their mistakes without feeling threatened. The tasks required of a coach are shown here.

Coaches are responsible for:

- providing encouragement and support
- giving guidance for achieving specific skills
- offering advice and suggestions
- giving constructive feedback
- empowering, guiding and motivating
- celebrating the learning achievements of the team or individual.

## Mentoring

A mentor is someone with experience or expertise who acts as a role model or leader for less experienced staff, offering advice, information and friendship. Many people can recall at least one person who set them on a particular career path or helped them make a lifestyle or relationship choice.

A mentor may also offer emotional and psychological support, particularly to a new staff member who may be reluctant to share feelings of uncertainty with their peers, manager or team members. The mentor listens to their concerns and provides encouragement. Generally, the mentor relationship is a long-term one.

The mentor role may also involve coaching and training. However, a good mentor does not provide the answers but, rather, helps the learner find their own solutions to a problem. The relationship between the mentor and the learner fosters openness, trust and mutual respect. The characteristics of a good mentor are shown here.



### A good mentor is someone who:

- leads, advises and is a role model
- encourages and guides the individual on a learning path
- supports and responds to the individual's needs
- is a trusted counsellor
- treats the employee with respect.



### A successful workplace mentoring relationship:

- clarifies the goals of the organisation
- develops skills and knowledge (competencies)
- improves communication
- increases productivity and innovation
- encourages career development
- increases confidence
- shares experiences.

## Example: effective mentoring

Angela works in administration at the local council offices. She completed some subjects in office skills in Year 12 and now wants to further develop her skills and knowledge in the administration field. She wants to be an office manager one day, and realises that she will have to do some career planning to reach her goal.

Angela approaches her manager for advice on how to become an office manager. The manager advises Angela that she will need to do at least a Diploma of Business Administration and suggests that she start with the Certificate III in Business at night school or, alternatively, she can do the same course as a Level 3 Business Services trainee at work. The manager explains the learning competencies of the qualification and informs Angela that if she wishes to do a traineeship the company will support her learning and development.

In this example, Angela perceives her manager as a leader and role model and feels at ease seeking her advice. Angela's manager acts as a mentor and offers helpful career counselling. Because the manager knows the industry competency standards in business qualifications, she is able to provide Angela with the right information about what she could do to further her studies and pursue her career goal.



## Practice task 7

Think of two situations: one in which someone has helped you to learn a new skill or to improve a skill as a coach and the other in which someone has provided advice and support as a mentor.

In each case, describe the ways in which that person supported you.

## 2D

## Create learning opportunities to achieve identified competencies

When developing identified competencies, you must ensure that training is interesting and motivates the learner. It would be very tedious if every training session you organised followed the same pattern or was delivered in a classroom setting with little interaction. Staff might become irritated and resist further training.

Make sure you plan a program that engages the learner and provides stimulation and variety with creative and challenging learning or activities. Make sure your learning program or development opportunity includes a range of activities and different support material. Humour, when used appropriately, is always welcome.

Tips for running a successful training program:

- Learn how to use a software application such as Microsoft PowerPoint to enhance your delivery.
- Vary the format of the sessions.
- Avoid lots of handouts that may be filed away and never read.
- Provide plenty of opportunity for discussion.
- Take ideas from training sessions and workshops that you have attended.
- Read relevant training texts for suggestions.
- Compile a list of appropriate activities and build a file of resources to complement the strategies.
- Use guest speakers.
- Be creative.
- Remember that people learn by doing.
- Create a relaxed and enjoyable environment with a clear focus on participation.
- Design a training session that is varied by using a number of different learning strategies within the session.

### Provide development opportunities

Preparation is important for successful training. Regardless of whether you are conducting formal or informal training, you need to have a training plan prepared. The plan should outline what you are going to teach, the materials you will use, the time it will take and the goals and outcomes to be achieved.

You should provide a range of activities to give learners an opportunity to practice and to make mistakes. Perhaps you could reallocate tasks or responsibilities to allow time for practice. You could also negotiate a time for the learner to be away from their workstation to study or to complete activities that support their learning.

Think of ways that individuals or the team can practice. For example, if a team member has recently learnt how to use electronic presentation software, organise a session at a staff meeting where they can make a presentation. A useful technique is to ask a person who has just acquired a particular skill to demonstrate it to someone else.



## Example: prepare a training program

A trainer decides, after completing a feasibility checklist, to go ahead with a training program for an employee who is enrolled as a trainee at Level 2 in Business Services. The trainer understands the time he will deliver the training, the cost of the training and the resources that have to be made available to the trainee. Most importantly, he understands the need for a varied program that includes discussion, demonstration, interesting training material and opportunities for feedback. He has factored all these items into his plan.



Plan the learning			
<b>Supervisor:</b>		Steve Vann	
<b>Learner:</b>		Nadia Miletic	
<b>Topic:</b>		BSBIND201 Work effectively in a business environment	
Element	Training strategies	Resources	Date and place
1. Work within organisational requirements	<p>Welcome. Explain training sessions.</p> <p>Discuss what is involved in studying this unit:</p> <ul style="list-style-type: none"> <li>• Understanding your role and responsibilities accessing learning resources.</li> <li>• Managing time.</li> <li>• Preparing an information and evidence file for your activities, research, personal documents and examples.</li> </ul> <p>Overview of unit.</p> <p>Overview of Chapter 1.</p> <p>Probe for understanding on the rights and responsibilities of the employee and the employer.</p> <p>Discuss cooperation in the workplace.</p> <p>Complete activity 1.</p>	<p>Workbook: Work effectively in a business environment</p> <p>Position description</p> <p>Induction kit</p> <p>Policies and procedures manual</p> <p>internet</p>	<p>7 May</p> <p>Meeting room</p>

... continued

... continued

Element	Training strategies	Resources	Date and place
	<p>Discuss company documents such as policies and procedures manual, business plan and annual report including what they are for?</p> <p>Rights and responsibilities as an employee. Discuss discrimination.</p> <p>Handling a workplace difficulty.</p> <p>Equal opportunity in the workplace.</p> <p>Victorian Equal Opportunity and Human Rights Commission website: <a href="http://www.humanrightscommission.vic.gov.au">www.humanrightscommission.vic.gov.au</a> (viewed 20 June 2015).</p> <p>Discuss position description and performance appraisal.</p> <p>Complete Activity 2.</p>		

## Practice task 8

Why is it important to incorporate a range of activities and support materials into learning opportunities?

# 2E

## Identify resources and time lines

Identifying the resources that are needed will help you plan a suitable learning and development program. At this stage of the planning, consider all the options and identify the most relevant for your training and development purposes. Remember, there will be a cost for all these items, which may mean you have to compromise for a more cost-effective solution.

Resources that you will need to factor in are shown here.

### Time



Consider the time taken to organise, promote and deliver the training and development. How much time is allocated to the training? Consider not only the training, but also the practice session, the monitoring and evaluation. If you are doing in-house training, think about the time the trainer and trainees are away from their normal responsibilities.

### Budget



Consider all the costs involved. What is your allocated training budget? What will be the cost of human resources? Will you use in-house experts, draw on colleagues, hire a consultant or engage a guest speaker? Will there be venue costs? Will you use the organisation's training rooms, a meeting room at the workplace, the learner's own workstation or an off-site venue? Often it is desirable to take staff away from their usual working environment.

### Support resources



Consider what training equipment and facilities are available; for example, training room, video, whiteboards, audiovisual equipment, computers and stationery.

**Miscellaneous**

Consider the options for participants during breaks; for example, morning tea, lunch, afternoon tea; snack food, sit-down, buffet; self-catering or catering firm.

## Identify time lines

There are a number of critical time considerations in the design, development and implementation of a learning program. Many of these should be discussed in collaboration with the team or the individual. Some time lines may need to be negotiated. Here is a process list that you can follow when organising a learning program.

**1****Confirm the priority**

The first step is to confirm the priority for the learning; for example, whether the need is crucial and must be undertaken immediately, or whether it could be offered in a month, six months and so on.

**2****Identify the length of training and/or development needed**

Identify how long the training and/or development will take. For example, formal courses may range from half days to extended programs of a year or more. Some courses may involve an initial two-day attendance followed by a session one day every week for the following month. Coaching or mentoring may be an ongoing process until the learning or development is achieved.

**3****Plan for minimal distribution**

Develop a training schedule to minimise disruption to work. For example, you might arrange a one-day training session where all members of the team attend or it might be more convenient for one or two team members to attend over several weeks. You may decide it is less disruptive to send one person to the session and then arrange for them to train the rest of the team in-house. Check the organisation's calendar to make sure you don't plan a session when all staff are needed at the workplace or during busy times for your industry such as before holidays.

4

#### Set the date

After considering the likely disruptions, set the date for the learning to commence and identify when it is likely to end. Even with flexible training and development situations, such as coaching, plan to record progress milestones. Follow any organisational procedures such as checking with your manager or the rest of the staff about when people are likely to be away from their workstation – who will be away; what training they are undertaking; what is the length of the training?

5

#### Plan lead-in time

Planning lead-in time means considering all the actions you and the learners have to take before the training or development takes place. For example, the learners may have pre-reading to do. There will be a number of administrative issues that you, or someone you delegate to, have to consider to prepare for the session. These issues include organising all the resource requirements such as venue hire, catering and refreshments, program outline, presenters or trainers, support materials, name tags and equipment. You also need time to prepare notices, when appropriate, and promote the training session.

Do not leave any of these tasks to the last minute and if you have delegated these responsibilities make sure you do a final check before the training date.

6

#### Plan follow-up time

Your planning time line should include time spent in the initial training as well as time for practice, review and evaluation. Record the learning time line in the individual's learning plan and make sure all parties know and understand their commitment.

## Identify the budget

Make sure you are familiar with the training budget allocated to your team, as this will impact on a number of the decisions you make when selecting an appropriate learning program.

Find out what training funds have been allocated for the year and how they have been assigned. For example, an organisation's training budget may allocate a certain amount for one or two external training sessions and an additional amount for ongoing in-house professional development of staff for the remainder of the year.

Determine what expenses will be incurred for the program. Sometimes, a training session that appears inexpensive at first may be impractical due to costs that were not initially considered; for example, travel expenses and accommodation costs. If it is your role to delegate cost identification to someone else, it is useful to prepare a checklist for that person to make sure all items are covered.



## Research cost of the training program

There is a wide range of training options to choose from, and the cost of the assorted options is often the deciding factor. Research the various expenses and weigh the possible cost against the desired outcome, the time available for training and the number of people involved.

Compare different training providers, what they offer and at what cost. The training industry in Australia is very competitive, so it is worthwhile doing some research. Do not settle for the cheapest program if it doesn't cover everything you need or if you aren't sure of the credentials of the trainers. Build up a file of potential training providers and the programs they offer. Courses and costs change regularly, so make sure the file is kept up to date.



Some questions you can ask as you research the cost of training follow.



## Other training costs

It is not only the cost of the actual training that needs to be considered. It may be necessary to hire a venue and get your staff to the venue for the training period. The trainer will come at a cost to your organisation, whether they are external or internally sourced. Below are some things to consider regarding additional costs.

**Venue**

Think about all the different elements involved if you are hiring an external venue. Is it cheaper overall to hire a venue for a full day rather than a half day? Find out whether costs also cover the hire of equipment and catering or if these are additional charges. Are discounts offered? Have a list of questions prepared to ensure you don't overlook essential pieces of information.

### Trainer costs

If the training is conducted in-house by a member of staff, do you need to calculate the cost of the trainer's time? Remember that although you are not paying a consultant, the staff member is still being paid by the organisation, so the time they are devoting to training, especially if it isn't part of their day-to-day duties, must be taken into account.

Find out what trainers and consultants charge. For example, do they offer a daily rate or charge by the hour? Hidden costs may include transport or accommodation, parking fees, refreshments and a thank you gift.

### Attendance costs

If you have selected an external training program, determine the attendance costs. Is there a discount for more than one member from the same organisation? It may be more cost-effective to send one person who will return to train the team. Also consider the costs in downtime if more than one person from the organisation is away at the same time.

If you are considering a conference or seminar, think about costs involved such as travel and accommodation – the more people attending, the greater the impact on the budget. Ask if there are 'early bird' registration discounts – if you register within a certain time, you might get a discount; for example, a 15 per cent reduction in the normal registration fee.

### Resources

Consider all the resources you need for the type of training being offered, including:

- Do you need to hire equipment such as a whiteboard or audiovisual tools?
- Do you need to provide catering?
- What physical resources, such as notebooks, butchers paper, whiteboard markers and pens, need to be purchased?

## Organise the learning program

Discuss your training program plan with relevant, authorised personnel; for example, your manager or training coordinator.

You should, by now, have ensured that the goals of the program will be met, that the program is feasible in terms of cost, location and time, and that it is suitable for the learning styles of the people for whom the training is intended.

In deciding on the feasibility of each training option you should have considered each of the items listed below.

Feasibility considerations include:

- learning needs
- learning goals
- the learners' learning style training options
- resources needed

- available facilities
- available equipment
- cost of training
- time required
- other issues; for example, workplace arrangements.

## Example: learning program checklist

This example of a simple checklist can help you plan a suitable learning program for the individual or team.

Learning program checklist		Details
1.	Details	
2.	Name and/or team	
3.	Learning need	
4.	Objective/goal of the learning program	
5.	Learners' learning style	
6.	Training and/or development option	
7.	Structure of program	
8.	Name of the person/organisation who will deliver the training and/or development	
9.	Where the training and/or development will take place	
10.	Resources required	
11.	Facilities available at training venue	
12.	Equipment available at training venue	
13.	The total cost of the training and/or development	
14.	Period of training/development	
15.	Other considerations; for example, are guest speakers needed? What arrangements do I need to make?	
16.	Method of evaluating the training and learning outcomes	
17.	How participants will evaluate: <ul style="list-style-type: none"> <li>• the training itself</li> <li>• the outcomes of the training.</li> </ul>	

## Get approval

Having established a learning and development program, prepared the budget, identified the personnel and resources involved and set time lines, you may need to get approval from your manager to implement the program. You need to understand the approval process for all aspects of the training option you have selected.



Depending on the scope of the program, you may need to present a proposal with costings to your manager. Keep your submission clear and direct, and emphasise the benefits to the learner, the team and the organisation. Provide at least one other training or development option in case your first choice is rejected; for example, because it is considered too costly. You can also indicate why you have recommended your preferred option.

## Submit a training proposal

Your organisation may provide a form for you to complete or require you to present a report. If you are required to prepare a formal submission, consider the items listed below as you develop your proposal.

### Rationale for the program

- Describe how the program will benefit the individual, team and organisation.
- Explain why the training is needed; for example, new team member, training not been offered before, changes to procedures.
- Specify who is being trained; for example, the whole team or certain individuals.

### Training option

- Describe the training and development option; for example, formal external course, conference, job exchange.
- Explain why you think this is the best option.
- Include an alternative suggestion.

### Expected outcome

- List the objectives of the training and development, and the expected outcomes.
- Emphasise how outcomes align with the organisation's goals.

### Personnel involved

- List the people who will be participating in the program and their job role.
- Explain how long they will be away from their work duties.
- Explain how the program has been planned for least disruption to work schedules.

**Resource required**

- List the resources needed.
- Explain why you have selected them; for example, because they are essential for the training, because they are the cheapest option.

**Time frame**

- Describe the total time frame, including planning, delivery and review.
- Include a chart that summarises dates, personnel attending, practice and review.

**Costings**

- Include a comprehensive budget with costings for each component.

## Practice task 9

Explain what is required, in terms of identifying resources and time lines, in the following tasks.

1. Plan lead-in time

2. Plan follow-up time

3. Confirm allocated budget

*... continued*

... continued

#### 4. Research costs



## Summary

1. Developing teams and individuals is an ongoing process of observing performance, identifying learning needs and providing support for acquiring new skills.
2. Once learning and development needs have been identified, and appropriate learning plans prepared, you are ready to develop a comprehensive learning and development program.
3. The learning and development program must result in learning needs being successfully met and the learner being able to demonstrate they have gained the required knowledge or skill.
4. The method of learning delivery must reflect the purpose of the program and its goals, as well as the budgetary resources of the organisation.
5. There is a wide range of learning delivery options to choose from, including demonstrations and presentations, training sessions, informal training and learning, meetings, information sessions, conferences and seminars, and job rotation.
6. The learning delivery method you choose should take into account the individual learning styles of the participants.
7. Make the most of learning opportunities within your organisation by utilising in-house training and development departments, and coaching and mentoring programs.
8. Clearly and accurately identify all learning and development resources that will be required for the learning program, including time, money, support resources and miscellaneous items.

## Learning checkpoint 2

### Develop individuals and teams

This learning checkpoint allows you to review your skills and knowledge in developing teams and individuals.

#### Part A

1. Describe what should be detailed in a learning plan.

2. Explain the following learning delivery options:

- Demonstrations and presentations
- Job rotation
- Organisational information sessions

3. Explain the difference between coaching and mentoring.

## Part B

Prepare two learning and development programs for the following scenarios.

- An individual team member needs to update their word processing skills.
- A team needs to improve its communication skills, with particular regard to negotiation and conflict resolution.

Your plans should include:

- the goals and objectives of the learning and development program
- the delivery options selected, including information you have researched in order to make a decision such as brochures, websites, costings and third-party reports
- the reasons you have selected the delivery options
- a list of the resources needed
- a budget and detailed costings
- a plan of how you or someone you have nominated (for example, an external consultant or an in-house expert) will present the sessions, including the resources, activities and time required
- a description of how you will use coaching and mentoring opportunities to support the program
- a brief report to obtain approval for the program from the relevant people within the organisation.











---

## Topic 3

# Monitor and evaluate workplace learning

The purpose of encouraging workplace learning, and facilitating a workplace learning and development program, is to establish continuous improvement in work performance.

Monitoring and evaluation play key roles in identifying the value of the program and determining further development needs. For those with responsibility for team performance, evaluation of learning programs should be an integral part of the continuous improvement cycle.

In addition to reviewing the value of the program in terms of benefits to the organisation, it should also be reviewed in terms of cost-effectiveness, the development of the individual and future opportunities for the individual and the organisation. Each team member must be encouraged to monitor their own work performance and continually look for ways they can develop their skills and knowledge.

Performance assessments and recommendations for improvements should be formally documented so modifications to learning programs can be made and addressed systematically.

In this topic you will learn how to:

- 3A Evaluate learning arrangements
- 3B Assess and record the effectiveness of learning programs
- 3C Modify learning plans
- 3D Maintain records of competency

# 3A

## Evaluate learning arrangements

A successful workplace learning program is one that achieves its purpose. To establish the success of a learning and development activity, clear guidelines must be established for the way learning arrangements are monitored and evaluated. If there are no procedures in place, assessment is likely to be carried out in an ad hoc fashion with unclear outcomes and no way of analysing the resulting information.

Because learning opportunities are varied, the approach to evaluation will differ according to the type of learning undertaken and the reason for it. Four examples of ways to evaluate learning arrangements follow.

### Coaching arrangements

To review the success of on-the-job coaching you might discuss how the learner is adapting to the coaching arrangements.

### Formal training evaluation

To assess a formal course offered by an external training provider you might ask participants to complete a questionnaire about its effectiveness and how the course could be improved.

### Conference questionnaire

To review participation at a conference, you might conduct a team debriefing session, as well as provide a questionnaire for participants to complete.

### Job exchange program

A job exchange program might include a report by the employee discussing how the arrangement worked and whether it was successfully managed.

## Seek feedback

Regardless of the learning situation, feedback in a variety of forms from all those involved allows you to review learning arrangements. Feedback helps you determine whether improvements are needed to future arrangements, whether the type of training and development should be offered to other staff members, and how cost-effective the training was.

The information received from feedback can guide you in planning future learning activities. For example, positive feedback about a particular training provider means that you can be confident about using that provider again. If time set aside for learning a specific skill proved inadequate, you may need to look more closely at the training required and improve your planning, or negotiate with management to set aside more time.

## Prepare for sourcing feedback

When preparing to source feedback you should decide what it is you want to know, how you will obtain the feedback and how it should be recorded. Follow your organisational procedures at all times; for example, your organisation may have an official professional development feedback form that everyone who attends any type of training must complete; or you could develop a feedback form appropriate to your organisation.

A number of factors and questions need to be considered as you go about sourcing feedback. A summary of these follows.

### **1. Pre-training**

- Was the consultation about learning needs adequate before the training was arranged?
- Were learning needs identified correctly?
- Did the participants understand the content and structure of the program before they attended?
- Did the participants understand the procedures for following up a training session; for example, reporting back and evaluating.

### **2. Content**

- Was the content relevant; that is, did the training address the participants' learning needs?
- Did the training meet the expectations of the participants?
- Was the amount of training sufficient for the content involved?
- Did the participants gain an understanding of the topic and benefit from the experience?
- Will the learning help the participants carry out their work?
- How will the participants transfer their learning to their job role?
- Will the learning help the participants achieve their goal; for example, better manage their time, use a software application, communicate more effectively?

### **3. Delivery**

- Was the delivery format appropriate; for example, lecture, demonstration, conference, informal, on-the-job?
- Was the training delivered effectively? Did the presenter know and understand their material? Did they communicate with the group at a level that made the learning enjoyable and worthwhile?
- Was there sufficient variety; for example, use of a range of activities, guest speakers, discussion, time to ask questions, time to practise?
- Were support materials relevant and adequate?

### **4. Timing**

- Was the timing of the program beneficial in terms of the participants' skill needs?
- Was the time (date and hours) of the session appropriate; for example, one day a week, a breakfast session, an evening class?
- Was the length of the training session appropriate?
- Did the program disrupt the operation of the team or the organisation?

### 5. Venue and facilities

- Was the training or learning environment suitable for:
  - the type of training or learning?
  - the participants; for example, in terms of space, lighting, heating, training equipment, catering, parking?

### 6. Follow-up

- Have participants been given time to reflect on what they have learnt?
- Were participants expected to immediately apply or incorporate what they learnt from the program into their current work practices? If so, was their workload considered?
- Have participants had time to practise their skills?
- Have other learning gaps been identified as a result of the learning program?
- What amendments could be made to improve the training or learning?

## Use various means to gain feedback

Feedback can be obtained in a number of ways, including from formal questionnaires, structured discussion or debriefing sessions, informal discussion and third-party reporting.

Before taking part in any training program participants should understand they are expected to evaluate the program and the learning and report back to the organisation.

Make sure everyone is clear about:

- the purpose of the feedback
- the types of questions you are asking and why you are asking them
- how you will record their observations
- what you will do with the feedback.

## Questionnaires and surveys

Questionnaires and surveys must be developed carefully. People prefer surveys that are easy to understand and quick to complete. A poorly constructed set of questions can cause the respondent to provide incorrect information and discourage them from answering the questions sensibly and accurately.

Be clear about how the person should complete the form. For example, do they need to circle an answer, write brief notes, tick a box or provide a rating? Do they need to provide their name and other details? If you ask them to comment on an issue, leave plenty of room for their response. Always provide space at the end of the survey for respondents to make additional comments if they wish.



If your organisation does not have feedback forms, you will need to develop questionnaires yourself. The more practice you have in preparing questionnaires the better you will become at asking specific and useful questions. Ask colleagues to read your first draft and give you feedback about its clarity and whether responses will provide you with the data you require.

## Example: professional development survey

Here is an example of a professional development survey that you may be able to use for your team.

<b>Professional Development Survey</b>		
<b>Name:</b>	<b>Date:</b> / /	
<b>Program or course name:</b>		
<b>Organiser or institution and location:</b>		
<b>Commencement date:</b>	<b>Completion date:</b>	
<b>Course objectives and content</b>		
Were the course objectives clearly stated?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Were the objectives achieved?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Were the topics presented relevant to your work?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Did the course meet your expectations?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Explain why it did or did not.		
<b>Course presentation</b>		
Were the concepts and techniques explained clearly?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Were you encouraged to actively participate during the course?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Were your individual questions and problems discussed to your satisfaction?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
How would you describe the trainer's knowledge of the subject?	<input type="checkbox"/> Poor	
If you rated the presenter as poor or fair, explain why.	<input type="checkbox"/> Fair	
<input type="checkbox"/> Excellent		
<b>Training materials</b>		
What training materials were you provided with, and where will these be located in the organisation for reference by all staff?		
<b>Course evaluation</b>		
List the new skills or knowledge you gained from this course.		
How will the skills or knowledge you gained through participation in this course be applied to your job role and help you improve your work performance?		
How will the organisation benefit from your participation in this training activity?		

*... continued*

... continued

How will the organisation benefit from your participation in this training activity?		
Do you think the course was good value for money?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Would you recommend the course to others?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Other comments		

## Structured and informal discussions

Setting time aside to discuss the training or development that has taken place is one way to obtain feedback. Feedback can be obtained in a number of ways, some of which are more structured than others. For example, you might run a debriefing session if your team has attended a conference, discuss the results of a coaching program with both the coach and the individual, or call a meeting to review a training session conducted by an external training provider.

Here are some ideas you can use when getting information from post-learning discussions.

### Structured discussions

Prepare yourself for sessions with a set of questions, and inform participants of what is expected from them at the session. You might like to distribute your questions before the meeting so everyone knows what is required and can prepare themselves. Encourage honest responses and be prepared for both positive and negative feedback. In this way you are more likely to conduct a productive session.

### Informal discussions

You can learn a lot from informal discussions with people after they have returned from a course, from chatting with a coach or mentor, or by asking questions as you observe people putting their new skills and knowledge into practice.

Keep a notebook handy and record any observations or comments. You may need to follow these up in a formal discussion with those involved.

## Third-party reports

Feedback from people involved in the initial training or the results of the training can help evaluate the learning program. If the session was a formal, structured session, such as work experience, coaching or a job exchange, your organisation may have forms that the trainer or representative of the host organisation is required to complete.

Feedback from the coach or trainer can tell you:

- whether there was sufficient time to transfer the skills or knowledge to the participants
- how well the participants handled the learning situation
- whether the course was too advanced for their abilities
- how well the program was structured and delivered from an administrative point of view.

## Use feedback to improve learning programs

Analyse all the feedback you receive. Sort it into relevant categories and prepare action plans to improve future learning programs. You may be required to prepare and submit a formal report to your manager or it may be your responsibility to make decisions about future programs. Keep your team informed of results and explain how you will use the feedback.

Arranging a learning program that satisfies the needs of all participants can be a challenge. Negative feedback about a session may result from a clash of learning styles or different approaches to training, rather than from any fault of the trainer or learner.

Feedback should help you establish whether the style of the learning program was beneficial to the participants and whether it would be suitable for the future needs of the individual, group or organisation.

Constructive feedback helps you decide whether others would benefit from the same program. Negative feedback will direct your attention to areas of the program that need to be improved. Positive and negative feedback is also useful to the trainer.



## Flow-on effects of training programs

Feedback regarding the timing of the program helps you establish whether the training took place in time for participants to use the skills or knowledge in their work.

Feedback also tells you whether the timing of the program has had a flow-on effect; that is, whether participants must spend a considerable amount of time catching up on work after attending the session. When this occurs, people may get frustrated with the additional burden created by training. They may resent the training and avoid transferring the knowledge and skills they have learnt to their current work. Discuss any workload issues with people before they attend a learning program and identify suitable solutions to this problem; for example, overtime allowance, employment of temporary staff or sharing the workload across the team to cover the absence of team members.



## Practice task 10

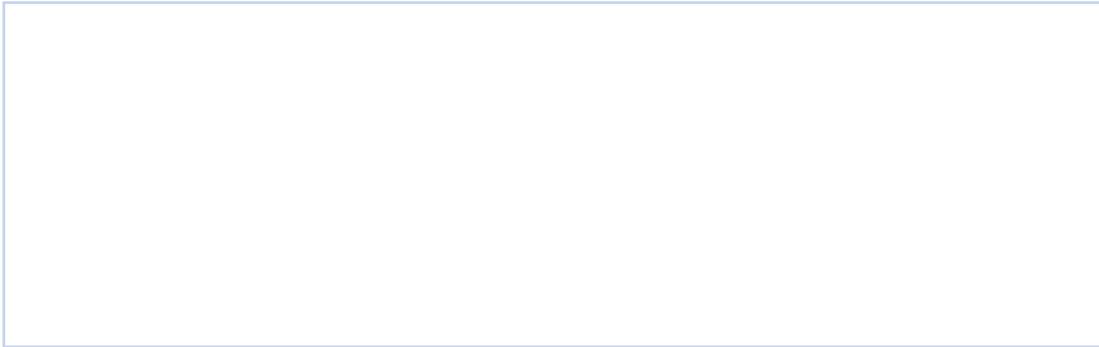
Read this completed feedback form and answer the following questions.

<b>Training Session Evaluation Form</b>
<p><b>Training session: Delivering customer service</b></p> <p><b>Date:</b></p> <p><b>Please circle the most appropriate response.</b></p> <p>1. Was the level of consultation about your training needs adequate before training arrangements were made? Fairly <input type="radio"/> <input checked="" type="radio"/> Reasonably <input type="radio"/> Very</p> <p>2. Was the date and time of the training session/s suitable? <input checked="" type="radio"/> No <input type="radio"/> Reasonably <input type="radio"/> Yes If no, why? There was no previous discussion with supervisor of suitable day or time for attending training. Wednesday morning is our team meeting time.</p> <p>3. Did the content of the training delivered meet your expectations? No <input type="radio"/> Reasonably <input type="radio"/> <input checked="" type="radio"/> Yes</p> <p>4. How well did the trainer know their content? Fairly <input type="radio"/> Reasonably <input type="radio"/> <input checked="" type="radio"/> Very</p> <p>5. Were the exercises and/or activities relevant? Fairly <input type="radio"/> <input checked="" type="radio"/> Reasonably <input type="radio"/> Very Please comment: The case studies presented were made up and not relevant to our organisation. It would have been more beneficial if real-life practical examples were used.</p> <p>6. Were the resources supplied relevant? Fairly <input type="radio"/> <input checked="" type="radio"/> Reasonably <input type="radio"/> Very</p> <p>7. Did the resources provide enough support material for practice or as a reference? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>8. Were the venue and facilities conducive to learning? Fairly <input type="radio"/> Reasonably <input type="radio"/> <input checked="" type="radio"/> Very</p> <p>9. How would you rate the training overall? Fair <input type="radio"/> Reasonable <input type="radio"/> <input checked="" type="radio"/> Good</p> <p>10. How will you apply the learning in your work? I will answer the phone promptly; follow up customer inquiries more quickly and keep them informed if an answer is likely to be delayed. I will use the list of customer complaint strategies we were given.</p> <p>Please use this space if you wish to make further comments. Thank you!</p>

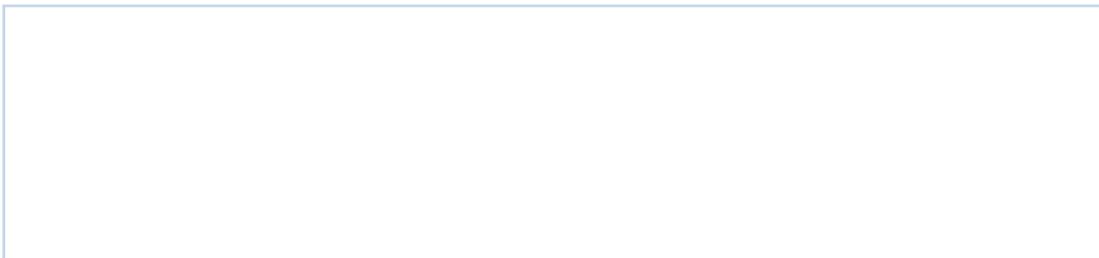
... continued

... continued

1. What problems could you identify from this questionnaire?



2. What new strategies would you recommend implementing to improve future training arrangements?



# 3B

## Assess and record the effectiveness of learning programs

Once you have analysed the feedback from those involved in training and development programs, you need to monitor the performance of your team to assess the effectiveness of the learning they have gained.

Monitoring and evaluating workplace learning and performance identifies whether the learning program has helped the individual achieve the goals that were set for them in their position description, industry competency standards and work plan. Evaluation also determines whether the learning program has helped the employee achieve team and organisational goals. You should be able to identify improved work performance and any changes in your team's attitude to work.

A key part of your role in monitoring performance is to provide feedback to the team and individual team members. Feedback can be provided both formally and informally through written and verbal communication. Feedback should be delivered in a positive and constructive way.

Monitoring effectiveness of learning programs involves:

- reviewing the current situation or level of progress against expected goals and outcomes
- identifying key problems or areas of weakness
- analysing the information you receive
- developing alternative strategies and solutions.

### Assess performance through observation and informal discussion

Assessing performance to identify progress and achievements can be done in a number of ways, including through observation and informal discussion.

Working alongside the team and asking members how their work is going will give you a sense of their progress and level of performance. Observing them as they go about their day-to-day activities is a simple and accurate means of measuring their level of competence. For example, if a team member has recently attended a course on organising and prioritising their workload, you should be able to see their improved planning abilities in the way they approach their tasks; the way their workstation is organised; whether work is now completed on time and whether they use their time productively.

Asking questions helps you ascertain whether the required skill or knowledge has been gained. For example, you might ask a team member who has had training in advanced spreadsheets how this is helping them in their daily work and to show you an example of the work they are now doing using their spreadsheet skills.

During an informal discussion you might discover that a team member has had no time to practise newly learnt skills because they have been too busy attending to their daily tasks. You need to address this immediately; for example, you might discuss setting aside one hour per week away from their workstation for them to practise.



## Assess performance through demonstration

Asking team members to demonstrate their new skills and knowledge can indicate whether the skill or knowledge has been gained. Always give learners clear instructions and a time line for completing the task.

Perhaps an individual was sent to improve their customer service skills but after watching them for a while you realise they have not improved. The feedback form they completed may have indicated the course was too advanced for them. Strategies to overcome the problem include researching more appropriate courses, providing in-house training and appointing a coach or mentor.

The person may still need practice, so don't be disappointed if they can't display a new skill immediately. This may not be the fault of the learning program but could simply indicate the need for sustained practice. Two examples of assessing learning through demonstration follow.



### Running meetings

Someone who attended a session on running meetings could be asked to:

- lead a team discussion
- chair a meeting
- take meeting minutes.



### Prepare presentation

Someone who has been trained in preparing electronic presentations may be asked to develop a presentation for you.

## Self-assessment of performance

One approach to determining the effectiveness of learning programs is to encourage the team member to monitor their own development and advise you only when issues require joint decision-making. The learner should identify any problems, decide on a solution and report on their self-evaluation.

Self-assessment tools encourage self-directed learning so participants can monitor their accomplishment of tasks. Learners have an opportunity to reflect on completed work and to develop strategies to improve their performance. You should provide learners with opportunities to apply what they have learnt to different situations.

Self-assessment checklists support training and encourage the learner to discuss progress and outcomes. Assessments can use national competency standards, position descriptions or customised checklists.

## Use of peer review and assessment

You can approach the team and other colleagues who work with you to assess the skills of team members. Explain to them that you would like an independent assessment of the person's skills. They can use a checklist, observation or demonstration, or they can answer questions to indicate whether the skills have been gained and where they think improvement is needed.



You could include a column and space for a colleague's responses in an assessment checklist. Be sure to remind colleagues that peer assessment should always be constructive and non-threatening. Explain the process thoroughly to all those involved.

The 360-degree strategy, whereby everyone involved gives feedback about a person, either openly or anonymously, can be a useful process for a team leader, supervisor or frontline manager, but is less useful for more junior levels. It is essential to ensure that the feedback is genuinely constructive. The process requires maturity to accept the feedback and to put it into perspective. This method relies on everyone giving balanced, accurate feedback with total honesty. Receiving feedback from other people's perspectives can be confronting, and care should be taken, as personal perspectives may not reflect the reality of a situation.

## Assess performance at formal meetings

Post-learning performance can be assessed using formal performance review sessions in which skills and achievements are measured against objectives and goals. This allows individuals to discuss their progress and explain how the skills and knowledge they have learnt have helped them meet their targets and achieve the goals that were set. Learning gaps can be identified and additional development support planned.

Team meetings provide an ideal opportunity to discuss progress. A debriefing session immediately following a training session can highlight participants' thoughts about the training. Wait until the team has had a chance to put their learning into action and you have had opportunities to observe, ask questions and see demonstrations of their skills where appropriate. Then hold a meeting to provide them with your feedback and discuss whether any further training is needed.

## Record learning outcomes

After you have analysed the information you receive through observation, discussion, checklists and feedback, you should record the outcomes of the training or development program. Were the short- and long-term goals met? Would you repeat the training for another group?

The method of recording and reporting learning outcomes varies between organisations. Some require formal documentation while others rely on word of mouth, observation and personal record-keeping. For example, employees undertaking a degree or diploma course may be required to provide proof of their results within a week of receiving them.

**Recording of outcomes from learning programs may occur through:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• copies of original training briefs</li><li>• feedback evaluation forms</li><li>• meetings with individuals</li><li>• team meetings</li><li>• formal reports</li></ul> | <ul style="list-style-type: none"><li>• copies of applications to attend</li><li>• copies of confirmations of enrolment</li><li>• formal performance appraisals</li><li>• a skills assessment and recognition of competencies process.</li></ul> |
|---|--|

## File records of outcomes

All documents must be filed electronically or in a paper-based system. You may need to refer to them at a later date to clarify issues regarding your organisation's learning program, the training accessed, employee qualifications and other points.

Reports don't need to be lengthy. Just record a brief outline of the training conducted, how well it achieved its objective, an indication of whether the trainee's performance has improved and whether further learning gaps have been identified.

Reports from performance appraisals help you keep track of a person's progress and the action you have identified for further training or development. Follow up any action that was identified in a previous appraisal. For example, if training in using a software application was identified as a priority, you need to note what program was selected, when the training took place and how effective it was.

Keeping records of progress is valuable for planning further training or identifying areas for future development. For example, ongoing support and future learning programs may be necessary to ensure the individual, the team and the organisation continue to be successful and productive.



## Example: training progress report

This is an example is of a training progress report.

Monthly Progress Report		
<p><b>Name:</b> Naomi Fox  <b>Date:</b> 6/3/15</p> <p><b>Successes:</b>            Has successfully produced a range of documents in line with organisational requirements, including memorandums, faxes and business letters.</p> <p><b>Action items:</b>            Over the next three months will need to practise producing more complex documents; for example, reports and forms.</p> <p><b>Date of next meeting:</b> 3/4/15  <b>Date competency achieved:</b> ____ / ____ / ____</p> <p><b>Signed:</b></p>		
<p><b>Excerpt from performance appraisal</b>            This section should reflect new goals and challenges, training opportunities and areas for improvement (include courses, reading, extra responsibilities, etc.).</p>		
Areas for action	Action to be taken (training, reading, etc.)	By when (dates)
Develop desktopping skills	Attend introductory desktop publishing course at IT Skills, Level 3/135 King Parade	3-4 May
Develop planning and organisational skills	Attend administrative assistants seminar Parkside Convention Centre	21 June
Extend communication and presentation skills	Appoint Deborah as mentor	Ongoing

## Practice task 11

### Scenario

You work for a large legal firm and are responsible for supervising the technology skills development of two trainees working towards a Certificate III in Business Administration (Legal). You have developed a 12-month learning plan and a self-assessment checklist against the relevant competency standards to help you and the trainees monitor progress.

You have also scheduled monthly meetings for you and the trainees to check their progress. You have asked each trainee to bring to these meetings a copy of the self-assessment checklist, samples of their work and a list of questions they wish to discuss at the meeting or individually afterwards.

At the last two meetings one of the trainees did not bring along the self-assessment checklist or samples of their work. The trainee's explanation on each occasion was that they didn't have time to use the checklist or to gather work samples.

1. What possible problems could the trainee be experiencing?

2. What strategies could you use to gather feedback on the trainee's situation to help you evaluate the problem?

3. If, once you had collected feedback and evaluated the situation, you discovered that a lack of confidence at the team meetings is a major reason for the problem, what alternative strategy could you implement to support the trainee's learning?

## 3C

## Modify learning plans

Organisational learning and development is an ongoing process. Comprehensive evaluations of learning programs, day-to-day observations of your team and regular performance discussions can help you identify where you may need to amend your learning plans.

In addition, ongoing changes such as changes in technology, management, organisational procedures and staff need to be reviewed to determine extra learning needs. These factors affect productivity and profitability and will impact on learning and development plans and objectives. You need to ensure that learning plans continue to suit each individual and are effective in helping them meet their goals.

Feedback from participants and others involved in the learning program may suggest modifications to improve the program's efficiency and effectiveness.

If a learning plan is modified, check the individual has altered their own plan to reflect the new arrangements. Keep a record of the changes. There may be an organisational template you can use. You may need to negotiate with the learner to adjust their plan.



## Example: revised learning plan

Sometimes plans change due to circumstances out of your control. In these situations, having contingency plans can help you deal with the problem. Those responsible for arranging learning programs need to know the various types of training available, the courses offered and the frequency of sessions so they can advise their team on the most appropriate option and change the learning plan accordingly.

This is an example of a revised learning plan.

<b>Name:</b>	Daniel W
<b>Training:</b>	Public speaking
<b>Date:</b>	10 May
<b>Current situation</b>	Daniel was enrolled in the public speaking course at Fairfield Training. The course outline suggested it would be appropriate, though challenging. After half a day, Daniel contacted me (6 May). He said he was out of his depth.
<b>New action arising</b>	Negotiated with training provider Lost deposit Enrolled Danny in beginner course starting on 2 June

## Practice task 12

1. How can you identify if modifications to a learning plan are required?

2. What should you do if a learning plan does require modification?

# 3D

## Maintain records of competency

Records of achievements should be documented and filed appropriately in your organisation's system. Certificates, statements of attainment, statements of attendance and written reports all record that a person has attended a training or development course. When the professional development has been paid for by an organisation, it is often a condition of the training that evidence of attendance or achievement is produced.

In some instances, it is a legal requirement to retain a copy of progress reports and records. In the case of a trainee undertaking training in the workplace, such documents are useful for an audit to verify that training has taken place.

Records include:

- information from performance appraisals
- copies of certificates obtained from training sessions
- copies of checklists that record skills; for example, a skills audit or training needs analysis
- records of processes undertaken to recognise prior learning or current competency
- copies of documents used in programs for formal qualifications
- reports of evidence provided to verify competence.

### Maintain records of competency



Keeping track of all activities within an organisation is important. If achievements are not recorded, other supervisors or managers may have difficulty determining what type of training has been done or whether an employee is competent in a particular area. For example, a newly appointed supervisor would find it useful to be able to access the files and identify the action agreed on at a team member's last performance appraisal or the type of training they had completed to fill a skill gap.

Another reason for keeping records is to verify that training has taken place and the cost involved for financial auditing purposes. Organisations must account for the money they have budgeted for and spent, and need to know whether the training budget has been used or exceeded.

Documents must be stored in keeping with any statutory regulations as well as your organisation's confidentiality and security policies and procedures. This can mean that documents are filed and locked in a particular cabinet with access given only to designated personnel. If documents are stored on a network, a password is usually required for access.

## Practice task 13

1. Why is it important to document and maintain records of competency?

2. How should records of competency be maintained and stored?

## Summary

1. Monitoring and evaluating workplace learning is important in identifying the value of learning and development programs to the organisation, in terms of meeting learning needs and cost-effectiveness.
2. Learning arrangements can be evaluated in terms of pre-training support and information, program content, delivery, timing, venue, facilities and follow-up.
3. In evaluating the learning arrangements, it is essential to collect feedback from a number of sources such as questionnaires, structured discussion, informal discussion and third-party reports.
4. Learning programs also need to be evaluated in terms of whether the program has improved the performance of individuals and the organisation by meeting identified learning needs.
5. In evaluating the effectiveness of learning programs, feedback can be collected through observation and informal discussion with learning participants, demonstrations, self-assessments, peer assessments and formal performance review sessions.
6. The information gathered from evaluating learning arrangements and programs must be recorded by the organisation to determine whether the learning program was successful in meeting learning needs.
7. As organisational learning and development is an ongoing process, future learning plans and programs must be modified to meet the changing learning needs of individuals and the organisation.
8. Records of employee achievements and competency must be maintained by the organisation.

## Learning checkpoint 3

### Monitor and evaluate workplace learning

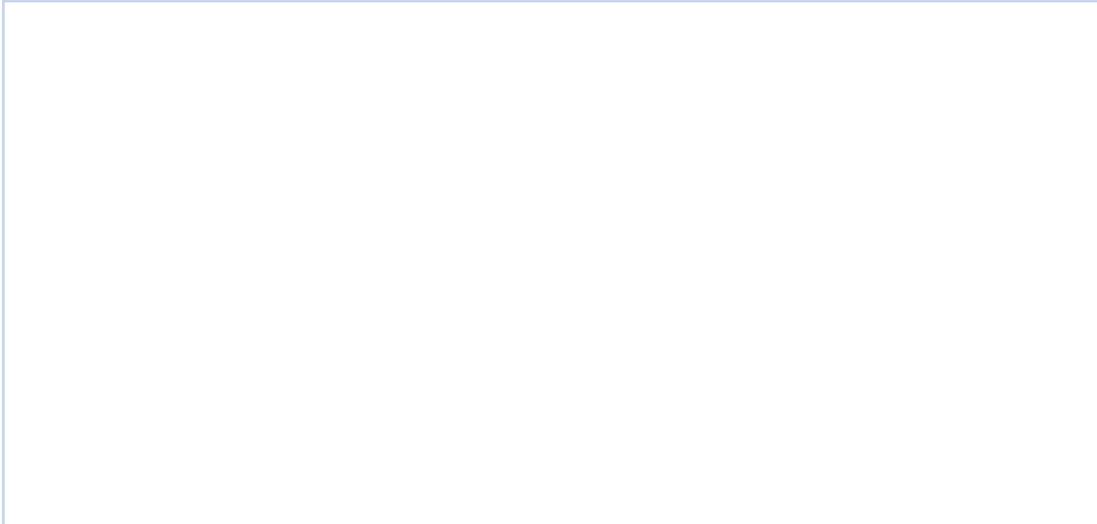
This learning checkpoint allows you to review your skills and knowledge in monitoring and evaluating workplace learning.

#### Part A

1. Describe the following types of feedback that can be received from training or development courses.
  - Structured discussions
  - Third-party reports

2. Describe the strategies used for assessing the effectiveness of a training or development program. Include samples to show evidence of the way a program has been assessed.

3. Describe how an employee's learning plan could be modified because of changes to the person's situation or issues in the training course they attended.



## Part B

Select a training or development program you have been involved in, or interview a manager who is responsible for the learning and development needs of a team.

Prepare a questionnaire or survey to help you identify the outcomes of a training or development program, or ask your interviewee for any questionnaires used in their workplace. Find out and record the reason for the style of the questionnaire and the type of questions asked.

