

BSBLED501

Develop a workplace learning environment

Release 1

Learner guide

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Aspire Version 1.1

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BSBLED501 Develop a workplace learning environment Release 1

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Before you begin

This learner guide is based on the unit of competency *BSBLED501 Develop a workplace learning environment*, Release 1. 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.

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: www.aspirelr.com.au/help
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"> Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints Transfers skills and knowledge to a variety of learning development contexts
Reading	<ul style="list-style-type: none"> Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	<ul style="list-style-type: none"> Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements Maintains records using correct technical and organisational vocabulary
Oral communication	<ul style="list-style-type: none"> Present information and opinions using language and features appropriate to the audience and context Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	<ul style="list-style-type: none"> Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements Understands how own role meshes with others and contributes to broader goals
Interact with others	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion Recognises the importance of building rapport to establish effective working relationships Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	<ul style="list-style-type: none"> Uses logical processes to plan, implement and monitor learning in the workplace Systematically gathers and analyses relevant information and evaluates options to make informed decisions Evaluates outcomes of decisions to identify opportunities for improvement Uses digital tools to organise, store, integrate and share relevant information

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 Create learning opportunities	1A Identify potential formal and informal learning opportunities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify learning needs of individuals in relation to the needs of the team and the organisation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Develop and implement learning plans	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Develop strategies to ensure that learning plans reflect the diversity of needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Ensure organisational procedures maximise individual and team participation in learning opportunities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1F Ensure effective liaison with training and development specialists	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Facilitate and promote learning	2A Develop strategies to ensure that workplace learning opportunities are used	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Implement organisational procedures to ensure workplace learning opportunities contribute to the development of knowledge, skills and attitudes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Implement policies and procedures to encourage team members to assess their own learning and development needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Share the benefits of learning with others in the team and organisation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2E Acknowledge workplace achievement by timely and appropriate recognition	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3 Monitor and improve learning effectiveness	3A Use strategies to ensure that team and individual learning performance is monitored and supports WHS issues	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Use feedback from individuals and teams to identify and introduce improvements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Make adjustments and negotiate with training and development specialists	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Use processes to ensure that records and reports of competency are documented and stored correctly	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic 1

Create learning opportunities

As a manager, it is part of your responsibility to create learning opportunities that satisfy the goals of your organisation and allow staff to contribute to improving the organisation's efficiency and productivity. When identifying appropriate learning opportunities, you should also factor in the individual staff member's personal development and career needs. Once learning needs have been identified, it is crucial that you document the learning to be undertaken in a comprehensive learning development plan.

In this topic you will learn how to:

- 1A Identify potential formal and informal learning opportunities
- 1B Identify learning needs of individuals in relation to the needs of the team and the organisation
- 1C Develop and implement learning plans
- 1D Develop strategies to ensure that learning plans reflect the diversity of needs
- 1E Ensure organisational procedures maximise individual and team participation in learning opportunities
- 1F Ensure effective liaison with training and development specialists

1A

Identify potential formal and informal learning opportunities

The range of learning opportunities that organisations offer to employees generally depends on the size and nature of their business. All organisations acknowledge that, whatever training is provided, it must contribute to the organisation's strategic goals through alignment with the operational plan. However, in addition to meeting the organisation's needs, learning opportunities need to satisfy a number of other criteria.

When identifying potential learning and development programs, use this list to ensure they cover these essential elements.

Does the learning program:

- cater for individual employee needs and aspirations?
- have support at all levels of the organisation?
- support membership and involvement with professional networks?
- contribute to change and improved work practices?
- provide encouragement for participation in workplace learning, value a positive workplace culture and overcome barriers to learning?
- provide an efficient feedback system dedicated to analysing and evaluating learning?
- offer cost-effective training?

Learning culture

To maintain a competitive position in its industry, an organisation needs to perform in an effective and efficient manner. Essential to this is having informed, enthusiastic and creative employees who continue to develop their knowledge, skills and attitudes so they remain proactive staff members who can adapt to change, and continue to contribute to the organisation.

To help them do this, the organisation should create a culture that values employee learning by providing regular workplace monitoring and feedback, formal performance appraisals, support programs and planned professional development programs.



Formal learning opportunities

Formal learning opportunities can take a variety of forms, but predominantly they are structured learning opportunities that can take place inside or outside the workplace. Often a structured learning activity leads to a formal qualification in accordance with the Australian Qualification Framework (AQF) or a documented outcome delivered by a Registered Training Organisation (RTO).

Here are some of the more common formal learning opportunities that are available.

Australian accredited qualifications and statements of attainment

- RTOs deliver qualifications from level 1 through to Advanced Diploma level. On completion of the qualification, participants receive formal acknowledgment through a certificate that is recognised throughout Australia.
- A statement of attainment is issued when a person completes specific units from a qualification; for example, completing specified units to meet a job requirement such as operating a particular type of machinery or software package.

Traineeships and apprenticeships

- The Australian Apprenticeship scheme is a formal training program that covers apprenticeships and traineeships. The scheme combines training and employment. Participants receive a nationally recognised qualification on successful completion

State or territory accredited training courses

- Specific 'tickets' or courses are required for some job roles. For example, in Queensland a workplace health and safety officer must complete an appropriate course through WorkCover or other duly authorised organisation.

Short courses and workshops

- Short courses are generally not aligned to a national qualification. They offer training in specific skills and knowledge. Participants should receive a certificate of achievement, attendance or participation.
- Generally, workshops are conducted in a day and are focused on providing training in a particular aspect of a job role; for example, conflict resolution; budget preparation; how to conduct an audit. They involve significant participation from attendees.

Action learning

- The action-learning process deals with real-world problems and is group focused. The learning comes from interaction and working with others in a small group from different business areas, with a goal of addressing the specific problem before it happens, with a designated facilitator.

Conferences, seminars, professional networks and professional associations

- Membership and involvement via electronic means of attendance at events provide opportunities to learn from colleagues through sharing information and ideas relating to your industry or profession. Some organisations formally recognise attendance and involvement as professional development hours.
- The Australian Institute of Management (AIM) is a good example of a professional association that provides training and development opportunities and resources.

Committees and meetings

- Membership of formal committees and taking part in meetings provide opportunities for learning through the sharing of information; for example, being a WHS representative for your department or area requires you to undertake a course on consultation and communication.
- Team meetings and toolbox meetings are commonplace in many organisations and are used to provide updates on issues, procedures or other matters relevant to the people concerned.

Workplace training opportunities

In addition to formal learning opportunities, which often include an off-the-job element, managers may consider using a range of workplace activities that are less formal. Workplace training options need to be carefully prepared and managed to ensure effective training occurs. In many cases the training contributes to a recognised credential or statement of attainment/recognition.

Workplace training opportunities are many, as shown here.

Coaching

In an educational sense, coaching generally refers to a one-to-one relationship but can be considered as a team role; for example, a coach for a sales team. The coaching can be facilitated by you or a designated staff member, or contracted to an external person. The focus of the coach is to engage with the learner/s, provide planned, sequential training, observe performance and provide feedback to achieve desired outcomes.

Mentoring

Mentoring is where an employee is paired with a colleague with significant experience, skills, knowledge and desired attributes. This person takes on the role of an adviser or role model who works closely with the learner, often over an extended period of time.

These partnerships can fail if the participants have different views or disagree with the goals of the organisation. It is better to appoint an experienced colleague, rather than taking on the role yourself.

Shadowing

Shadowing is a technique that involves the assigning of a learner who is seeking new skills or enhancing existing skills to work with a more experienced colleague, who acts as a tutor or instructional supervisor. The learner mimics the supervisor's approach in completing the relevant tasks and receives real-time feedback.

Induction

Induction is an employee's formal introduction to an organisation and generally successful completion is required before work can commence. This enables the inductee to become knowledgeable and relaxed about their new environment. Inductions are usually conducted in-house, although there is an increasing tendency to obtain external input into improving programs. Induction programs provide information on work environment, policies and procedures, safety issues, reporting requirements and introductions to staff.

Job rotation

The job rotation process involves the short-term, coordinated movement of a person to different jobs, possibly in different areas over a period of time. The goal is that the employee gains a broader picture of overall functions and can then be used as a back-up in contingency plans. The process can be undertaken as an opportunity for potential advancement of a person in the organisation or to alleviate boredom with repetitive work and possible job fatigue.

Job exchange

Although similar to job rotation, job exchange involves the swapping of a person with another person, but this time in another organisation. The time frame is usually longer than for a job rotation and is typically for 12 months. To be effective, the job should be different and thus provide opportunities to develop new skills, gain new knowledge and enhance existing skills, all of which can be brought back to the current workplace.

Informal learning opportunities

Informal learning and training can occur on a regular basis where guidance, information and/or instruction are provided to an employee as they perform their regular daily duties. Informal learning is dependent on the willingness of people to accept the guidance and instruction provided by those with greater knowledge of organisational policies and procedures, broader experience and more highly developed skills. It is the learning culture within an organisation, or department or team, that determines the success of informal learning.



You can assist a staff member to be more effective in the execution of their duties through:

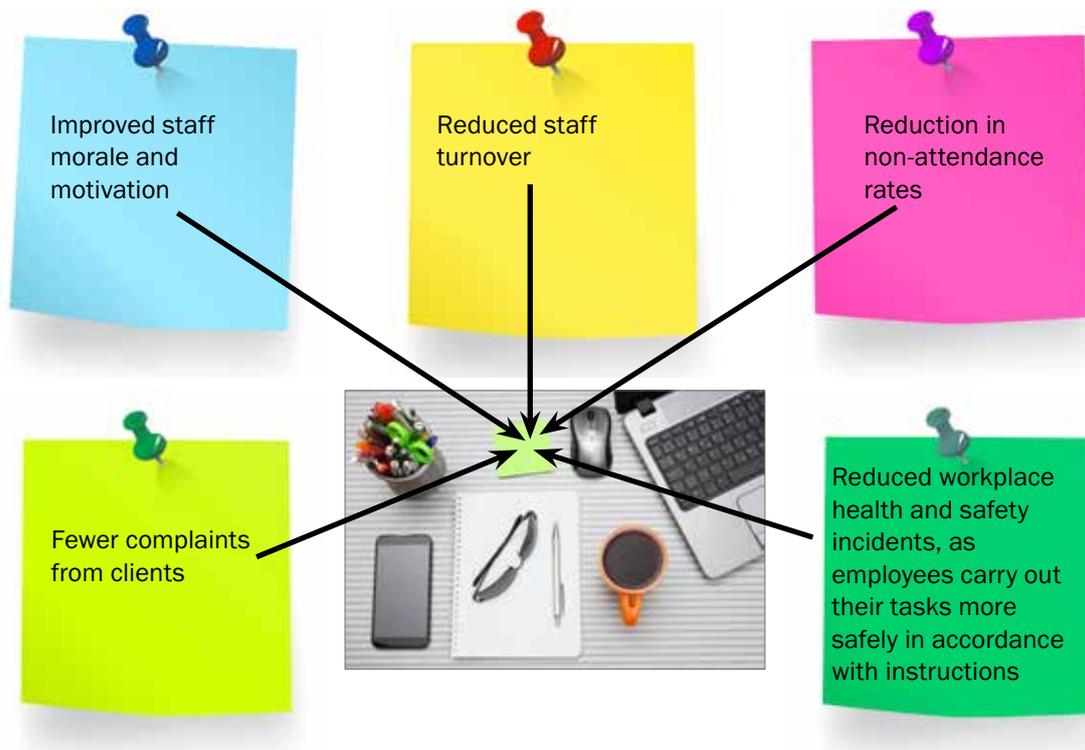
- providing advice or responding to a question (increasing knowledge)
- demonstrating techniques (improving skills)
- addressing shortcomings in their approach (adjusting attitudes and providing a safer work environment).

Benefits of undertaking learning opportunities

The key benefit for an organisation in providing relevant learning opportunities is increasing productivity through improved effectiveness and efficiencies.

For staff, there should be a sense of accomplishment, a positive attitude towards work and increased confidence.

Some of the benefits of undertaking learning opportunities can be seen here.



Select appropriate learning opportunities

While knowing about the different options is essential, to make an informed choice you also need to identify:

- the employee's learning needs
- how the learning fits in with the organisation's goals
- the benefits of the program to both the learner and the organisation
- the training budget available
- the appropriate timing for the learner to undertake the activity.

For example, you may think that an external training provider is the ideal option, but could the learning needs also be met by using in-house experts at a fraction of the cost? Perhaps using a guest speaker is more cost-effective than hiring a consultant.

On the other hand, it may be more efficient to use the training budget on a worthwhile, quality training program, rather than trying to save money by using a program that is cheaper but does not match your quality standards or meet the team's needs.

Example: meet organisational learning needs

Here are three examples showing how formal learning opportunities can meet both employee and organisational needs once these are identified.

Mentoring

David graduated from university last year with a Bachelor of Accounting degree and has recently been employed as an accountant with a large, city-based local council. He has expressed the desire to meet the professional requirements for membership of the Certified Practising Accountants (CPA). To do this, he must complete the CPA program and is required by the CPA to have a designated mentor. His employer supports his desire to gain the membership and allocates Frances, a senior accountant and adviser to the mayor, and who is a fellow of the CPA, as his mentor.

Shadowing

Jumana is working in administration for a department at a tertiary institution. She is also undertaking studies towards becoming a professional secretary and needs to gain greater understanding and experience of the expectations and requirements of this role. To meet this need, Jumana shadows Helen, who is the secretary to the academic board of the university and also secretary to university council, for two weeks in March and September. During this time, she takes formal minutes to compare against Helen's minutes, attends all meetings with Helen and produces draft business papers for key meetings.

continued ...

... continued

Prior learning

Staff working on the front desk at a hotel have gained significant knowledge and skills relating to the hospitality and tourism business, but do not hold formal qualifications. Michelle, the customer service manager, contracts an RTO to determine a process of recognising their current knowledge and skills and the option for providing any further training required in order for them to obtain an appropriate qualification. Briefly looking at their roles, the RTO considers the business services training package and the tourism, hospitality and events training package. Before making a final recommendation, the RTO reviews position descriptions, interviews the staff, interviews Michelle and determines what will best suit the staff and organisation's needs.

Practice task 1

Use this table to create a list of all the learning opportunities that exist for you and those in your area of responsibility. If you are not currently employed, then consult a peer or associate who is currently working and question them about their learning opportunities.

Provide a brief description of each learning opportunity, the expected or desired outcomes and benefits from the learning or training, and how this could or will resolve a current issue in the workplace. If appropriate, consult with others and indicate who was consulted.

Learning opportunity 1	
Brief description	
Expected or desired outcomes and benefits	

continued ...

... continued

How this could or will resolve a current issue in the workplace	
Learning opportunity 2	
Brief description	
Expected or desired outcomes and benefits	
How this could or will resolve a current issue in the workplace	

continued ...

... continued

Learning opportunity 3	
Brief description	
Expected or desired outcomes and benefits	
How this could or will resolve a current issue in the workplace	

continued ...

... continued

Learning opportunity 4	
Brief description	
Expected or desired outcomes and benefits	
How this could or will resolve a current issue in the workplace	

1B

Identify learning needs of individuals in relation to the needs of the team and the organisation

In order to determine the learning needs of individuals, you need to be aware of your organisation's requirements. The organisation's strategic goals are met through each team's goals and in turn through the individual work plans of each team member. An effective manager ensures each person has the specific skills, knowledge and other attributes required for their position, so they can carry out their tasks correctly and meet their goals.

A first step is to make sure the learner understands the legislative and organisational requirements their job demands. They should be covered in the employee's introduction to the organisation through induction training.

Key legislative and organisational requirements



Policies and procedures

Policies and procedures describe what is expected of an employee and provide instructions on how to carry out the tasks required in the workplace for your organisation.



Industry legislation and regulation

An increasing number of industries operate under specific legislation and regulations regarding operating to required standards. Specific licences may be required to operate machinery or deal with hazardous materials. Compliance with legislation and regulations is mandatory. An organisation's policies and procedures should encompass the minimum legislative and regulatory standards required.



Codes of practice

Some entities operate in accordance with a code of practice outlining standards for behaviour or quality of work. Compliance with a code of practice is voluntary under the law, but many industries comply as a matter of course. Again, organisational policies and procedures should encompass any code of practice requirements.



Workplace health and safety (WHS)

All organisations are required to abide by certain legislation, such as the relevant state or territory WHS laws.

WHS legislation outlines the responsibilities of all employees in relation to induction training, emergency procedures and the use of personal protective equipment (PPE).

Picture
won't work
-corrupt?

Anti-discrimination

Staff must understand and comply with anti-discrimination legislation and may need relevant training to do so.



Documentation management

Privacy and confidentiality legislation and guidelines should be covered under organisational policies and procedures. Staff may require training in relation to the relevant legislation and the handling of personal information of clients.



Access and equity

Staff must know how to work with people (both other staff and clients) from culturally diverse backgrounds and those with special needs.



Quality standards and ethical standards

Behavioural and ethical requirements need to be identified. These may be contained in industry codes of practice or other documents, or be specific to your organisation. Quality standards such as nationally accredited ISO Standards or Australian/New Zealand Standards (AS/NZS), if applicable, need to be identified.



Goals and objectives

All the listed policies, procedures and documentation should be read in conjunction with the overarching goals and objectives of the organisation. In your position as manager, understanding of the corporate strategic plan and high-level operational plans should translate into requirements for your staff.



Succession plans

The specific approach of your organisation to succession planning and the provision of career pathways or otherwise should be known by all staff.

Identify skills for specific job requirements

The job undertaken by an individual is most often described in writing in the form of a position or job description, or duty statement. An analysis of position descriptions should provide a list of the knowledge, skills, competences and requirements of your employees. Your role is to then determine the current level of competence for each team member and identify any gaps that require training.

Position descriptions outline the employee's key tasks and duties, including:

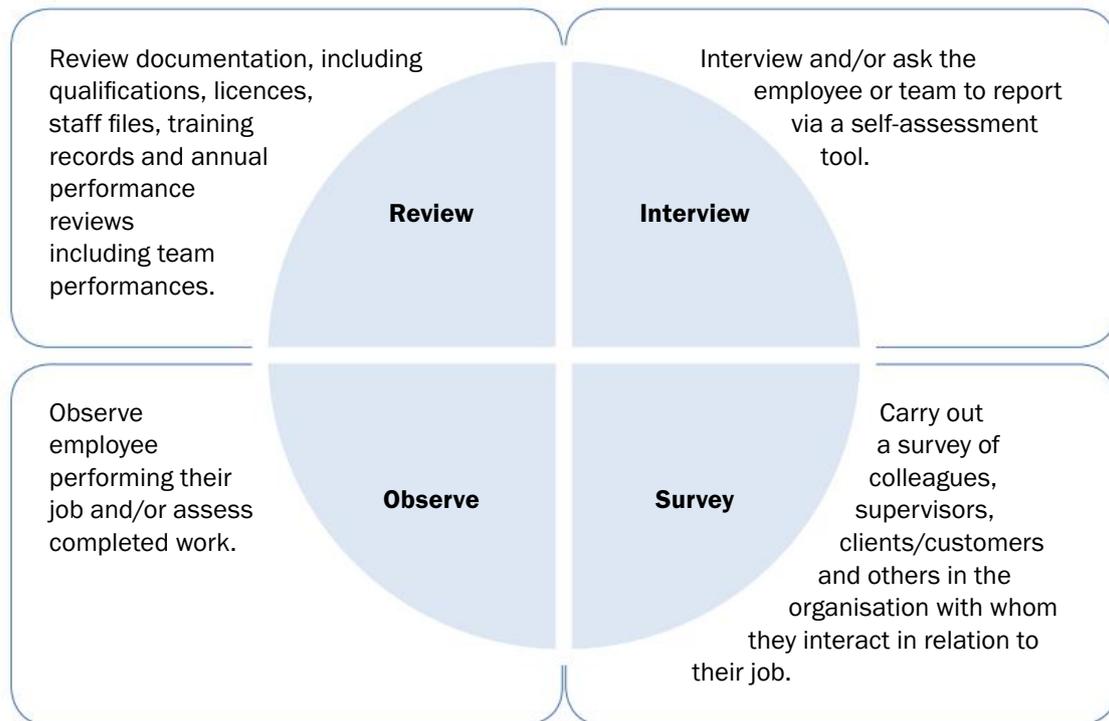
- competences required, such as knowledge, skills, qualifications, licences, characteristics and professional memberships
- description of the job (including title) and relationships with other parts of the organisation
- key responsibilities, reporting requirements and authority of the incumbent in the job
- key result areas (KRAs) and/or key performance indicators (KPIs).

Determine current knowledge and skills

A common approach to determining the capacity or competence of an employee to perform their job is to undertake a skills audit, in which you determine their level of knowledge, skills and other attributes relevant to their role in the organisation. The time involved in undertaking a skills audit should not be underestimated. Preparation of appropriate surveys and interview questions, development of self-assessment tools, organising times to observe staff and collecting relevant documentation or work samples all take time.

It is also important that the development of the tools to undertake the audit results in high-quality instruments that correctly ascertain the information you are seeking. A flawed skills audit will result in incorrect identification of learning needs.

Areas to consider when undertaking a skills audit are shown below.



Identify training needs

Once you have a list of requirements and a list of the employee's current competences via a skills audit, you can compare the two. This gap analysis or training needs analysis (TNA) effectively identifies the training needs of those teams and individuals working in your area of responsibility.

The result of the TNA should be a record of:

- the training that is required
- priority and timing against each training need identified
- options for the delivery of the training – use the list of formal and informal options to determine the most appropriate in terms of meeting the organisation's and the person's needs, cost and time effectiveness, and the most appropriate location.

Team learning needs

If you have identified a training need for the whole team, you need to plan an effective approach that encourages learning and maintains the team's enthusiasm and confidence. It is not appropriate to discuss or single out the performance of an individual in such a setting. Maintain the focus on team delivery with due recognition of outstanding performance and meeting of targets, if warranted.



Individual learning needs

As part of the management, you need to identify the learning needs of individuals from an organisational perspective. You need to become familiar with organisational policies to support employees in their learning. Organisations may: contribute funds for resources or materials if employees are self-funding their learning; provide paid time off for study; or provide time for them to attend a course. These support mechanisms add to the value the employee places on the learning.

You need to make time to discuss learning needs with individual team members to identify their specific training and development requirements that will allow them to follow a career path and take on new tasks and roles as required. It is also important that you encourage staff to identify and take responsibility for their own learning needs, and identify appropriate opportunities to address them.

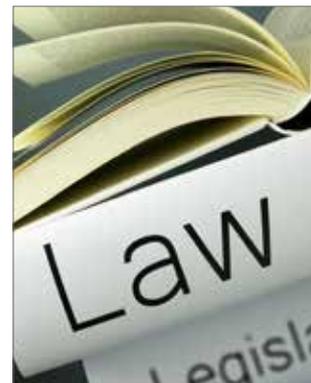
You could ask the employee the following questions:

- What needs will the selected training address and what do you expect to achieve from the training?
- How will the learning assist you in achieving your short-term and long-term goals?
- What contributions will the learning make to the team you work with?
- What other training do you think you need in order to achieve your personal goals?

Example: ensure staff are aware of legislative changes

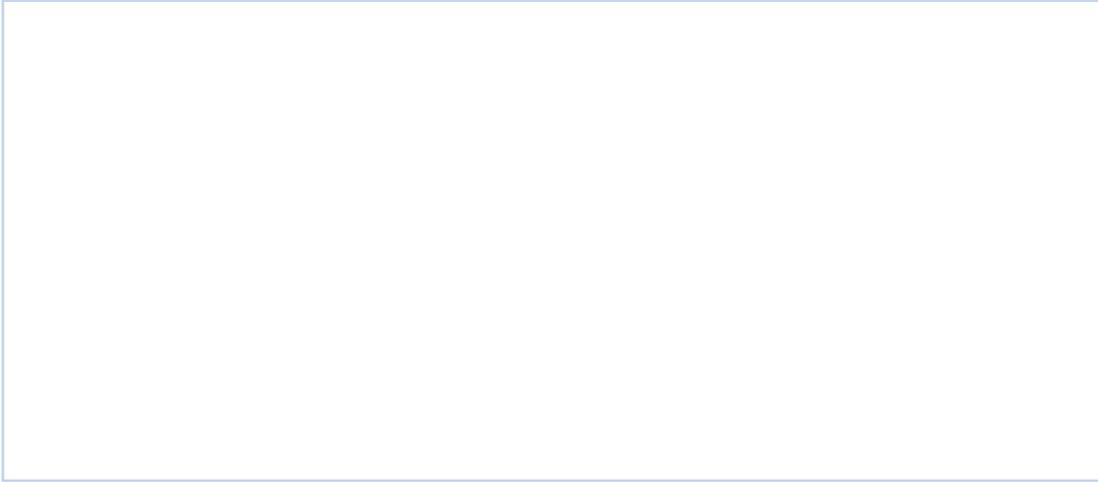
With the passing of the *Fair Work Act 2009* (Cth), all personnel in a large accounting organisation need to be updated on the impact of this new legislation. The implications are wide-ranging for the organisation due to the effects on finance, payroll and human resource areas, and also on the people in the various levels of management.

The HR manager arranges for the organisation policies and procedures to be updated to reflect the new legislation. The managers of each of the areas undertake a training needs analysis to identify the knowledge requirements, current competences and training needs of all relevant administrative staff. This analysis is used to develop a training program that addresses the needs of the organisation and complies with the new legislation.

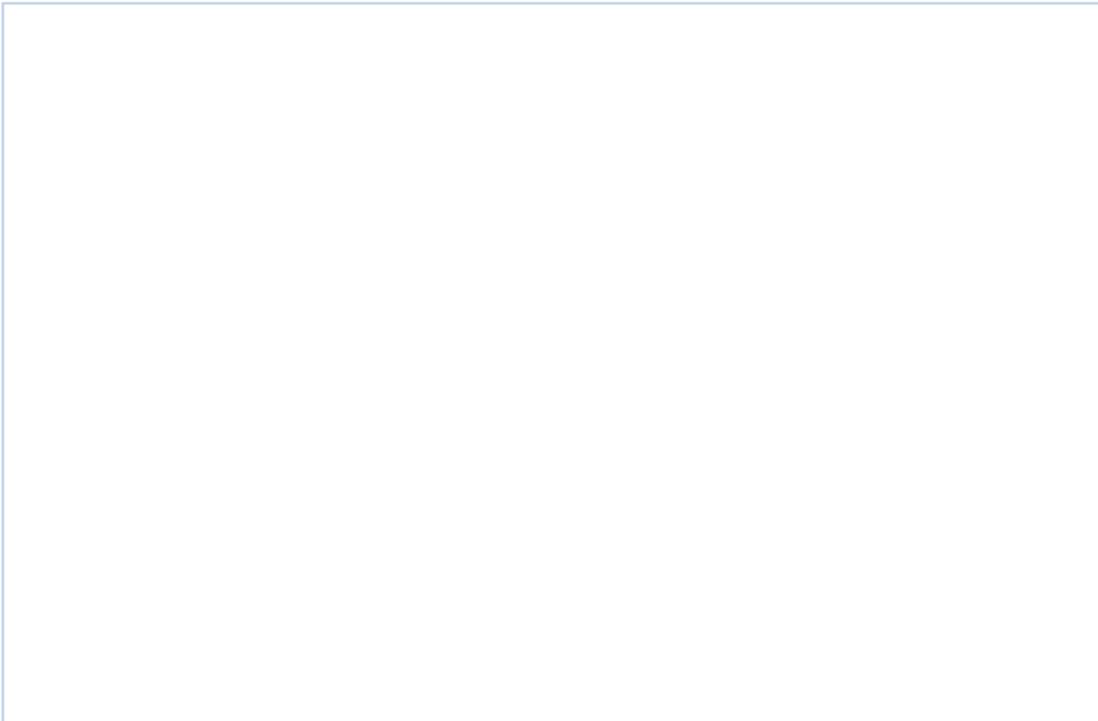


Practice task 2

1. Identify and list the learning needs for two of your employees or, if this is not relevant to you, identify your own learning needs and those of a peer or associate.



2. Identify available learning opportunities that match the learning needs of each employee described in the previous question.



1C

Develop and implement learning plans

Once learning needs have been identified, you need to prepare appropriate learning plans to outline the relevant opportunities and related activities to address these needs. Learning plans are used as a record of the knowledge and skills that need to be gained, and the chosen mechanism for meeting these.

The development of a learning plan is best undertaken jointly by the person or team to be trained, yourself, human resources staff and training specialists, if relevant. Once a learning plan is developed, you may need to seek approval prior to implementing the plan. Areas for training could be focused on part of the current job responsibilities and also towards succession planning and future job options. Many organisations have an appropriate procedure to follow and a template that you complete.

Here is a recommended approach to developing an individual learning plan.

Develop an individual learning plan

List the learning needs of the individual inclusive of their short-term and long-term goals and objectives.

Confirm that the organisation is supportive of meeting these needs.

Meet with each person involved and discuss their needs and best options for undertaking the necessary learning.

Complete a comprehensive learning plan that includes learning opportunities, dates, the location of the training, costs and space for feedback after the training has been completed.

Review the learning plan with the individual and obtain their signature, if required.

Individual learning plans

A learning plan should be completed for each individual even if they are part of a team. The individual should be familiar with the template and have input in terms of ideas and options for completing the plan.

In general, an individual learning plan should contain:

- details of the employee, their position and team role, and their supervisor's name
- the competences required and the area for training, the learning activities to be undertaken and justification of the area and activities
- details of how the training will contribute to personal goals and performance
- details of the learning activities, including when, where, duration, cost and resources required

- details of organisational support required; for example, time away from work or allocation of a mentor
- information about special needs and requirements of the learner, including language, literacy and numeracy (LLN) requirements
- a method of assessing the effectiveness of the training, including a review date, if applicable.

Considerations when developing a learning plan

When you are developing learning plans for your staff, you need to consider a range of factors, such as those outlined here.

Benchmarks/standards

If training is being formally assessed with the intention of a qualification or formal statement of attainment, the training needs to be delivered and assessed by an RTO. The RTO will ensure the trainer meets all of the required standards as per Vocational Education and Training (VET) guidelines. To determine the requirements of competency for each qualification, you can refer to the training package and units of competency. Visit www.training.gov.au for more information.

Training may also be specific to various industry standards and organisational performance standards as set down in your policies and procedures, as well as industry codes of conduct. Copies of the relevant standards and procedures should be available through your organisation or external sources.

WHS requirements

All employees need workplace health and safety information and require additional training when procedures have changed, new equipment is being used, new products are to be produced or there is a change that affects the workplace.

You may need communication strategies to promote awareness of the training, to notify staff that it is available and so that work areas can appropriately schedule resources to cover for absences over the duration of the training.

KPIs

KPI stands for key performance indicator. A KPI is a measurement that is evaluated to judge whether an employee is performing their job in accordance with set expectations. Consider whether training is needed in order to achieve the KPIs that arise from the position description (duty statement) under which the individual works, and the need to meet specific targets or standards.

Delivery options

Training can be face to face with a group, which then requires a physical location and possible venue hire; travel costs and accommodation if not on-site; hire of equipment such as a data projector; and provision of basic items such as pens and paper.

If the training is from in-house providers, then the costs of other materials such as CDs, handouts and workbooks need to be determined. If using outside providers, consider the cost difference of bringing them into your organisation versus your people going to their location. On-the-job training or work-based training has costs associated with the trainer being on-site (in the workplace) and possible limitations on the size of the group being trained due to limited space or access to the equipment.

Purchased resources

There is a substantial range of resources that can be purchased from commercial entities. These materials can save costs and time of your own staff, and provide a basis on which you can implement these and put them into the context of your own organisation. You can find appropriate suppliers via the internet or by consulting colleagues.

Learning resources

A distinct advantage of developing your own materials and resources is that they can be specifically focused on your organisational requirements and thus relate directly to the products, services and operations you provide. The disadvantage is that you need to have people with the appropriate knowledge and skills to undertake the development, resulting in a cost.

Time

Time for people attending training needs to be estimated and considered along with time required to prepare in-house resources to organise, coordinate and potentially deliver the training. Time needed for study can also be a factor.

Some questions to ask:

When is the training needed? That is, what is the priority and is there a deadline?

Do we have time to develop the necessary learning program?

Will the training be one-off or will it be repeated in the future?

What timing opportunities exist for delivery? For example, you would not want to have training scheduled for tax consultants between July and October, as this is tax season.

Continuous improvement cycle

The continuous improvement cycle means that people's learning needs must be regularly identified and learning plans adjusted.

For example:

- Team competences can change when the make-up or direction of the team changes, resulting in the need to train a member or members of the team in additional competences.
- Team roles and responsibilities also change over time as a result of the jobs or projects that a team may be assigned to, requiring team members to be trained in new skills and knowledge.
- Work outputs and processes change over time as the result of the changing demands of the company and the people or entities that purchase the organisation's products and services. Individuals affected by the changes need training to cover these changes.



Example: a standard learning plan template

Learning plans differ according to the organisation and the type of training being provided.

Here is an example of a learning plan template completed for your reference.

Learning plan	
Employee Name: John Brown Position: Compliance Officer Location: Blackburn	Supervisor Name: Samantha Jones Position: Compliance Manager Location: Blackburn
Learning/training need and standard to be achieved	To understand new legislative compliance requirements that will affect the organisation's operations
Organisational fit and priority ranking (1 = High to 5 = Low)	1
Preferred option for training (include: when, where, duration and cost). Attach documents if applicable.	External workshop to be held on 17 November at Melbourne Conference Centre from 9 am to 5 pm. Cost of the session is \$180 plus John's wages for the day.
Organisational support (for example, resources, access to equipment, time away, WHS issues)	Training will occur through a full-day external workshop and mentoring sessions with direct manager following workshop. These sessions will allow for consolidation of skills and knowledge and ensure that progress towards deadlines is being met. Mentoring sessions will be held twice a week.
Any special needs or requirements	English is John's second language, so he may need assistance in understanding terms and meanings. This will be provided during mentoring sessions.
Supervisor's comments and justification for support	John will be required to implement changes to organisational policies and procedures prior to changes being implemented to meet compliance standards.
Planned review of training (include method of review and date)	Manager will look at project objectives and John's progress towards these on 19 January 2016 and determine the level of support required for him to complete the project.
Employee's signature	Supervisor's signature
J Brown 24/10/2015	SM Jones Date 24/10/2015

Team learning plans

You may need to develop a learning plan for the whole team by focusing on the area/skills needed, who needs to be trained, and when and where the training will take place. Creating a table in addition to the individual learning plans can be very useful for tracking team learning requirements. This table can be linked to the individual plans and reviews on the outcome of training included in the evaluation and review of the training.

The following is an example of a standard workplace learning plan for a team.

Area for learning	Priority (1-5)	Description	People to be trained	Course Date	Outcome and review
Conflict resolution	1	Course specifically focused for front-of-house staff in a hotel	Bill Brown Leanne Chen Pierre Lutz Ahmed Rajah Jose Ramas Jane Smith	09/10 09/10 12/12 12/12 12/12 09/10	Successful Successful More required; see individual plan
Booking systems update	2	Training on forward-booking into other hotels in the chain	Bill Brown Jose Ramas Jane Smith	21/10 22/10 23/10	
Consultation skills – rep on WHS Committee	1	Dedicated course for WHS reps	Pierre Lutz	10-13/11	
First aid	1	Refresher course for CPR and first aid	Bill Brown	27/09	Completed and recertified

Practice task 3

Using the same two people you selected for practice task 2, prepare a learning plan for each of them using this learning plan template. You need to download the template and make a copy for the second person's information. The learning plan must be discussed with the persons concerned and signed off by them as an agreed plan.

Learning plan	
Employee Name: Position: Location:	Supervisor Name: Position: Location:
Learning/training need and standard to be achieved	
Organisational fit and priority ranking (1 = High to 5 = Low)	

continued ...

... continued

Preferred option for training (include: when, where, duration and cost). Attach documents if applicable.	
Organisational support (for example, resources, access to equipment, time away, WHS issues)	
Any special needs or requirements	
Supervisor's comments and justification for support	
Planned review of training (include method of review and date)	
Employee's name / signature _____	Supervisor's name / signature _____
Date ___/___/_____	Date ___/___/_____

1D

Develop strategies to ensure that learning plans reflect the diversity of needs

It is part of your role as a manager to identify the different knowledge and skills that staff possess, their objectives and goals, as well as individual characteristics that will affect the way they learn. By doing this, the learning plans you develop will address the diversity of needs and issues that exist. For example, you may have to use a variety of communication styles, provide a range of resources or consider a person's traditional beliefs, to ensure everyone has access to learning opportunities and there is no discrimination or bias.

Other important aspects include the period of time spent in the industry and relevant experience. The ability to communicate in English (both verbal and written) and English as a second language (ESL) are also vital considerations when preparing learning plans for individuals. There are a wide range of other factors that should also be considered, some of which are listed here.

Additional diversity characteristics you should consider when preparing learning plans:

- Competences/skill levels
- Socioeconomic background
- Language, literacy and numeracy (LLN) skills
- Communication styles and approaches
- Indigenous Australians
- Cultural background including religion and traditions
- Level of education
- Age
- Learning styles (visual, auditory or kinaesthetic)
- Motivation for learning
- Recent migrants
- Special needs in relation to disabilities

How characteristics affect learning

Different characteristics require an individual approach to learning, it is important that you recognise these in order to provide positive and constructive learning experiences.

Here are some aspects that you need to consider about your learner as you work with them to develop a learning plan.

Individual approaches to learning



Indigenous Australians

- Ensure the trainer or facilitator has the ability to understand and address cultural differences, beliefs and needs.
- Ensure the training and activities reflect the approaches to learning that Indigenous people have.
- Consult with learners to determine workplace, individual and group needs and incorporate community requirements if applicable.
- Use appropriate resources.



Mature learners

- Recognise that mature learners have significant experience. Look at opportunities to recognise and relate qualifications, work and life experience to their current role and learning.
- Be aware of different levels of comfort with regards to technology. You may need to modify training or adapt activities to cater for this.
- Understand the way adults learn. Most adults prefer to direct their own learning in an informal environment and welcome the opportunity to discuss and debate issues.



Different cultural backgrounds

- Provide appropriate learning resources through visuals, demonstration and translations where appropriate, and use simple appropriate language for those learning with English as a second language.
- Understand and respect cultural differences by recognising and celebrating diversity.
- Use appropriate examples in training programs to accommodate learners' backgrounds. Consider whether you need to take prayer or food requirements into consideration.
- Recognise different social strata.



People with disabilities

Take disabilities into account when developing programs.

- Physical: ensure alternative access to the training facility is available; for example, a lift for a person with mobility problems; access for guide dogs.
- Hearing: look at learners when speaking to allow lip-reading or provide written versions of auditory materials. Use Auslan or another form of sign language via an interpreter.
- Sight: provide auditory versions of written materials or possibly use Braille or large-print material.



People with different learning styles

Understand people's differing learning preferences and styles. Adapt your training style and learning activities to suit different styles and provide multi-sensory materials; for example, offer handouts, pictures and diagrams to those who need to visualise; provide hands-on training to those who prefer the kinaesthetic approach; and read, ask questions and run a debate for those who like to hear the information.



Learners with families

If learners have young children or other family responsibilities, you may need to ensure the timing of the training does not impinge on family commitments.

Recognise learners' needs

It is important for those who are delivering training to employees to have an understanding of their learners' needs. If delivering the training in-house, this key information can be accessed, where applicable and appropriate, through the learners' human resources files. If engaging an external trainer, ensure that you provide them with the relevant information relating to the needs of the individuals. This will allow the trainer to accommodate for needs and adjust the training program as required.

Example: individualised learning

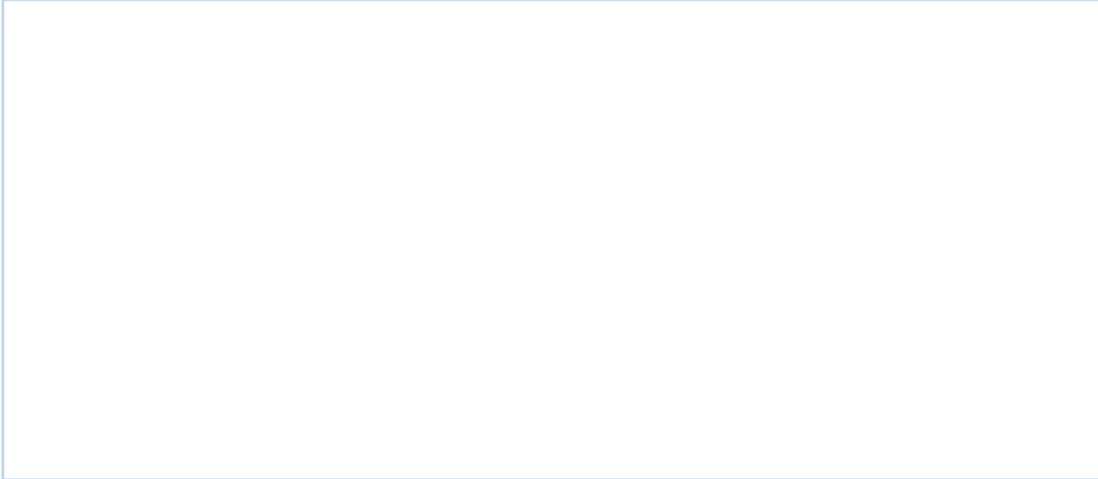
With changes made to the *Anti-Discrimination Act 1991*, a Queensland university was required to conduct training to all employees in relation to the Act. Training needed to be conducted across all areas from the highest level (council members, the vice-chancellor and senior management), across all academic areas and staff (professors, tutors, research assistants and postgraduate students) and all levels of general staff (middle management, grounds staff, administrative staff and all support and auxiliary staff). There were over 900 people to be trained, ranging in age from 16 to 70+. This included people from over 45 different countries and nationalities; extreme variations in language and literacy skills; part-time and casual staff; staff with family commitments, Indigenous Australians; recent migrants; and people with various special needs to cater for a range of disabilities including hearing, sight and mobility impairments.

A strategy to address all these needs was developed: the people were divided into groups of 10–15 at a time across the complete mix of employees to undertake a half-day awareness program. By ensuring at least two people came from the same work area and others in the group came from similar backgrounds, the employees had support from a known colleague.

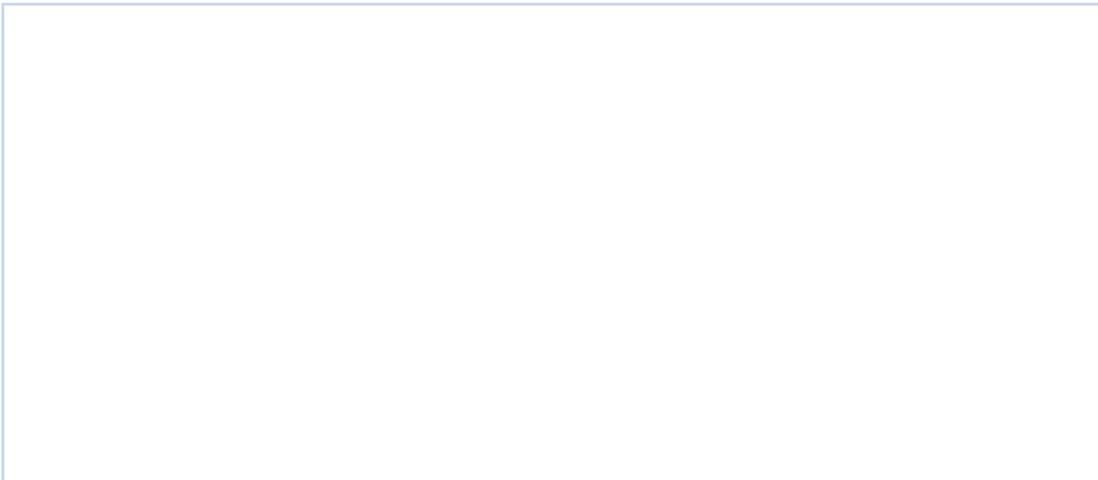
Practice task 4

Read each of the scenarios, then describe the strategies you would use to ensure the learning plan reflects the person's learning needs in relation to social, cultural and other types of workplace diversity.

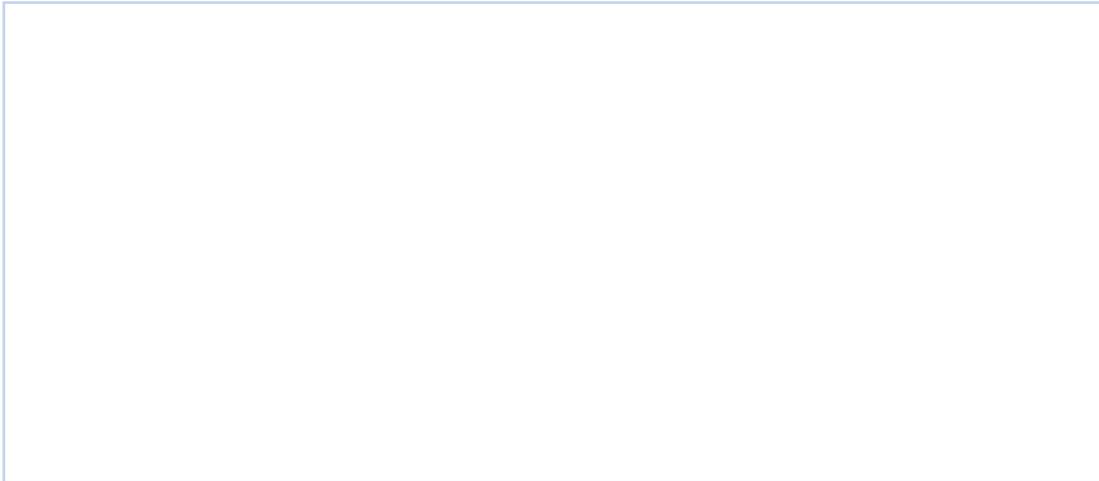
1. Training is required on a large office photocopier for a new young female employee who has just arrived in Australia from Somalia.



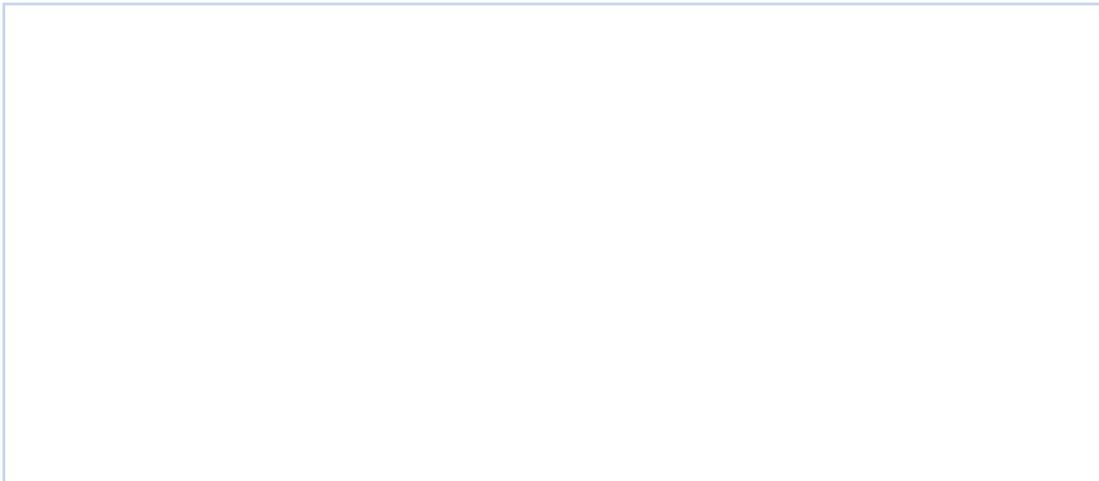
2. New equipment is to be installed in the production area. A young male employee with poor English skills has to be trained.



3. New legislation is introduced relating to records management. The experienced mature employee who must be trained has a hearing impairment.



4. A small labouring group of mixed ages, all with poor literacy and numeracy skills, needs to be trained in the mixing of an acid that they need to use for cleaning brick walls.



1E

Ensure organisational procedures maximise individual and team participation in learning opportunities

An organisation should be committed to developing its staff through policy documentation, by including this responsibility in the position description of managers and by managers actively implementing the policy at all levels of the organisation. Managers should be assisted in identifying learning and development needs via appropriate documentation, including procedures to follow, templates and forms to complete, and guidance and support from relevant senior staff and training departments.

Organisations should have policies in place relating to training and staff development. Such policies will have procedures associated with them that assist staff in accessing learning opportunities.

Below is a summary of the procedures that are required to be followed in order to adhere to organisational policy.

Induction programs

All staff new to an organisation must take part in a formal induction program. In many organisations, the induction program is required before the employee can commence in the position. Induction programs cover the key areas of WHS, the structure and functioning of the organisation and the requirements of the position the new employee is assuming. Specialist induction training is also covered for particular roles that is additional to the general induction program.

Formal development

Some professional positions in an organisation require an employee to maintain specific professional development (PD) hours in their field. The general approach is that the staff apply to their manager via a formal application for funds or have time off with pay to attend the learning opportunities. A key to such a procedure is that it must include appropriate feedback from the employee to the manager and a review as to the value of the training undertaken.

Information sessions

Information sessions can focus on a small or large cross-section of the organisation. They can include presentations by qualified experts or senior staff to discuss topics such as new legislation, strategies for continuous improvement, conflict resolution, the organisation's new products or information on the strategic direction and objectives of the organisation. These should be run in work time and staff encouraged to attend (even though it is expected that they do so) and to participate and contribute to these activities.

Flexibility

Procedures for undertaking training or accessing learning opportunities need to be flexible in order that training can take place when required, rather than at fixed times during the year. This allows for training to be delivered on a needs basis and ensures all relevant staff are included. Flexibility in staffing may be required in order to ensure sufficient people are available, to allow others to attend relevant training.

Study or learning time

Many organisations allow for study time that leads to a relevant formal qualification or to the improvement of the individual in key aspects of their role. Some organisations part-fund this learning while others provide staff with time off to complete assessments, attend face-to-face classes or study for an examination. In other organisations, time is factored into the work schedule of employees so they can take advantage of learning opportunities.

Eligibility and equity

Training opportunities should be shared among all employees so that all can benefit from learning experiences and share these experiences with work colleagues. The amount of time allocated to an employee may be dependent on their employment status, but they should not be disadvantaged within their job role as a result of this.

Professional membership

Organisations may recognise professional memberships if they are required as part of the position held by the employee or they contribute to a person's professional development; for example, the Association for Tertiary Education Management (ATEM) or the Australian Institute of Management (AIM). Many professional organisations hold conferences or workshops for members that provide relevant information.

Budget allocation

Budget allocations to various departments often include a component that must be used for training of staff and teams. Training requirements and appropriate opportunities should be clearly identified in advance of the budget process so appropriate funds can be requested or allocated within the budget each year. Teams within a department may be allocated funding for members to access learning opportunities. Likewise, where longterm project teams are in place, funds may be budgeted as part of the project for ongoing training and staff development.

Procedures for applying for training

Your organisation may have templates for developing formal training proposals that need approval and authorisation at a higher level or this may be done via a dedicated department such as human resources or training and development. Guidelines should be provided on how to complete the relevant documentation and what needs to be included in terms of supporting documents, such as a budget, details of training providers and justification for the proposed training.

The structure of a training proposal will vary. Here is a design for one that you can use as a template.

Heading	Matters to address/details to include
Department details	Name of the department or work area and your details as supervisor and proposer of the training.
Learning need, rationale for it and objectives	Detail the learning that is needed and why. Explain how the proposed training will benefit the person, team, work area and organisation overall. Provide details of those who are recommended for the training. Detail the objectives of the intended program and expected outcomes.
Proposed training option and provider	Detail the training solutions you are considering and provide a recommendation of the preferred option with justification. Include details of the training provider, structure of the preferred program, time frame and location.
Resource requirements and organisational impact/cost	Detail any resources or equipment that may be required. Indicate the potential impact on the work area or organisation; for example, the number of staff absent from work and options for coverage, and the monetary cost if applicable.
Cost/budget	Provide a detailed costing for the overall training and each component that will need to be covered. This should include travel and accommodation costs, cost of trainer and resources, venue and incidentals, etc. This could be undertaken by developing the budget on a spreadsheet and attaching it to the proposal.
Evaluation and reporting of outcomes	Detail how the outcomes of the training will be evaluated and include proposed dates when reports will be completed. This evaluation should report on the outcomes and benefits achieved as measured against the objectives for each individual, the team, the work area and the organisation as a whole.
Other considerations	Provide any further details that are relevant to the proposal.

Example: staff participation in learning opportunities

Juan is the regional manager of a financial advisory service with six branch managers reporting to him. Each branch manager is responsible for between 10 and 16 staff, including training and development. All staff are financial advisers, research staff or administrative assistants. All cleaning and auxiliary services are provided by contractors. All communication regarding training and development opportunities is sent via the intranet and Juan has a policy that all staff must log into the intranet daily. Juan supports his branch managers by providing funding in their budgets for training and development.

There are a number of occasions during the year when professional conferences are held and attended by the branch managers. Juan sends a personal email to relevant staff in each branch and invites them to express interest in attending these conferences, funding three or four staff members for each conference. Before attending, they must complete an application form outlining the benefits to the organisation if they attend; after attending, they need to complete a review form outlining the learning that took place and how they will use it in their role.



Practice task 5

1. List the types of forms, policies and procedures in organisations that are relevant to training and that provide staff with access to and participation in learning opportunities.

2. How do the procedures and documents listed in question 1 assist with and encourage learning opportunities and employee participation within the organisation?

1F

Ensure effective liaison with training and development specialists

On many occasions, you will have the skills and knowledge to arrange and conduct training yourself. However, there may be times when you need to contact training and development specialists in order to provide the training necessary for your team. Whether these specialists are in-house or external will depend on the size and nature of your organisation.

For example, larger organisations may have a dedicated training department with qualified personnel who have a responsibility to conduct skills audits and training needs analyses, and to plan, organise, deliver and review training. Very large organisations are often registered training organisations and thus can issue national qualifications and statements of attainment.



On the other hand, if you are a manager in a small organisation, it may fall to you to source appropriate training with external providers and specialists and to arrange delivery for your team. Regardless of the situation, it remains your responsibility to liaise with training providers to ensure you obtain training opportunities that fulfil the needs of your team and organisation as a whole.

Prepare a scoping document

Before you approach a training specialist, it is useful to prepare a scoping document that outlines what it is you require of the provider so you can discuss, negotiate and make arrangements as efficiently as possible.

Your list of requirements may include:

- the type of training needed
- when the training can occur
- how long the training will take
- the number of people required to be trained
- costings
- location
- resources required.

Liaise with internal providers

Make a time to meet with your training department and discuss the identified training needs using your scoping document. The training manager/specialist will suggest a range of appropriate learning opportunities that reflect the nature of the learning need (such as coaching, structured information sessions, group or individual training) and leave it up to you to decide which you prefer.

In many instances, they may bring in an external specialist to provide information from an industry perspective, such as a WHS expert, or arrange for a manufacturer to provide hands-on training for new equipment. Alternatively, the training manager may suggest an external course. In this situation, they generally arrange the training for you based on

your requirements, as they are familiar with recognised training institutions and providers. Training managers can also help you develop your learning plan. It is important to develop a close working relationship with your training and development department staff, to assist you in your role of providing learning opportunities.

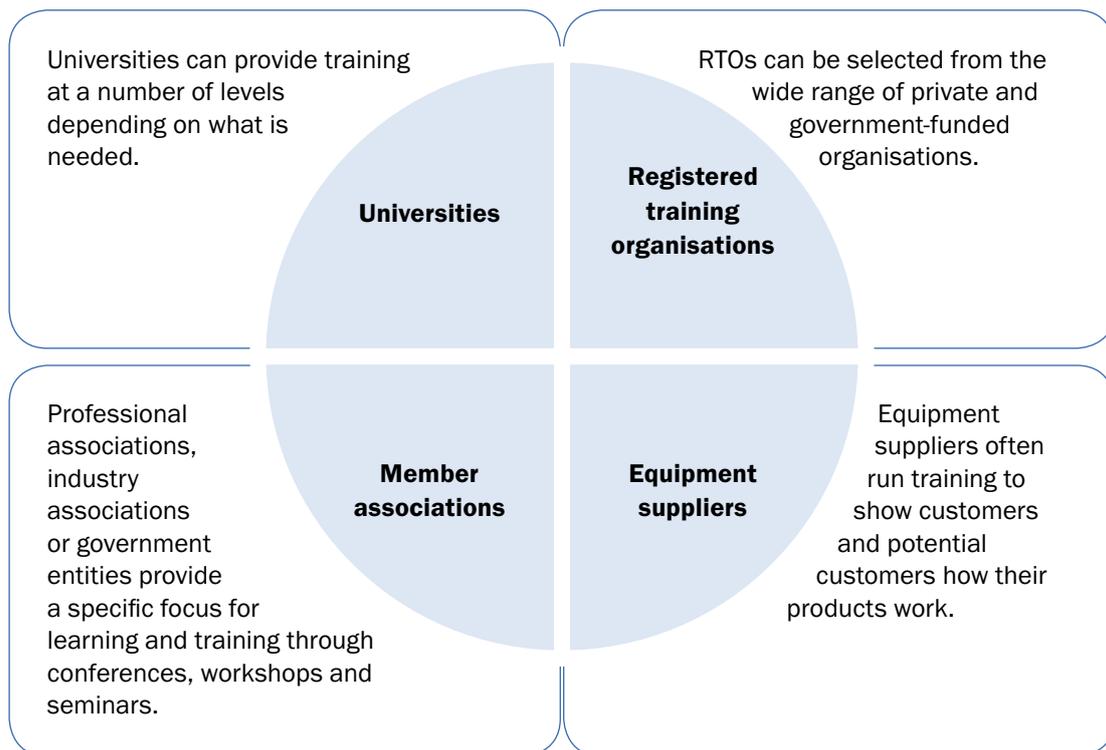
Contact external providers

If you do not have a training department as part of your organisation, then much of what you may require for training and development will need to be provided through an external provider.

It is useful to prepare a database of training providers you can access when you need to source training opportunities from external providers. Include the courses they offer, the timing of the courses, costs, eligibility and locations. Find out from people who have used their services about the quality of the training provided.

The training industry in Australia is very competitive, so it is worthwhile conducting research and building up a file of potential training providers, and the programs they offer; courses change regularly, so make sure the file is kept up to date.

The range of external training providers is substantial, as is the range of types of training that can be provided. Depending on the training required, you could use some of the following as suppliers of training.



Example: clarification of required training

A mine operating continuously has just entered into a contract with a large manufacturing company, Worners, to purchase two new graders. It is company policy that no-one can operate new equipment without completing the relevant course and being signed off as competent by an approved trainer. Brian, the training manager for heavy machinery, learns that as part of the deal, Worners offers a certain number of hours of training, with an option for additional hours at a reduced hourly rate.

He liaises with Worners to clarify the training requirements and new features that need to be covered for all current grader operators to use the new equipment. It is decided on a series of two-hour classroom sessions for groups of six people at a time, followed by a six-hour session of one-on-one, hands-on training and practice using the new graders. This cycle will be repeated four times over two months to ensure all grader operators selected to use the new equipment can undertake training no matter which shift roster they are on, and to allow usual operations to continue. It is also agreed that the best-performing operators will then act as coaches for other employees.



Practice task 6

Research the role of a specialist learning and development team in your current work environment or an organisation you are familiar with. Complete the following activities to demonstrate your understanding of this topic.

1. Summarise the services provided by the learning and development team and how these are accessed by people within the organisation.

2. What are the benefits to managers of having access to learning and development teams?

Summary

1. As a manager, you must be aware of and provide a clear range of learning opportunities that meet the needs of the individual, the team members and the organisation as a whole.
2. Learning opportunities should be both formal and informal, with due recognition given to those involved and the benefits identified.
3. Managers should conduct a training needs analysis to identify the training needs of those teams and individuals working in their area of responsibility to identify the training that is required and its priority.
4. Learning plans should be developed with input from the individuals concerned and with clear strategies to address the diversity of needs.
5. Learning plans and training activities should contribute to the development of the individual and the overall goals of the organisation.
6. Maximum access to learning activities and the corresponding training and development should be targeted through following organisational policy and procedures.
7. As a manager, you should be familiar with the internal and external training providers and, through liaison and negotiation, acquire opportunities that best enhance the performance of individuals, teams and the organisation as a whole.

Learning checkpoint 1

Create learning opportunities

This learning checkpoint allows you to review your skills and knowledge in creating learning opportunities.

Part A

1. Formal and informal learning opportunities exist in the workplace. Describe how you would identify these opportunities in your work environment for your team. Give three examples of both formal and informal learning opportunities.



2. Identify two needs of your current workplace or an organisation you are familiar with in terms of areas for staff training and development, and briefly describe why each is required.

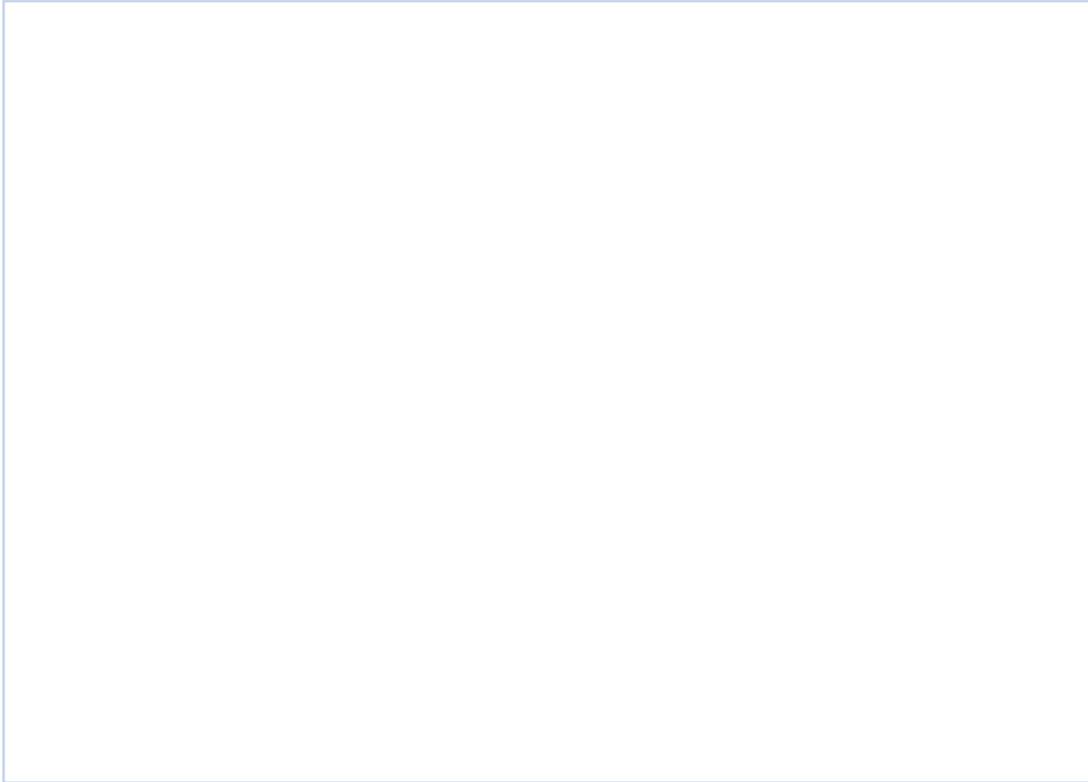
3. Describe your approach to identifying the learning needs of individuals or team members. Determine the learning needs of at least two people from your staff who could potentially undertake training and development to benefit the organisation.



4. What is the difference between mentoring, coaching and shadowing? Provide an example of where you have been involved in each or have observed the technique being used.

5. In your own words, define 'work-based learning'. List the advantages and disadvantages of work-based learning for your area of your organisation or one you are familiar with.

6. Which policies, procedures and organisational plans within your current (or previous) employment affect your creation of learning opportunities and provision of access to those opportunities for individuals or team members in your area?



7. Describe your approach to ascertaining the diversity of needs that exist in your team. List five characteristics in terms of the diversity of needs or issues that exist and provide an explanation of the strategies you will use to address them.



8. Obtaining training and development opportunities requires liaison and negotiation with specialists. List at least four key issues you wish to discuss. Provide a brief comment on each of these issues and what you would expect as an outcome from the discussion.

Part B

Consider an organisation, your own or another one of your choosing, which has undergone or will undergo significant change in work practices. Then complete a report of up to 1,000 words with comments on each of the following points:

1. Briefly describe the type of organisation and its operation in terms of the goods and services it produces.
2. Identify a change that has affected the organisation and your area of responsibility. Describe the change and the impact of the change on the workplace.
3. Identify the learning needs and opportunities required as a result of this change and how these relate to the needs of the organisation or an area of it. You could perform a TNA by considering the new knowledge and skills required against the existing competences.
4. Describe the diversity of needs from the team members above that will need to be addressed in the learning plans and how you will implement these learning plans and over what period of time. Attach a sample learning plan as an appendix to demonstrate such a learning plan for an individual and how this plan will be implemented.
5. Comment on how you will communicate the existence of the learning opportunities to staff and maximise participation.
6. Provide details of the learning activities that will be delivered internally and comment on the issues that will have to be negotiated.
7. Provide details of the learning activities that will be negotiated with external training and development specialists and comment on the issues that will have to be negotiated.



Topic 2

Facilitate and promote learning

The development of an active learning culture that supports continuous improvement can inspire people to take control of their own learning needs and give them confidence in their achievements.

In this topic you will learn how to:

- 2A Develop strategies to ensure that workplace learning opportunities are used
- 2B Implement organisational procedures to ensure workplace learning opportunities contribute to the development of knowledge, skills and attitudes
- 2C Implement policies and procedures to encourage team members to assess their own learning and development needs
- 2D Share the benefits of learning with others in the team and organisation
- 2E Acknowledge workplace achievement by timely and appropriate recognition

2A

Develop strategies to ensure that workplace learning opportunities are used

Governments, industry leaders and educational specialists now firmly believe that learning is a lifelong activity. Workers need to continually improve their knowledge, skills and attitudes so that they, and the teams they work in, maintain a competitive position in their organisation and industry. They must also want to learn, be prepared to share their learning and have the broad generic skills to participate in the giving and receiving associated with learning. Continuous learning also contributes to an employee's career path.



Characteristics of a learning culture

Here are some characteristics that define a workplace that has developed a positive learning culture. As you read, note which ones are established in your organisation.

Organisation has commitments to learning, employee development and CI

- └ Strategic plans, high-level operational plans and action plans highlight the organisation's commitment to learning, development and continuous improvement (CI).
- └ The organisation makes an active commitment to succession planning and internal career pathways to demonstrate that employees are valued.

There are policies and procedures for training and development

- └ Policies and associated procedures clearly articulate the support of the organisation in this area. They are available and employees are aware of them.
- └ Employees are expected to engage in some form of training at least once a year.

Budgets and resources support learning in the workplace

- └ The organisation supports learning opportunities through funding, and providing time and other resources, such as access to the internet and relevant technology, to support learning.
- └ The organisation allows for learning opportunities in budget requirements, with either individual or team amounts allocated.

There is support and high levels of participation in training

- Formal workplace programs such as mentoring, coaching, shadowing and job rotation programs are offered, as well as informal methods.
- Employees identify their own learning needs in relation to their career paths. They also consider the organisation's needs, and are guided in meeting these.

There are many opportunities for sharing knowledge and skills

- Regular team meetings have an agenda item that includes detailing learning and new experiences within the work area; for example, toolbox meetings or a case study based on a learning experience that can be used as an educational tool.
- Sessions are organised within teams to allow for team members to pass on their knowledge through informal training.

Employees are encouraged to join professional associations

- The organisation encourages and supports relevant employees to belong to and participate in the activities of professional associations.
- Information is passed on to employees about new and upcoming professional association opportunities.

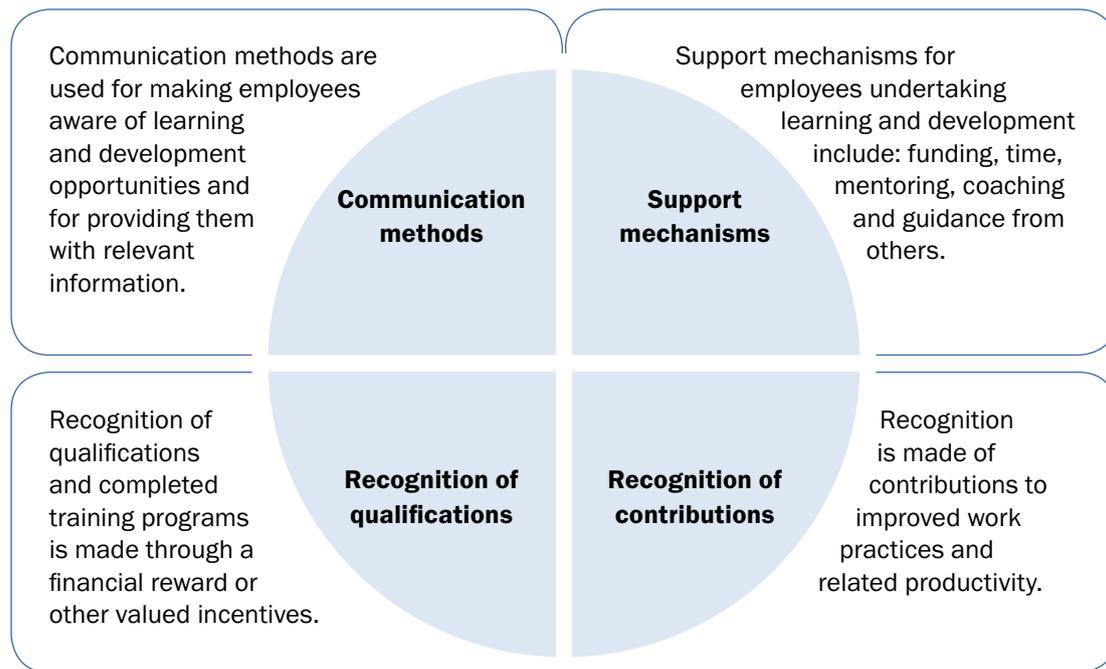
Employees are provided with feedback and recognition

- Employees are recognised for their contribution and participation in learning opportunities.
- The use of a rewards scheme for successful completion of training programs and contributions to learning demonstrates organisation commitment and adds value for workers.

Workplace policies and procedures

The relevant policies and procedures to support and recognise learning are often found in the area of human relations; key aspects are included in the job descriptions of employees. An organisation can develop a culture of learning by providing support, encouragement and guidance and by involving employees in their own growth and development choices.

Here are some aspects of learning and development that organisations should provide clear guidance to employees about.



Encourage active learning

Having the appropriate policies, procedures and other documentation is only part of the process. A proactive approach through involvement of employees in events where learning is identified, recognised and commended has a positive impact on the learning culture. For example, a manager might schedule part of each team meeting to formally recognise positive outcomes resulting from learning, training and development activities. The same meeting could involve team members sharing their recent learning experiences and thus increasing the knowledge and skills of their co-workers.



Sharing of difficult situations and approaches taken by employees provides others with information and experience that may be used in the workplace. Informal learning can take place at work between co-workers via a team activity (or team approach) to a problem relating to a work issue. Provide positive feedback and praise when you observe people sharing knowledge and enhancing other people's skills.

Example: organisational encouragement in workplace learning

A student counselling service has four counsellors working the equivalent of three full-time jobs. Their main role is to provide direct one-to-one counselling to students and to deliver various group sessions on awareness of issues and mechanisms for handling them across the broader organisation. They meet fortnightly.

Two items on the meeting agenda are as follows:

- Report on attendance at recent training workshops: members who have attended a training course, workshop or other activity report back to the group and run a 30-minute overview session of the knowledge and skills covered in the workshop and how they have benefited themselves and the organisation.
- Case studies: members draw from their client base an issue that has a difference or uniqueness and develop a fictitious case study around it (maintaining privacy and confidentiality), then have the other counsellors discuss their potential approaches to the issue and comment on the outcomes.

Practice task 7

Using this table, comment on how your organisation or an organisation you are familiar with creates a learning culture with regards to each of the characteristics. Include any issues and areas for improvement.

a) Organisation has commitments to learning, employee development and CI	
b) There are policies and procedures for training and development	
c) Budgets and resources support learning in the workplace	

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d) There is support and high levels of participation in training
e) There are many opportunities for sharing knowledge and skills
f) Employees are encouraged to join professional associations

Analyse the data you collated in the table and briefly describe whether your organisation creates and encourages a learning culture.

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2B

Implement organisational procedures to ensure workplace learning opportunities contribute to the development of knowledge, skills and attitudes

It is important that the learning opportunities provided to workers meet both the needs of the learner and the needs of the organisation. Each training session, presentation or learning experience should add to the worker's knowledge and help them improve their performance and attitude.

Managers have a key role to play in this. Follow organisational procedures to ensure the learning is focused and beneficial. While organisational needs will vary, most agree that all learning opportunities should meet the following criteria.

Learning opportunities

Learning opportunities that match the required skills and knowledge must be accurately identified through systematic procedures such as a training needs analysis, skills audit and consultation to ensure they are relevant to the organisation.

The quality of training

The quality of the training must meet organisational standards. Make sure any internal training is targeted specifically at skills and knowledge gaps. If training is conducted by an external provider, check to see that their organisation is efficient and ethical and delivers what it says it will to the highest standard.

Characteristics of learners

Opportunities should cater for the characteristics of the learners. Make sure you understand their backgrounds, levels of achievement, experiences and language skills, and adjust the learning to accommodate these characteristics and so maximise the learning.

Materials and resources

Materials and resources used should reflect current requirements and standards.

Real work scenarios

Learning opportunities should reflect real work activities and situations for the workplace.

Adult learning principles

Opportunities should be based on adult learning principles. These principles are:

- learning by doing, active learning, problem-solving, and teamwork
- treating learners with respect, including acknowledging life experiences
- providing appropriate feedback, reinforcement and rewards
- making use of materials and resources that are meaningful and varied (multi-sensory, such as visual, auditory and kinaesthetic or practical)
- using flexible and supportive learning approaches
- Informing learners about why they are required to learn.

Learning styles

Adapt the learning to different learning styles.

Learning styles

To ensure the best possible learning opportunities, it is important to consider individual learning styles. The type of learning style needs to be reflected in the development of materials and resources.

The different learning styles are visual, auditory and kinaesthetic – an explanation of each follows.

Visual (seeing)

This learner prefers to read, rather than listen. Use posters, charts, graphs, handouts, booklets, brochures, variations in colour and shapes, and clear, well-structured documentation.

Auditory (hearing)

This learner prefers to listen, rather than read. Use question and answer sessions, stories, discussion groups, music and other audio options.

Kinaesthetic (doing)

This learner prefers to do things. Incorporate playing of games, creation of products, role-plays, and practising and refining tasks.

Example: training opportunities contribute to appropriate workplace skills

Julia is the training manager for a medium-to-large company. She must approve all training that is to occur in the workplace. She receives applications from employees via departmental managers, with recommendations on the training or learning opportunity being considered for an employee. Before approving any request, Julia analyses the applications and pays particular attention to the comments from the supporting manager on the following questions:

- What knowledge will the employee gain from the training/learning and how will this benefit the employee and the organisation?
- What skills will the employee obtain or what current skills will they improve on?
- How will these new or improved skills contribute to their workplace?
- How will the training contribute to their attitude or behaviour within the workplace and to the overall learning culture of their work area?

Practice task 8

Devise a procedure that you would use to determine whether any workplace learning opportunities could contribute to the development of workplace knowledge, skills and attitudes. Submit any tools that you use to assist you with this determination; for example, a checklist as part of this procedure.



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2C

Implement policies and procedures to encourage team members to assess their own learning and development needs

Organisations that encourage lifelong learning should have in place mechanisms through which employees can routinely assess their own competence and identify their learning needs. As a manager, it is part of your job to encourage employees to be proactive and undertake their own analysis of their learning and development needs so they can contribute ideas and suggestions when you are developing their learning plans. This is especially important in a changing workplace environment where they may need to take on additional responsibilities, are promoted or are moved to another department, requiring them to acquire new skills and knowledge. Such personal reflection means that the team is taking responsibility for its own learning and professional development.



Encourage employees to assess their own learning needs

While individuals and teams are generally aware of their performances, based on their day-to-day activities and whether they are achieving their long-term deliverables against targets, it is your job to provide opportunities for them to formally document and follow up their assessments. Remember that some individuals need more support than others, especially those who do not have the language, literacy or numeracy skills to complete the analysis or the documentation required.

You will find a number of strategies you can use to help others to assess their competence levels in the following.

Strategies to assist employees with assessing their own competence

1

Checking progress

Ensure all employees are aware that it is their responsibility to regularly check their progress and identify any learning shortfalls. This can be done in the induction session when they first begin work; at team meetings; incidentally when observing a team member carrying out their tasks or when they have completed a project; or during a performance appraisal.

2**Assessing skills against job requirements**

Explain how employees should regularly assess their own capabilities against their job requirements. Make sure they are familiar with their job description and the skills and knowledge that are required of them. Jobs often change, a person may take on extra work, new equipment may be introduced or the organisation may change direction – all of which may mean the job description does not match the current job tasks.

3**Self-assessment checklist**

Provide opportunities for employees to complete a self-assessment checklist or skills audit to confirm they have the skills and knowledge required for the job. They need to be honest, open and objective in self-assessment, otherwise the self-evaluation becomes meaningless.

4**Feedback and debriefing sessions**

Have regular feedback and debriefing sessions following the completion of a project, to help employees deal with any skill or knowledge gaps that have arisen.

5**Discussing national competency standards**

Show employees the standards relevant to their job, explain how these are written and encourage them to assess their performance against the standards.

6**Self-assessment prior to performance appraisal**

Make sure employees know it is part of their responsibilities to perform a self-assessment prior to their performance appraisal. Provide them with the organisation's form (if available) in which they should rate their performance, identify learning gaps, provide suggestions for addressing their needs and discuss long-term career goals.

7**Potential learning programs**

Encourage employees to find out about potential learning programs that may address their needs by: asking them to do research; encouraging them to ask colleagues about possible courses; seeking a mentor for them; or compiling lists of options for them to consider.

Documentation and templates to assist with self-assessment

Make sure you have the appropriate documents or templates that employees may need in order to undertake a self-assessment of their competences and determine their learning and development needs.

These documents are outlined here.

Job description

Ensure it is up to date. Position descriptions should be reviewed regularly with the incumbent to make sure they are current and reflect the required knowledge and skills for the job in light of any changes. Look closely to see that the employability skills are clearly identified and what competence standards are required.

Feedback or reports

Documentation or reports compiled from their supervisor, customer, colleagues or other entities should be relevant to the individual concerned and their role in the organisation.

Training and development courses

These are descriptions of any in-house courses that may be available for consideration.



Performance reviews

Check that the performance review is current and relevant to the job. Look at the goals achieved and goals not achieved against objectives and determine why.

Performance standards/benchmarks

Consider the standards that are required for the job. These could be production standards in terms of final products or services delivered. Are these standards/benchmarks up to date and reflective of industry practice?

Example: self-assessment against current position description

Technological advances that produced efficiencies in processing, coupled with budget cutbacks, resulted in a reduction of employee numbers in the financial services department of a local government council. The impact was such that some areas including purchasing, accounts payable and receivable, and general accounts only had two or three employees compared to the previous minimum of five in each area.

The manager, Francesca, faces the potential for an area to be dysfunctional if one person is on leave and the other becomes ill or is absent for some other reason. Francesca implements the development of a 'back-stop' program where people from other areas are the first port of call to assist if absences cause a staff shortage or seasonal demands cause work pressures.

The first step is to provide all employees with access to job descriptions and seek expressions of interest from them to be a back-stop in another area. Each employee has to complete a self-evaluation of their competences against the job description of interest, inclusive of learning needs, and provide this to Francesca for initial consideration.



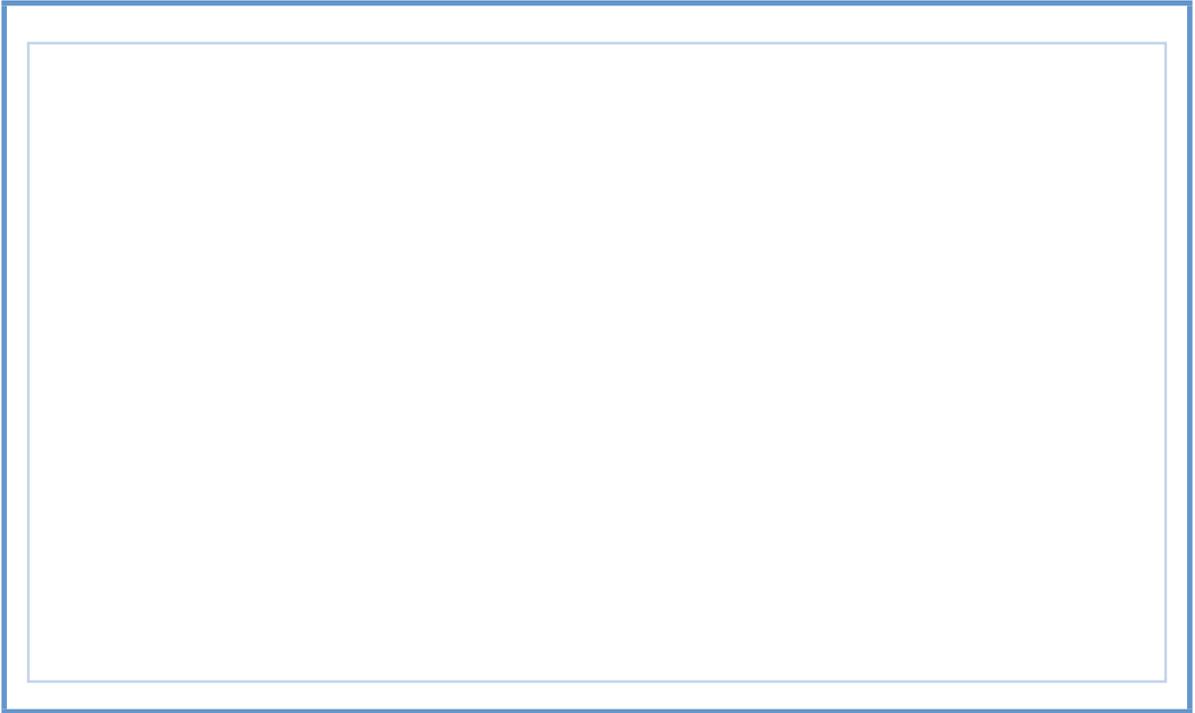
Practice task 9

Your senior management advises you that they wish to increase the training opportunities for employees and they want the employees to have a significant input into determining what training would best suit them. This is a change in policy, as previously management and supervisors simply told employees what training they would attend. You decide that you will approach this task by seeking input from your team about what they feel they need as learning opportunities. You will provide an initial memorandum to all members of your team.

Draft a memo to your team in which you outline the approach they need to take in identifying their own learning needs. Ensure you provide some guidance on how they might determine their current capabilities and identify areas where they may need increased knowledge and skills.

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2D

Share the benefits of learning with others in the team and organisation

Good relationships between employees are crucial in any organisation to ensure work flows smoothly and each person is supported to perform to the best of their ability. One aspect of this is the obligation for everyone to share new learning they have acquired. The more involved everyone is with this process, the more likely they are to see its benefits and to feel inclined to participate fully.

In many organisations, it is a requirement for employees who have completed an organisation-funded training program to formally present what they have learnt to other team members; it is not always possible for all staff to attend a particular course, workshop or other learning opportunity and therefore the team members who do go must share their learning with the rest of their team. While this requirement may be mandatory, it is also valuable for managers to encourage employees to pass on information.

There are many ways that passing on learning to others can happen in the workplace, as shown here.



Formal learning

- Workshops
- Conferences
- Other formal courses



Informal learning

- Meetings or discussions with others
- Reading an article or hearing a report on a matter relevant to your business area
- Experience and learning gained from dealing with a new situation
- Management of new and different situations

Methods for sharing learning opportunities

Make sure all employees receive the benefit of other people's learning; for example, consider those who do shift work or are in scattered locations. Think about other ways to disseminate information.

Depending on the amount and nature of the information, you can communicate information in a number of ways, as shown here.

Ways of communicating learning opportunities

- Email
- Team meetings
- Organisation newsletter
- Information summaries presented as a one-page flyer
- Staff information sessions
- Annual day/s with a focus on sharing of learning as a significant part of the event
- A designated area that displays brochures, books and other information that participants have brought back from conferences, workshop and courses

Team meetings as sharing opportunities

Although a meeting is a common way to provide an opportunity to share learning, there are issues that need to be overcome to make such an approach work. People can be nervous about the formality of presenting to a group. This is more common for new members and young people. Consider making the approach less daunting by socialising the activity and having experienced people lead the way for the first few occasions.

A key role that you can play in the sharing of learning is to identify the benefits from the sharing activities and relate them to the work the team performs and the advantages to the organisation as a whole. An opportunity to share learning is always an opportunity to: interact with colleagues; exchange ideas; increase experience and resources for workers; build on teamwork; and broaden the understanding of team members across other areas of your responsibility. Ensure team members pass on the information, knowledge and skills they have learnt from a training and development program so that all team members benefit.

Practice task 10

Document the procedure you would follow in obtaining feedback from employees who have attended training and the information you would ask them to provide.

2E

Acknowledge workplace achievement by timely and appropriate recognition

Recognition of achievement is a crucial aspect of any workplace. All workers need to know that their efforts are appreciated and have benefited not only themselves, but the team and the organisation as well. In whatever form it is offered, recognition gives employees a sense of achievement, an incentive to continue to perform well and the knowledge that their work is being observed and valued. All feedback and acknowledgments should be given as close to the event as possible so they have the most impact.

Formal feedback mechanisms

Many organisations have formal feedback mechanisms described through policies and procedures; for example, performance appraisals via annual performance reviews and a monthly analysis of results against key performance indicators (KPIs) and targets. Performance appraisals or annual reviews provide workers with support for their efforts and guidance for improvement. Feedback should be positive and directed at achievements, things that could have gone better, areas for improvement and ways to address any skills and knowledge shortfalls.

Be prepared before you conduct the review, so you know what you want to achieve from the session and the mechanisms you will use to reward your team member. Achievements can be placed on the agenda for each team meeting in order to note and recognise good performance. They can also be published in a newsletter, email or on the intranet. Also, depending on the size and nature of the organisation, you may want to provide acknowledgments such as designating one person the 'employee of the month'.

Informally celebrating team achievements

Feedback on performance can also occur on an ad hoc basis. It may take the form of a casual compliment from the manager observing a job in progress while walking through the workplace; an appropriate positive comment helps reinforce the learning that has just taken place and recognises achievement. Such informal and casual situations arise in many ways during work and are good opportunities to provide informal feedback.



Rewards

Recognition of workplace achievement through a formal reward scheme is one way that an organisation can make a positive contribution to employee relations, as well as encouraging commitment, loyalty and continuous improvement. A satisfied employee is likely to want to continue learning and contributing to the organisation. There are a variety of ways that you can recognise individuals, specific teams or a whole work area. Make sure you understand your organisation's policies and procedures. You may like to research and find out what other organisations do to reward their teams. The methods you use will depend on your organisation and the specific achievement that is being recognised.

Suggested rewards that can be offered by organisations

- A social function with an early finish at the end of the week as a reward to all employees
- A financial reward in the form of cash, a bonus or a gift voucher
- A certificate presented at a specific event
- A mention in the organisation's intranet, on noticeboards or as an article and photograph in the monthly newsletter or staff news
- If appropriate, public recognition in the local media – press, radio or television
- A social event such as a trip to the movies or lunch
- Time off with pay

Example: recognition strategies

A hotel casino has a system for recognising employee performance and contribution to each work area – a monthly voucher of \$50 to be spent in the hotel, excluding the gaming areas, as they cannot go in there. All employees, including area and shift supervisors, provide comments each month on contributions to teamwork, commitment to work, provision of assistance to others, and effectiveness and efficiency in the workplace. More experienced employees are regularly recognised for providing informal training to newer, less experienced team members. The recipients of the monthly vouchers are identified in staff noticeboard communications throughout the hotel casino.



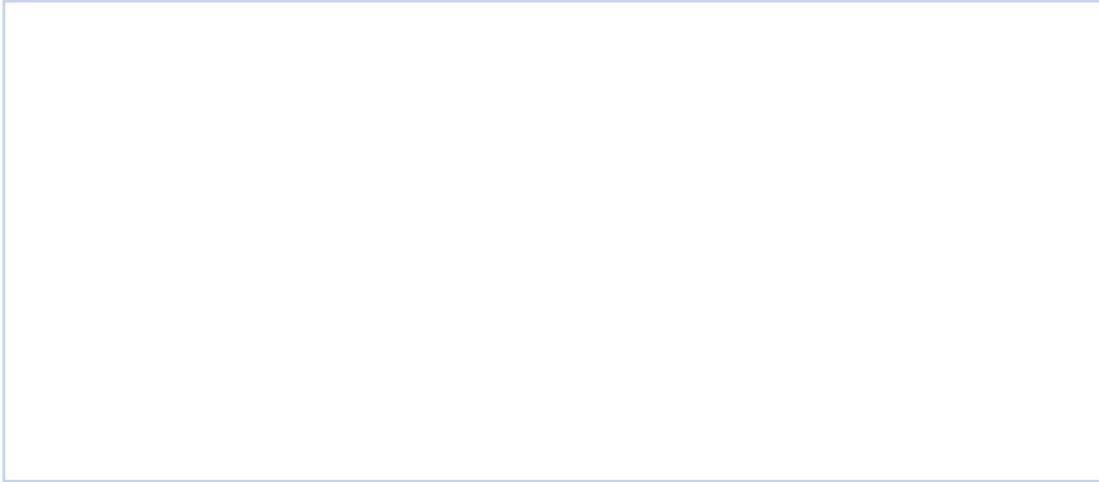
Practice task 11

1. Explain how achievements are recognised in your workplace or in a workplace you are familiar with and provide a brief description of each, commenting on its effectiveness.

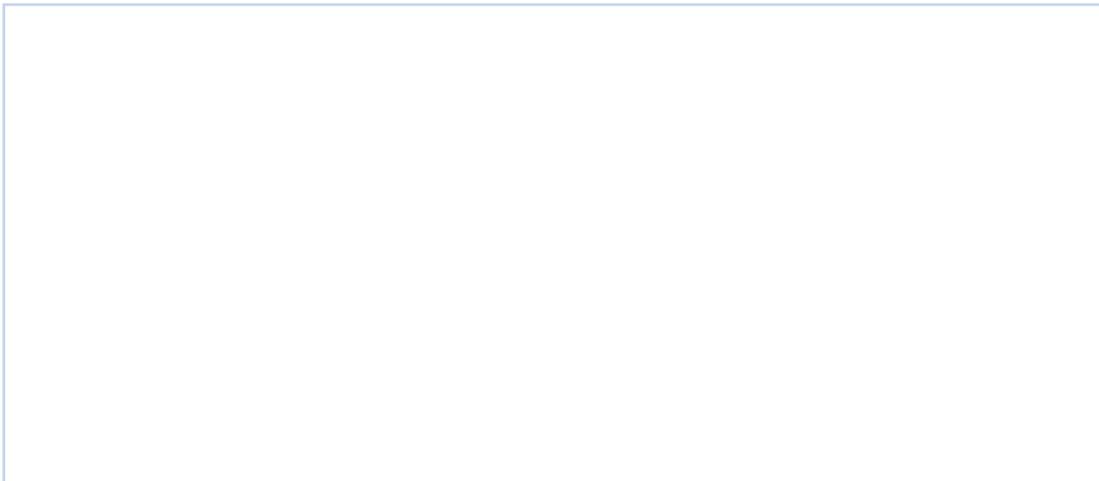
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2. List the rewards that exist for employees in the organisation and the reasons that such rewards are given. Comment on how employees are made aware that these rewards exist and your role in promoting the awards.



3. Research reward systems in other organisations and list any that you feel would be beneficial to your organisation. Give reasons in your response.



Summary

1. A learning culture needs to be developed over time and relies on support from the higher levels in the organisation.
2. Appropriate workplace policies and procedures must support employee involvement in the sharing of learning.
3. Learning must be a positive contribution to knowledge, skills and attitudes, and be duly recognised through appropriate documentation and feedback.
4. Self-assessment of competences should be encouraged as a means of identifying the learning and development needs of individuals and teams.
5. The benefits of sharing learning include the provision of learning opportunities for all employees and increases in efficiency in the workplace.
6. Failure to acknowledge and reward workplace achievement may have a negative impact on workers. Recognition should be timely and widely communicated.

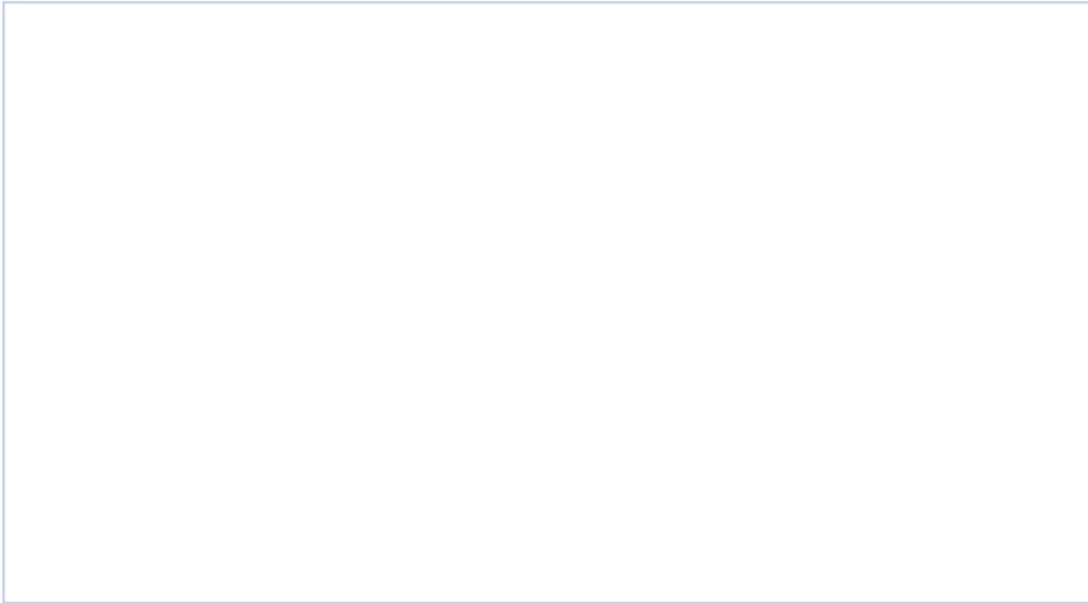
Learning checkpoint 2

Facilitate and promote learning

This learning checkpoint allows you to review your skills and knowledge in facilitating and promoting learning.

Part A

1. Identify four strategies you use in your workplace to ensure learning opportunities are used. Provide a description of each strategy operates and the mechanism you use to determine whether the strategy is successful.

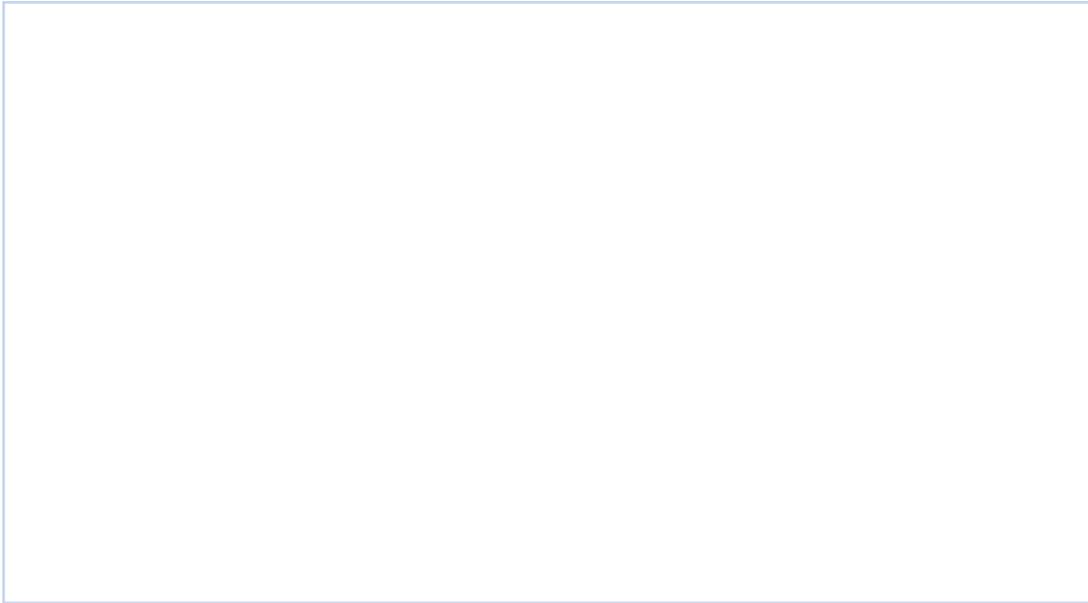


2. Using the training.gov.au website find two relevant training packages for your industry. For each training package, identify:
 - who is responsible for developing and maintaining the training package
 - at least three qualifications that would be appropriate for staff in your organisation and provide reasons that these qualifications are appropriate.

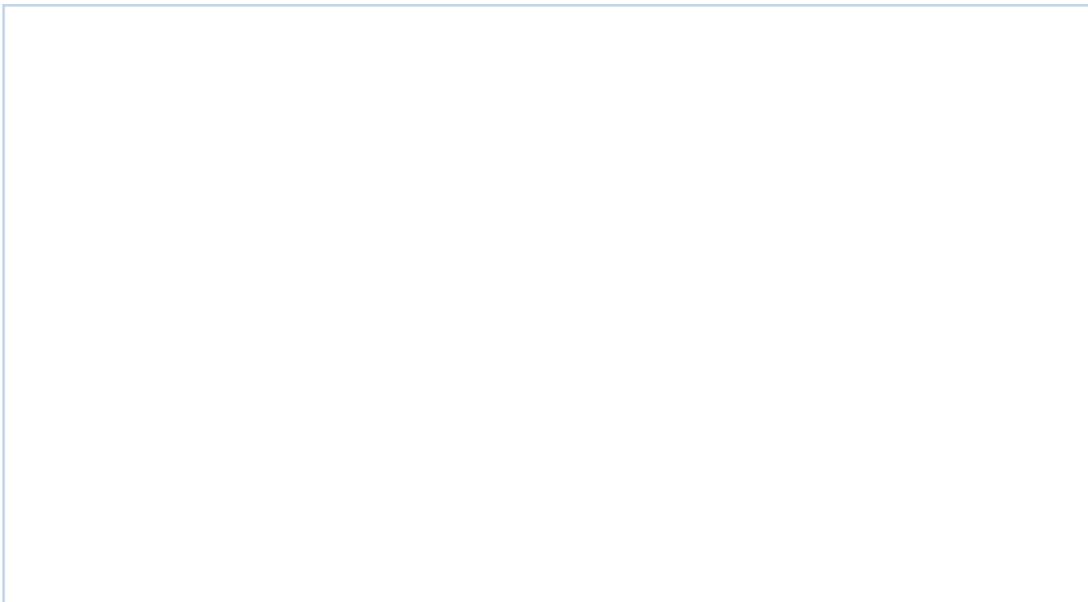
3. Provide a brief report on how you have encouraged two different team members to share their knowledge and skills with other workers. Indicate how you monitored their sharing of knowledge and skills, and comment on the impact on the learning culture in your area.

4. Outline the procedures you follow to ensure that learning opportunities contribute to the collective development of knowledge, skills and attitudes in your workplace.

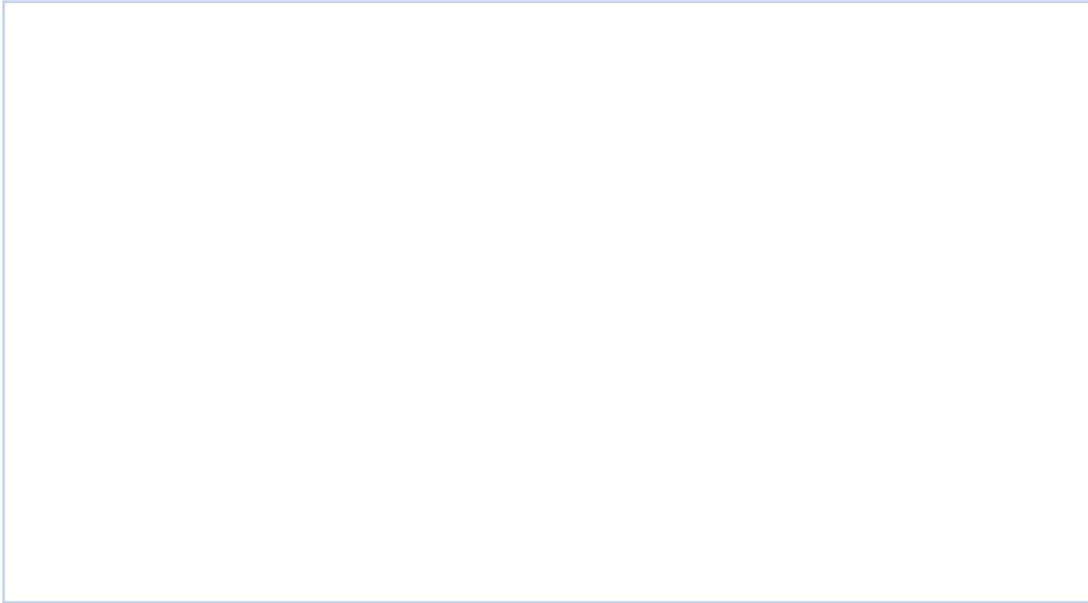
5. Different people have a preference for different learning styles. Using the internet, search for a questionnaire that you can use to assess your or another person's learning style and complete it. (Hint: input the words 'VARK' and 'questionnaire' into a search engine.) Provide a copy of the results of the questionnaire.



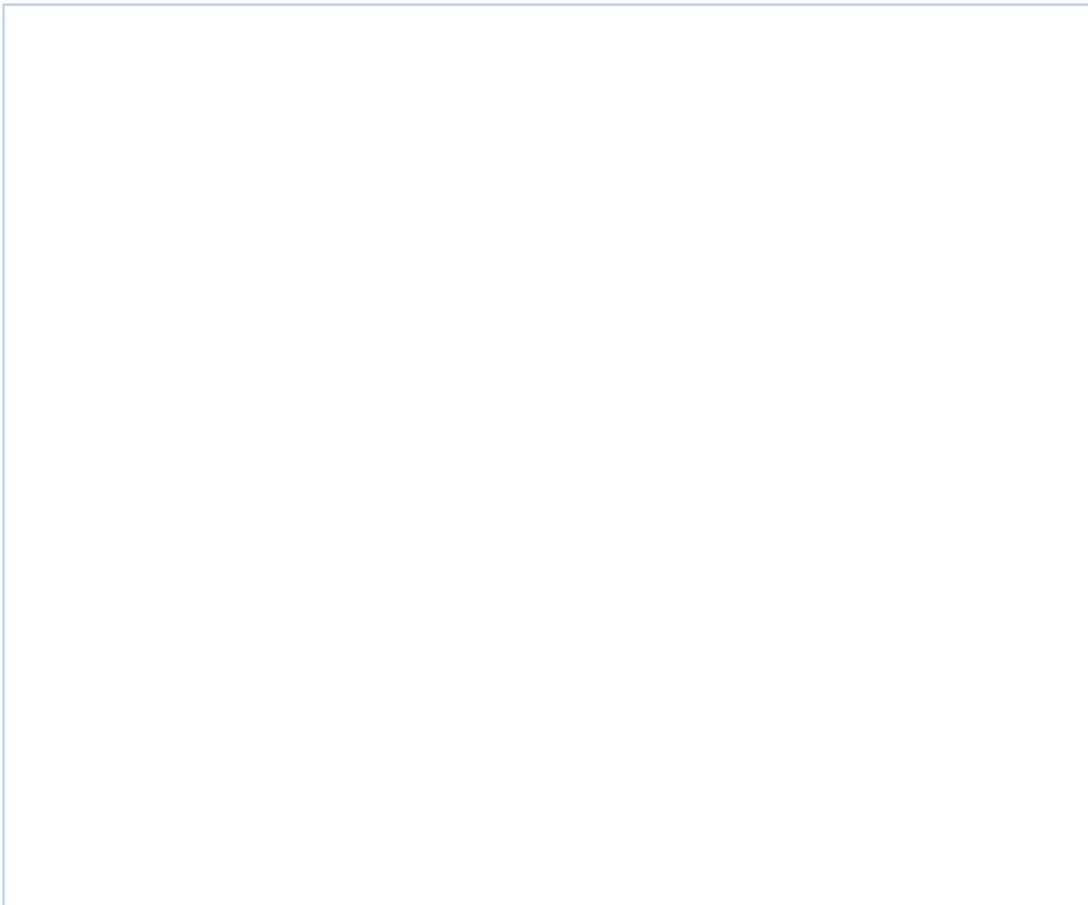
6. Outline the policies and procedures that exist in your organisation relating to staff assessing their own competences. Detail the information that is available for your staff to undertake an assessment of their own competences.



7. Describe where you have shared the benefits you have gained from:
- attending a professional conference
 - undertaking learning activity via a formal course.



8. Identify two rewards that you believe could be positive for your organisation in terms of recognising achievement in the workplace. Explain how you would proceed to implement these awards.



Part B

Consider an organisation, your own or another one of your choosing, that has undergone or will undergo significant change in work practices. Complete a report of up to 1,000 words and comment on each of the following:

1. The strategies that will be implemented to encourage sharing of the new knowledge and skills required between individuals and members of teams, and how you will assess the existence of a positive learning culture.
2. The approach for individuals to assess their own capabilities and learning needs against the new knowledge and skills required. Provide details of the documentation that will need to be made available to employees.
3. Determine any requirements in terms of support that will be needed to provide opportunities for the sharing of knowledge and skills. Briefly describe the process of assessing whether employees are sharing their learning.
4. Detail a recognition and rewards scheme that you will implement for those who actively contribute to sharing of learning and contribute to the goals of your area of responsibility and the organisation as a whole.



Topic 3

Monitor and improve learning effectiveness

It is crucial that the learning completed by employees is appropriately monitored and judgments are made on its effectiveness, based on the performance prior to the learning compared to the performance after the learning has been incorporated into the job. Managers must also review the various learning arrangements and identify ways they can be improved to ensure employees always receive the best training available in the most appropriate way.

In this topic you will learn how to:

- 3A Use strategies to ensure that team and individual learning performance is monitored and supports WHS issues
- 3B Use feedback from individuals and teams to identify and introduce improvements
- 3C Make adjustments and negotiate with training and development specialists
- 3D Use processes to ensure that records and reports of competency are documented and stored correctly

3A

Use strategies to ensure that team and individual learning performance is monitored and supports WHS issues

Individual learning and the training and development of employees will achieve little if you or your organisation do not provide the appropriate support and equipment required to utilise the learning. It is also critical that the processes used support workplace health and safety (WHS) standards.

It is the manager's role to ensure that the learning has contributed to the individual's and the team's performance, as well as contributing to corporate goals and objectives. With funded programs, the organisation needs to see a return on its investment.

The specific information you need to maximise your team's work performance will vary according to the industry and organisation you work in. By understanding and incorporating relevant organisational information into their day-to-day tasks, team members can consistently work to designated standards and within their organisation's requirements.

In most cases, you need to collect information regarding your organisation's:

- policies and procedures
- planning documents
- marketing and customer-related data
- archival, filed and historical background data
- individual and team performance data.

Legislation that affects business operation

There is a range of legislation at both national and state levels that affects the ways businesses operate. Laws define the ways that employers must carry out their activities – many of these laws are directly beneficial to the business and its employees, clients and customers.

Working in a safe, healthy environment benefits both management and employees, as absenteeism is lower and the quality of working and home life for everyone is improved. Along with human health, it is also important to consider the impact of the business on the environment, as an unhealthy environment often leads to an unhealthy workplace and/or community. Equal employment legislation and anti-discrimination laws ensure that everyone gets a fair chance to be employed and to work free of harassment and intimidation.

Workplace health and safety (WHS)

WHS legislation is designed to protect the health, safety and welfare of all people in workplaces. 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.

Keeping up to date with this information is essential. One of the most significant changes has been the national workplace health and safety reform that resulted in the development of the *Work Health and Safety Act 2011* (Cth) and model regulations and codes of practice. These reforms are designed to improve national workplace health and safety by simplifying the system and making laws more consistent across Australia.

The following table provides the name of the workplace health and safety legislation and the regulator responsible for its implementation in each state and territory, at the time of publication.

Commonwealth	<i>Work Health and Safety Act 2011</i> (Cth) WHS regulator: Comcare www.comcare.gov.au
Australian Capital Territory	<i>Work Health and Safety Act 2011</i> (ACT) WHS regulator: WorkSafe ACT www.worksafe.act.gov.au
New South Wales	<i>Work Health and Safety Act 2011</i> (NSW) WHS regulator: WorkCover NSW www.workcover.nsw.gov.au
Northern Territory	<i>Work Health and Safety Act 2011</i> (National Uniform Legislation) (NT) WHS regulator: NT WorkSafe www.worksafe.nt.gov.au
Queensland	<i>Work Health and Safety Act 2011</i> (Qld) WHS regulator: WorkCover Queensland www.worksafe.qld.gov.au
South Australia	<i>Work Health and Safety Act 2012</i> (SA) WHS regulator: SafeWork SA www.safework.sa.gov.au
Tasmania	<i>Work Health and Safety Act 2012</i> (Tas) WHS regulator: WorkSafe Tasmania www.wst.tas.gov.au
Victoria	<i>Occupational Health and Safety Act 2004</i> (Vic.) WHS regulator: WorkSafe Victoria www.worksafe.vic.gov.au
Western Australia	<i>Occupational Safety and Health Act 1984</i> (WA) WHS regulator: WorkSafe WA www.worksafe.wa.gov.au

Collect evidence

Use a range of strategies to determine whether there has been improvement in the efficiency and effectiveness of individuals or teams in contributing to the organisation. Comparisons against prior performance reviews, job descriptions and expectations, deliverables, key result areas (KRAs) or key performance indicators (KPIs) should all be recorded alongside the evidence collected. From the evidence you collect, identify where further improvements need to be made and the methods that can be used to assess this.

There are a variety of assessment methods you may choose to use that are required to be relevant to the evidence you are collating, as shown here.

Observation

Observations of an individual performing or demonstrating a specific task or set of tasks and a record of the performance via an observation checklist that highlights the relevant knowledge and skills expected

Formal tests

Short-answer tests and multiple-choice quizzes to provide an indication of the level of knowledge

Verbal tests

Questions and recorded answers (either by note-taking or audio recordings) to provide an indication of the level of knowledge

Documentation

Reviewing and copying original documentation of completed courses such as degrees, certificates or other qualifications, statements of attainment

Work sample task

Production of a completed work sample; the sample may be kept or photographic evidence used accompanied by written comments. In some cases (for example, cooking as a chef) the product has a limited life – hence the photograph and assessor's comments as documentary evidence

Portfolio of work

Samples of work; for example, design plans for new clothing, work diaries, references and/or client feedback

Third-party reports

Reports from supervisors/employers, mentors or coaches, and customers via a written report or the use of a template with areas that the respondent must address

Self-assessment

Individuals or team members' analyses and reports on their performance using templates and checklists provided; these can be compared against other feedback from clients and work colleagues

Performance reviews

Records of the outcomes of formal performance reviews, including achievement of KRAs or KPIs

Feedback retention

Make sure you keep copies of the documentation you gather in relation to feedback on training. This allows you to identify the learning that has been achieved and areas that require additional support. You can refer back to feedback when planning for future learning opportunities.

Feedback records may include:

- learning program details and materials for training and development programs designed and delivered in-house
- copies of qualifications, statements of attainment, licences, attendance records and other evidence of participation in training programs
- evidence relating to assessment; for example, third-party feedback/reports, completed observation checklists and completed tests
- performance/appraisal reviews.

Evaluate the learning program

Your focus should be to determine whether improvements have been achieved in line with the objectives outlined in the learning plan, and the type and extent of additional training needed.

Here are some questions that you may find useful when evaluating a learning program.

Useful questions for evaluating a learning program

Was the learning program appropriate or should it be adjusted?

What adjustments would better reflect the needs of the organisation and/or the learners?

Is ongoing learning required in this area to maintain currency?

Are there other individuals or team members who would benefit from such learning and how can this be achieved?

Is additional personal support required for the learning and to enable the additional knowledge, enhanced skills and improved attitude to be implemented in the workplace?

Was the budget sufficient or is more funding required to achieve the levels of knowledge, skills and attitudes required to get the best performance?

Are additional or updated physical resources required in the workplace to achieve the desired outcomes and full implementation of the learning?

Have any WHS issues arisen, such as the need for specific WHS resources or the need for further WHS training?

Additional support

Once you have evaluated the feedback received from learning opportunities, you will be able to analyse the data to determine whether and what additional support may be required in future learning opportunities. The supports you identify may be applicable to an individual or a whole team.

Additional support identified may include:

- additional coaching
- appointing a mentor
- refresher courses at appropriate intervals
- external consultants appointed to supplement in-house training
- time away from work tasks to practise the new skills.

Example: importance of WHS in learning programs

Ricardo is the manager of a firm that manufactures specific components for a number of different types of vehicles for several different car makers. His employees are required to maintain currency on the wide range of equipment and materials (including chemicals) that they use, and the regular updates and changes from the car makers for whom they manufacture components.

In order to ensure the safety of all workers, the long-term productivity of new equipment and the environment as a whole, Ricardo ensures that no-one operates machinery without having the relevant 'ticket' to do so or uses materials (including chemicals) without authorisation.

Operating manuals and manufacturers' specifications are checked and all required personal protective equipment (PPE) is purchased. Ricardo or a designated supervisor monitors the use of the new equipment and the people using it after they have attended the course to gain their 'ticket'.

Similarly for new materials, the safety data sheets (SDSs) are examined for any WHS requirements, appropriately circulated and stored in the SDS folders throughout the plant.



Practice task 12

1. Provide a list of the methods used to monitor learning performance in your organisation or an organisation you are familiar with.

2. What strategies are used to provide additional learning support if required?

3B

Use feedback from individuals and teams to identify and introduce improvements

As a manager, you are required to report on the outcomes from your employees who are undertaking training and development. In order to do this, you need to obtain appropriate feedback from the individuals who have attended the activities.

Your job is to determine the quality of the learning programs, whether they were successful, whether they should be offered to other employees, how cost-effective they were and how future learning opportunities could be improved.



Feedback from learning opportunities

Whatever the type of program, all learning activities should include a feedback component where participants provide comments about the program. It is important that you clearly communicate in advance that feedback will be sought and participants are expected to provide responses to feedback requests. You should also emphasise that the purpose of this feedback is for an analysis of the training and that it is to be used for identifying improvements for inclusion in future training and development opportunities.

The time frame for seeking feedback after return to work will vary, as this will depend on the type of training undertaken and the lead time necessary to implement the knowledge and skills into the workplace and time to observe the result. Some training and development are ongoing, with regular learning sessions running fortnightly, weekly or more frequently.

Ongoing monitoring is important, but so is regular feedback to determine that the learning being undertaken meets the ongoing requirements of the individual, the work area and the organisation as a whole. Implement regular feedback and follow-up sessions to determine the quality and effectiveness of the training.

Training opportunity feedback

If you are developing and delivering learning activities yourself, then you should collect feedback about your own performance as a facilitator or trainer for use in your own review processes. Objective and honest feedback can be difficult if the participants report to you in the workplace. Have a colleague from another department, your supervisor or someone external to your organisation provide feedback to assist in addressing areas for improvement for the future in terms of the course and its delivery.

Areas you may need to consider when obtaining feedback include:

- the amount and quality of information provided to the participants prior to the learning program
- the content of the program in terms of quality, relevance and appropriateness to the organisation's objectives
- the appropriateness, effectiveness and quality of the delivery
- the timing of the program in terms of addressing the participants' skills and appropriateness for the learners and organisation
- how suitable the venue and facilities were as a learning environment
- the type of follow-up provided.

Feedback methods

There is a variety of methods you can use when collating feedback from learning opportunities. When choosing your method, you need to take into account the type of learning undertaken, the skills and abilities within the group, and the feedback you wish to receive.

Some methods for obtaining feedback are considered below.

Feedback questionnaire

A feedback questionnaire is presented immediately after the learning activity, with questions or statements that elicit a quantifiable response; for example, 1 = Strongly disagree/Very poor to 5 = Strongly agree/Very good; or a simple 'Yes/No' question that provides an opportunity to gather quantitative data. Comments and views should also be sought, but these can be time-consuming to analyse.

Detailed questionnaires

More detailed questionnaires can also be used. The development of questionnaires is a skill in itself and they need to be structured so they elicit appropriate responses to the areas where feedback is being sought. The wording of questionnaires should be understandable and not too taxing on the people completing them. Also consider whether anonymity will provide more open and genuine feedback.

Informal discussions

Opportunities for obtaining feedback can occur at various times both during training activities (for example, lunchbreak) and after the course or activity has concluded. Casual conversations and feedback gained at these times should be duly noted and considered alongside more formal feedback at a later date.

Structured meetings

A structured meeting with groups or individuals, with specific questions raised and feedback sought, can be beneficial in obtaining feedback. Advance notice of the areas to be considered can be advantageous in terms of preparation and thinking. Follow-up meetings are also an option for clarification on views expressed and feedback given when compared against other data or feedback obtained.

Reports from third parties

Seeking comments from third parties such as supervisors or designated mentors or coaches can also be useful. Generally you ask the third party to respond to a set of questions in writing, or possibly verbally, addressing matters relating to the training and development of individuals and the outcomes from that training.

Analysis of feedback

The feedback collected on any learning activity must be collated and analysed. A report should then be compiled that addresses the following areas, with recommendations made as to whether the training opportunity or those similar should be pursued in the future.

Summary of training

This is a summary of the length, the venue, the value and the information received prior to delivery.

Summary of provider

This is a summary of the training provider, including the quality of the trainer, the content, and the skills and knowledge gained by participants.

Summary of cost

This is a summary of the overall expenditure and actual costs of training and development, and must include the cost of training and any additional costs incurred.

CI summary

Identifying continuous improvement (CI) opportunities is essential to improving future training opportunities.

Recommendations

Using all of the data collated, recommendations regarding future training opportunities must be addressed.

Example: research programs

Anne and Josh work as administrative assistants in a small company, preparing correspondence and reports for a variety of people. Both have been asked to undertake an external workshop on using Microsoft Excel, as this will provide skills they can use in their work. Their supervisor signs the documentation without considering the actual focus of the workshop.

Two weeks after their return from the two-day workshop, Anne and Josh are asked to generate a series of graphical representations of comparative sales data that is held in an Excel file. Neither is able to do so and it is discovered that the workshop they attended had focused on the analysis of financial data using statistical formulas. All future application to attend external training now must be accompanied by a breakdown of the knowledge and skills to be covered in the training.



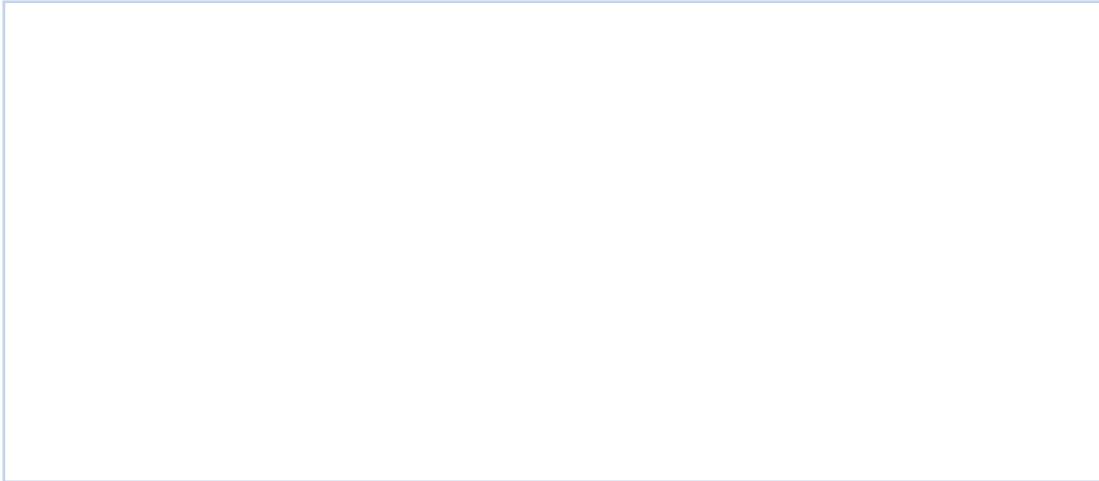
Practice task 13

1. List the feedback mechanisms you use in your organisation or an organisation you are familiar with, and provide a brief description of the process for each one.

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2. Provide an overview of two different examples where you have used the feedback to improve future learning arrangements.



3C

Make adjustments and negotiate with training and development specialists

In order to improve the efficiency and effectiveness of learning, you need to consider the feedback and assessment of the learning activities undertaken by your employees. From the overall report and any other documentation you have gathered in relation to training, you should be able to clearly identify areas where improvements can be made and the changes that should be considered to improve the learning.

In many cases, it may fall back on the manager to do more research before implementing a learning activity, to identify programs that are appropriate, well resourced and within the team's budget. Not only are there many external institutions that offer training, but also the quality of training providers varies. Similarly, in-house providers may not have been given sufficient information from a manager and thus provided inappropriate training. It may be your job to negotiate with other managers, in-house training specialists or external training providers to implement the recommendations from an analysis of the feedback, to ensure future learning opportunities better meet organisational requirements.

Adjustments to improve learning opportunities

Here are some suggested adjustments that could be made to improve learning arrangements and opportunities.



Providers and facilitators

- Find a cheaper training provider.
- Use in-house delivery rather than external providers.
- Use external specialist providers who have been recommended and can deliver quality content.
- Bring providers on-site rather than employees travelling to the training.
- Prepare providers sufficiently prior to training to ensure they understand your needs.
- Ensure providers are responsive to your employees by asking them beforehand how they will address the various needs of the learners; for example, use different learning styles; consider special needs and language and literacy issues.
- Ensure there is sufficient time allocated to engage the learners, appropriately answer questions and allow time for discussion.



Content of learning activities

- Obtain a comprehensive overview of the program before you confirm a participant's attendance to ensure it is relevant and up to date in relation to the jobs in your workplace.
- Do more research to identify appropriate providers.
- Ensure that participants receive a summary of the learning covered.

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**Duration and timing**

- Extend the training time.
- Provide once-a-week training over a period of time, rather than an intensive period of five consecutive days.
- Give participants time to practise and consolidate the new skills after the training.

**Materials and resources**

- Ensure the support materials and resources are of an appropriate standard and relevant to your organisation or industry.
- Ensure support material is interesting and presented in an understandable format.

**Location and facilities**

- Check the venue personally before the training commences to ensure it is safe and accessible.
- Prepare a database of appropriate venues in terms of size, break-out space, air-conditioning and heating, lighting, furniture and equipment.
- Arrange for a venue that provides better access to parking, food outlets and public transport, if necessary.

Example: improve course delivery based on feedback

A registered training organisation offers formal courses in WHS to members of a large construction company. The course is based on a single unit of competency and requires four days of face-to-face delivery, in-class activities, plus a series of reports and investigations that need to be completed after the four days. After successful completion of all assessment activities, participants are issued with a statement of attainment for the unit of competency.

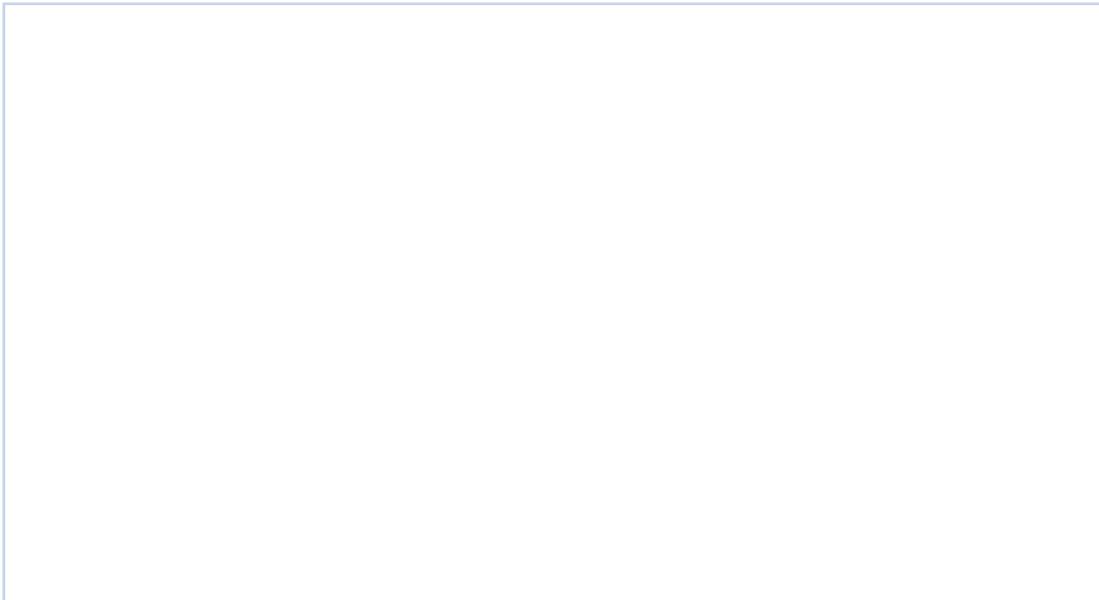
However, many participants struggle to complete some of the in-class activities due to insufficient time in class and not being sure of what is required. Other people find that they need more guidance and instruction on the actual requirements of the project and reports to be completed after the face-to-face delivery. This feedback is used to adjust the delivery of the course to five days face-to-face contact, with more time for in-class activities and a clearly defined session on the requirements of the project and associated reports.

Practice task 14

1. Identify a training and development activity you have delivered where you received feedback that suggested a need for adjustment. Outline the issues raised and the steps taken to implement improvement.



2. Identify a training and development activity that your team has undertaken where the feedback you received from them and from your observation of their application of the knowledge and skills they acquired indicate that the training did not meet the needs of your area or organisation. Outline the approach you took to ensure that future deliveries of this training and development activity were an improvement to the effectiveness and efficiency of learning.



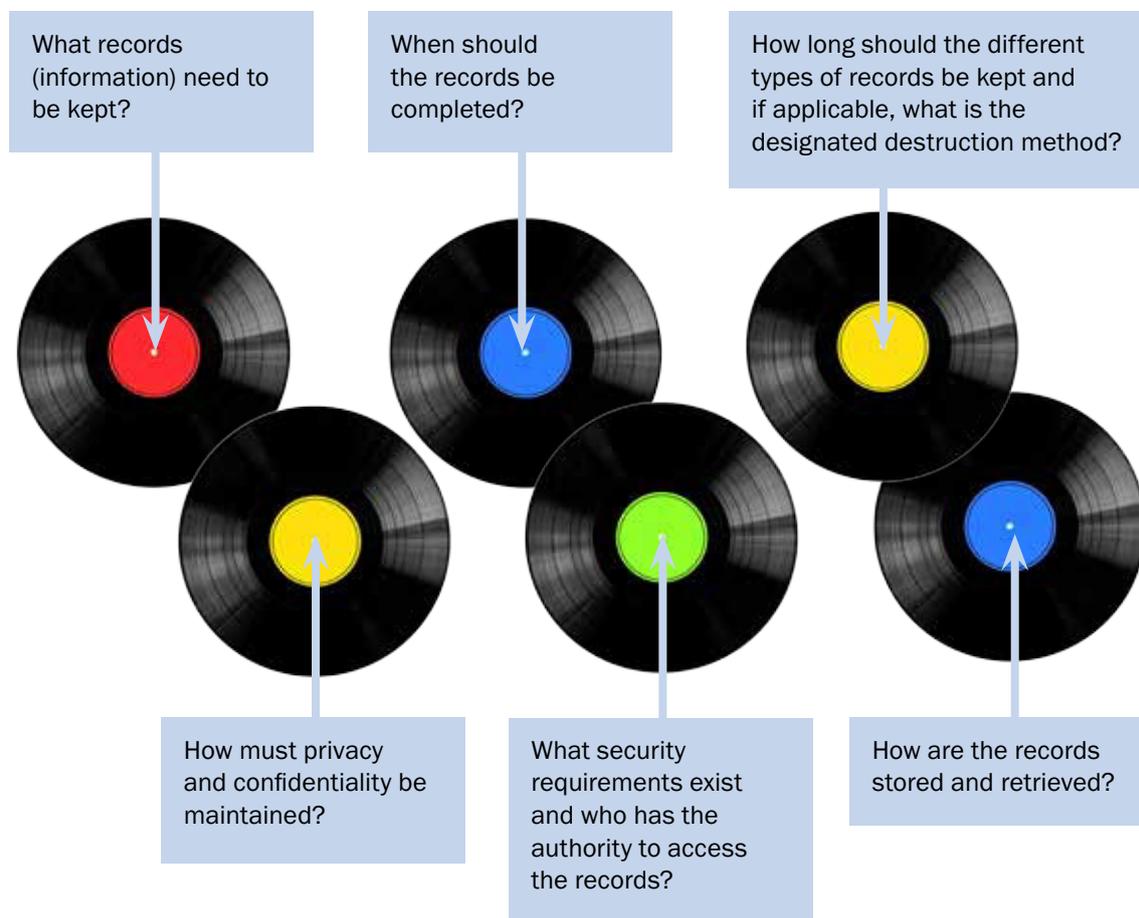
3D

Use processes to ensure that records and reports of competency are documented and stored correctly

Record-keeping is a critical function for any organisation. Certain records need to be kept in accordance with statutory requirements, legislation, regulations and/or codes of practice, and thus organisations should have appropriate policies and procedures that outline the documentation and records that need to be kept, how they should be stored and for what period of time.

It is crucial to maintain comprehensive records for each employee of competencies gained through the organisation's training and development program, and to store them in a paper-based or electronic filing system for easy retrieval.

Some of the things that you need to ensure you know about training record retention are shown below.



Documents and records

A range of training documentation and evidence related to training is required to be retained to assist you in determining the type and extent of training required in the future. This will ensure you have a team whose skills and knowledge enable them to meet organisational goals, and also help you plan personal career paths for them.

Here are some of the types of training documents and records that may need to be kept.

Training record documentation that may be retained:

- Induction training program, including schedule, material and any assessments completed
- Training needs analysis (TNA), including skills audits or skills assessments
- Performance reviews
- Application details and approvals for attendance/participation in a training program
- Learning program details and materials for training and development programs designed and delivered in-house
- Learning agreements with RTOs and other training partners
- Learning plans as signed and agreed with individuals and teams
- Feedback forms from participation in learning programs
- Evidence relating to assessment: third-party feedback or reports, observation checklists, tests and project-based tasks
- Copies of qualifications and certificates issued, licences, attendance records and evidence of participation in a training and development program

Maintain records of training outcomes

Managers must maintain records of all the learning and development undertaken by members of their team. Records of achievement must be documented and filed appropriately so that a person's competency is formally recognised. In some instances, it is a legal requirement to retain a copy of progress reports and records of competency to verify that training has taken place.

You need to ensure that all records collected are authentic and relate to the person who is named on the document. Identity fraud is a serious issue with significant penalties, including jail time for convicted offenders, plus reduced future employment opportunities.

Training records must be maintained to assist with future planning, as they provide a good insight into the knowledge, skills and attitudes of your current employees. They may also be used when restructuring of the organisation is being considered.

Records could include copies of:

- qualifications such as certificates, diplomas, degrees
- statements of attainment for units of competency completed
- recognition of prior learning (RPL) and/or recognition of current competency (RCC)
- third-party reports from supervisors or previous employers
- performance reviews including self-assessment
- attendance at training and development sessions.

Example: identify future training needs

Phil manages a sheetmetal production company of 60 full-time employees. The business produces a significant range of work, predominantly in steel, but there is an increasing demand for other metals and materials to be incorporated into its output. Phil insists that all employees are provided with ongoing training in the techniques for manufacturing items out of steel and other metals and materials.

Phil keeps a detailed record of all training attended by his team and their performance and achievements in the training, and uses a matrix to document which people have had appropriate training with the range of metals and other materials that could be used or incorporated into future potential projects. Allied with this record of training, he also keeps appropriate records of what projects his team have worked on, what materials they have had experience in using and the number of occasions they have used those materials.

By combining the training records and the records of experience, Phil is able to provide capability statements for his team and these are used in tendering for and planning future projects. He is also able to determine whether there is any need for additional training in order to be competitive for future contracts.



Practice task 15

1. Explain the importance of keeping training records and records of competency current.

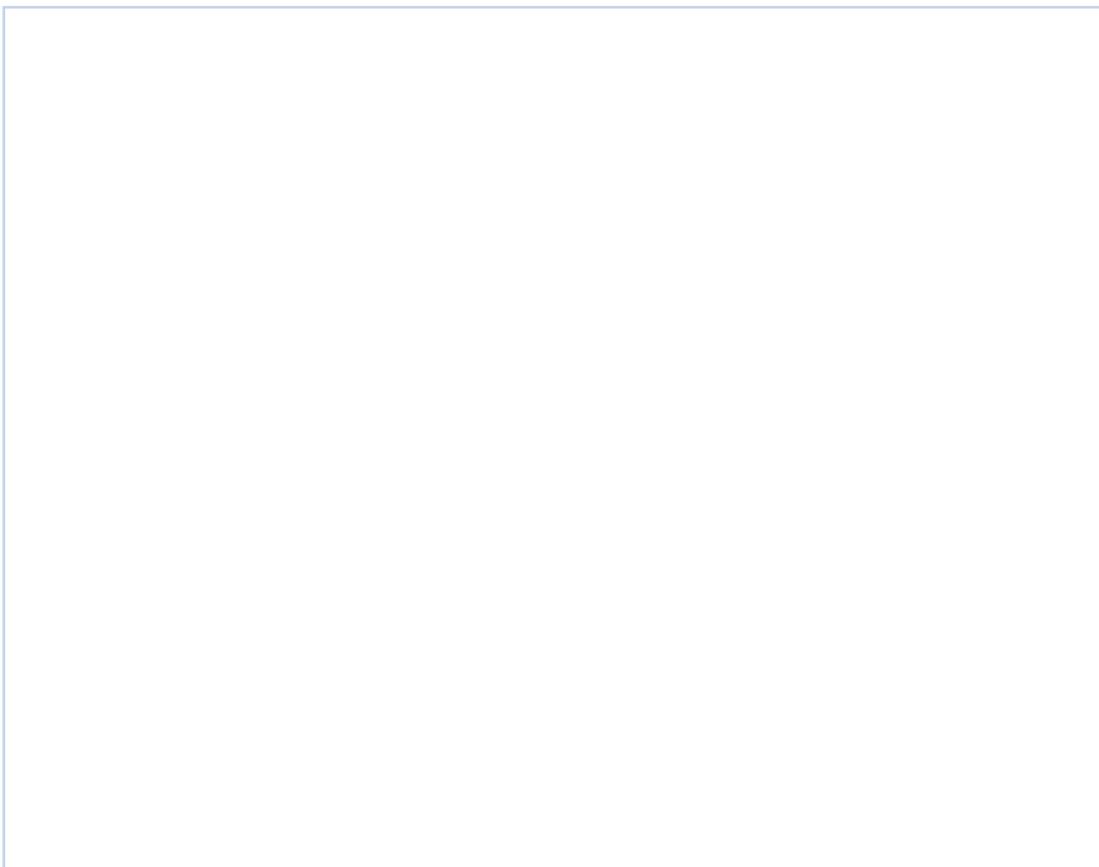
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2. Research the record-keeping requirements of your industry and your organisation, and record your findings below.

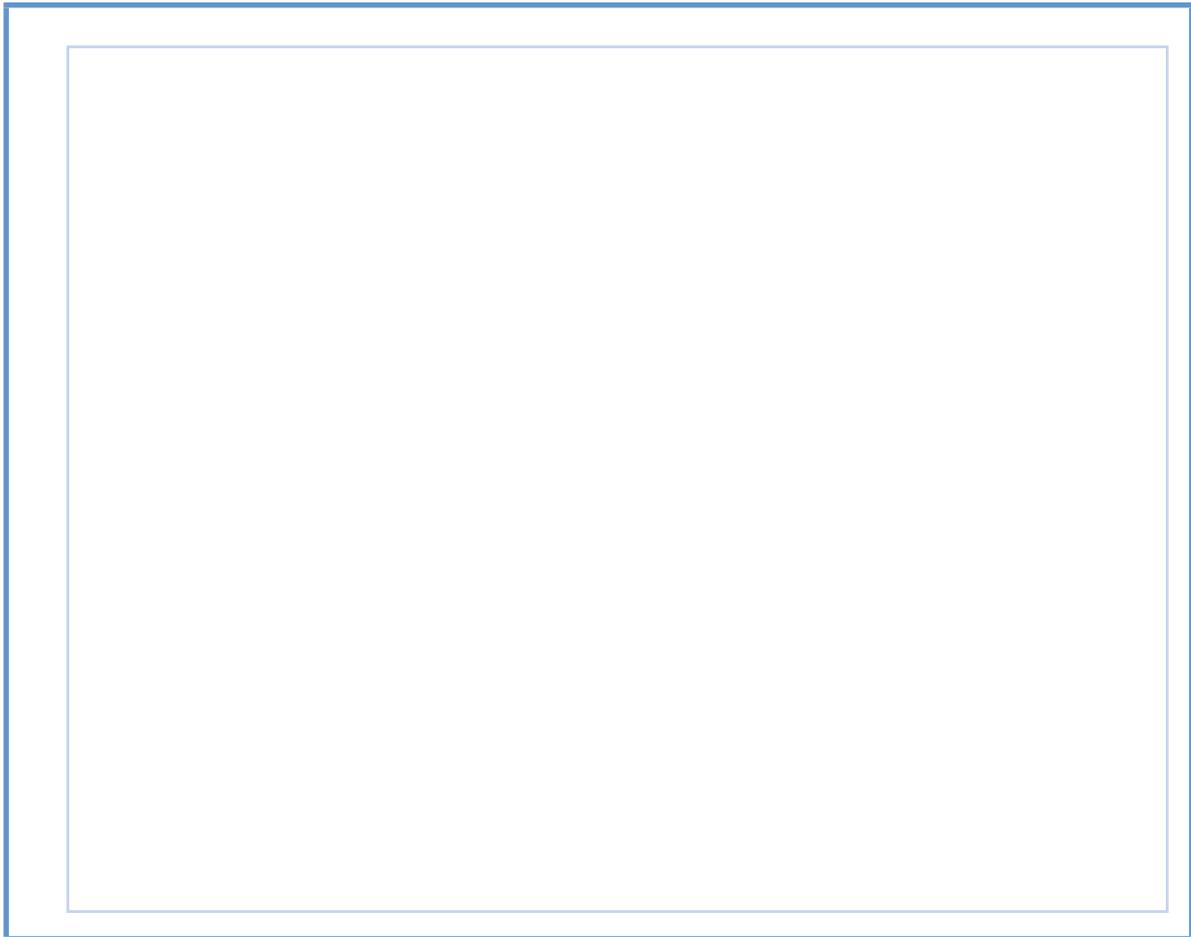


3. Prepare a one-page memorandum addressed to the employees who report directly to you, about the records they should keep, how long these should be kept and advice on checking the authenticity of the documentation.



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Summary

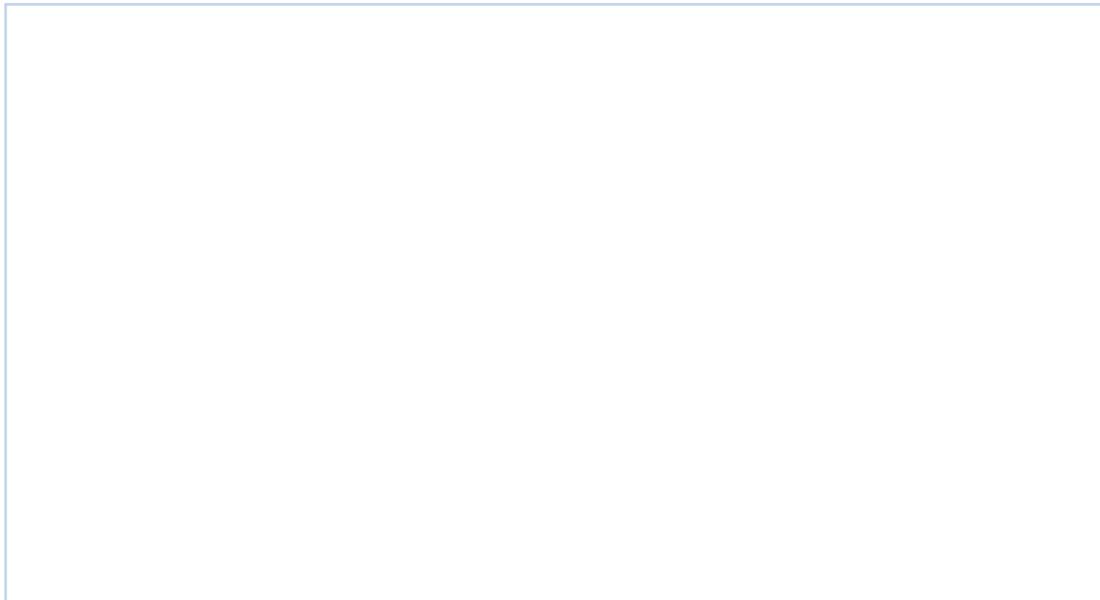
1. New learning by individuals or teams needs to be monitored using appropriate strategies and performance assessment.
2. Strategies must be in place to determine the support required to implement the new learning, including any WHS requirements.
3. Feedback should be sought from all participants undertaking training and development activities, so that this can be analysed and channelled towards improvement of future learning activities.
4. Analysing the efficiency and effectiveness of training is undertaken in order to consider adjustments for improvement in the future through negotiating with training providers.

Learning checkpoint 3 Monitor and improve learning effectiveness

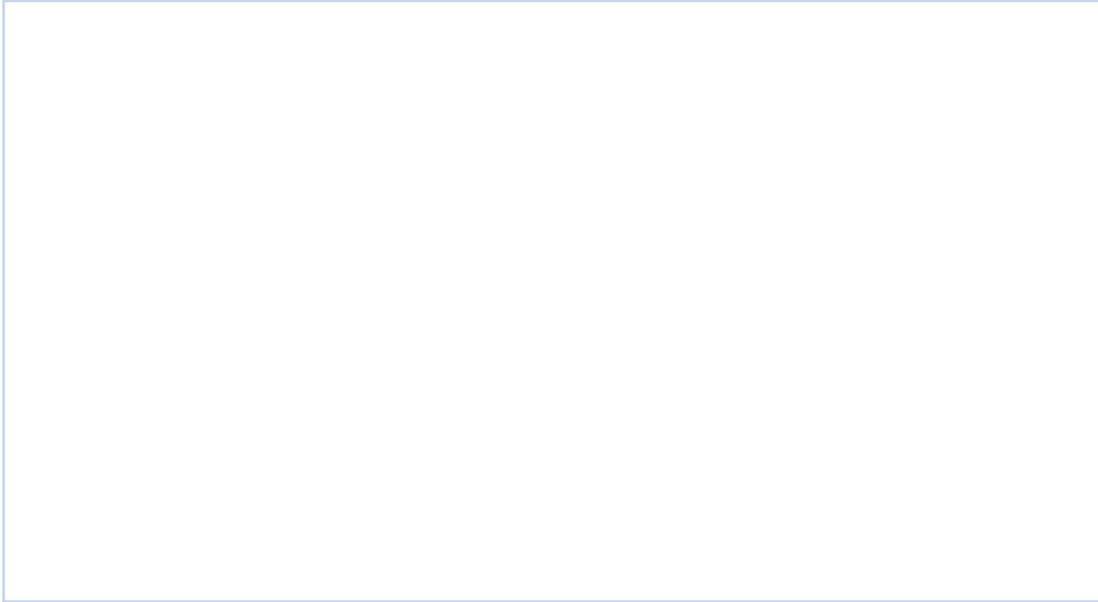
This learning checkpoint allows you to review your skills and knowledge in monitoring and improving learning effectiveness.

Part A

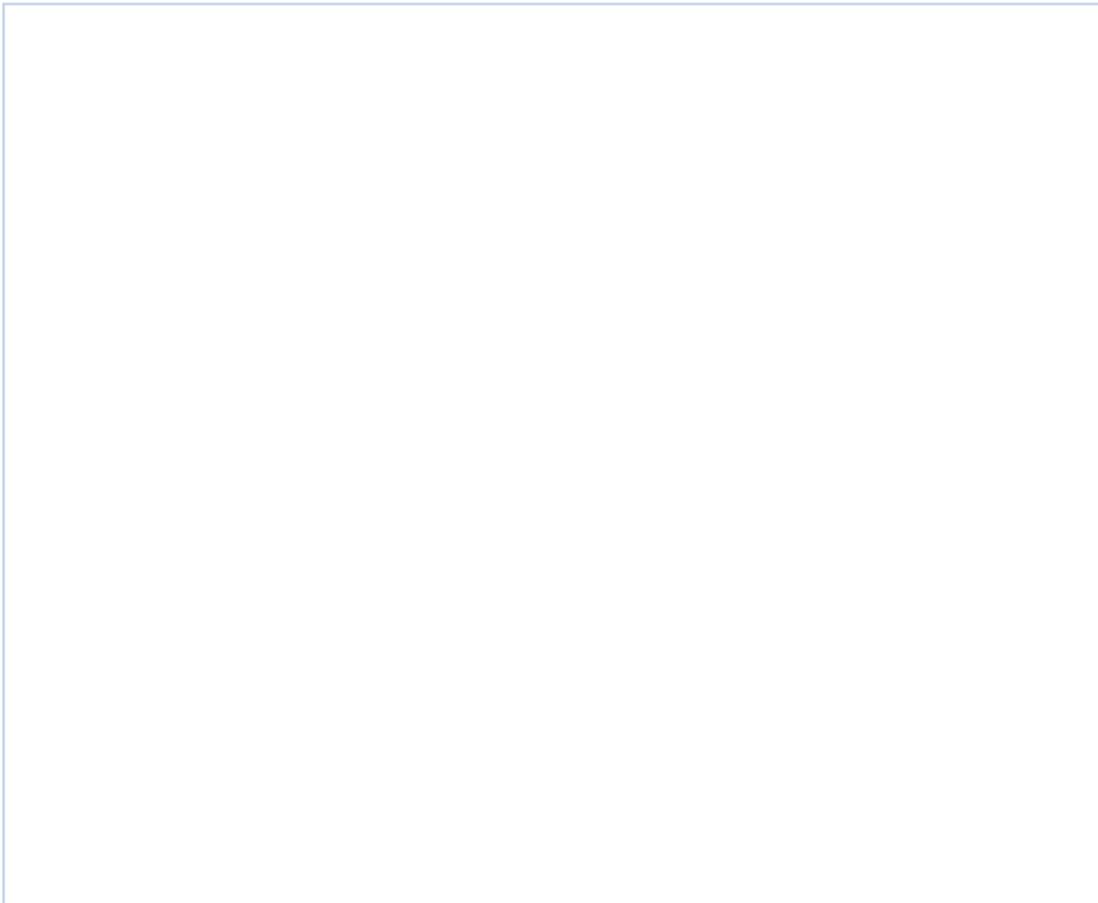
1. Select a new or improved skill that a learner should have acquired as a result of training. Develop a checklist that you would use to monitor their performance in that skill. Negotiate an appropriate time to formally assess the learner by observation and using the checklist. Provide feedback to the learner. Submit a brief description of the skill being considered, a blank copy of the checklist and a completed copy of the checklist inclusive of documented feedback to the learner and relevant signatures (yours and theirs).



2. Identify key issues that you would address in terms of training in WHS in an office environment.



3. Obtain a copy of your organisation's policy and procedures on record-keeping, with particular reference to recording training and development. Analyse your compliance with the policy and comment on areas that could be improved in terms of obtaining appropriate records relating to individual learning performance outcomes.



4. Identify two areas where you have provided input into adjusting the provision of training and development for your staff. For each area, detail the reason that the adjustment was required and outline the approach to achieving that adjustment.



5. Informal or casual discussions can provide significant feedback from individuals or teams. Detail the actions you take when you obtain such feedback and how you document it. Provide two examples where an informal or casual discussion provided relevant feedback that resulted in changes to future learning arrangements.

Part B

Keeping with the same organisation that has undergone or will undergo significant change in work practices, covered in checkpoints 1 and 2, continue the development of your report. For this part, you should write up to 800 words on the following:

- Outline the approach and methods you propose to use to monitor and assess the learning and development performance, including feedback from participants.
- Outline the approaches you will make to determining whether any additional support is required to implement the learning as a result of your monitoring and evaluation of the learning opportunities.
- Detail the records and reports that will be kept.
- Based on the documentation you have gathered, provide recommendations on improvements for future learning opportunities.



