



Consumer recruitment and support. Train the Trainer (TTT) Manual



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Introduction

This **Consumer Recruitment and Support. Train the Trainer Manual** was developed by Health Issues Centre with funding from Safer Care Victoria to support the staff of health services to train others in the organisation to recruit and support consumers engaged in governance and organisational committees.

The companion **Consumer Recruitment and Support Train the Trainer Toolbox** contains the resources, tools and templates that staff can use to recruit and support consumers and implement the training of others in the organisation.

How to use this Manual

This **Manual** contains basic information that will help you to train others in the organisation. To train others, you will need to know about what the [characteristics of a good trainer](#) are, [the principles of adult learning](#) and the [barriers to adult learning and how to address them](#).

Once you are familiar with these main concepts and principles, you can start developing a training program for others. To do this you need to know how to write and [develop learning outcomes](#) and [training materials](#). Once you have developed and implemented the training program, you will need to assess the level of learning reached by the participants (learner) through an [assessment process](#). [Ongoing monitoring and observation](#) will ensure that your program is being effective and to determine if there are areas that may need to be reviewed.

The success of your training program will depend on how well you determined staff's previous knowledge of the connect of the training. To do this you should undertake a [staff training needs analysis](#). This analysis will help you to develop the best program by designing a [training program and sessions](#).

There may be some [considerations to delivering the program](#) and you may even start thinking about others in the organisation that may benefit from the train the trainer program in the future. Having several team members trained may strengthen consumer engagement across units and departments.

It will be important to [gather feedback from the participants in the training program](#). This feedback will help you to monitor the implementation of the program and made changes where and if necessary. You will also benefit from assessing your own performance by using [a trainer self-assessment tool](#). Undertaking a self-assessment will help you to monitor and improve your role in the future.

Characteristics of a good trainer

The best trainers will have the right combination of subject matter expertise and the ability to train others.¹ Some critical skills for trainers include:

- The ability to establish a rapport with an audience
- Expertise in the field and thorough understanding of the material
- Ability to think on their feet
- Ability to draw from an assortment of examples and analogies

¹ Develop Intelligence. 2018. Best Practices in Train-the-Trainer Initiatives <https://www.developintelligence.com/blog/2018/01/best-practices-train-trainer-initiatives/>

- Ability to express the content in terms learners can relate to.

Principles of adult learning

Adults learn better and apply more of what they have learnt if they are involved in their learning and can draw on their existing knowledge and skills. They learn 'on the job' by absorbing and applying the information; a supportive environment is essential in the learning process. The process of learning is as important as the content. The content can be learnt in many different ways, but the learning experience (through training) from the perspective of the participant is most effective when they are engaged in its development and delivery. "By making the process supportive, informative, democratic and engaging, the participant will apply more of the learning and benefit more personally".²

In 1970, Malcolm Knowles³ was credited with using the term 'andragogy' to describe the science and art of teaching adults. He documented differences in the ways adults learn and articulated early principles of adult learning. Knowles proposed several principles of adult learning, which are explained below⁴.

The need to know

The willingness of adults to learn is connected to the tasks they are wanting to learn more about. Adults want to know why they need to learn something. They may ask: 'Why do I need to know this?' or 'Why is this important?' They want their learning experiences to meet their needs, be relevant, and help them achieve their goals.

Learner's self-concept

Adult learners should be offered choice and be encouraged to set their own learning goals. Adult learners are self-motivated and self-directed; are independent; like to find their own way and believe that they can make their own decisions; and want to manage their own learning.

Role of the learner's experience

Adult learners should be given the opportunity to use their existing knowledge and experience, which they can apply to new learning experiences. Adult learners have diverse experience and knowledge and may apply their life experience and knowledge to new learning. They can use their lived experience to enhance their problem-solving, reflecting and reasoning skills. To ascertain what is their existing knowledge, it is important to find out what adult learners already know before deciding what they should know.

Readiness to learn

Adults are ready to learn when they identify the benefits of learning something new; or when they identify something they want to know or become proficient at; or if what is to be learnt is needed

² Cancer Australia. 2009. *Consumer training and mentoring guide*, Cancer Australia. Canberra. p.8

³ Knowles MS. 1970. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. In, *Education for Adults: Volume 1 Adult Learning and Education*. Editor, Malcolm Tight. Cambridge Book Company

⁴ ADAPTED by HIC from: Adult Learning Australia. 2021. *Adult learning principles*. <https://ala.asn.au/adult-learning/the-principles-of-adult-learning/>; James J and Bewsell D. 2021. *What are the six adult learning principles?* <https://www.enablersofchange.com.au/what-are-the-six-adult-learning-principles/>; NHS Education for Scotland. 2012. *Train the Trainers' Toolkit. Helping others to facilitate learning in the workplace. A practical guide*.

for the task at hand. Adult learners are goal focused; seek timely learning and meaningful learning experiences; and need clear learning goals.

Orientation to learning

Adult learning is problem centred and this is closely related to readiness to learn. Adults need to know what the outcomes of the learning will be and they want to learn what will help them perform tasks or deal with problems they face in real life. Adult learners are practical – their learning should apply to their lives and job; they want to be involved in planning their learning; and they focus on the aspects that are most useful to them.

Motivation

Adults are internally motivated to learn rather than externally (although some external drivers can be important, such a supportive environment and tasks that need to be accomplished). Adults cannot be made to learn, but it helps them to learn if they are involved in determining what they want to achieve from their learning. Adults are responsive to external motivators such as a better job or increased salary. However, the best motivators are internal for example: increased job satisfaction, heightened self-esteem, personal growth and development.

Barriers to adult learning and how to address them

There are several factors that may act as barriers or challenges for adults to learn. Trainers in the workplace must take this into consideration and establish mechanisms to address them where possible. Below is a list of barriers to adult learning.⁵

Lack of time. Adult learners have responsibilities outside their work, children or other dependents that are relying on them. This can make finding the time to continue learning very difficult.

Workload demands. Adult learners may have demanding workloads and deadlines in their current roles that may impact on learning.

Self-doubt. Some adult learners may feel that they are too old to continue their education. They may feel it is too late, and they have missed their chance.

Neuroplasticity. Younger people have brains that are more plastic, so changes are easier for them. Older people have brains that are less plastic and are usually more fixed in what they believe and know. This may affect their way to take on new concepts and new pathways to do things.

Contradiction. Some of the things adult learners will learn may be different to what they thought they knew or learned before. Hence, their previous knowledge-base may have to shift to make room for new things.

Lack of support. Lack of a supportive environment, including from workplace management and colleagues, may make it difficult for adults to learn to the best of their ability.

To address these barriers, it is recommended to:

- involve the participants in all aspects of the training from planning to evaluation - the more they are involved, the more they are engaged
- make the learning relevant to participants' real lives

⁵ ADAPTED by HIC from: Western Governors University. 2020. Adult learning theories and principles. <https://www.wgu.edu/blog/adult-learning-theories-principles2004.html>

- provide a supportive environment
- keep the threat levels low and the comfort levels high—adults have a lot more to lose getting it wrong than children
- work flexibly and creatively with the participants
- involve participants in their learning - presentations and lectures need to be balanced with activities and discussions.⁶

Developing learning outcomes

There is a difference between “learning objectives” (the intentions of teaching) and “learning outcomes” (the effects of teaching). The focus shifts from what the teacher does and want to teach, to what the learner is expected to demonstrate or learn. The focus changes from seeking the evidence of learning rather to the intentions of teaching.⁷ In this Manual we refer to “learning outcomes”.

Difference between aims, learning objectives and learning outcomes⁸

“Aims or goals in teaching and learning are broad sentences reflecting general intentions and desired outcomes of an institution, program or course. These important statements stay clearly distinct from learning outcomes. Aims serve the important function to indicate and promote the main values and general directions that guide the process of teaching and learning. Aims reflect vision and general intentions, and the overall desirable results.

Example: Curriculum and teaching practices aim to link students’ learning experiences to the world graduates will confront.

Learning objectives refer to teachers’ intentions for learners, such as what students will be taught during the course or program. It is important to note that learning objectives reflect what teachers do.

Example: Students will be taught the conceptual and theoretical tools used in reasoning and problem solving, such as statistics, probability, logic, and decision theory

Learning outcomes are statements of what a student will be able to do or demonstrate at the completion of a certain sequence of learning (course, program). Learning outcomes are mainly concerned with the achievements of the learner and less with the intentions of the teacher. Learning outcomes inform students of what is expected of them in terms of performance, to achieve desired grades and credits.

Example: At the end of the course students will be able to demonstrate the ability to use mathematical and statistical techniques relevant to the business subjects taught”.

To develop learning outcomes, it is important to consider what learners should be able to know or do upon successful completion of the training. The writer of the learning outcomes should focus on learning outcomes that precisely indicate what main skills, abilities and knowledge will be acquired by learners at the completion of the unit of learning. It is useful to:

- start with a clear statement or sentence: ‘On completion of this (subject/course/program), learners should be able to... (demonstrate/express/design etc.)’
- write learning outcomes in the future tense

⁶ Cancer Australia. 2009. Consumer training and mentoring guide. Cancer Australia. Canberra. p.8

⁷ The University of Adelaide. 2020. Learning outcomes. <https://www.adelaide.edu.au/learning/resources-for-educators/curriculum-resources/learning-outcomes#outcomes-or-objectives>

⁸ Popenici S and Millar V. 2015. Writing learning outcomes. A practical guide for academics. Melbourne Centre for the Study of Higher Education. p.4

- choose a verb, from a taxonomy able to describe most precisely the intended outcome. (See a [taxonomy table in Attachment 1](#))
- use only one verb to structure each outcome
- avoid verbs susceptible to different interpretations of what actions they require. This type of verb indicates in general behaviours that cannot be objectively measured (e.g. know, understand, become aware of, appreciate, learn, become familiar with, think etc.)⁹.
- It is useful to use a verb able to lead to an assessment tasks. For example, define, describe, compare, apply, determine, demonstrate, explain, analyse, question, critique, create, design, assess, test, generate, devise etc.¹⁰

In writing learning outcomes it is important to keep in mind that the trainer assesses what they have taught. It is important to find learning outcomes that can be assessed indicating clearly what learners have to understand, know and/or be able to do. All learning outcomes have to be observable and measurable. (See Assessment process below)

Example of learning outcomes

Below there are some examples of learning outcomes that trainers can use in developing their training programs.

The learners will be able to:

- *use the appropriate terminology used when recruiting and supporting consumers*
- *write consumer advertisement*
- *write a consumer position description*
- *undertake a consumer selection process*
- *write interview questions*
- *write letters for successful and unsuccessful candidates*
- *prepare an induction pack for new consumers*
- *use resources to evaluate consumers engaged*
- *develop a consumer succession plan*
- *identify the main ways in which consumers can be recruited*
- *collaborate effectively with others in the organisation to recruit consumers*
- *select and apply recruitment tools and templates*
- *demonstrate the ability to undertake selection of consumers*

Training materials

It is important that the training material is developed based on the specific learning outcomes. Those learning outcomes inform the development of the training materials. Trainers that are learning to train others, will benefit from well-developed training materials needed to deliver content to trainees—presentation materials, handouts, exercises, etc. But they should also have the ability to modify elements of the program and these training materials to best meet their individual preferences.

⁹ Popenici S and Millar V. 2015. Writing learning outcomes. A practical guide for academics. Melbourne Centre for the Study of Higher Education. p.6

¹⁰ Popenici S and Millar V. 2015. Writing learning outcomes. A practical guide for academics. Melbourne Centre for the Study of Higher Education. p.4

Trainers engaged in the development of the training materials will help to ensure that the materials are on target for learners' needs. In addition, seeking feedback from other trainers—and trainees—on an ongoing basis will provide insights into how the training, and training materials, could be modified and improved over time.

To create training material that will support the training objectives is it important to identify learning topics that will address identified needs (see more on Training Needs Assessment below) and select a delivery mode that is suitable for the learners. It is also important to select a variety of appropriate training material and activities, sequence the training activities to promote progressive learning, and create opportunities for learners to build skills, knowledge and confidence needed to achieve the training outcomes.¹¹

To design the training material, the trainers will need to consider some factors that will impact on the delivery of the training. Below are some of these factors.¹²

Appropriate content. It is important to establish the current knowledge and skill level of the learners to ensure that the information is pitched at the correct level. Keeping the learners informed about how the new information or task fits with their existing knowledge will ensure that they understand why the new skill or concept is being discussed.

Supportive environment. Essential to the learning process is providing a supportive environment where the learners feel free to ask questions, make comments and take risks.

Communication. Interaction between the trainer and the learner ensures that a two way communication is in place. Interaction between adult learners is also essential in the learning process as adults learn from each other as well as from the trainer.

Trainer should also consider how to deliver the content including:

Providing summaries. Generally the first and last ideas, concepts, skills or topics are better retained by the learner. In order to ensure that the information delivered between the first and last sections of a training session, it is a good idea to provide a summary of what has been covered during the session and/or incorporate interactive elements through the session to deliver the content with greater impact.

Deliver information in chunks. Delivering information in small, manageable chunks will allow important points to be recapped and reviewed. Small chunks of information also reinforce the learner's understanding and retention of information.

Trainers have to be able to engage learners in learning. They need to come up with engaging worksheets and practical tasks and audio-visual resources, and use the most frequently used resource in a more engaging way.

Example of training material or methods are:

- Presentations (Power point)
- Case studies and examples
- Use of videoclips and audio-visuals (graphs, diagrams, pictures)

¹¹ Develop Intelligence. 2018. Best Practices in Train-the-Trainer Initiatives <https://www.developintelligence.com/blog/2018/01/best-practices-train-trainer-initiatives/>

¹² Develop Intelligence. 2018. Best Practices in Train-the-Trainer Initiatives <https://www.developintelligence.com/blog/2018/01/best-practices-train-trainer-initiatives/>

- Role plays
- Quizzes
- Group activities
- Demonstration or modelling
- Tutoring
- Practice opportunities
- Brainstorming activities
- initiating and facilitating group discussions
- Guided facilitation of individual or group learning activities, group work or case studies project-based

Assessment process

In developing an assessment process to measure the learning outcomes, it is important to identify training materials and other resources that are appropriate for the learners' needs; devise assessment strategies that will effectively measure learning against identified learning outcomes; and provide constructive feedback to learners.¹³

An ongoing assessment process also includes reinforcement. This is the opportunity for the learner to confirm the retention of information that has been delivered to them. Reinforcement activities can include summaries, informal questions or a quiz, and provide feedback when observing them to deliver training to others. Below there are a series of considerations when designing assessments:

- Assessment tasks should closely link to the learning outcomes. A learning outcome should not be included if it is impossible to assess it.
- All learning outcomes have to be observable and measurable. Avoid vague terms such as 'know', 'understand', 'become familiar with' and 'appreciate' as these cover a broad range of meanings and general behaviours that cannot be objectively measured.
- Avoid double-barrelled outcomes by using only one, clear action verb for each learning outcome.
- Very broad learning outcomes are difficult to assess effectively and make it hard for students to determine what is required. Alternatively, narrow outcomes are overly restrictive and can leave you with very little flexibility in the assessment.
- Ensure the learning outcomes can be reasonably accomplished within the timescale of the unit and the resources available.¹⁴
- Some tools to assess the learners include:
 - Observation
 - Portfolio
 - Log or diary
 - Take home exam
 - Develop consumer recruitment and support tools and/or adopt existing tools
 - Problem-solving (e.g. learners collaborate to produce solution/s to a relevant issue)
 - Create a webpage (on an issue to do with topic content)

¹³ Develop Intelligence. 2018. Best Practices in Train-the-Trainer Initiatives

<https://www.developintelligence.com/blog/2018/01/best-practices-train-trainer-initiatives/>

¹⁴ The University of Western Australia. Educational Enhancement Unit. [no date] Writing learning outcomes.

https://www.worldclasseducation.uwa.edu.au/_data/assets/pdf_file/0009/3392487/Writing_learning_outcomes_fact_sheet.pdf

- Evaluate thinking (e.g. students discuss what they found and compare sources)
- Reflection on online role plays
- Complete a grant application (e.g. related to consumer engagement; seek funding)

Ongoing assessment and observation

Some learners need extensive monitoring to ensure they are coping with the materials and will be ready to progress to the next stage, while some will need only minimal monitoring to identify possible problems and non-achievers.¹⁵ During the learning process, participants can be monitored using the following methods. The trainer can observe participants to determine:

- problem-solving skills
- team skills
- lateral thinking
- time-management skills
- presentation skills
- confidence
- motivation
- commitment
- assessment of tasks and learning at each stage of completion

Trainers can also undertake assessment of tasks and learning at each stage of completion; assessment by senior management to determine quality of work and professional standards; and hold discussions with the group's appointed mentor, trainer or coach.

Once the learners have completed the training, they can be assessed as competent to perform the new skills or to apply the new knowledge or attitudes. Sometimes, learners may be deemed competent, but still need significant time and assistance to transfer the learning to the workplace. Ideally assessment is carried out over a period of time to allow practise and skill development. If managers and trainers staff observe the performance of the participants in the workplace, they will soon discover if there is a pattern or similarity to the problems they encounter.

This is why it is important to structure and organise ongoing monitoring. Feedback needs to be compiled so that the learning process can be amended to address any problems that are common to a significant number of participants, or address an area of learning that may have been omitted from the training.

Staff training needs analysis

A Training Needs Analysis (TNA) is a review of staff learning and development needs within an organisation. It considers the knowledge, skill and behaviours that staff need and how to develop them effectively. Undertaking a TNA is essential to deliver appropriate and effective training which meets the needs of individuals and the organisation. To conduct a TNA an organisation may use:

- case studies
- skills mapping
- skills training and compliance
- a review of employee skills to identify training needs

¹⁵ Fortress learning. Determine Readiness & Monitor Progress

<https://fortresslearning.com.au/cert-iv-content/deliver/determine-readiness-monitor-progress/>

- the development and management of position descriptions
- the connection of employees to position descriptions to conduct a gap analysis
- the identification of internal and external organisational requirements
- the development of training needs report
- the development of a training calendar.¹⁶

When developing a training program, the needs of the organisation and the needs of the learners must be addressed. The analysis of organisational needs should look at the strategic plan of the organisation and how this aligns with their future planning cycle. The education of the staff needs to take into consideration the needs of the organisation.¹⁷

A training needs analysis can be conducted in four steps¹⁸:

1. define organisational goals
2. define relevant job behaviors
3. define required knowledge and skills
4. design the training program

Step 1. Define organisational goals

- What is the organisation trying to achieve (in the specific area)?
- Which organisational goals require the input from trained staff?
- Which departmental/unit goals will the trained staff support?
- Which individual staff performance goals should be improved?

Step 2. Define relevant job behaviours

- Which job behaviours contribute to the goals defined in step 1?
- Do the listed job behaviours align with the organisational core values?
- What other influences play a role in reinforcing desirable behaviour?

Step 3. Define the required knowledge & skills

- Which skills are required to display the behaviours defined in step 2?
- Which knowledge components are required to display the behaviours defined in step 2?
- What would be barriers to relevant job behaviours once the listed skills and knowledge components are taught?

Step 4. Design the training program

- Is all the information required to start the training design and development process present?
- Are there non-training initiatives that we can deploy to support the goals of the organisation or department/unit?

[A template for a Staff Training Needs Analysis is in Attachment 2.](#)

¹⁶ TAFE NSW. Training needs analysis. <https://www.tafensw.edu.au/enterprise/training/training-needs-analysis>

¹⁷ AUSMED. 2018. How to Conduct a Training Needs Assessment. <https://www.ausmed.com.au/cpd/articles/how-to-conduct-a-training-needs-assessment>

¹⁸ ADAPTED by HIC from: Academy to Innovate HR (AIHR). How to Conduct a Training Needs Analysis: A Template & Example. <https://www.analyticsinhr.com/blog/training-needs-analysis/>

Designing a training program and sessions

Below is a checklist of requirements to design the training program. By answering the designing questions below, the trainer will be able to start planning and designing the delivery of the training sessions.

Designing

- Why is this learning program needed?
- Is it based on Learning Needs Analysis?
- What are the learning outcomes?
- Who is the target audience?

Planning

Once these basic questions have been answered, the trainer can start designing the training program by addressing the following:

- Learner profile – who will participate?
- Learning environment – where the training will be delivered?
- Timelines - When the training will be delivered
- Training material – presentations, activities, examples, etc.
- Number of participants
- Dissemination
- Administration support

Delivering

The trainer would also need to develop the trainer's running sheet or agenda and the training pack for participants including:

- Facilitator running sheet
- Agenda for participants
- Resources e.g. presentations (PowerPoint slides), handouts, other resources, etc.
- Activity sheets and ice breakers
- Learner's feedback form

Considerations about delivery of the program

Particularly in situations where a group of trainers is training employees in various locations or settings, gathering information on how well the training is received—and to what extent training impacts back-on-the-job performance—can help to identify best practices that can be shared and adopted by others.

Developing a cadre or team of trainers who can work directly with their peers to boost their knowledge, skills, and competencies in areas of importance to the organisation may strengthen the training program. The staff being trained and staff serving as trainers, and the organisation will benefit from not relying in only one trainer across the organisation.¹⁹ [See [how to set up a cadre or team of trainers in Attachment 3](#)]

¹⁹ Develop Intelligence. 2018. Best Practices in Train-the-Trainer Initiatives <https://www.developintelligence.com/blog/2018/01/best-practices-train-trainer-initiatives/>

Gathering feedback from participants in the program

Feedback allows both the trainer and the learner to provide information about the learning experience.²⁰ A simple way to capture feedback is asking the learners and the trainers a few questions to identify what went well and suggest something that would benefit from change and then develop a plan of action. The process includes:

- The learner goes first and discusses what went well
- The trainer discusses what went well
- The learner describes what could have been done differently and makes suggestions for change
- The trainer identifies what could be done differently and gives options for change
- What was done well?
- What needed development?
- What are the options for change?
- Agreed action plan²¹

Templates for learners' feedback are in [Attachments 4 and 5](#).

Trainer self-assessment

Trainers benefit from undertaking self-assessments regularly. A [trainer self-assessment tool is in Attachment 6](#).

²⁰ Develop Intelligence. 2018. Best Practices in Train-the-Trainer Initiatives

<https://www.developintelligence.com/blog/2018/01/best-practices-train-trainer-initiatives/>

²¹ ADAPTED by HIC from: NHS Education for Scotland. 2012. Train the Trainers' Toolkit. Helping others to facilitate learning in the workplace. A practical guide

Attachment 1. Learning outcomes taxonomy table

REVISED Bloom's Taxonomy Action Verbs²²

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

²² Revised Bloom's Taxonomy Action Verbs in Anderson, L. W., & Krathwohl, D. R. 2001. A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon
https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf

Attachment 2. Staff training Needs Analysis template

Major tasks of the position	Training skills development required		If yes, identify what training needs exist	How will this be achieved? e.g. on the job, external training, coaching?	When - timelines	Who to organise	Training provider
	Y	N					

What do we want to achieve with regards to the position in the period ahead?

Where can we/you see your career with regards to the position moving on the next two years?

How are we going to make this happen?

SOURCE: Department of State Growth, Tasmanian Government. 2013. Better Workplaces Resource Kit.
Template – Training needs analysis (TNA). p.65

Prepared by Health Issues Centre
February 2021

Attachment 3. Creating a cadre or team of trainers

Creating a cadre or team of trainers in the organisation will enhance the training program and ensure sustainability over time. A cadre is “a diverse group of professionals with a common vision and mission that supports the sustainability of a professional development infrastructure within organisations”.²³

Environment. Building a cadre is an important step in advancing the organisation’s capacity to provide training and technical assistance to others. It is important to know the environment the cadre will be working in. This could include the political, financial, or programmatic realities of the organisation. Taking time to understand the environment before assembling the cadre will allow to assemble a group of people best suited to advance the objectives and to do so in a way that is most meaningful.

Barriers. What are barriers to establishing a mission and vision for the cadre?; What are barriers to conducting a needs assessment?; What are barriers to creating an evaluation plan?; What can be done to overcome these barriers?

Vision and mission statements. A **vision statement** is an aspirational description of what the organisation would like to achieve. It serves as a guide to choose current and future courses of action. A **mission statement** is a declaration of the organisational core purpose and focus. It explains how the organisation will achieve the vision. The vision and mission statements will inform decisions on forming the *right* cadre with the *right* focus.

Goals. The specific goals will achieve what the vision and mission, the funding available and the opportunities and other directives or priorities allow. Ideally, this will include short-term and long-term goals. Short-term goals help guide the cadre’s focus and serve as milestones and progress checks along the way. Long-term goals specify what the cadre ultimately wish to accomplish. The training cadre’s goals will likely evolve as additional funding opportunities arise or other directives are given. Well-written goals reflect the aims of the training program for the cadre; are jargon-free; short and concise; understandable; and positive.

Effective infrastructure. An effective infrastructure that will support a training cadre include a culture of continuous learning that includes formal and informal Professional development; a focus on specific, relevant content; and professional collaboration. To assess how effective the organisational infrastructure is, key questions to answer might include: What is the need? What is missing? How to bridge the gap between what is and what should be?

Evaluation strategy. An evaluation strategy will ensure the training cadre has been successful. Thinking through evaluation early in the process will help guide efforts and define exactly what success looks like for the cadre and the organisation. At this stage in the process, the aim is to develop the evaluation strategy. It will be implemented later. A well-developed evaluation strategy will improve the effectiveness of the sustainability efforts and help determine the impact of the cadre’s activities and fine-tune areas that need improvement to reach the training goals.

Some evaluation measures may include: What key indicators will you measure to determine the success of the cadre?; when and how often will performance be measured?; how will performance be measured? Some impact evaluation measures can include: is the cadre reaching the intended

²³ Centres for Disease Control and Prevention. 2019. How to Build a Training Cadre: A Step-by-Step Process <https://www.cdc.gov/healthyschools/tths/trainingcadre/index.htm>

audience?; are there adjustments needed? Are the adjustments putting the cadre back on the right track? are resources being distributed wisely? Are the desired results been achieved?

Recruitment. Ideally, individuals with a diverse set of skills that can support the implementation of the training cadre's specific goals. When deciding who to choose for your training cadre, there are five basic steps to follow:

1. Application form:
 - Specific need(s) and basic rationale for forming this specific cadre.
 - Basic contact information for applicants.
 - Expected level of commitment for cadre members.
 - Estimated time frame of involvement.
 - Required competencies of cadre members.
 - Preferred previous experience:
 - Related to the work of the cadre.
 - Worked with the target audience.
 - Built a support base for an initiative.
 - Formed partnerships.
 - Delivered and facilitated trainings and other PD events.
 - Selection process and rubric for choosing team members.
 - Amount of compensation for members, if any.
 - Signature of applicants and appropriate administrator(s) or other approver(s).
2. Provide the application to potential applicants.
3. Form a review committee to help select members.
4. Review the submitted applications using the selection ranking scale
 - Select cadre members.
 - Consider asking yourself and colleagues: What are barriers to recruiting your team?; what are barriers to getting started with the kick-off meeting?; what can be done to overcome these barriers?

Timelines. It will likely be helpful to work with your cadre to create a time line for your activities. One approach is to determine specific activities your cadre will perform by milestones, such as: 1–6 months; 7–12 months; or beyond year 1. Specific tasks for individual cadre members need to be included in a schedule as needed.

Partnerships. To be most effective, the training cadre can partner with other professionals or organizations with experience, resources, and expertise that can supplement the organisation's cadre's capabilities. Partnerships lead to sustained conversations and awareness where activities are more likely to be designed to meet identified needs. Effective partnerships include:

- Increased contributions from staff because of improved skills and knowledge.
- Better planning and implementation of programs, practices, and policies.
- Synergy through collaboration to increase quality, quantity, or cost-effectiveness of programs, practices, and policies.
- Better alignment of goals among cadre members, the cadre itself, and the organization.

Characteristics of successful partnerships include:

- Mutual respect.
- Coordination of administrative responsibility.
- Reciprocal roles.

- Shared participation in decision making.
- Mutual accountability.
- Transparency.

Evaluation implementation. After the training cadre has taken action and performed specific tasks, it is time to refer back to the evaluation strategy designed earlier in the process to evaluate the cadre. The cadre can be reviewed periodically to:

- Revisit the cadre’s mission, vision, and goals.
- Determine what progress the cadre has made toward the stated goals.
- Decide on specific adjustments that may be needed.
- Communicate the results to the cadre.
- Work with cadre members to perform any specific adjustments or changes in scope or direction.
- Use or adapt sample evaluation forms for your specific needs.

Evaluation measures may include:

- Participants’ reactions.
- Participants’ learning.
- Organisational support and change.
- Participants’ use of new knowledge and skills.
- Outcomes.

Self-reflection. Members of the cadre should also evaluate themselves individually. Self-observation is even more effective than feedback that comes from a source external to the individual. The practice of backing away and reflecting on our own experiences, realities, and effectiveness helps us to grow our expertise. Some ways to incorporate self-reflection within the training cadre include:

- Leader: Consider limiting verbal feedback as a part of coaching your team to avoid adopting a supervisory tone
- Group: Provide feedback to fellow cadre members based on observations.
- Individual: Use conversational self-reflection tools that elicit reflective responses

Attachment 4. Learner feedback form 1

Please help us to improve the quality of our training by completing the feedback form honestly and accurately

1. What aspects of the training/session did you find **most** valuable?

2. What aspects of the training/session did you find **lest** valuable?

3. What **changes**, if any, so you intend making to your work/practice as a result of your learning?

4. Please state at least one way in which the training/session could be **improved** for next time

Pease select a rating indicating how much you agree or disagree with each statement:

The session/training	Agree	Neither agree nor disagree	Disagree
The session/training was enjoyable			
The session/training was relevant to my professional practice			
The session/training met my learning needs			
The session/training provided opportunities for interaction and discussion			
The pace of the training/session was acceptable			
Comments:			

The trainer	Poor	Average	Excellent
Presenting skills			
Responsiveness			
Knowledge			
Balance of teaching methods			
Practical exercises			
Training material (e.g. Power point slides, handouts, videos, etc.			
Comments:			
Overall rating of the session/training			
Any additional comments:			

Would you recommend this session/training to a colleague? YES NO

Source: NHS Education for Scotland. 2012. Train the Trainers' Toolkit. Helping others to facilitate learning in the workplace.
A practical guide

Prepared by Health Issues Centre
February 2021

Attachment 5. Learner feedback form 2

NB. Before using the feedback form, add the learning outcomes for the session you are delivering.

Please help us to improve the quality of our training by completing the feedback form honestly and accurately

Before training. In the table below, please review the learning outcomes and give some thought to what you currently know. Circle the number that best represents your knowledge **before** this training.

After training. In the table below, please review the learning outcomes and give some thought to what you learned today. Circle the number that best represents your knowledge **after** this training.

1. Very low 2.Low. 3. Just below average 4. Just above average 5. High. 6. Very high

Pre-training						Learning outcome	Post-training					
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6		1	2	3	4	5	6

Source: NHS Education for Scotland. 2012. Train the Trainers' Toolkit. Helping others to facilitate learning in the workplace.
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Attachment 6. Trainer self-assessment tool

Trainer

Date/s of delivery

Training title

Learners: positions/roles; number of learners

Location of the training

List two things that went well					
List two things that could have been better					
How I rate myself in the following areas:	Low				High
	1	2	3	4	5
Overall, I was pleased with the training I delivered					
Focused on the learners					
Created a comfortable learning environment					
Kept learning outcomes consistently in my mind					
Made a good selection of training facility (if applicable)					
Utilised the most appropriate training material					
Felt prepared					
Had mastery of the content					
Facilitated effective participant activities					
Made adjustment in delivery to meet the needs of the participants					
Managed the pace of the session well					
Transition well between content and activities					
Provided my contact details to participants to follow up if they needed					
My training improvement areas are:					

Source. Association of Image Consultants International. 2020. Trainer Self-Evaluation.

Prepared by Health Issues Centre
February 2021