



▶ **Implementation guide**

A resource to support trainers deliver and assess training activities



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Introduction to the implementation guide

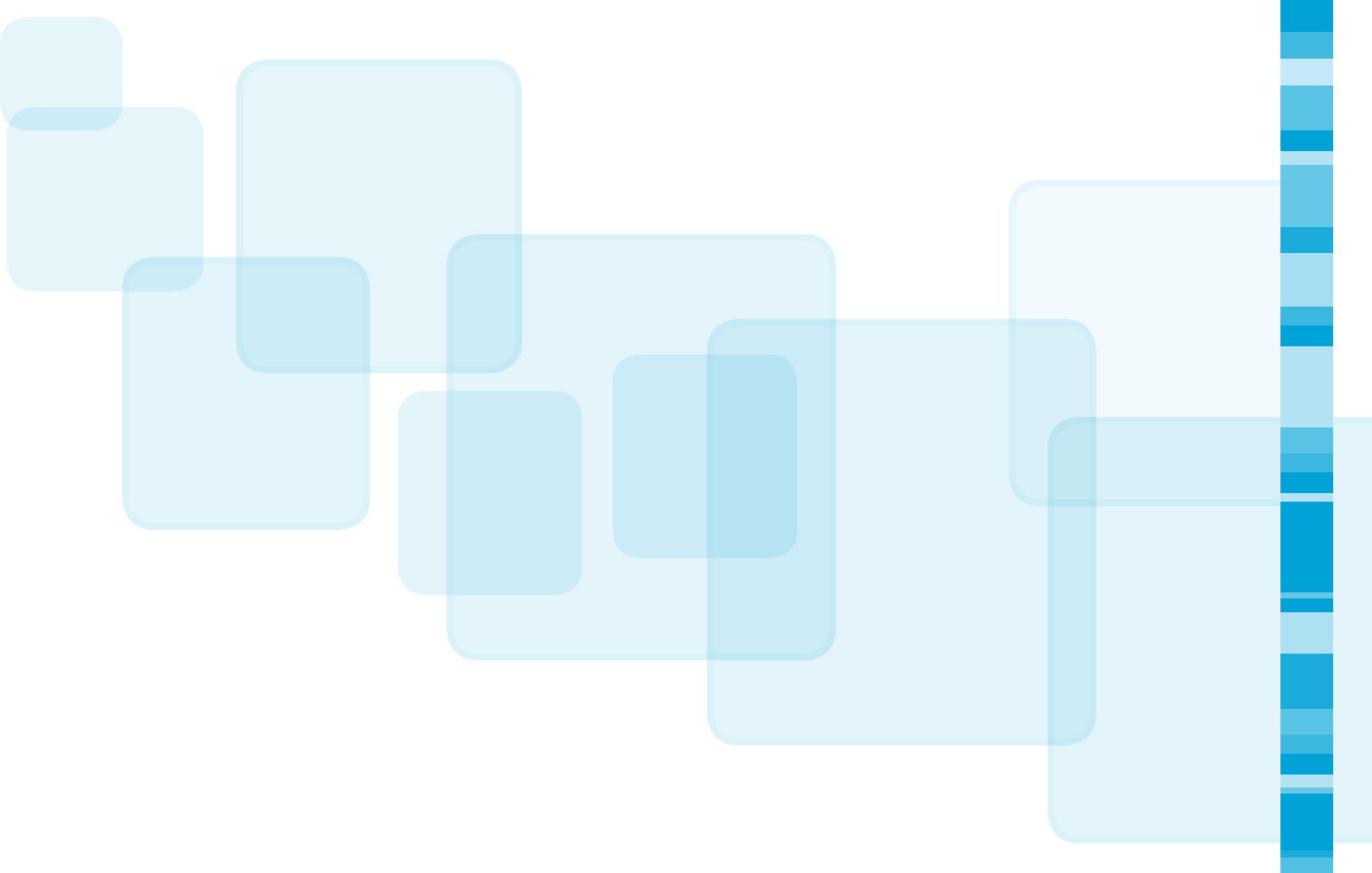
This implementation guide to the *Train the Trainer* manual has been developed to help trainers introduce the resource package to supervisors working in Disability Employment Services. It includes some ideas about training delivery and recognises that trainers have their own styles and ideas. While the guide includes session plans for two, four and six hour workshops, it is not intended to be prescriptive.

The implementation guide contains:

- ▶ background information about delivering a workshop
- ▶ session plans
- ▶ activities and case studies.

Section 1

Delivering a workshop



1.1 What are the key features of a good workshop?

There are two key features of a good workshop. These are:

- ▶ a well-prepared trainer
- ▶ involved participants willing to listen and share ideas and experience.

1.2 How can participants get involved in the workshop?

Encourage participants to share information. The workshop can provide a great opportunity for the participants to learn new skills in training supported employees and facilitating learning from you and from other participants. Allow time for people to:

- ▶ talk to each other
- ▶ learn from each other.

A large part of your role as a trainer is to encourage contribution within the framework of the session. Remember each participant brings experience; a good trainer's expertise lies in assisting learning and the gathering of information, not in being the expert.

The workshops, while short, can provide participants with ideas and experiences they can take back to their workplace and use to further develop their skills.

1.3 What are some advantages of participant involvement?

Advantages of participant involvement include:

- ▶ increased participant self-confidence
- ▶ recognition of existing skills and abilities
- ▶ recognition of skill and knowledge gaps
- ▶ increased understanding of other views and approaches
- ▶ assisting participants who are less confident to feel and become more involved in future.

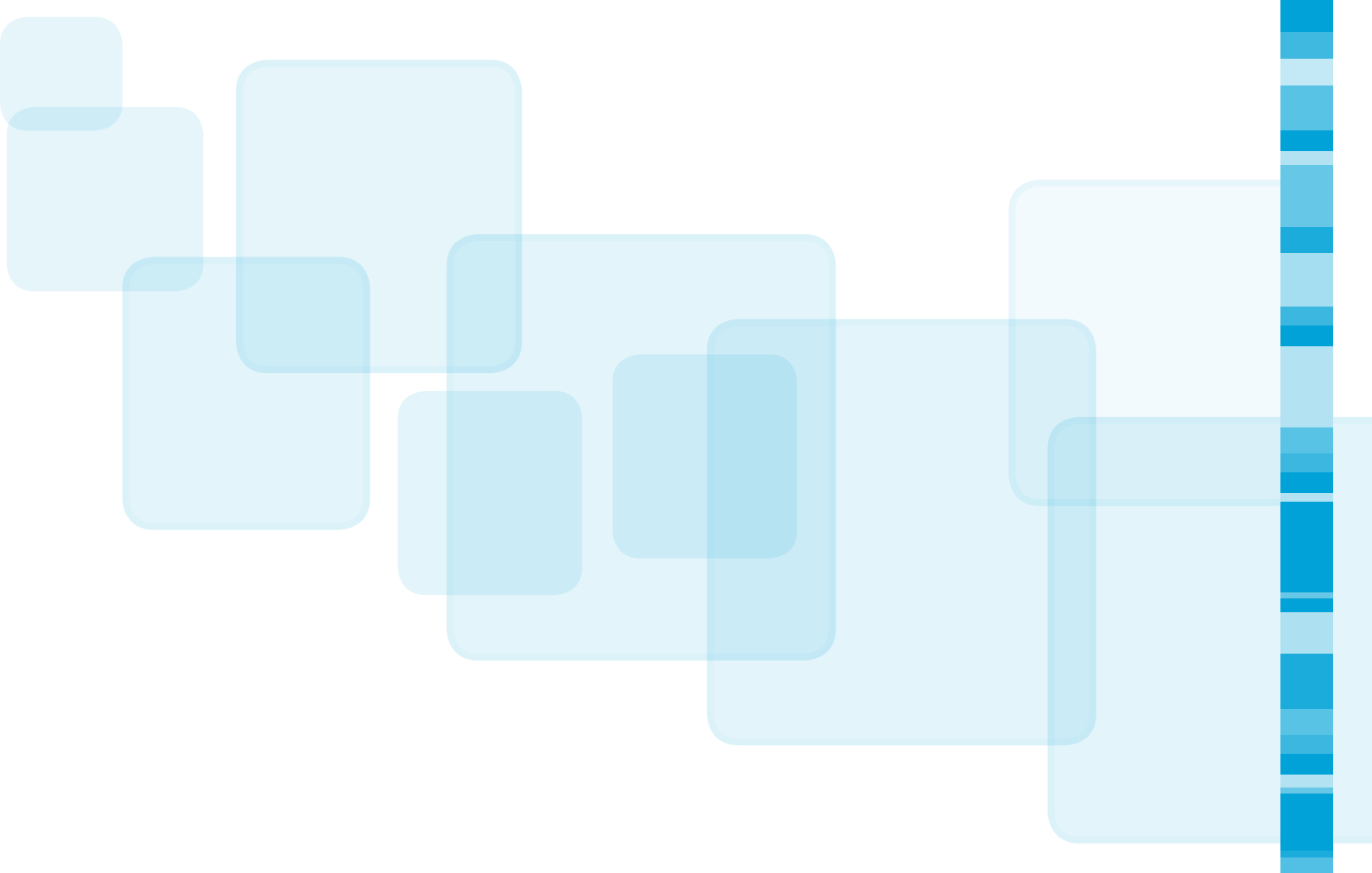
1.4 What are some of the barriers to participant involvement?

Barriers may include:

- ▶ some participants needing time to become comfortable working with the group
- ▶ some participants dominating discussions and activities
- ▶ the type of disability
- ▶ any previous bad learning experience
- ▶ systematic disempowerment
- ▶ low self-esteem.

Section 2

Delivery techniques



2.1 What techniques does a good trainer need?

Good trainers have a range of techniques to assist participants' learning and to assist their knowledge development. They communicate well and are skilled in reading participant behaviours and are able to adjust their approach or the activity to address the individual's or group's needs.

In summary, trainers need to:

- ▶ help participants to feel comfortable in the group
- ▶ encourage sharing of knowledge, experience and ideas
- ▶ encourage participants to communicate effectively
- ▶ be aware of the group dynamics
- ▶ encourage equity in participation
- ▶ keep the workshop practical and relevant
- ▶ value each participant's contribution
- ▶ listen
- ▶ give and receive feedback.

2.2 How should a workshop be delivered?

Approach each workshop enthusiastically, calmly and confidently. Know what you want to cover and prepare well. When you are talking to the participants, speak slowly and clearly and use language that is simple and appropriate. Do not use abbreviations or jargon unless you are sure everyone has the same understanding.

Provide the participants with a clear description of what they will be doing, how they will be participating and what they can expect to achieve from the workshop.

If you keep the workshop practical and relevant, participants will be more willing to share their knowledge and experiences. Maintain links between activity and discussion in the workshop and the participants' workplaces.

2.3 Are there ways to make group work successful?

It will be part of your role as a trainer to watch group behaviours and adjust the timing for the group activity or the membership of the group when necessary. Group work should be more than just a chat between participants. It should enable people to learn from each other and exchange information.

Some discussion and agreement at the start of the training session about how group time will be spent will assist in developing the session. For example, *'We will stick to discussion points and try not to get distracted'*.



Hints

- ✓ Ask participants to suggest ideas for group behaviour.
- ✓ Provide clear instructions about group work.
- ✓ Clarify the aim of each group work activity.
- ✓ Encourage all group members to contribute.
- ✓ If working with multiple groups, coordinate the whole group response at the end of the allocated time.

2.4 Are there any hints for summarising group work?

Effective summarising of small group work is essential. If you are working with multiple small groups each wants to hear the response from the others. Always include time to draw the key points from any group activity together.



Hints

- ✓ Keep the responses on track.
- ✓ Consider using a whiteboard/blackboard to note key points.
- ✓ Be prepared for positive and negative responses – accept them all.
- ✓ Draw similarities and differences to participants' attention.
- ✓ Listen. It is not the time for you to offer comment.
- ✓ If there are charts or diagrams from the groups, display them for all to see.

2.5 How can quiet participants be included?

Some people do not like new situations or sharing their thoughts with strangers but this does not mean they do not have skills, knowledge and information they want to share. It is part of your role, as a trainer, to provide opportunities for the quieter participants to contribute to the workshop.

Hints

- ✓ Include small group or paired activities early in the session to encourage everyone to share ideas, for example as part of a 'getting to know each other' segment.
- ✓ Encourage participants to talk about areas of expertise. For example, a participant may have worked with supported employees with psychiatric disability whereas few others in the workshop may have had this experience.
- ✓ Include activities where all participants make equal, small contributions, for example everyone offers a word or two to describe their experience in training supported employees.



2.6 Are there any hints for working with dominant participants?

It is always good to have people in a workshop who are willing to share their views and experience but at times this may overwhelm other participants. Try to work with the more dominant participants in a workshop and utilise their enthusiasm as a positive.

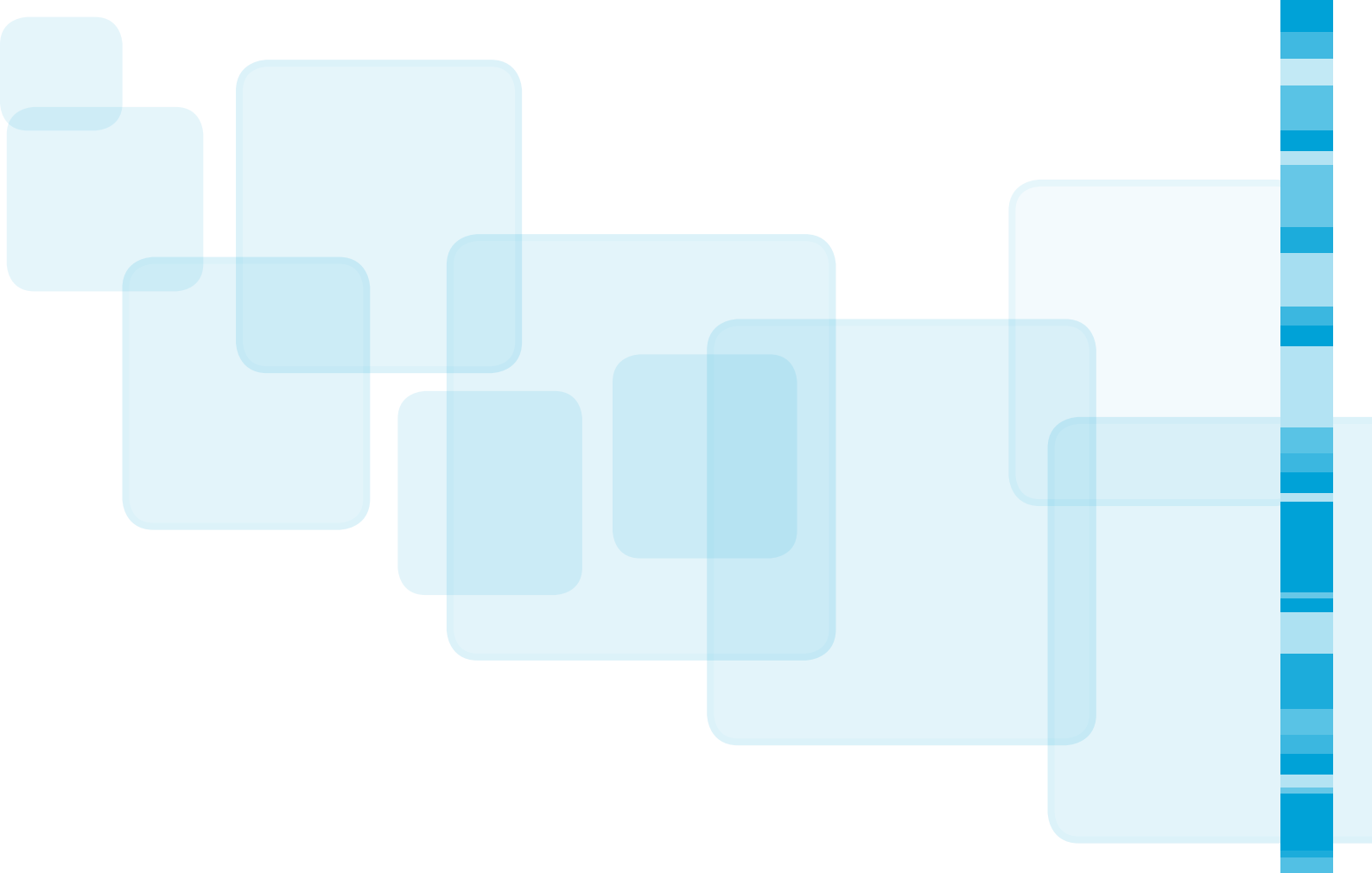
Hints

- ✓ Use participants' contributions as a springboard for gathering other participants' ideas and comments. For example, *'That's a useful idea. Does anyone else have something to add?'*
- ✓ Use their comments to bring other participants into a discussion.
- ✓ If necessary, you may need to speak with a participant privately to ask them to allow others more time to contribute.



Section 3

Planning a workshop



3.1 Is there a ‘right’ number of participants?

There is no ‘right’ number of participants for a workshop and we rarely have a choice in the number. The number of participants at a workshop is usually determined by people’s availability at the time of the workshop and the size of the venue.

Smaller numbers offer the opportunity for in-depth discussions, reflection and review. There is more time to address the specific requirements of the participants. There are also fewer inputs from the group. When you are offering workshops for supervisors who are training supported employees you will most likely be limited by and will need to consider, the availability of relevant people.

Rather than focus on the right number of participants it may be preferable to think about the right workshop design for the participants you will be facilitating.

3.2 Should participants be consulted about workshop content?

If you have an opportunity to talk to participants before you start planning a workshop you are in a fortunate position. It will allow you to cater more specifically to the participants’ needs. You can gain information about their:

- ▶ experience in training supported employees
- ▶ expectations for the workshop
- ▶ likely level of participation
- ▶ views about training.

Information you have prior to the workshop can assist you prepare a workshop that better meets the participants’ needs. You will be able to pitch the content at the right level and develop activities and discussion points that are relevant to the participants’ workplace.

Planning the content of a workshop

Careful preparation for a workshop helps to build the confidence of the facilitator and ensures that participants have the best possible learning experience. The structure of the workshop must be planned, as well as the individual sessions.

3.3 How should a workshop be structured?

Having a basic framework for any workshop you conduct will make your delivery easier. You need a flexible approach to structuring a workshop and be continually aware of the objective of the session workshop. Think about the objective of the workshop as a broad pathway where there is some room to wander before you fall off the edge. The broad pathway will give you opportunity to follow relevant points of discussion as they are raised during the session.

You will need to be aware of the time available. Have a starting time and a finishing time and stick to them. Do not wait for late participants and always finish on time.

Workshops should have a beginning, middle and an end and everyone should be aware of these. Unless the session is quite short you will need to include breaks. The following table provides some ideas about structuring a workshop.

Welcome	Provide information about: <ul style="list-style-type: none">› the trainer and the participants› workshop content activities, for example small group work, case studies, large group discussion› session times and breaks› facilities, for example toilets, tea room› expectations for participation, for example equity, sharing, listening.
Sessions	Vary the types of activity in a workshop. Different activities will appeal to participants and they will respond in different ways. Information can be shared through pairs, small and large group work or presentations.
Session review	After each session, summarise the key points.
Break	Include breaks at regular intervals. They don't have to be long, but they do have to allow participants time to reflect on the previous parts of the workshop or just refresh themselves.
Workshop evaluation	Always ask participants to evaluate the workshop.
Workshop close	Revise the workshop. Identify the key learning points. Remind participants about the resources available to them.

If some of the activities are scheduled to run for an extended period of time, you will need to closely monitor the participants' responses. A presentation that runs for too long or a group work session that has been allocated too much time can reduce the participants' levels of enthusiasm and attention. In these instances you should consider intervening with questions or alternative points for consideration. Try to enliven the session again.

3.4 How many sessions should there be in a workshop?

There is no specific number. Each workshop is likely to have a number of parts or sessions that will depend on the topics you want to cover and the time you have available. Planning will be easier if you consider each session individually, again keeping in mind the objective of the whole workshop.

Hints

- ✓ Identify a couple of key points for each session.
- ✓ Ensure there is a link to the previous session and a link to the whole workshop.
- ✓ Allocate a time for the session.
- ✓ Prepare the materials you will need, for example discussion starters for small group work.
- ✓ Plan sessions around breaks and meal times.
- ✓ Balance the types of activities throughout the workshop with opportunities for participants to think, listen, talk, be still, and be active.
- ✓ Keep progressing toward the objective.



3.5 What training tools should be used?

Use training tools and equipment that you are comfortable using and you believe will enhance the participants' opportunities to develop skills and knowledge.

If you are planning to use data projectors, overhead projectors, video or DVD players, make sure they are in working order and you can operate them. If you are using posters or butcher's paper for group responses make sure you have enough working pens for all the groups and tape for displaying the finished product.

Think about tables and chairs as equipment. The way you set up a room can affect training. Think about how you can use the room size, shape and furnishings to contribute to the training. You may want to vary the seating arrangements during the workshop to help keep the participants interested and involved.

3.6 How should workshops be evaluated?

It is always helpful to have the participants' feedback. An evaluation gives an opportunity for participants to identify the strengths and weaknesses of the workshop and provides you with a tool for developing future workshops. Evaluations can be written or oral. Sample evaluations are included in the trainer's toolkit.

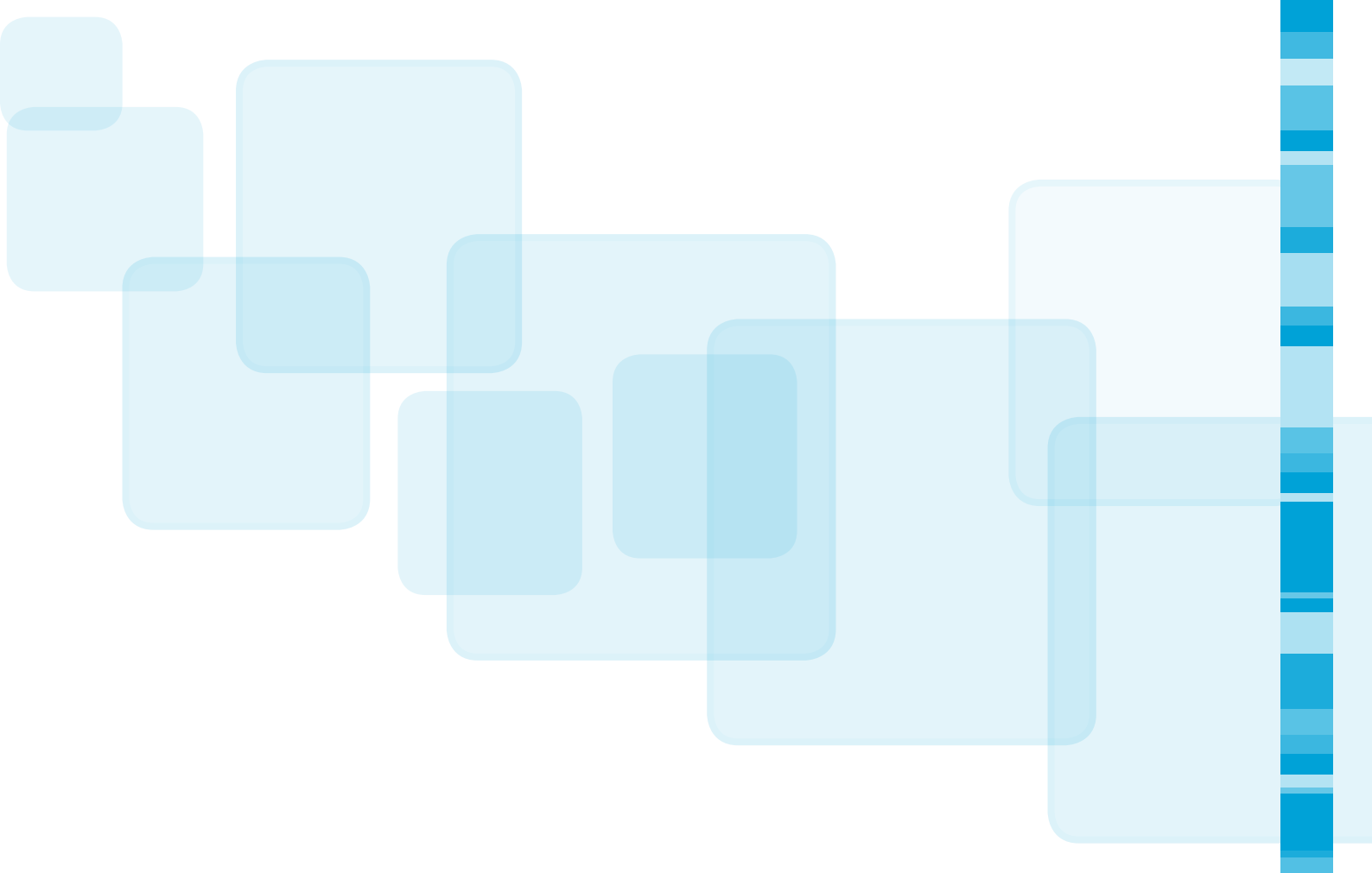
When developing an evaluation consider including questions about

- ▶ your facilitation
- ▶ group work
- ▶ case studies
- ▶ discussion points
- ▶ any training materials such as handouts
- ▶ opportunities for participation
- ▶ the venue
- ▶ the relevance of the workshop to the participants' work with supported employees.



Section 4

Sample session plans for workshops



4.1 What is the aim of the workshop?

The workshop aims to:

- ▶ introduce supervisors working in Disability Employment Services to the Train the Trainer resource package
- ▶ increase the supervisors' understanding of their roles as trainers in the workplace. Three sample sessions are provided. All are introductory and do not presume to be train the trainer programs
- ▶ provide an opportunity for supervisors to share their knowledge and experience as trainers of supported employees.

4.2 What materials and equipment are required?

- ▶ A copy of the Train the Trainer resource package for each participant.
- ▶ Whiteboard/blackboard and markers/chalk.
- ▶ Data projector or overhead projector.
- ▶ Poster/butcher's paper with marker pens and tape for attaching to walls.
- ▶ Copies of activity sheets and case study for each participant.
- ▶ Packets of 12 colouring pencils.
- ▶ Evaluation sheet.

5.3 Session plan – 2 hour workshop

Time	Content	Activity	Training tools
5 minutes	Introduction to the workshop objectives, housekeeping, and expectations of participants	Facilitator	
10 minutes	Overview of a supervisor's role in training supported employees in a Disability Employment Service	<ol style="list-style-type: none"> 1. Whole group input to the question 'What does your role as a workplace trainer involve?' 2. Trainer to summarise on whiteboard. If possible, place responses in columns: <ul style="list-style-type: none"> › identifying needs › designing › delivering › assessing and recording. 	
10 minutes	Review of the Train the Trainer and Assessing resource package	<p>Whole group provided with copies of the resource package and time provided for individual perusal.</p> <p>Trainer to highlight layout, icons and possible uses.</p>	
15 minutes	A background to training and learning	<ol style="list-style-type: none"> 1. Small group activity. (10 mins) 2. Trainer to summarise. (5 mins) 	Activity 1
15 minutes	Identifying supported employee's needs	<ol style="list-style-type: none"> 1. Individual activity. (2 mins) 2. Small group activity – trainer asks groups to sort their responses into similar responses. (5 mins) 3. Gather whole group responses by asking the groups to combine their responses. (5 mins) 4. Note the range of responses. Talk about the supervisor's role in identifying training needs. Mention Section 2 in the manual as a possible reference. (3 mins) 	Activity 2

Time	Content	Activity	Training tools
20 minutes	Designing training	<ol style="list-style-type: none"> 1. Using the information in Section 3.2 of the Train the Trainer manual, introduce participants to the 5-step training design process. (5 mins) 2. Ask group to apply the five steps to the case study: 'Colour for you'. (10 mins) 3. Summarise group responses. Refer participants to Section 3 of the manual. (5 mins) 	Case study (Colour for you) and a packet of coloured pencils for each group
15 minutes	Delivering training	<ol style="list-style-type: none"> 1. Brainstorm activity with whole group – 'What makes training delivery effective when working with supported employees?' (6 mins) 2. Refer to Section 4.1 and present information on demonstration as a delivery method. (4 mins) 3. Summarise. Refer participants to Section 4 of the manual. (5 mins) 	
20 minutes	Assessment, evaluation and reporting	<ol style="list-style-type: none"> 1. Small groups with Activity 3. (13 mins) 2. Summarise responses. (7 mins) 	Activity 3
10 minutes	Conclusion and evaluation	<ol style="list-style-type: none"> 1. Summarise workshop sessions. (5 mins) 2. Participants to complete evaluation. (5 mins) 	Evaluation

5.4 Session plan – 4 hour workshop

Time	Content	Activity	Training tools
5 minutes	Introduction to the workshop objectives, housekeeping, expectations of participants	Facilitator	
10 minutes	Overview of a supervisor's role in training supported employees in a Disability Employment Service	<ol style="list-style-type: none"> 1. Whole group input to the question 'What does your role as a workplace trainer involve?' 2. Summarise on whiteboard. If possible, place responses in columns: <ul style="list-style-type: none"> › identifying needs › designing › delivering › assessing and recording. 	
10 minutes	Review of the Train the Trainer resource package	Whole group provided with copies of the resource package and time provided for individual perusal. Trainer to highlight layout, icons and possible uses.	
40 minutes	Training supported employees	Guest speaker with experience in training supported employees.	
15 minutes	Break	Invite guest speaker to stay for the break and encourage participants to discuss aspects of training with guest.	
15 minutes	A background to training and learning	<ol style="list-style-type: none"> 1. Small group activity. (10 mins) 2. Summarise. (5 mins) 	Activity 1

Time	Content	Activity	Training tools
30 minutes	Identifying supported employees' needs	<ol style="list-style-type: none"> 1. Individual activity. (5 mins) 2. Small group activity – Trainer asks groups to sort their responses into similar responses. Add more as group discusses the existing responses. (10 mins) 3. Then move to gathering whole group responses by asking the groups to join their responses. (5 mins) 4. Trainer to note the range of responses. Talk about the role of supervisors in identifying training needs. Using material from Section 2 in the manual as a reference, discuss the various indicators that training is needed. (10 mins) 	Activity 2
30 minutes	Designing training	<ol style="list-style-type: none"> 1. Using the information in Section 3.2 of the Train the Trainer manual, introduce participants to the 5-step training design process. (5 mins) 2. Ask group to apply the five steps to the case study: 'Colour for you'. (10 mins) 3. Trainer to summarise group responses. Ask groups to identify the tasks involved with this job and the physical skills and knowledge a supported employee would require to complete the job. Present key points from Section 3 of the manual, referring to the group's responses to the activity. (15 mins) 	Case study (Colour for you) and a packet of coloured pencils for each group

Time	Content	Activity	Training tools
45 minutes	Delivering training	<p>1. Brainstorm activity with whole group – ‘What makes training delivery effective when working with supported employees?’ (5 mins)</p> <p>2. Trainer to refer to Section 4.1 and present information on demonstration as a delivery method. (15 mins)</p> <p>3. Trainer to summarise. Refer participants to Section 4 of the manual. (5 mins)</p> <p>4. Pairs activity using the ‘Time for a cuppa’ activity in Section 4.</p> <p>If tea-making facilities are available, have the pairs make a cup of tea with milk and two teaspoons of sugar. One participant is to be the trainer/ demonstrator; the other is the learner. The learner is to follow the exact instructions the trainer provides. Demonstrator and learner to discuss main learning points (and have a cup of tea). (15 mins)</p> <p>Whole group to discuss the activity. Trainer to summarise key learning points. (5 mins)</p>	
30 minutes	Assessment, evaluation and reporting	<p>1. Small groups with Activity 3. (20 mins)</p> <p>2. Trainer to summarise responses. (10 mins)</p>	Activity 3
10 minutes	Conclusion and evaluation	<p>1. Trainer to summarise workshop sessions. (5 mins)</p> <p>2. Participants to complete evaluation. (5 mins)</p>	Evaluation

5.5 Session plan – 6 hour workshop

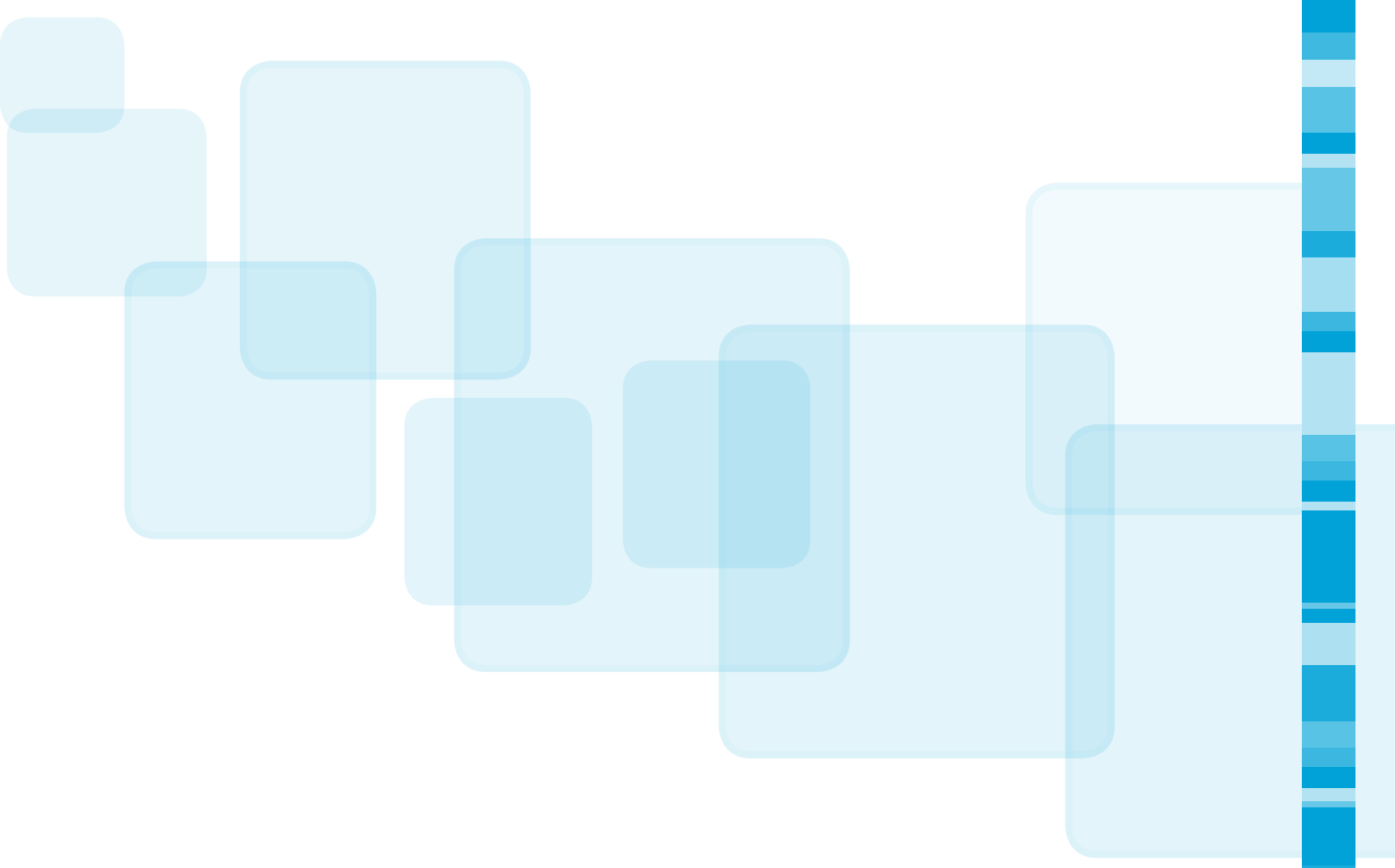
Time	Content	Activity	Training tools
10 minutes	Introduction to the workshop objectives, housekeeping, and expectations of participants	Facilitator	
10 minutes	Meet and greet	<p>An activity in pairs. Break group into pairs, preferably pair people with someone they haven't met before or don't know well.</p> <p>Ask participants to discuss their backgrounds in working with supported employees, the type of work they have done, highlights of the work, issues or concerns they have about training.</p> <p>This activity can be done with groups who work together or those who have just met. The activity focus is on the experience of the participant rather than the personal elements. (5 mins)</p> <p>Ask the pairs to provide a summary of the other person's background to the whole group. Write training issues on board/paper for reference during the workshop. Let the participants know you will try to address the issues. (5 mins)</p>	
15 minutes	Overview of a supervisor's role in training supported employees in a Disability Employment Service	<p>1. Whole group input to the question 'What does your role as a workplace trainer involve?'</p> <p>2. Summarise on whiteboard. If possible, place responses in columns:</p> <ul style="list-style-type: none"> › identifying needs › designing › delivering › assessing and recording. 	

Time	Content	Activity	Training tools
10 minutes	Review of the Train the Trainer resource package	Whole group provided with copies of the resource package and time provided for individual perusal. Trainer to highlight layout, icons and possible uses.	
45 minutes	Training supported employees	Guest speaker with experience in training supported employees.	
15 minutes	Break	Invite guest speaker to stay for the break and encourage participants to discuss aspects of training with the guest.	
30 minutes	A background to training and learning	<ol style="list-style-type: none"> 1. Small group activity. (15 mins) 2. Summarise small group responses and provide an overview using information provided in Section 1 of the manual. (15 mins) 	Activity 1
30 minutes	Identifying supported employees' needs	<ol style="list-style-type: none"> 1. Individual activity. (5 mins) 2. Small group activity – Asks groups to categorise their responses into similar responses. Add more as group discusses the existing responses. (10 mins) 3. Then move to gathering whole group responses by asking the groups to combine their responses. (5 mins) 4. Note the range of responses. Talk about the role of supervisors in identifying training needs. Using material from Section 2 in the manual as a reference, discuss the various indicators that training is needed. (10 mins) 	Activity 2

Time	Content	Activity	Training tools
40 minutes	Designing training	<ol style="list-style-type: none"> Using the information in Section 3.2 of the Train the Trainer manual introduce participants to the 5-step training design process. (5 mins) Ask group to apply the five steps to the case study: 'Colour for You'. (15 mins) Summarise group responses. Ask groups to identify the tasks involved with this job and the physical skills and knowledge a supported employee would require to complete the job. Present key points from Section 3 of the manual, referring to the group's responses to the activity. (20 mins) 	Case study (Colour for you) and a packet of coloured pencils for each group
30 minutes	Break		
45 minutes	Delivering training	<ol style="list-style-type: none"> Brainstorm activity with whole group – 'What makes training delivery effective when working with supported employees?' (5 mins) Trainer to refer to Section 4.1 and present information on demonstration as a delivery method. (15 mins) Trainer to summarise. Refer participants to Section 4 of the manual. (5 mins) In pairs using the Time for a cuppa' activity in Section 4. If tea-making facilities are available, have the pairs make a cup of tea with milk and two teaspoons of sugar. One participant is to be the trainer/demonstrator; the other is the learner. The learner is to follow the exact instructions the trainer provides. Demonstrator and learner to discuss main learning points (and have a cup of tea). (15mins) <p>Whole group to discuss the activity. Summarise key learning points. (5 mins)</p>	

Time	Content	Activity	Training tools
50 minutes	Assessment, evaluation and reporting	<ol style="list-style-type: none"> 1. Small groups with Activity 3. Ideally you will be able to form three groups; each group can take one of the topics on the activity sheet and report back. (15 mins) 2. Summarise responses. (5 mins) 4. Small groups. Ask participants to write an assessment tool on butcher's paper that includes observation, a written test, work samples and questioning for the 'Colour for you' case study. (15 mins) 5. Trainer to display group responses and discuss. (15 mins) 	Activity 3
20 minutes	Conclusions and evaluation	<ol style="list-style-type: none"> 1. Trainer to summarise workshop sessions. Ask each participant to describe one useful piece of information they gained for the workshop and how they might apply it at their workplace. (15 mins) 2. Participants to complete evaluation. (5 mins) 	Evaluation

Attachments



Activities

ACTIVITY 1: Learning and training

- 1 In your group discuss the following questions.
- 2 Nominate one person to report the group's responses back to the whole group.



a What is learning?

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b What is training?

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c Describe the best training experience someone in your group had.

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d How do supported employees learn most effectively?

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ACTIVITY 2: Identifying training needs



- 1 In each section below write one way you can identify that a training need exists for a supported employee. It may help if you think about a particular employee you have worked with recently.
- 2 When you have finished, tear the page into four sections along the dotted lines. There are more sheets available so please ask.

Example:

He is distracting other staff from their work.

ACTIVITY 3: Assessing, evaluating and reporting



Assessing

- 1 Describe some of the ways you assess supported employees' competence to perform their work.
- 2 List the advantages and disadvantages of each of the assessment methods.
- 3 Describe situations where they have been successful and situations where they have been less successful.

Evaluating

- 4 Describe some of the ways you evaluate the training you provide.
- 5 List the advantages and disadvantages of each of the evaluation methods.
- 6 Describe the evaluation requirements for the Disability Employment Service you work with.

Reporting

- 7 Describe some of the ways you report on the training that supported employees have undertaken.
- 8 Describe the reporting requirements for the Disability Employment Service you work with.
- 9 How are supported employees involved in the reporting process?

Case study – Colour for you

Apply the 5-step training design process to the ‘Colour for you’ case study.

5-step training design process

- 1 Analyse what people need to learn in order to perform a task well. This involves recognising the task to be completed.
- 2 Break the larger task into its smaller components. This means identifying all the bits and pieces that make up the whole task.
- 3 Take one of the components and identify the skills, knowledge and behaviours required to complete that component.
- 4 Work out a sequence for training.
- 5 Choose how to apply that sequence most effectively for the supported employee you are training, for example, demonstrating, showing diagrams, observing other supported employees.

CASE STUDY: Looking more closely at ‘Colour for you’

‘Colour for you’ is an art supply business. Supported employees work in small teams packaging specialist art supplies such as crayons, watercolour pencils and brushes. Rufus, Roseanna, Matte and Bruna have been allocated to Team Red which has the job of collecting twelve different coloured watercolour pencils and placing them in a tin pack. Cyan, the team leader, has been asked by her manager to ‘ensure the team is competent’.

Use the five steps to design training that could be completed by a new supported employee joining Team Red.

Step 1

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Step 2

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Step 3

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Step 4

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Step 5

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Evaluation sheets

Template 1

Please tick the response closest to your rating. There is space provided below to comment on any aspect of the workshop.

	Excellent	Good	Needs improvement
Trainer's knowledge of workshop content			
Trainer's presentation style			
Trainer's handling of group responses			
Trainer's handling of questions from the group			
Guest speaker (if applicable)			
Organisation of workshop content			
Quality of activities and case studies			
Quality of the visual aids			

Will the workshop assist you in your role as a trainer of supported employees? If yes, how will it assist?

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Do you have any suggestions to improve the workshop?

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Template 2

Please rate the workshop according to the following scale: Excellent 5, Good 3, Needs Improvement 1. There is space provided below to comment on any aspect of the workshop.

	Rating
Trainer's knowledge of workshop content	
Trainer's presentation style	
Trainer's handling of group responses	
Trainer's handling of questions from the group	
Guest speaker (if applicable)	
Organisation of workshop content	
Quality of activities and case studies	
Quality of the visual aids	

Overall, on the above scale of 1 to 5, how would you rate the workshop?

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Which parts of the workshop did you find most useful?

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Which parts of the workshop were least useful?

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Will the workshop assist you in your role as a trainer of supported employees? If yes, how will it assist?

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Do you have any suggestions to improve the workshop?

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