

Unit 303: Contribute to business success

Handout 7: Training

Training staff is mainly focussed on achieving the desired business outcomes.

If you are able to conduct effective training and focus staff on desired business objectives you can improve business performance and tap into motivational factors to improve business outcomes.

Ongoing training and a focus on desired outcomes is essential to establish a learning and improvement culture. Ongoing guidance and instruction is crucial to maintaining a clear focus on the continuous improvement of business goals.

When conducting training it is important to ascertain the key objectives first:

Definition of organisational objectives and desired outcomes

- Induction process – how do you bring the necessary skills and learning across?
- Skills required to fulfil the job role adequately
- Ongoing training need for new equipment, techniques or technology developments
- Development of new standard operation procedures for new equipment, processes or legislative changes implemented or described
- What are the legal compliance issues that must be addressed?
- Staff development as part of a structured succession planning process to allow for ongoing skill and knowledge expansion amongst existing staff and to prepare them for future requirements and job roles
- Competitive advantage focus on improving products or services to stay ahead of the competition.

Providing clear guidelines for training not only allows for a focus and outcome-based objectives but also assists trainers in the construction of the training program, delivery and successful outcome measurements.

Organising training means you must:

- Set out the objectives and aims of the training both for the trainer and learner
- Define the objectives to retain a clear outcomes focus rather than training for training's sake
- Incorporate strategies to garner the learners' attention and maintain it throughout the delivery and assessment of the programme
- Define the structure of the program to allow learners and mentors to follow a clear path

- Break the learning into digestible pieces to allow for slow and fast learners to progress at their own speed
- Embed monitoring steps to verify that learners comprehend the material and gain feedback
- Summarise learning and desired outcomes and verify understanding
- Ensure that the learner has gained the necessary knowledge and assess the knowledge improvement.

For structured training a clear plan is essential.

Consider the best training method:

- For practical tasks a demonstration, video or animation may be best.
- Ensure you break task and demonstration into small digestible chunks.
- Then repeat the whole exercise.
- Use a practical example such as slicing an onion:
 - Demonstrate peeling the onion, pinpoint key steps, OH&S issues – learner to perform the task supervised with feedback
 - Demonstrate cutting the onion in half and slicing the onion half finely, one half with the grain, one against the grain pinpoint key steps, OH&S issues – learner to perform task
 - Learner to perform whole task independently – trainer to provide feedback.
- Videos can also be used effectively, for example use your smart phone to access training materials. The learner can study the process, pause and watch as often as they like. Once they are confident, they move on to do the next task.
- Animations are engaging ways to show processes e.g. OH&S issues and dangers can be shown without causing injury.
- For theoretical tasks or knowledge, a presentation may be best.
- Ensure you break task or knowledge into small components.
- Introduce an overview of the whole training session and why it is important.
- Assess comprehension of each component and the whole task through a range of techniques, e.g. questions, worksheets, tasks, tests, quizzes.
- Recap session and contextualise, foreshadow next training session.

Group sessions versus individualised training:

- Tasks or knowledge that are performed within a team are often trained as a group session. This is also more cost effective.
- New skills can also be taught to a whole group and then a focus on individual performance can be applied.
- One-on-one training is more intensive and is recommended for very important or dangerous tasks.
- A typical example is sports training where you may give a group lesson for the basic golf swing that is followed up with an individual lesson on chipping or putting.

When delivering training it is important to address the learning needs and preferences of the learners.

Whilst some people are happy to listen, observe and digest, others prefer a range of reference materials or other support for comprehension. Allowing for a blend of guided and independent learning provides sufficient support but also allows learners to progress at their own speed.

Other resources:

- Written materials presented as textbooks, handouts, worksheets or PowerPoint presentations
- CDs or DVDs featuring required knowledge, tasks or skills
- Online offerings featuring a range of multimedia, text and assessments such as the SmartScreen access for this qualification
- Practical demonstration with video recording and subsequent access for learners
- Webcast or podcast
- Chat rooms or other internet collaboration techniques
- Use of smart phone or tablet technology to broadcast training materials and record learner performance in a range of settings including the workplace.