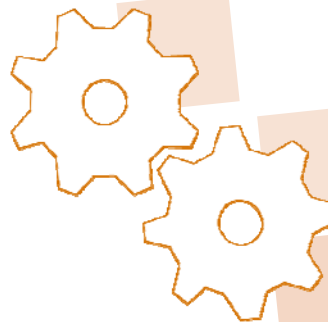


Bendigo Loddon Accredited Training for Planned Activity Group Staff Evaluation

March 2010



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The author and evaluation project worker was Cheryle Barker, Bendigo TAFE.

ABBREVIATIONS

BLPCP	Bendigo Loddon Primary Care Partnership
PAG	Planned Activity Group
VET	Vocational Education and Training

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1. Introduction

1.1 *Background/Purpose*

The Bendigo Loddon Accredited Training for Planned Activity Groups was initiated and funded as a pilot project by Bendigo Loddon Primary Care Partnership (BLPCP). The purpose of the project was for Bendigo TAFE to deliver innovative training for Planned Activity Group (PAG) staff using a model of delivery based on an acknowledgement that participants should be provided with the opportunity to develop new skills and knowledge (learning) and be supported to embed and sustain this learning in their current workplace.

The participants of the Pilot Training Project were PAG staff working in the City of Greater Bendigo and Loddon Shire.

The expected outcomes of the Pilot were:

- Achievement of the nationally accredited units of CHCGROUP403D Plan and conduct group activities; CHCICS405C Facilitate groups for individual outcomes; and, CHCRH402A Undertake leisure and health programming, for those participants who do not yet have competency in these.
- Development, implementation and evaluation of an innovative project in a PAG by participants.
- Projects being based on a person centred practice with the strengths of each PAG participant as a foundation.
- An Evaluation Report incorporating feedback on the delivery model, content, how the pilot has integrated learning into practice, and the results of pre and post workshop surveys comparing knowledge, skills and practice before and after the pilot.
- Presentation of the Evaluation Report to the PCP Executive Committee and the Aged Care Committee.

The main focus of the evaluation was to gather data to provide feedback on the delivery model content and the effectiveness of the pilot on integrating learning from formal learning into day to day practice.

1.2 Literature Review

A significant amount of research has been undertaken to define 'effective' teaching practice. In general, studies support a shift in teaching practice whereby "good teaching is now understood to involve a process of facilitating learning rather than being the simple transmission of knowledge from teacher to learner" (Smith and Blake, 2005, p. 2). The roles that teachers take to facilitate learning include:

- "Placing a strong emphasis on the workplace to provide a meaningful context for learning where problems are framed by the context of the workplace.
- Encouraging 'hands on' and interactive approaches to learning activities to allow learners to apply and interact equally with the thinking and performing aspects of learning.
- Establishing learning outcomes that are clear in their intent to achieve 'work-readiness' for learners.
- Giving learners the opportunity to collaborate and negotiate in determining their learning and assessment processes.
- Understanding learners as 'co-producers' of new knowledge and skills.
- Recognising that the prior learning and life experiences of learners are valuable foundations for constructing new knowledge and skill sets (although they can also impose limitations).
- Using flexible teaching approaches that address the different learning styles of students.
- Valuing the social interactions involved with learning in groups" (Smith, P and Blake, D, 2005, p 3)

Many of the characteristics of facilitative teaching may assist in the integration of learning into learners daily work practice, such as examining real issues in training participants' work contexts and encouraging reflection of current practice.

Linking Workplace Pedagogy and Formal Training

A significant amount of research has also already been undertaken to ascertain how learning takes place in the workplace. Workplace learning can be defined as learning undertaken in the workplace, usually on the job, including on-the-job training under 'normal' operational conditions, and on-site training, which is conducted away from the work process, for example in a training room (ANTA, 2003, p. 2). These types of reports tend to highlight the type of workplace learning and organisational factors that are conducive to workplace learning (and not necessarily teaching methods that support integration of formal learning into workplace practice).

Brown, Collins and Duguid (1989) identify the following essential components of learning that are relevant to consider in designing a learning program aimed at supporting the integration of learning into day to day work practice.

Authenticity: knowledge and learning is a product of the situation and activity within which it is produced. Learning needs to be embedded in everyday activities or set in the real world (rather than being independent of the situations in which learning will be used).

Spiral Process: learning is a progressive process involving multiple practice, reflection and feedback.

Articulation: learning involves conscious articulation of knowledge and learning.

Social Interaction: learning occurs through social interaction and collaboration. This includes modelling, coaching and support from others, as well as comparing performance with others.

The key question related to these findings for the teacher/facilitator supporting workplace learning is 'what specific learning strategies will support these principles'?

Billett (2000) proposes a model of workplace learning where two of the key features are the ability to access more complex tasks and the support and guidance from experts and other workers in the workplace itself. One of the concerns with workplace learning is the unintended learning that can sometimes occur in the workplace because of workplace culture and organisational factors. This may result in learning that is not necessarily best practice. However, the quality of the knowledge gained is suggested to be influenced by the quality of guidance received. The type of guidance offered needs to be one of engaging the learner in exploring options, questioning and scenario building rather than merely being told what to do. This type of guidance is suggested to overcome some of the shortcomings of workplace learning and assist in both reinforcing existing knowledge and constructing new knowledge required in solving problems. The incorporation of this type of guidance and reflective practice is suggested to also assist in transferring knowledge to new situations.

Ultimately Billett (2000) is suggesting that individuals need access to work activities with increasing levels of complexity and accountability with guidance from experienced workers in the form of coaching and modelling and finally guidance that focuses on transferring knowledge to new situations through reflective practice.

Billett (1999) also suggests that providing an opportunity for the learner to appoint the mentor or person who will guide them will also have a positive influence on their learning, as it directly impacts upon the credibility of the expert.

The value of similar approaches that support workplace learning are reinforced by the work of Fuller and Unwin (2003). These include involving the participant

in a range of activities outside their 'normal' work practices, such as exposure or secondment to other workplaces. The learner is exposed to new challenges and perspectives. Secondly Fuller and Unwin's work supports the need to provide opportunities to reflect on practice. This can include one to one approaches and/or multiple communities of practice.

Though there are a range of significant differences between countries, such as culture, organisational structures, job roles and levels of education to name a few, there still appears to be some commonalities on what promotes learning and behaviour change in the work place. A Norwegian study (Skule and Reichborn 2002) investigated which conditions or characteristics were evident in learning-conducive work places.

The authors identify seven different factors that promote learning through work:

- "High degree of exposure to demands from customers, management, colleagues and owners
- High degree of exposure to changes in technology, organization and work methods
- Managerial responsibility
- A lot of external professional contact
- Good opportunity for feedback from work
- Support and encouragement for learning from management
- High probability that skills are rewarded through interesting tasks, better career possibilities or better pay." (Skule and Reichborn 2002 p 10)

These factors again can provide further evidence of the strategies that may be most useful in a learning program that would support the integration and sustainability of learning from formal training into day to day work practices.

Chappell and Hawke (2008) undertook a literature review to assist the Vocational Education and Training (VET) system in improving its understanding of how it can encourage and support learning in the workplace. "One of the more important challenges in this area is for organisations to understand the significant conceptual gap that separates learning that takes place in the classroom/training room contexts and learning that occurs at work" (Chappell and Hawke 2008 p 4). Through the review 4 key factors were identified as influencing organisations learning environments. These include:

- Job structure (Amount of change staff are exposed to and feedback received)
- Work process (Understanding of organisational strategic direction and exposure to different sections of the business)
- Social interaction (Exposure to different work groups both within and outside the organisation)
- Managerial (Support and feedback from management, rewards)

In summary these key components are worth considering as part of a delivery strategy in formal learning as a means of maximising the transference of knowledge and skills from the formal training to work context.

Measuring Behaviour Change in the Workplace

Donald Kirkpatrick (2007) suggests 4 levels of evaluation as critical to determining the effectiveness of training programs. The four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of student - what they thought and felt about the training
- learning - the resulting increase in knowledge, skills or learning
- behaviour - extent of behaviour change/improvement and application of learning to practice
- results - the effects on the business or environment resulting from the trainee's performance

It is the third level that appears relevant to the research topic – measuring the extent of applied learning. In this instance data being sought will focus on not only whether applied learning on the job has occurred but also what factors or learning strategies were viewed by the learners to assist this process. Kirkpatrick suggests the third level of evaluation requires obtaining feedback from participants both immediately and between 3 to 6 months after the completion of formal training.

The key questions are:

- Did the participants put their learning into effect when back on the job?
- Were the relevant skills and knowledge used?
- Was there noticeable and measurable behaviour change in participants when back in their workplace?
- Was the change in behaviour and new level of knowledge sustained?
- Is the participant aware of their change in behaviour, knowledge, skill level?
- Would the participant be able to transfer their learning to another person?
- If behaviour change did occur, what factors in the learning strategy assisted?
- If the change did not occur was it related to the delivery or work place factors?

Kirkpatrick suggests it is important to undertake level 1 and 2 evaluations to build a clear '*chain of evidence*'. That is to say it is important to clarify whether the learners were engaged in the training program and if they developed the relevant skills and knowledge prior to assessing whether an increase in capability was followed by behaviour change in the workplace.

The focus of this research was on investigating different learning strategies for formal training that facilitate the integration of learning into participants' current workplace. A review of related research has identified key learning strategies that may assist if incorporated into a formal learning program in both embedding and sustaining learning in the workplace. These include:

- Problem solving approaches
- Reflective practice
- Mentoring
- An involvement in and exposure to more complex tasks
- Exposure to a variety of learning contexts/tasks
- Support and encouragement from management (including access to opportunities for learning)
- Exposure to individuals and groups outside of your immediate work team or organisation
- Reward for competence

1.3 Proposed Model

The following describes key features of the Pilot Training Model as outlined in the contract of engagement between Bendigo Community Health Services as the Auspice Agency of the BLPCP and Bendigo TAFE:

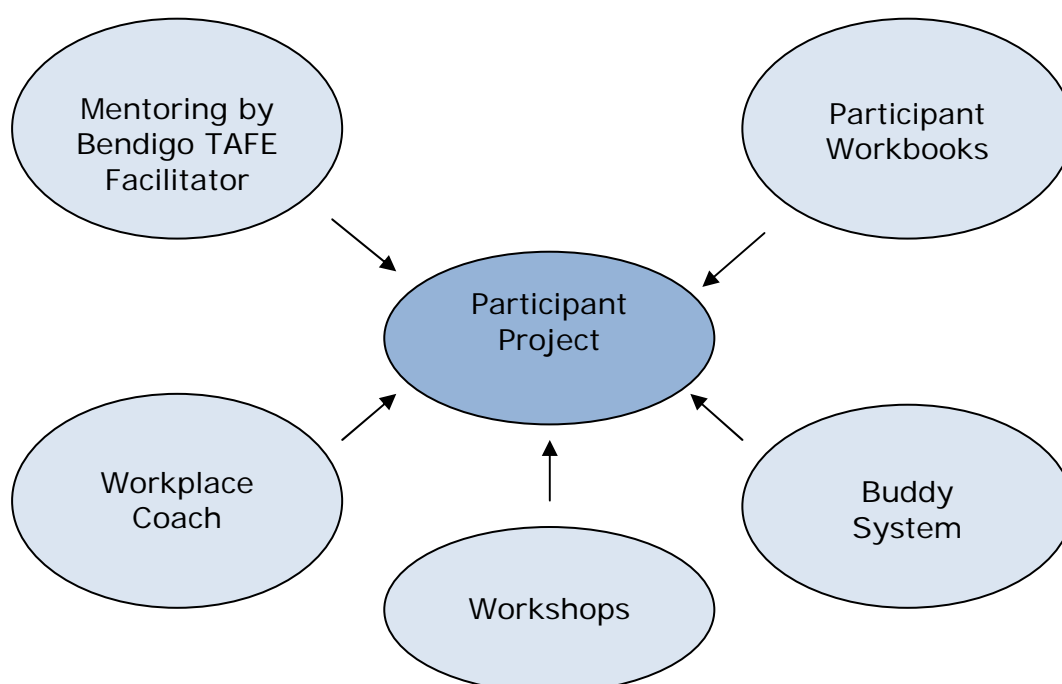
Proposal for Planned Activity Program Group Facilitation

The purpose of the training program was to engage PAG staff in a contemporary learning environment aimed at enhancing design, implementation, evaluation and group facilitation skills. These skills are anticipated to encourage innovative work practice.

The learning program was consistent with the current Victorian Government policy initiatives that reinforce the importance of aged care service delivery being based on a person centred and participatory approach with a health promotion focus.

The model of delivery was based on acknowledging participants need the opportunity to both develop new skills and knowledge (learning) and be supported to embed and sustain this learning in their current workplace.

The core aim was for participants to learn about developing innovative activities by doing a project themselves. It is learning from an action approach. The heart of the training program is in the participants' project action rather than an emphasis upon the final product. At the basis of this learning program is the assumption that individuals continually learn from their experiences through reflection on action in the light of theory and prior learning. As such numerous opportunities and support to reflect on their practice was provided. Processes that encourage reflection are also key components of an approach that supports the integration of learning into work practice.



New skills and knowledge were introduced via workshops and self paced workbooks. Participants attended four workshops led by two facilitators with a view to embedding person centred practices and outcomes for individuals within groups. The workshops were held 3 to 4 weeks apart to provide an opportunity to implement learning. BLPCP resource (PAG Tips Booklet) and self paced workbooks were provided to support learning and utilise resources already familiar to training participants.

A range of support mechanisms were utilised to support embedding learning and sustaining participant behaviour change in their current workplace. Participants were required to develop, implement and evaluate an innovative activity/program.

A key component of the model involved Bendigo TAFE actively engaging and seeking the commitment from employers in order for the aims of the learning program to be achieved. Employer support is critical to ensuring participants have the opportunity to develop and implement a new PAG activity and are linked to an appropriate staff member who will act as their workplace coach. It was proposed some employers may choose to actively support their PAG staff to attend and implement an activity at another PAG in the Bendigo Loddon area. This provides a further opportunity for the cross fertilisation of ideas.

Participants' line manager or another appropriate staff member was to act as their workplace coach. The role of the workplace coach was to support and encourage the participant in the development and implementation of their project. It was envisaged they would also in collaboration with the participant provide progress reports to the training provider. Bendigo TAFE was responsible for providing support to workplace coaches to ensure clarification of their role, tips for assisting learners to integrate learning into practice and strategies for supporting change in practice.

The facilitator also acted as a mentor. Given each participant may have different needs, the mentoring role would include being a teacher, guide, motivator, coach, advisor, sponsor, role model, referral agent and door opener. The mentoring relationship may include:

- Planning activity – guidance, goal setting
- Supporting reflection about project experiences – sounding board
- Reviewing project progress– critical friend
- Offering alternative solutions to issues encountered – options for problem solving
- Responding to questions about project activity – knowledge development
- Offering advice on key resources – expand network and open doors

The facilitators' role included assisting participants to apply resources and tools gained, in a proactive manner in their design of new programs and daily work practices.

Participants were required to keep a self reflective journal which was expected to be encouraged and supported by supervisors and management. These journal entries provide participants with the opportunity to reflect on and improve their current work practices.

Critical reflection would focus on what had been learned from implementing a project and offer the opportunity to reflect upon what changes participants would continue to make in the workplace in relation to:

- Group facilitation
- Person centred approaches
- Innovative ideas for programs based on health promotion philosophy
- Individual outcomes

A buddy system was also established between learners to encourage further collaboration, cross fertilisation of ideas and team learning.

Contact between learners and each of their supports (workplace coaches, buddies and facilitators) was expected to occur at least once in-between each workshop.

The training program was mapped to the following nationally accredited units to be delivered in a holistic manner:

- CHCGROUP403D Plan and conduct group activities
- CHCICS405C Facilitate groups for individual outcomes
- CHCRH402A Undertake leisure and health programming

2. Methodology

19 PAG staff from across the Bendigo and Loddon catchment areas participated in the pilot training program. The groups consisted of 17 females and two males of various ages. Length of employment as a PAG worker was greatly varied. 6 participants had been working in PAG's for less than 12 months, 7 between 1 and 10 years and 5 staff had worked in PAG for 10 years or more. The remaining participant worked in the Home and Community Services area but was interested and being encouraged by their manager to consider employment in the near future in PAGs.

At the conclusion of each of the four one day workshops participants completed an evaluation form. This data focuses on feedback in relation to the training content and delivery and other learning strategies as they were introduced into the pilot training program (see Appendix 1 for a copy of the 4 workshop evaluation surveys).

Pre and immediate post training self assessments were undertaken by training participants. All participants completed the pre training self assessment ratings. 13 participants completed the immediately post training self assessments (see Appendix 2 for a copy of self assessment forms). The self assessment process involved participants rating their performance against each criterion using a 1-10 scale where 1 equals low levels of performance and 10 equals outstanding levels of performance. The criterion was based on the nine key learning areas:

1. Identify leisure and health needs of clients/groups
2. Facilitate a group planning process
3. Prepare an activity/program plan
4. Resource issues for activity/programs
5. Deliver activity/program
6. Facilitate and manage group process
7. Manage conflict within groups
8. Evaluate activity/program
9. Involve clients in the planning, implementation and evaluation of activity/program

Self assessment ratings were also completed 2 months after the formal training program against the same nine key learning areas. In addition to the 2 month self assessment rating, training participants were also interviewed face to face in relation to feedback on the different components of the training program (see Appendix 3 for a copy of self assessment and 2 month post training interview questionnaires). This feedback was used to provide evidence of the effectiveness of the different strategies for assisting the integration of learning into the participants' workplace. 13 participants participated in the 2 month follow up interviews. Four of the other training participants chose not to participate in the interviews and the remaining two were on leave. As the immediately post

training ratings were returned anonymously, the 13 training participants who agreed to being interviewed may or may not have completed the previous ratings.

Ethical Considerations

It was important to consider the reluctance of some training participants to admit that they had not implemented the learning from training programs. This may be due to not wanting to 'look bad' or suggest that their employer's investment in their training was not of significant value. To counteract this factor it was important to stress to participants that the evaluation was measuring the effectiveness of the program and not their individual performance. Ensuring and iterating to participants that their responses would remain anonymous was also critical. As such the researcher attended the first workshop to both introduce herself and reinforce the purpose of the evaluation project. (See Appendix 4 for a copy of the Information Flyer distributed to participants at the first workshop). The researcher also attended the final workshop to re-introduce the purpose of the evaluation and post training evaluation interviews. Prior to the post training interview participants were again provided with a copy of the Information Flyer. During the two month follow up interview the researcher left the interview room while the participant completed the self assessment rating form.

Employers of learning participants were also contacted and asked to provide permission for training participants to participate in post training interviews. (See Appendix 5 for a copy of the Employers Information Flyer and Consent Form).

Key questions for Training Staff:

The two Bendigo TAFE facilitators, course coordinator, training manager and program manager were interviewed face to face. Staff were asked to comment on the different aspects of the delivery model (including workshop content, workplace coaches, mentoring by facilitators, location of training, timelines, buddy system and assessment tasks). They were also asked to make any suggestions or recommendations for future similar programs.

Key questions for Workplace Coaches:

Telephone interviews were conducted with the nine workplace coaches. Initially the workplace coaches were forwarded via email an Information Flyer to inform them of the purpose of the evaluation. (See Appendix 6 for a copy of the Information Flyer.) The following is a list of questions that guided the interview:

- What was the process for clarifying your role/purpose of being a workplace coach?
- What comments would you make about the effectiveness of this process?
- How often and for how long were contacts with learning participants?
- What was the form of contact (face to face, email or phone)?

- What was the focus of discussion with participants (for example projects, health promotion, planning tools, evaluation tools, group work, assessment, etc)?
- What supported a positive coaching relationship?
- What inhibited a positive coaching relationship?
- What suggestions (if any) would you make to improve workplace coaching as a learning strategy?

Key questions for Managers:

One manager from City of Greater Bendigo and Loddon Shire were interviewed. The following is a list of questions that guided the interview:

- What were your expectations about the outcomes of the PAG Training program?
- Could you comment on whether all or some of these were achieved?
- What comments would you make about different aspects of the training program?
 - Workshop contents and facilitation
 - Location of training
 - Work place coaches
 - Timelines
 - Training resources
 - Planning, implementing and evaluating an new PAG activity
 - Assessment
- What suggestions (if any) would you make to improve the training program?

Findings

3.1 Participant Impact Evaluation

The feedback provided by participants at the conclusion of each of the four workshops measures their immediate reaction to the training program. Ultimately it is a measure of customer satisfaction. Participants are only likely to be motivated to learn if they react positively to a training program. The following provides a summary of the feedback provided by participants at the end of each of the four workshops

Table 1: Trainer Ratings for all workshops (Total of 64 Responses)

Trainers Rating	Poor	Not Good	Good	Very Good	Excellent
Clarity in communicating instructions and ideas	1.5%	11%	30%	56%	1.5%
Ability to utilise participants resources (2 no responses)	1.5%	1.5%	40.5%	55%	1.5%
Ability to encourage trainee participation (1 no response)	3%	5%	29%	60%	3%
Usefulness of examples given	1.5%	11%	37.5%	48.5%	1.5%
Quality of group leadership	1.5%	6%	33%	55%	4.5%

92.5% of respondents rated the facilitators in terms of overall leadership as good, very good or excellent.

Table 2: Participant rating of training in terms of increasing their confidence in specific skills and knowledge areas covered in each workshop

	Poor	Not Good	Good	Very Good	Excellent
Workshop 1					
Identifying the needs/interests of clients in PAG programs			8	7	1
Workshop 2					
Planning PAG programs		1	6	7	
Workshop 3					
Facilitating PAG programs		2	7	8	
Workshop 4					
Planning, facilitating and evaluating PAG programs		2	7	8	

A vast majority of respondents rated the training as good or very good in terms of increasing their confidence in the learning areas covered in each workshop.

Table 3: Training participants rating of statements related to various aspects of the content of the training program.

	Agree	Undecided	Disagree
The content of the workshop was interesting	72%	22%	6%
Most of the content was relevant to me	69%	27%	4%
The content was too difficult for me	12%	22%	66%

A majority of participants were satisfied with both the facilitation and content of the training program. One of the most significant themes arising from respondent feedback was that the most useful component of the program related to interacting and networking with other PAG workers (which facilitated the sharing of information). Another significant theme was the practical and interactive focus of training. There were however, some comments about the non-usefulness of some of the activities. This included the presentation on the third workshop in the afternoon (which was a lecture) and activities (other than the participant presentations) implemented in the last workshop. A vast majority of respondents also found the project presentations and discussions held during the last workshop as particularly valuable and informative.

Many respondents stated the lack of clarity about the purpose of the training program and the specific requirements of the assessment task had a negative impact upon their satisfaction levels and learning.

3.2 Managers' Perspective

Expectations about the outcomes

Ultimately the two managers interviewed expected the training program to increase staff skills in planning and evaluation. This included incorporating a focus on healthy lifestyles and the Active Service model. The outcome expected was staff involving clients in the planning process, promoting choice and adopting more inclusive group work.

Achievement of outcomes

One interviewee stated staff have developed and changed their planning and communication processes for promoting PAG activities to clients. Staff are asking participants what they want to do and having several activities going in response to client requests/needs instead of clients being expected to participate in the one activity. It was acknowledged that there was still a need for further change.

The other interviewee stated that they had not had the opportunity to see staff and fully assess if expected outcomes were achieved given PAG programs have only recently started again. The interviewee was hoping that staff would have returned to work with more energy and ideas from experienced workers but was concerned that the gap (in knowledge and experience between learners) was "too big". However, the interviewee stated that "I think they will use stuff on an ongoing basis without them realising it."

Content and Facilitation of Training Program

It was acknowledged that comments on content and facilitation were based on feedback the managers received from staff that attended.

One interviewee stated some of their staff had a negative attitude and this negativity did have an impact upon the dynamics of the group and dampened the enthusiasm of peers.

Both interviewees stated staff received misinformation during the workshops. For example they were informed by the trainer/s that if a client can drive themselves to the PAG program then they would not be eligible to attend the program. Another example of misinformation related to a statement by one of the facilitators that PAG staff should have access to the SCOTT tool and information contained within it. This is not the current policy or practice of all agencies. Feedback from staff to one manager also indicated staff were confused about whether they were running a 'proper' program or not. Staff from a rural organisation appeared to experience some negativity as a result of these differences.

One of the interviewees also suggested given staff backgrounds and experience the content of the program may have been a little bit more advanced than what workers were ready for and that the content did not adequately reflect the different types of PAG programs that exist.

The cross fertilisation of ideas and networking opportunities was viewed as positive.

Location of training

One interviewee stated that the rural, Loddon and Bendigo mix was important and worthwhile. Training participants travelling together was positive in that it provided another opportunity for staff to network. As one interviewee stated "Actively going to places and seeing what other people work with is quite good."

Workplace coaches

Interviewees acknowledged the practical difficulties with accessing workplace coaches within each training participants' workplace. Preference was for workplace coaches to be the team leader or at a minimum to acknowledge the important role of the supervisor to provide support and ensure the application of learning in the workplace occurs.

It was suggested that many participants may have felt uncomfortable in contacting a coach they did not feel had credibility or expertise to offer. They emphasised the importance of coaches being experienced in PAG, aware of workplace requirements and having a good knowledge of the practical application of the Active HACCC model of service delivery.

Timelines

One manager stated the timing of the training was not an issue. The other manager stated that it was "bad timing". They were on leave for a significant proportion of the training program. Feedback from staff also indicated that there was insufficient time between when staff were informed about the assessment tasks and due by dates. This was particularly difficult for rural PAG's that operate once a fortnight.

Assessment

Managers viewed the assessment task as positive as it required staff to plan, implement and evaluate a new PAG activity within their own PAG program. It was suggested that it would have been positive to have had the opportunity to have viewed the staff presentations on their projects at the final workshop. By attending one manager felt this would have given staff the message that the project and indeed training was valued and important from the manager's perspective.

Concerns about the assessment task related to the:

- lack of clarity about the requirements of the assessment task
- timing of assessment task and organisational constraints (such as some PAG's ceasing operations in November)
- difficulty or frustration some staff expressed about their attempts to contact the facilitators after the final workshop

Facilitators as mentors

One interviewee reinforced the positive aspect of facilitator's acting as mentors as it would assist in keeping people on track. It was again suggested contacting managers and informing them of this role and any difficulties around access could have further facilitated the implementation of this strategy.

Suggestions for Improvement

One of the key areas for improvement suggested related to the communication and engagement of supervisors/managers in the organisations that training participants worked in. This included having more time to be involved in the planning of the training program, choice of facilitators and establishment of the workplace coach component. Being more involved in the establishment of the program, would have facilitated a stronger ownership of and involvement in supporting the goals of the program. Knowing what learners had studied and were required to implement would have assisted supervisors/managers in their efforts to support staff within the workplace.

It was suggested that it would have been valuable to have a meeting between the facilitators and PAG managers. This would have provided an opportunity to exchange information (particularly in terms of the diversity of PAG programs and issues workers are confronted with) and clarify goals and expectations. Supervisors/managers may have also provided support to staff in accessing their assigned coaches. One interviewee believed that once staff made the initial contact with the coach they would have seen the benefit and utilised this resource more frequently.

It was also recommended that there needed to be ongoing communication and feedback during the 'life' of the training program. This feedback would have assisted the managers to provide further support and encouragement to learners.

In summary, as one interviewee stated "still think it is a great concept". The implementation of a workplace project and working with others to broaden staff ideas on the possibilities of what they can do was viewed as a positive way of supporting practice.

3.3 Bendigo TAFE Staff Perspectives

Workshop contents and facilitation

One of the outcomes expected of the training program was attitudinal and behavioural change in the workplace. Bendigo TAFE staff felt some movement was gained in relation to staff changing their attitudes. As one interviewee stated:

“As they (*learners*) were learning they applied it between workshops.”

Students were reporting to the facilitators that clients were giving the workers feedback that they didn't realise they had a choice about PAG activities. Staff suggested there was also resistance or variation among participants in terms of being open and motivated to change.

It was recognised that participants were not clearly informed prior to attending training about the purpose and intended outcomes of the training program. This created some confusion about the training program.

The facilitators stated it was extremely difficult to deliver and provide meaningful training sessions for the diverse range of training participants. There was a significant variation in years of experience as a PAG worker and levels of qualification completed. The facilitators stated the program was adapted regularly in response to the different learning styles and feedback from participants. The trainers de-briefed after every workshop and incorporated a range of strategies to promote a more positive and engaging learning environment. Given the vast range of skills and literacy levels staff stated a “middle of the road approach” was required within the workshop setting.

Having two trainers was viewed as positive. It was felt that the trainers worked well together and their individual styles complemented each other. This strategy was suggested to have assisted in maintaining the energy of the group. Changing the terminology from trainer to facilitator was viewed as having a significant impact upon participants' learning. This was viewed as important in terms of conveying the underlying principles of the Active HACC model.

Bendigo TAFE staff stated the content included Active Services Model, concept of 'discharging', positive exiting, linking to other services, responding to future demands on services such as the baby boomers and group work skills. The person centred approach was embedded in all content. There was not a specific focus on health promotion, however this content was viewed as being embedded in the Active Service Delivery model.

Location of training

Moving around the different facilities was viewed as very positive. As stated by one interviewee:

“ It enabled participants to be exposed to different PAG environments and minimised the travel distances for all participants”

Workplace Coaches

The criteria for the selection of coaches included experience and expertise in implementing PAGs. Coaches were linked to students from a similar PAG program (rural with rural, and so on) wherever possible. Learning participants were provided with their coach contact details and asked to make the initial contact to discuss suitable times and methods of communication. Phone or email contact was suggested as the type of contact that might suit the different parties. Facilitators stated that it was up to the students to contact the coaches and negotiate how often contact would be made. The induction of coaches by Bendigo TAFE was via a brief verbal and email explanation.

Because of the difficulties in accessing appropriate coaches in-house, external workplace coaches were set up. Difficulties in general related to supervisors/managers being on leave during the training program, not having the ability to take on the role given current workload or not having the relevant experience. The process of establishing workplace coaches took longer than anticipated. Feedback to Bendigo TAFE from training participants was that in the instance where students and workplace coaches made contact it was a positive outcome.

Not all participants were connected to their workplace coach. Feedback from some participants to the facilitators was that they did not know what to say or they didn't need them.

Buddy System

Participants were partnered with workers from other PAGs to facilitate networking between workshops and on an ongoing basis. This was more readily accepted by participants from the smaller PAG groups. Bendigo TAFE staff stated some participants did not understand what the purpose of the buddy system was and tended to work with members of their own staff team.

Following feedback from some participants after the second workshop this attempt to facilitate networking between the various groups was not continued into the third workshop. This was discouraging for the facilitators as the concept of peer learning and support was an approach the trainers were introducing as a method of delivering programmes for clients. However, there was a turnaround at the fourth workshop when participants presented their projects to the group. Interviewees stated there was an atmosphere of sharing, encouragement and the promise that this would continue after the training was completed.

Timelines

Bendigo TAFE staff acknowledged the difficulties for students in attempting to complete the project within tight timelines.

Training resources

The use of the BLPCP PAG Tips Booklet as the key learning resource was viewed as a positive decision. The Small Print learner guides were distributed at the end of the training program upon the advice of the Bendigo TAFE program manager. It was suggested that it would be more appropriate to develop a self paced learning guide that directly related to the project based approach and for it to be distributed at the beginning of the training program.

Assessment

Bendigo Staff stated that some participants at the beginning of the workshops expected to be provided with client assessment, program planning and evaluation tools. The facilitators did not consider that this would enhance their learning and therefore requested that they develop their own tools that would be pertinent to their clients and program activities. This was a difficult concept for the participants. The facilitators stated by the fourth workshop, when the participants presented their projects, client profile and programme assessment tools relevant to their project had been designed and were incorporated into their projects.

Bendigo TAFE staff stated some PAG workers rose to the challenge and adopted the person-centred approach into their projects. Concepts of developing or maintaining skills for clients in activities of daily living and socialising within their local community were recognised as being imperative for the individual client. They also incorporated networking with other community organisations as they recognised they could facilitate some clients to re-enter the community and join local leisure and recreational groups. This would allow them to focus upon those clients who could not function independently in the community.

Facilitators stated some participants did not develop this attitude to programme provision. Their projects reflected their current strategies of choosing activities for their clients which did not reflect a person-centred approach. The projects were however, well organised and did incorporate evaluation tools.

Interviewees stated participants were not aware prior to the training program they would be assessed and were "surprised and threatened by this."

Facilitators as mentors

The interviewees stated that it was difficult to access students in between workshops to offer mentoring. Some participants were too busy during the day but others did not want to be contacted during the evening. Facilitators stated this part of the training program was time consuming as several attempts were often required to contact participants.

Suggestions for Improving the Training Program

It was recommended that in future programs:

- Ascertain the different skills and literacy levels of participants prior to training program. This would enable earlier adaption of delivery method and content based on learner needs and the establishment of appropriate literacy support. The critical information would include participant years of experience in PAG programs, formal training completed and literacy levels. It was also recommended that this information be used to facilitate discussions between facilitators and organisations about the suitability of applicants.
- Employers and Bendigo TAFE provide training participants with more information prior to the training to 'better' prepare them for capitalising on the experience.
- Identify workplace coaches prior to the beginning of the training program and provide more information to workplace coaches to ensure a common understanding of purpose and expectations.

- Develop a self paced learning guide that directly related to the project based approach and for it to be distributed at the beginning of the training program.

3.4 Workplace Coaches Feedback

Process for Establishing Workplace Coaches

Information was provided verbally and/or via email from the Bendigo TAFE coordinator to potential coaches. 4 of the coaches stated they were clear about their role as a coach. The other 5 stated they were unclear about the purpose and expectations. None of the coaches were aware of who had been provided with their contact details but understood the student was required to initiate contact. A vast majority were keen to be involved as highlighted by the following comment:

“Good to be part of it and keen to be part of it in the future”

5 respondents stated that it would have been useful to have had:

- Clearer instructions about the purpose and expected outcomes of the training program students were participating in
- More structure and details on the purpose of the coaching relationship and areas for discussion (such as pro-formas, areas of potential conversations and so on)

Number of Contacts and Form of Contact

15 of the training participants did not make contact with their allocated coach. Generally contact for the remaining 4 was only once or twice either via email or face to face (usually at a Network meeting). The focus of discussions involved either a general introduction or care planning and related policies and procedures.

Suggestions for Improvements

As previously stated more information about the training program, including learning outcomes and purpose and structure of coaching was recommended by a majority of coaches.

5 of the coaches suggested that arranging face to face or a more formal introduction would have been useful and supported a more positive coaching relationship. This would have provided an opportunity to build rapport with the student which is an important foundation to a positive coaching relationship.

Other suggestions included:

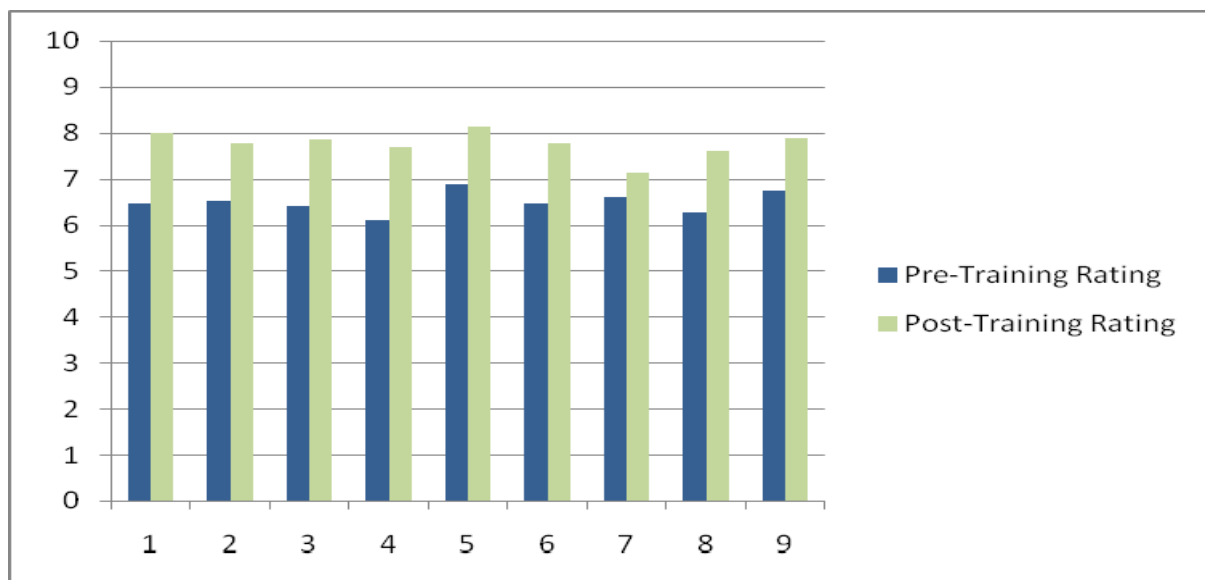
- Regular contact would have facilitated the sharing of ideas
- Link to Network meetings or other existing opportunities, such as bi-annual conference
- Coach initiate contact to recognise difficulties for student
- Students need to be given information about the expertise of coach to promote the value of the coaching relationship

3.5 Participant 2 Month Post Training Feedback

Learning

Learning involves measuring participants' change in knowledge, skills or attitudes. According to Kirkpatrick's model learning needs to occur before behavioural change is likely (Kirkpatrick, et al, 2006, p.21). Learning is assessed by measuring skills and knowledge levels prior to and immediately after the completion of training. Figure 1 data provides an indication of the increase in knowledge and skills or learning as a result of participating in the pilot training program.

Figure 1: Training participant pre- and immediately post-formal training self rating against nine key learning outcomes.



Key Learning Outcomes for Training Participants

1. Identify leisure and health needs of clients/groups
2. Facilitate a group planning process
3. Prepare an activity/program plan
4. Resource issues for activity/programs
5. Deliver activity/program
6. Facilitate and manage group process
7. Manage conflict within groups
8. Evaluate activity/program
9. Involve clients in the planning, implementation and evaluation of activity/program

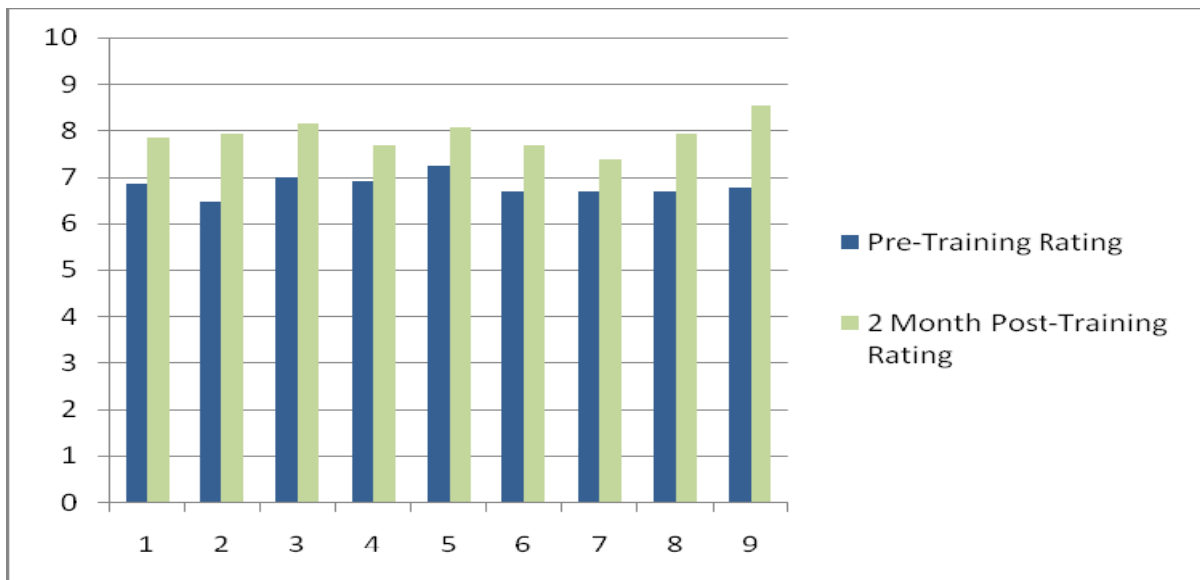
Participants were asked to rate their performance against each key learning area using a 1-10 scale where 1 equals low levels of performance and 10 equals outstanding levels of performance. The data indicates training participants

assessed their level of skills between the “6” and “7” category (just above average) prior to participating in the pilot training program. Training participants kept a copy of their original rating and were referred to it on the last day of training. Post – training data was collected immediately upon the conclusion of the last workshop. Based on training participants’ self assessment learning was achieved against all of the nine key learning areas. The learning area with only minimal change was ability to manage conflict within groups.

Behavioural Change

The following data provides a measure of the transfer of knowledge and skills to training participants’ job from a training participant’s perspective.

Figure 2: Training participant pre- and 2 month post-formal training self rating against nine key learning outcomes.

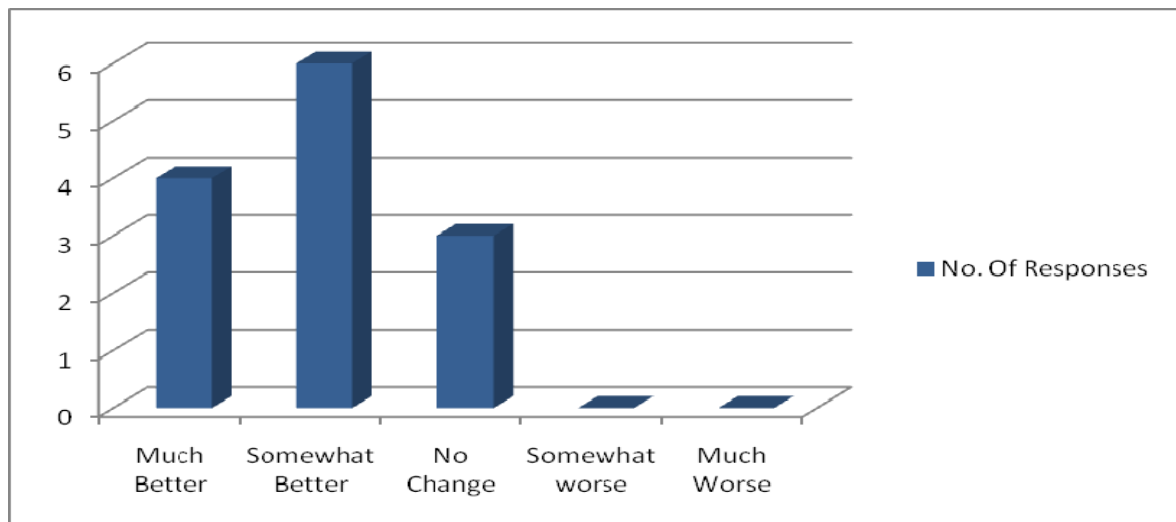


According to training participants self assessment behavioural change in the workplace was achieved in all nine key skill and knowledge areas. The most significant change occurred in ability to involve clients in the planning, implementation and evaluation of activity/program (key learning area 9), followed by ability to facilitate a group planning process (key learning area 6) and ability to evaluate activity/program (key learning area 8).

A Snapshot of the Impact of Training

The following data is based on the 2 month post-training interviews with 13 respondents.

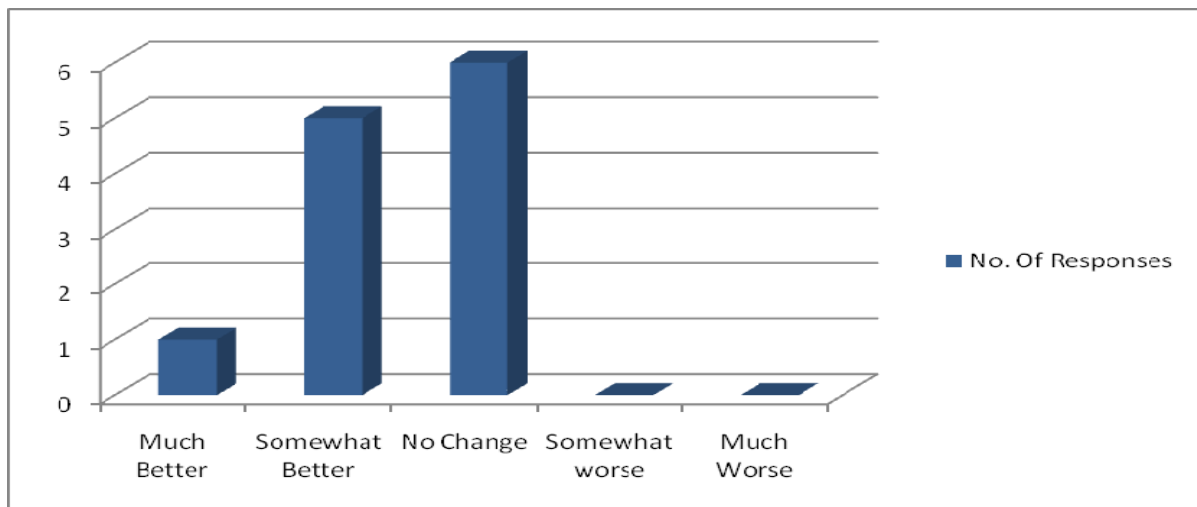
Figure 3: Interviewees rating of the impact of participating in the training program and their confidence to apply new skills in the workplace



The following are comments from interviewees that suggested no change:

- “We had just gone through accreditation...We had done a lot of work before this (*training*)... Knew we had everything right.”
- Another interviewee stated that the no change rating was based on having recently completed accredited training so their confidence and skill levels had already improved and resulted in change in their behaviour in the workplace.
- The third interviewee who rated their increase in confidence as no change stated that the training was similar to the changes she was attempting to encourage in others in her workplace as a team leader and they had observed changes in their colleagues.

Figure 4: Interviewees rating of the impact of participating in the training program and their overall performance in the workplace in relation to planning, implementing and evaluating group activities



Note: One no response

This data suggests the impact of the training program on interviewees' performance in the workplace was less than compared to increasing their confidence to apply new skills and knowledge. Again, similar comments were made by those staff who recorded a rating of no change as in the previous section. Some interviewees stated having completed study recently or having participated in an accreditation process meant that many of the improvements suggested in this training had already been implemented. Another interviewee stated there was currently no change as the current PAG program was already set. They did envisage significant change in terms of how activities were planned in the future, in terms of consulting and planning with clients.

Motivational Factors for Engaging in the Learning Process

Kirkpatrick suggests one of the conditions necessary for behavioural change is the person must be motivated to change (Kirkpatrick 2006 p 23). The training program can influence this by creating a positive learning environment. The main reason learning participants stated as motivating them to participate in the training program was they were encouraged to attend by their supervisor or manager (9 out of the 13 interviewees). The second most significant reason provided was to improve work performance by being exposed to different PAG activities and being able to network with other PAG workers. Though a few interviewees were reluctant at first a vast majority of interviewees approached the training with a positive attitude as highlighted by the following comments:

"Brush up on skills ... and learn new skills"

"I am easy going and quite happy to have a go."

"Always keen to be involved in further training"

"Enriches what we can do with our clients"

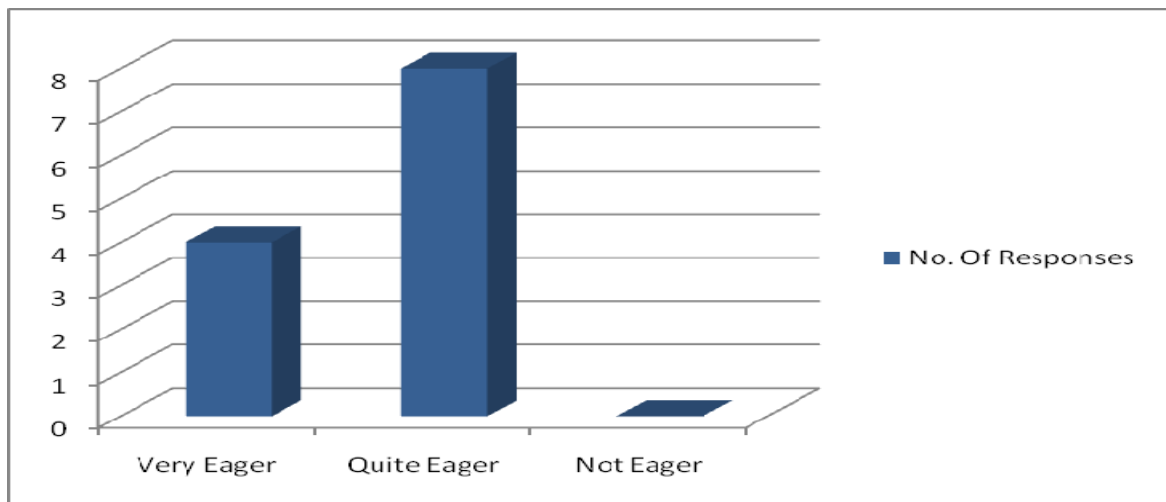
- “Jumped at the chance”
- “I just thought it would be beneficial.”
- “Great networking opportunities”
- “Keen to do it (*the training*)”

One interviewee stated that they were reluctant at first but when they “got into it” was glad they were doing it. Four interviewees were new to the role and thought it would be beneficial to learn more about the types of activities delivered in other PAG’s. Three interviewees had recently completed community service qualifications.

Two interviewees stated the program was different to the brief information provided by their managers. They thought the focus would be on learning more about a range of activities that could be delivered in a PAG. The training program was different to what they experienced. The following comment highlights the general theme that many of the interviewees were provided with limited information about the nature and content of the program:

“I didn’t know what we were in for.”

Figure 5: Interviewees rating of how eager they were to change their behaviour on the job once training had completed



Note: One no response

Data indicates that training participants were eager to implement some change within the workplace upon completing the formal training. This is an important consideration in measuring the impact of personal motivation.

Examples of integrating learning into practice

A vast majority of the examples of integrating learning into practice related to promoting more choice and independence for clients. In some instances this was at the level of encouraging clients to do more for themselves, such as getting their own drinks. Other examples included:

- Using client profiling or more actively seeking and encouraging input from clients in the planning process.
- Putting more emphasis on programs promoting independence and physical activity, such as Strength Programs.
- Focusing more on individual client feedback rather than only going with what the majority of the group wanted.

In addition six of the examples provided were the new activities staff were required to implement as part of the assessment task. These activities were easy to implement as they were related to workers core job responsibilities.

Other comments from interviewees were:

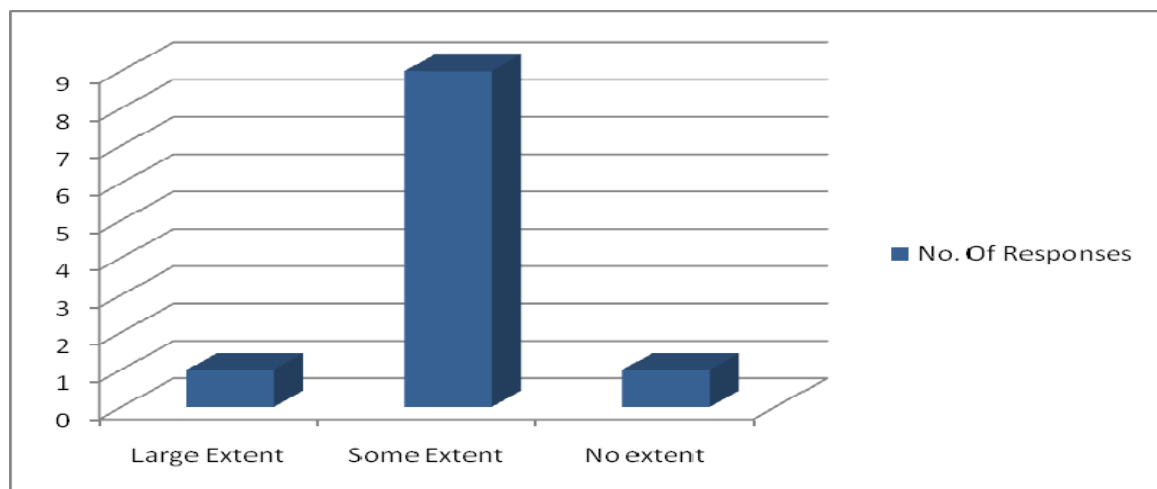
- The integration of learning into practice was subtle. They felt they were more aware of the clients' health and well being but "can't do much about it".
- It was difficult to think of examples as the programs had only just started again after the Christmas break.
- It was difficult to respond to this question given they do not currently work in the PAG area. However, they did state they were implementing the philosophy of promoting independence and encouraging people to do more for themselves in the community setting. Now they see their role as supporting the client to be independent so would seek ways of encouraging them to either do the task or do it with them.
- "PAG has been running for a long time and they (*the clients*) are all happy with what they are doing so why change it."

Areas not Implemented in Current Workplace

10 of the interviewees stated that they could not think of any examples of areas of learning they were not implementing in the workplace. The following relates to instances and the reasons cited for not implementing change by interviewees:

- Some of the activities presented in the training program required more resource requirements than what was available for their program area.
- Some of the strategies for introducing new PAG members were not being implemented because of time constraints and current workload.
- One interviewee stated that given they were not currently working in a PAG it was difficult to implement many of the ideas presented in training.
- Two interviewees stated the reason for not implementing changes to care plans was because it was not part of their role to do care plans in their organisation or the organisation had a set policy and procedure in place.

Figure 6: Interviewee expectation of doing things differently in the future



Two interviewees stated this question was not applicable to them. One interviewee was currently not working in a PAG and the other interviewee is a team leader who was recently employed to instigate change prior to participating in the training program.

A vast majority of participants (10 out of the 11) who responded expected to do 'things' differently in the future. This is an important consideration in assessing personal motivational factors supporting sustained behavioural change. One interviewee stated that their manager had requested in 3 months they report on the changes that had taken place since the training program was completed. This was a motivational factor in identifying ongoing new initiatives for the interviewee. The following comments highlight the general theme of wanting to continue to perform work differently:

- Now will try new and bolder activities and try to "think outside the box".
- "Always moving forward."
- "Always trying to improve."
- "I think things have to change"
- Most significant change was giving clients "lots of choices"

One interviewee from a rural PAG stated doing things differently in the future was impacted upon by access to opportunities and budget limitations. Another interviewee stated there would be no change because they believed the clients were "happy" with how the program was currently running.

Feedback on Specific Components of the Training Program

Content and Facilitation

One of the most significant themes arising from participant feedback related to the opportunity to exchange ideas, share resources and network. 9 out of 13

interviewees commented on the value of this process. As one interviewee stated the sharing of ideas and hearing about other workers' approaches motivated them to try different ways of working in their own workplace. The final workshop involved training participants presenting and exchanging feedback on the different activities they had implemented in their workplace. This was viewed as a positive and interesting process. A majority of the participants stated the exposure to different ways of running PAG's and the different resources they have access to also had a positive impact. For example one interviewee stated that this exchange enabled them to identify the different types of resources they had access to and how this added value to the types of activities they could run. The following comment by one participant highlights the thoughts of a majority of interviewees:

"The larger groups have many varied resources – close to different activities and venues. Then I realised the wonderful resources that we have at ... (*their PAG*)...Our own transport and facility; great volunteers; terrific clients...I have learnt that we must make the most of the resources we have, to ensure the well being of everyone who comes to PAG, whether client, volunteer or staff member by talking with, listening to and getting to know each other. Ultimately whether your PAG is large or small we are all wanting the same safe, happy, active environment for our members, volunteers and staff."

Another significant theme (commented on by 6 out of 13 interviewees) was the positive value of the first workshop. During this session a simulated work environment was set up. Training participants were put in the position of the clients in the morning with staff doing everything for them. The afternoon session included a simulated work environment where clients both had a range of choices and were actively informed about activities and their purpose. The following comment by one interviewee highlights the feedback from interviewees:

"That's what stuck with me all the way through, the involvement and keeping clients informed."

Many interviewees stated that immediately after the first training session they sought to change their practice in the workplace. Another participant commented that the opportunity to give honest feedback and reflect on this experience was an important part of the learning process. This feedback supported the positive influence of experiential learning on supporting both learning and behavioural change in the workplace. Only one participant stated that the first workshop was a "total waste of time" and they did not learn anything from attending the session.

Confusion and a lack of understanding about the aim of the overall program was also a significant theme and commented on by 7 participants. Participants stated this was a barrier to learning and applying new knowledge and skills into current work practice. The confusion for some resulted in negative feelings and a lack of confidence about what was expected of them. Some participants stated that it was not until the final workshop that they felt they fully understood the overall

purpose of the training. Other interviewees who missed a session stated it was hard to catch up because people were unsure about what was going on or how each workshop fitted into the overall program. There was a strong message that “setting the scene” earlier in the program would have established a more positive and less confusing learning environment. This would have supported an understanding of what each workshop was building towards. This is consistent with one of the principles of adult learning developed by Malcolm Knowles. He suggests adults need to know why they should learn or how it will benefit them before investing time in a learning process or training program. The responsibility is on the trainer to ensure learners know the purpose of training as early as possible (Atherton, 2009). The following are a summary of interviewee feedback:

- “We were going in blind.”
- I felt “lost”
- “I learned that not being told what is ahead of you is not good.”
- “Flying by the seat of your pants”

One interviewee related this confusion to how clients might feel and applied this learning into her own work practice by placing more emphasis on involving clients in decisions about the day and not just letting clients “float” through activities without any knowledge about what was happening.

This lack of understanding about the overall purpose and nature of the training program appeared to also have had an impact upon participants understanding of the requirements of certain activities (and in particular what was expected in relation to the assessment task or implementing activities in the workplace). Many participants stated the use of more specific examples of the activities they were required to undertake would have assisted in their learning (particularly those who had not attended training in recent years). For other interviewees the purpose of an activity may not have been clear at the onset but became clearer later on.

The afternoon session of the third workshop, held in Boort, was cited by 5 respondents as “boring”. In this session the facilitators read out information being presented on an overhead projector. The feedback related more to the way the information was presented as opposed to the actual content. The negative impact upon some participants’ motivation to continue with the program is highlighted by the following interviewee comment:

“Everyone went away that day so disappointed”

The participant workbooks were distributed at the end of the training program. A majority of participants viewed this as negative. In general, respondents felt that the resource would have been more useful if received earlier as it would have assisted in their learning and possibly clarified some of the content covered in the workshops and requirements of assessment tasks.

Promoting healthy lifestyles involves supporting safe, stimulating, satisfying and enjoyable activities. It involves promoting physical activities, eating well, mental and social well being and control over living conditions. Feedback from

participants indicated that there was a strong emphasis in the training program on promoting choice and independence in clients. Other components of promoting healthy life styles (such as promoting physical activity, healthy eating, mental and social well being) were not directly covered or as one participant stated "a driving point" of the workshops. It was also not a requirement of the work place project/assessment task to be based on promoting health lifestyles. However, participants stated they were provided with positive feedback and encouraged if activities or projects incorporated promoting healthy lifestyles. Some participants provided examples of implementing a health promotion focus in the planning and implementation of PAG activities but did not perceive this change as a result of participating in the training program.

Two interviewees also mentioned that the attitude of some participants promoted a negative tone during the workshops. In addition, another interviewee stated that there were very different abilities in the learning participants that made it difficult. She stated that it would have been better (in terms of learning) if they worked more with PAG staff from their own workplace.

"I felt that because of the different ways the PAGs were delivered and different resources ... splitting up the team was not good."

Other general comments about the content include:

- The interactive and practical focus of the training was positive.
- Everything presented was new and all learning was viewed as "fabulous".
- Exploring care plans was useful information.
- "Overall I thought it was good and it was about learning something new."
- "Biggest thing I got out of it was how different all the PAGs are."
- Mixed feedback on the value of funding content.
- "The program was interesting."
- "Everything was valuable and interesting."
- "I thought that the content was relevant"
- "Didn't really get a lot out of it...Quite disappointed with the program."
This interviewee stated they felt missing the second workshop seemed to have had a significant impact upon their learning or getting something out of the training, particularly as this workshop focused on documentation which was the area of most interest to them.

Other general comments about the facilitators include:

- "They (*the facilitators*) delivered the workshops fairly well...Sometimes I wondered where it was going...Sometimes the delivery was meant to have you wondering...Quite creative in how they delivered things."

- “Sometimes they (*the trainers*) would go off on different tangents” and it appeared the trainers had not facilitated training together previously given some of the mixed messages, though the interviewee thought each facilitator was very knowledgeable about PAG programs.
- “The facilitators were good.”
- “The passion of the two presenters was amazing”
- “I felt like there was a bit of time wasting in some workshops...” and there was the capacity to introduce more content and go into greater depth during workshops.
- “The facilitators I thought were good. They delivered things in interesting ways”
- “The facilitators were good and approachable and tried to make it interesting.”
- “I think they both (*the facilitators*) did a very good job.”
- “Don’t change the facilitators. They were great and very encouraging which is nice.”

Location

A vast majority of interviewees stated that locating the training at different PAG venues was positive both in terms of ensuring travelling arrangements were “fair” and having the opportunity to be exposed to different types of PAG facilities, ways of operating and access to resources. The difference between rural and Bendigo based PAG’s was particularly noted. The value associated with this arrangement was that it stimulated staff to consider different ways of doing things or created a greater appreciation of what resources they do have access to. Many of the interviewees who travelled with other training participants stated that this also provided a positive opportunity to network and learn from each other. The following interviewee comments highlight the value of location training at different PAG venues:

- “It was an eye opener for everyone.”
- One interviewee stated they would be keen to spend a full day at a Bendigo based PAG as a learning experience.
- One interviewee stated that they learned that it could be a “battle” for other PAGs given their limited resource.
- “Reality check” in terms of the limited access to resources that some PAG’s have access to.

One suggestion was that it would have been helpful to have clearer directions or maps with directions for each venue. Another interviewee suggested that at each venue it would have been beneficial to hear more about what is offered at each PAG program.

Workplace Coach

A vast majority of learning participants did not contact the allocated workplace coach (11 out of the 13 respondents). A majority however, perceived it as potentially valuable, particularly for support and in being able to tap into

someone else's ideas, knowledge and experience. Some participants stated that the opportunity to talk to someone independent of their program would have been valuable. The two most significant barriers were a lack of understanding about the purpose of accessing the coach and practical issues in contacting them.

Barriers to accessing this resource included:

- Workload issues for training participants
- One interviewee stated that she did not contact her workplace coach because "sometimes I do not feel comfortable ringing up a stranger."
- Another interviewee stated that when they contacted the coach the coach asked them "can you tell me what you are ringing about?"
- For one interviewee there was a potential conflict of interest given the pre-existing working relationship with the allocated coach. This was viewed as a potential barrier to establishing an open, honest and productive coaching relationship. The interviewee stated that you need to be comfortable and confident with your coach to develop a bond to allow open and honest communication.
- "I just really did not have the time...halfway through it (*the program*) I remembered I had not done anything about it..."

Suggestions for improvement:

- Greater clarity in relation to the purpose of the workplace coaching learning strategy.
- More structure to support conversations and reflection on practice.
- Provide learning participants with the opportunity to be involved in the selection of coaches and their appropriateness.
- Ensure training participants are aware that the coaches have permission to take on this role within their work time and were eager to be contacted. This was viewed as an important part of encouraging training participants to contact the workplace coach.
- Provide an opportunity for training participants to be introduced to the coach rather than having to ring up 'cold'.

Many of the participants stated they accessed support from within their workplace, either via colleagues who were also participating in the training program or another staff member who played a mentoring role.

Facilitator Mentoring

The contact by trainers between workshops was variable, ranging from no contact, one or two contacts and regular contact. It was acknowledged that there were some practical difficulties in facilitators being able to contact training participants given the nature of the PAG programs and staff availability.

A reoccurring theme was the negative feedback about being contacted by trainers during the evening. This was viewed as not appropriate and an intrusion in training participants personal lives.

- "I just wanted to get off the phone as I was tired...had already had a busy day...just dishing up dinner".
- One interviewee stated they were contacted once by a trainer on a Sunday night (quite late). "I was miles away in terms of thinking about the course."
- It seemed rushed and like "a last minute contact...I didn't appreciate being phoned in the evening."

Some participants stated they were only contacted briefly to check how they were going. For others who were contacted more regularly there was much more positive feedback about the value of facilitator mentoring. Generally the usefulness was related to clarifying any difficulties they were having, being supported and encouragement to keep on track. In particular, feedback indicated that the mentoring by facilitators encouraged or motivated participants to apply their learning in the workplace. This is highlighted by the following respondent feedback:

- "Good in the way they offered support".
- One interviewee stated the facilitators asked questions about how your project was progressing which provided an opportunity to clarify any issues the learner was unclear about (and receive feedback). These contacts reminded the training participant of the tasks they needed to do in between workshops – kept them on track.
- One interviewee stated they felt it was positive to touch base in between workshops as they often left the workshops passionate but then this would begin to drop off. Touching base with the trainers assisted in maintaining the momentum.
- One interviewee stated the contact by the trainers was useful as they felt the facilitator was interested in them and wanted to know how they were progressing.

Feedback from participants either not contacted or only receiving brief contact further supported the value of facilitator mentoring in supporting learning and integration of learning into work practice. Respondents felt it would have been useful as they needed more support, particularly in terms of clarifying what was required for the assessment task and workplace activities. It may also have assisted them in being better prepared for each workshop and encourage them to think about the content or learning in-between workshops.

Buddy System

The Buddy System was proposed as a strategy for supporting the integration of learning into day to day work practice by exposing individuals to others outside of their organisation. 10 of the 13 respondents stated that they did not make contact with their 'buddy' outside of the workshop. Three of this cohort stated they were not aware of the Buddy System or having been allocated a 'buddy'.

The two most common reasons for not contacting a buddy were a lack of clarity of the purpose and work demands. As one participant stated:

“I never contacted the other (*buddy*)” because we didn’t know what direction we were heading in”.

3 respondents stated they believed the different roles and types of PAG programs of training participants meant sharing of knowledge would not be a useful process. Two respondents suggested providing time in the workshop for ‘buddies’ to share knowledge may have supported more follow up outside of the workshops.

For the remainder of participants who did contact their buddy there was a positive impact upon their learning. This process was viewed as having provided an opportunity to find out more about the different roles of PAG staff and share ideas. One respondent stated they had built up a friendship with their buddy and “We are going to have her (*buddy*) bring her group down to Bendigo to meet with my group.”

Project/Assessment

All training participants interviewed stated the requirement to plan, implement and evaluate a new activity in their PAG was positive, even though for many there was a lack of clarity about the specific requirements of the task. The following comments highlight the positive impact of being required to implement learning in the workplace:

- It required you to think about doing things differently.
- Writing down was good as it “made you think and reflect on what you were doing.”
- Provided several participants with the opportunity and motivation to pilot an idea they had previously thought of.
- “It made you think a lot more about preparing and evaluating programs.”
- “Fine as I was not required to do anything out of my normal day role.”

A clear recommendation from a vast majority of participants was greater clarity and more specific examples of assessment requirements. It was suggested this would have assisted in implementing a new activity in their PAG and thus completing the task. In addition, not all training participants received forms/resource material they were required to use to base the final presentations on at the third workshop. It was recommended by one training participant having these forms at the start of the training program would have assisted in the learning process and motivating them to continue in a more positive way. The interviewee knew they would be required to do a presentation at the last workshop but was not clear about the details or expectations. Providing the resource material/forms earlier would have not only been useful for them personally but provide the basis for discussions with the facilitators and workplace coaches in-between the workshops.

Very positive comments were given by all respondents in relation to the requirement of presenting projects at the last workshop. In addition, respondents felt that the opportunity to provide and receive feedback from each other was valuable. The focus on being positive and suggesting improvements or different ways of doing things contributed to participant learning and generated further 'possibilities' for new approaches in their own PAG's. However, some interviewees were disappointed that they did not receive the collated feedback from the facilitators in time to incorporate these into their reflections and assessment report. One participant stated that there needed to be a "reality check" in terms of acknowledging the demands on training participants (both work and personal). The time frame for handing in work (one week after the completion of the last workshop) was viewed as not practical. Another participant stated it was difficult to complete the project prior to Christmas given the demands at work at that time.

Many of the participants stated that the project they had planned, implemented and evaluated would also be used on an ongoing basis (supporting sustained behavioural change in the workplace).

Timing of Training Program

A majority of interviewees stated the timing of the training was not an issue. One interviewee stated the timing of the course was not ideal because it was at one of the busiest times of the year. This resulted in them feeling rushed to complete training activities. March or April was viewed as a more appropriate time to deliver the training. Another participant stated that the once a month attendance at workshops was very positive as it made it easier to organise backfill and suited their preferred learning style.

Workplace Factors

All but one interviewee had the opportunity within their workplace to apply new skills and knowledge (via the implementation of a project) and the additional resources required to undertake the new project. For a majority of interviewees the nature of the project or new PAG activity meant resource requirements were within the normal budget limits. One interviewee stated that management were "supportive as long as it is within budget". In a few instances additional resource requirements were necessary and supported by management.

9 out of the 13 interviewees stated that both their supervisors and management were supportive and encouraging in relation to implementing a new activity in a PAG. As one interviewee stated the support from their immediate supervisor, management and colleagues was very encouraging and "makes a huge difference." Several participants stated management and immediate supervisors supported and encouraged staff to try new and different approaches, particularly if it was based on promoting greater choice and well being of clients.

One respondent stated what initially inhibited the implementation of learning in the workplace related to support from colleagues. "Some staff have the attitude of why change something if it works rather than doing it for better outcomes." The interviewee stated their colleagues may not have fully understood what was required until the project was actually implemented. "Changing their (*staff*) mindset was difficult...It has taken a few months to gain support or for them to understand and apply the new way of doing things with confidence."

A key factor identified by interviewees as supporting the implementation of the project into learning participants' workplace was that it was "just something that we normally do". Even though participants were required to implement new ways of planning and evaluating PAG activities this task is a core part of their day to day work practice. In many instances the projects did not require more resources than the normal PAG activities implemented in the past. These factors supported the implementation of new skills and knowledge.

Overall, having the support within the workplace to implement the project was important and assisted the application of learning into the workplace. As one interviewee stated the project had "given us a little push to do it" and changes would continue to happen in the future.

Three interviewees stated there was no or minimal interaction with their supervisors or management in relation to the project. Management were not aware of their project nor did the training participant request any additional resources for implementing an activity. In two instances the project implemented was not a new activity but one previously planned and thus did not result in significant change.

One interviewee does not currently work in a PAG program but has an interest in working in that area in the future. They currently work in the Home and Community Care area. The opportunity to implement their project was set up to occur prior to Christmas, however due to paid work demands they were unable to follow through.

Some final comments from participants:

- "I enjoyed what I did and I am pretty sure I will put a bit more into planning."
- "I seem to have a bit more confidence...I seem to speak up for myself a bit more...I would not have dreamt of doing anything like that in the past (*will ask for more resources and apply for additional funding*)... We would never think of doing something out of the ordinary... More confident with working with other workers and volunteers and talking to them about how they work with clients... More confident about putting submissions together...I really got a lot out of it and it was really worth going to."
- One interviewee stated that the accreditation process their organisation had recently completed and training complimented each other. The training motivated them to put into practice what they were thinking about.
- One respondent stated personal and team motivation is what motivated them.

Summary of respondents' suggestions for facilitating and sustaining the application of learning into the workplace

The three most commonly stated suggestions by participants were:

- Greater clarity about the overall training program, what was happening week by week and the assessment task.
- The provision of resource material at the beginning of training
- Provision of more detailed information about the purpose of the workplace coach strategy and structure to facilitate greater confidence in learning participants making contact and overall effectiveness of the learning strategy. This would include more structure in relation to the focus of discussions between participant and workplace coach.

The following are an outline of additional suggestions for improving the training program:

Content and Facilitation

- Replace the Boort afternoon session with a similar interactive and practical focus that other workshops were based on.
- Give greater consideration to the mix of participant work contexts and encourage more activities or work to be completed in work teams.
- Allow the "host" PAG to give a brief presentation of how they operate and some examples of activities they run

Project/Assessment Task

- Provision of more realistic timelines for incorporating feedback into assessment tasks

Workplace Coaches

- Involvement of training participants in the selection and matching of workplace coaches.

Buddy System

- Promote the buddy system by providing more opportunities within the workshops initially for discussion and contact.
- Selection of buddies to be based on workers with similar roles and responsibilities.

Contact by facilitators in-between workshops

- More regular and structured contact by facilitators in between workshops.

Additional Suggestions

- One interviewee suggested that having team leaders in one training event and on the ground staff in another training event may have been more appropriate as this might have acknowledged the different levels and roles of participants.
- More practical tasks to do in-between workshops that involved working with others.
- Maps for the location of the different workshop venues to be distribute prior to the training event.

3 Summary and Recommendations

The overall purpose of the initiative was to engage PAG workers in a contemporary learning environment aimed at enhancing planning, evaluation and group facilitation skills. The learning program was based on the current Victorian Government policy initiatives that reinforce the importance of aged care service delivery being based on a person centered and participatory approach with a health promotion focus. The aim was for participants to learn about developing innovative activities by doing a project themselves, action learning. Ultimately the initiative also aimed to support sustained change in work place practice.

Feedback from interviewees supported the key features of a good practice approach to supporting sustained change in work practice. These include:

- Problem/project based focus
- Practical and interactive learning
- Facilitators as mentors
- Workplace coaches
- Buddy system
- Reflective practice
- Locating training in different PAG venues across the catchment area

Key Findings:

- A majority of participants were satisfied with the content and facilitation of the training program. In particular, there was consistent positive feedback in relation to the first and last workshops. 92.5% of participants rated overall group leadership as good, very good or excellent in the impact evaluation feedback process.
- One of the most significant themes related to the positive opportunity to network and share ideas with other PAG staff.
- Learning occurred across all nine key learning outcomes.
- Integration of learning into behavioural change in the workplace occurred across all nine key learning outcomes.
- The most significant areas of learning and behavioural change related to promoting client choice, group facilitation and evaluation. Apart from user choice, feedback from participants indicated that there had not been a change in practice in relation to the focus on health promotion that could be linked to the training program.
- Feedback from a majority of interviewees suggested support for the model of delivery. However, the establishment of the workplace coach and buddy system appeared to have been presented as 'optional extras' rather than core components of the training program.

Major themes

Several key recommendations are based on consistent feedback across a majority of the stakeholders interviewed. They outline suggestions for improving the training program (both in terms of learning and sustaining behavioural change in the workplace).

It is recommended that:

- More information about the purpose, outcomes and model of delivery be provided to participants prior to the start of the training program.
- More information, with specific examples and templates, on the requirements of the workplace project/assessment task to be provided at the beginning of the training program. It would also be appropriate to include a requirement that the new activities to be developed be based on a health promotion focus.
- Workplace coaches and training participants to be provided with clear details of purpose and expected outcomes of the workplace coaching learning strategy. Workplace coaching needs to be presented as a core part of the training program. In addition, more structure in the form of guidelines and pro-formas to assist the focus of discussions would facilitate increased use of this learning strategy and promote greater reflection and integration of learning into practice.
- Facilitators establish specific arrangements for contact in between workshops to support the mentoring of training participants.
- Training provider to initiate contact and communication with all employers prior to and during the training to further facilitate a consistent supportive learning environment within the workplace.
- Health promotion be emphasised more in both the content and requirement of the implementation of a new activity in a PAG program (assessment task).
- Practical and interactive focus to be maintained throughout the training program and the afternoon session during third workshop be based on this approach.
- A self paced learner resource be developed, based on the training content (including information on client profiles and evaluation tools) and be distributed at the beginning of the training program with the PAG Tips Booklet.
- Further support and integration of the buddy system within the workshop format be developed.

Minor theme

The following recommendation was based on feedback by some as opposed to a majority of the key stakeholders:

- Training staff initiate a process for gaining details on participants' literacy, previous training experience, years of experience in industry prior to

training starting to facilitate further customisation of training program to meet participant needs.

- Consideration to be given to the appropriate mix of participants and impact upon the learning process.

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Appendices

Appendix 1 – Workshop Evaluation Forms

Evaluation and Feedback Form

Course Name	PAG Training – Workshop 1
Facilitators:	<i>Marian de Koke and Debbie Phillips</i>
Date of Workshop:	<i>15th September 2009</i>

For the following questions please circle one number for each item.

1 - Poor	2 - Not Good	3 - Good	4 - Very Good	5 - Excellent
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1 How do you rate the Trainers?

A	Clarity in communicating instructions/ideas	1	2	3	4	5
B	Ability to utilise participants resources	1	2	3	4	5
C	Ability to encourage trainee participation	1	2	3	4	5
D	Usefulness of examples given	1	2	3	4	5
E	Quality of group leadership	1	2	3	4	5

2 Please rate the training in terms of increasing your confidence in identifying the needs/interests of clients in PAG programs?

1	2	3	4	5
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3 Workshop Content:

The following statements relate to various aspects of the content of the training program. Please indicate your opinion by circling the appropriate number for each statement.

	Agree	Undecided	Disagree
The content of the workshop was interesting	1	2	3
Most of the content was relevant to me	1	2	3
The content was too difficult for me	1	2	3

Please comment on the content of the workshop:

What was most useful:

What was least useful:

What areas would you have liked to have covered in more depth:

Are there any additional areas you would have liked to see covered:

8 Do you have any other comments?

Thank you for your time, effort and feedback.

Evaluation and Feedback Form

Course Name **PAG Training – Workshop 2**
Facilitators: *Marian de Koke and Debbie Phillips*
Date of Workshop: *13th October 2009*

For the following questions please circle one number for each item.

1 - Poor	2 - Not Good	3 - Good	4 - Very Good	5 - Excellent
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Questions 1 to 4 relate to your feedback about the workshop.

1 How do you rate the Trainer?

A	Clarity in communicating instructions/ideas	1	2	3	4	5
B	Ability to utilise participants resources	1	2	3	4	5
C	Ability to encourage trainee participation	1	2	3	4	5
D	Usefulness of examples given	1	2	3	4	5
E	Quality of group leadership	1	2	3	4	5

2 Please rate the training in terms of increasing your confidence in planning PAG programs?

1	2	3	4	5
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3 Please rate the training in terms of increasing your skills and knowledge in planning PAG activities?

1	2	3	4	5
---	---	---	---	---

4 Workshop Content:

The following statements relate to various aspects of the content of the training program. Please indicate your opinion by circling the appropriate number for each statement.

	Agree	Undecided	Disagree
The content of the workshop was interesting	1	2	3
Most of the content was relevant to me	1	2	3
The content was too difficult for me	1	2	3

PTO

Please comment on the content of the workshop:

What was most useful:

What was least useful:

What areas would you have liked to have covered in more depth:

Are there any additional areas you would have liked to seen covered:

Questions 5 & 6 are seeking feedback about other aspects of the training program.

5 BRIT has established a buddy system to strengthen networking and support between training participants. Please comment on how helpful and/or unhelpful this strategy has been?

6 As well as facilitating the workshops, BRIT trainers will act as work place coaches. This means that they will contact you in between workshops to offer support, act as a sounding board and access to additional resources. Could you please provide details of the number of times you have been contacted and what has been useful and/or not useful about this approach.

Thank you for your time, effort and feedback.

Evaluation and Feedback Form

Course Name	PAG Training – Workshop 3
<i>Facilitators:</i>	<i>Marian de Koke and Debbie Phillips</i>
<i>Date of Workshop:</i>	<i>10th November 2009</i>

For the following questions please circle one number for each item.

1 - Poor	2 - Not Good	3 - Good	4 - Very Good	5 - Excellent
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Questions 1 to 4 relate to your feedback about the workshop.

1 How do you rate the Trainer?

A	Clarity in communicating instructions/ideas	1	2	3	4	5
B	Ability to utilise participants resources	1	2	3	4	5
C	Ability to encourage trainee participation	1	2	3	4	5
D	Usefulness of examples given	1	2	3	4	5
E	Quality of group leadership	1	2	3	4	5

2 Please rate the training in terms of increasing your confidence in facilitating PAG programs?

1	2	3	4	5
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3 Please rate the training in terms of increasing your skills and knowledge in facilitating PAG activities?

1	2	3	4	5
---	---	---	---	---

4 Workshop Content:

The following statements relate to various aspects of the content of the training program. Please indicate your opinion by circling the appropriate number for each statement.

	Agree	Undecided	Disagree
The content of the workshop was interesting	1	2	3
Most of the content was relevant to me	1	2	3
The content was too difficult for me	1	2	3

Please comment on the content of the workshop:

What was most useful:

What was least useful:

What areas would you have liked to have covered in more depth:

Are there any additional areas you would have liked to see covered:

Questions 5 is seeking feedback about the work place mentors:

- 5 BRIT has linked you to a workplace mentor. The aim was to provide further support for you to practice and reflect on what you have learned in the workshops into your day to day work practice.**

Please comment on how helpful and/or unhelpful this strategy has been and how many times you have had contact with your workplace mentor.

Thank you for your time, effort and feedback.

Evaluation and Feedback Form

Course Name	PAG Training – Workshop 4
<i>Facilitators:</i>	<i>Marian de Koke and Debbie Phillips</i>
<i>Date of Workshop:</i>	<i>8th December 2009</i>

For the following questions please circle one number for each item.

1 - Poor	2 - Not Good	3 - Good	4 - Very Good	5 - Excellent
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1 How do you rate the Trainer?

A	Clarity in communicating instructions/ideas	1	2	3	4	5
B	Ability to utilise participants resources	1	2	3	4	5
C	Ability to encourage trainee participation	1	2	3	4	5
D	Usefulness of examples given	1	2	3	4	5
E	Quality of group leadership	1	2	3	4	5

2 Please rate the training in terms of increasing your confidence in planning, facilitating and evaluating PAG activities?

1	2	3	4	5
---	---	---	---	---

3 Please rate the training in terms of increasing your skills and knowledge in planning, facilitating and evaluating PAG activities?

1	2	3	4	5
---	---	---	---	---

4 Workshop Content:

The following statements relate to various aspects of the content of the training program. Please indicate your opinion by circling the appropriate number for each statement.

	Agree	Undecided	Disagree
The content of the workshop was interesting	1	2	3
Most of the content was relevant to me	1	2	3
The content was too difficult for me	1	2	3

PTO

Please comment on the content of the workshop:

What was most useful:

What was least useful:

What areas would you have liked to have covered in more depth:

Are there any additional areas you would have liked to see covered:

Thank you for your time, effort and feedback.

Appendix 2 – Self-Assessment Forms

Participant Self Assessment (Prior to Formal Training)

The purpose of this feedback form is to obtain a self assessment of your programming and group facilitation skills and knowledge prior to your participation in this training program. You will also be asked to rate your skills and knowledge after the conclusion of the training program. Ultimately feedback will provide valuable information in assessing the effectiveness of the training program and identify ways it could be improved. Participants are encouraged to be frank and honest as the information being sought relates to the effectiveness of the training program and is not an evaluation of your individual performance.

Questions

1. What is your current role? _____
2. How long have you worked in Planned Activity Programs? _____
3. Current Skills and Knowledge Rating:

Listed below are a number of statements which describe particular criteria related to effective programming. Participants are asked to rate their performance against each criterion using a 1-10 scale where 1= low levels of performance and 10 = outstanding levels of performance. You need to provide an assessment of how you consider you performed before the training program. You will also at a later stage be asked to consider how you perform (at least 3 months) after the program.

		<i>How I rated before the Program</i>
1	Ability to identify needs/interests of clients	
2	Ability to facilitate a group planning process	
3	Ability to prepare an activity/program plan	
4	Ability to address resource issues for activity/programs	
5	Ability to deliver activity/program	
6	Ability to facilitate and manage group process	
7	Ability to manage conflict within groups	
8	Ability to evaluate activity/program	
9	Ability to involve clients in the planning, implementation and evaluation of activity/program	

Thank you for your time, effort and feedback.

Participant Self Assessment

(Immediately on the completion of formal training)

The purpose of this feedback form is to obtain a self assessment of your programming and group facilitation skills and knowledge subsequent to your participation in this training program. Ultimately feedback will provide valuable information in assessing the effectiveness of the training program and identify ways it could be improved. Participants are encouraged to be frank and honest as the information being sought relates to the effectiveness of the training program and is not an evaluation of your individual performance.

Questions

1. Current Skills and Knowledge Rating:

Listed below are a number of statements which describe particular criteria related to effective programming. Participants are asked to rate their performance against each criterion using a 1-10 scale where 1= low levels of performance and 10 = outstanding levels of performance. You need to provide an assessment of how you rate yourself after completing the training program. You will also at a later stage be asked to consider how you perform (at least 2 months) after the program.

		<i>How I rated after completing the Program</i>
1	Ability to identify needs/interests of clients	
2	Ability to facilitate a group planning process	
3	Ability to prepare an activity/program plan	
4	Ability to address resource issues for activity/programs	
5	Ability to deliver activity/program	
6	Ability to facilitate and manage group process	
7	Ability to manage conflict within groups	
8	Ability to evaluate activity/program	
9	Ability to involve clients in the planning, implementation and evaluation of activity/program	

Thank you for your time, effort and feedback.

Appendix 3 –2 Month Post Training Interview Questions and Self Assessment Rating

- What factors motivated you to engage in the learning process (improved work performance, personal career development, other)?
- As a result of participating in the training program your confidence to apply new skills and knowledge in the workplace is:

Much better	Somewhat better	No change	Somewhat worse	Much worse

- As a result of participating in the training program your overall performance in the workplace in relation to planning, implementing and evaluating group activities is:

Much better	Somewhat better	No change	Somewhat worse	Much worse

- When you finished the training how eager were you to change your behaviour on the job?

Very eager	Quite eager	Not eager

- Can you give specific examples of integrating learning into practice?
- If you are not doing some of the things that you were encouraged and taught to do, why not? E.g. It wasn't practical for my situation at work, My supervisor discouraged change, My work colleagues discouraged change I haven't found the time, I tried it, and it didn't work, Other reasons
- To what extent do you plan to do things differently in the future?

Large extent	Some extent	No extent

Promoting healthy lifestyles involves supporting safe, stimulating, satisfying and enjoyable activities. It involves promoting physical activities, mental and social well being and control over living conditions.

Please comment on the content related to promoting health lifestyles and whether there has been a change in the way you plan, implement and evaluate PAG activities in terms of basing your practice on promoting healthy lifestyles.

- What factors assisted you to apply your learning in the workplace?
- What factors were barriers to applying your learning in the workplace?

Consider both training delivery factors including:

- ✓ Workshop delivery (content and facilitation)
- ✓ Work place coach
- ✓ Training Facilitator Mentoring
- ✓ Buddy – networking with other training participant
- ✓ Location of training
- ✓ Project/assessment task
- ✓ Timelines

Consider workplace factors including:

- ✓ Access to opportunities at work to apply skills/knowledge
 - ✓ Access to resources at work to apply skills/knowledge
 - ✓ Support from management and support from immediate supervisor
 - ✓ Other reasons
-
- What suggestions would you have for improving the training program in terms of facilitating and sustaining the application of learning into the workplace?

Listed below are a number of statements which describe particular criteria related to effective programming.

Participants are asked to rate their performance against each criterion using a 1-10 scale where 1= low levels of performance and 10 = outstanding levels of performance. You need to provide an assessment of how you consider you performed before the program and how you consider you perform at least 3 months after the program.

		How I rated before the Program	How I rate now, at least 2 months after the Program
1	Ability to identify leisure and health needs of clients/groups		
2	Ability to facilitate a group planning process		
3	Ability to prepare an activity/program plan		
4	Ability to address resource issues for activity/programs		
5	Ability to deliver activity/program		
6	Ability to facilitate and manage group process		
7	Ability to manage conflict within groups		
8	Ability to evaluate activity/program		
9	Ability to involve clients in the planning, implementation and evaluation of activity/program		

Appendix 4 – Participant Information Flyer

Embedding Learning from Formal Training into Work Place Practice

You are invited to participate in the evaluation of the PAG Training Program funded by Bendigo Loddon Primary Care Partnership (BLPCP). The program is being delivered by Bendigo Regional Institute of TAFE. Your input will provide valuable insight into how training programs can be improved particularly in terms of facilitating and sustaining the integration of learning from formal training programs into work practices.

The aims of the evaluation are to identify:

- learning practices that maximise the transference of learning from formal training to work practice, and
- factors that inhibit the transference of learning from formal training to work practice.

Participating in the evaluation involves completing feedback forms at the conclusion of the four workshops and participating in an interview at least two months after the conclusion of training (preferably face to face) at a time and location of your choice. The interview is expected to take between 45 minutes to 1 hour. Your comments will be written down. The interviewer will also provide you with the opportunity to check the notes of your interview when they have been produced. Your employer will also be informed of the initiative and their consent to your participation gained.

The information will be used to provide feedback on the training program, and only the researcher will have access to your individual information. Your feedback will not be available to anyone at your workplace. Any information or details given for this study will be kept confidential and will only be used for the purposes of this project. You will not be identified in any written report or presentations of the results of this project.

Participation in this project is voluntary. If you choose to participate, you are free to withdraw from further participation at any time without giving a reason and with no negative consequences. This decision will remain confidential to the interviewer.

We hope that this project will provide greater insight into learning strategies that support the integration of learning into work practice. At the conclusion of the research project a report of findings will be available. Bendigo Loddon Primary Care Partnership will be forwarded a copy of the report.

If you have any questions or require any further information about the research project, please contact:

Researcher: Cheryle Barker
BRIT
P.O. Box 170
Bendigo 3552
(03) 5434 1496 0417 591 751
cbarker@britafe.vic.edu.au

Appendix 5 – Employer Information Flyer and Consent Form

PAG Facilitation Training Program Evaluation

Bendigo Regional Institute of TAFE has been funded by Bendigo Loddon Primary Care Partnership (BLPCP) to deliver the PAG Facilitation Training Program. Input from your staff currently participating in the training will provide valuable insight into how training programs can be improved. BRIT is currently seeking ongoing feedback from participants to ensure continuous improvement occurs throughout the program. In addition, at the conclusion of the training program BRIT will be seeking further insight from those involved in the training program in relation to factors that facilitated and sustained the integration of learning from formal training programs into work practices.

The aims of this part of the evaluation are to identify:

- learning practices that maximise the transference of learning from formal training to work practice, and
- factors that inhibit the transference of learning from formal training to work practice.

In order to gain useful feedback on the integration of learning into work place practice feedback will be sought from participants two months after the conclusion of training. We will be asking staff to participate in an interview (preferably face to face) at a time and location of their choice in February 2010. The interview is expected to take between 45 minutes to 1 hour. Their comments will be written down. The interviewer will also provide interviewees with an opportunity to check the notes of their interview when they have been produced.

The information will be used to provide feedback on the training program, and only the researcher will have access to the information. Individual feedback will not be available to anyone at the interviewees' workplace. Any information or details given for this study will be kept confidential and will only be used for the purposes of this project. Participants or employing organisations will not be individually identified in any written report or presentation of the results of this project. Participation in this project is voluntary. Participants are free to withdraw from further participation at any time without giving a reason and with no negative consequences. This decision will remain confidential to the interviewer.

We hope that this project will provide greater insight into learning strategies that support the integration of learning into work practice.

I would appreciate it if you could complete the attached form and post or email the completed Organisational Consent Form to Cheryle Barker (contact details below).

If you have any questions or require any further information about the research project, please contact:

Researcher: Cheryle Barker
BRIT
P.O. Box 170
Bendigo 3552
Phone: (03) 5434 1496 0417 591 751
Email: cbarker@britafe.vic.edu.au

ORGANISATION CONSENT FORM

I *(Organisation representative's name)* have read the information above and any questions I have asked have been answered to my satisfaction. I agree for my organisation to participate in this activity. I understand that all information provided for this research will always be treated as strictly confidential.

I agree that the research data gathered for this study may be published, provided that my name or other identifying information is not used.

Signed on behalf of *(Name of Organisation)*:

Position in Organisation:

Date:

Contact details:

Appendix 6 – Workplace Coach Information Flyer

Embedding Learning from Formal Training into Work Place Practice

You are invited to participate in the evaluation of the PAG Training Program funded by Bendigo Loddon Primary Care Partnership (BLPCP). The program was delivered by Bendigo Regional Institute of TAFE. Your input will provide valuable insight into how training programs can be improved particularly in terms of facilitating and sustaining the integration of learning from formal training programs into work practices.

Participating in the evaluation involves a 20 minute telephone interview. Your comments will be written down. The information will be used to provide feedback on the training program, and only the researcher will have access to your individual information. Any information or details given for this study will be kept confidential and will only be used for the purposes of this project. You will not be identified in any written report or presentations of the results of this project.

Participation in this project is voluntary. If you choose to participate, you are free to withdraw from further participation at any time without giving a reason and with no negative consequences. This decision will remain confidential to the interviewer.

We hope that this project will provide greater insight into learning strategies that support the integration of learning into work practice. At the conclusion of the research project a report of findings will be available. Bendigo Loddon Primary Care Partnership will be forwarded a copy of the report.

If you have any questions or require any further information about the research project, please contact:

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