Australian Government

Cancer Australia

Consumer training and mentoring guide

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Contents

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Introduction

Consumers have a valuable contribution to make towards Cancer Australia achieving its goals of improving disparate outcomes and reducing the impact of cancer on the lives of those affected by cancer. Accordingly, consumers are sought after to participate in all areas of Cancer Australia's activities including participating on national advisory, project reference and working groups.

We recognise that whilst consumers come with a wealth of experience as a person affected by cancer, many have not had the opportunity to develop skills in areas that may be relevant to Cancer Australia's work such as public speaking, critiquing, evaluation, representing the views of Aboriginal and Torres Strait Islanders or culturally and linguistically diverse people and advising on national policy issues.

Furthermore, experienced consumers, particularly those who have been involved in cancer organisations at a national and state level can play an important role in supporting and mentoring less experienced consumers, in order to facilitate active and meaningful involvement.

Consumers learn and develop confidence best when supported and guided by their peers. Experienced consumers can effectively role model the skills necessary to influence policy at a national level that will address consumer needs. This guide has been specifically developed to assist consumers in mentoring other consumers as they develop in their role.

Consumers aspiring to mentor will require the time to work with consumers who they are supporting by recognising and encouraging areas of strength and development. This will be further enhanced by a sound knowledge of Cancer Australia's role in cancer control. Orientating new consumers to their role could involve mentoring or coaching on a one to one basis or providing small group sessions.

You may be invited by Cancer Australia or indeed a consumer to provide mentoring and support. This guide provides some useful ideas and hints about orientating new consumers to their role within Cancer Australia and mentoring or coaching consumers to develop skills and build confidence in particular areas. The guide comprises five sections:

Section One describes the skills required to support, guide and mentor consumers;

Section Two considers the environments and teaching techniques most conducive to adult learning;

Section Three discusses group dynamics and potential issues for small groups;

Section Four provides a guide to presenting the material in the Consumer Participation Guide in a workshop environment; and

Section Five provides some insights into what you need to consider when planning a workshop.

This resource is one of three resources that have been developed to support consumers. All three resources are available on Cancer Australia's website. www.canceraustralia.gov.au

Section One—Mentoring and supporting new consumers

What is mentoring?

Mentoring is a process of mutual benefit where a more experienced person assists a less experienced person in their personal or professional development. The most common application of the mentoring process is when an experienced person helps a person new to their role adapt to the situation or helps a person prepare to take on a new role. It is built on a relationship of trust, sharing of knowledge and experience, communication and collaborative effort.

The process of mentoring

Mentoring relationships are about:

- developing people and increasing capability
- a collaboration between the mentor and mentee, which provides opportunities for both to grow and develop
- focusing on shared wisdom and experience.

According to Zachary (2000) there are four stages of mentoring:

- preparing
- negotiating
- enabling
- coming to closure.

1. Preparing

This stage involves the mentor preparing him/herself for the role. It is all about relationship building. You need to have a good relationship with the person you are going to mentor for the process to work. Once you know who you are going to mentor, contact them. This is best done face to face but, if that is not possible, telephone is the next best option. It is important that you start to develop a working relationship based on respect and trust.

At this early stage it is vital that you find out what experience, knowledge and skills your mentee already has.

Based on what they tell you and from your own experience, you will be able to identify what, if anything else, they need to know or develop to work effectively in their new role. Make tentative suggestions about extra sessions or information. For example, "I've found that it really helped me to revise the different roles state and federal governments play in health. Would you be interested in finding out more about this?"

You will need to work out an assessment process that enables you to 'tick off' the parts of the Consumer Participation Guide that are not relevant to your mentee because of their prior experience.

HINT

Keep the channels of communication open during the whole process. Book catch-up times in advance (a set day and time is ideal). Informal catch-ups are also a good idea particularly after a significant event: for example, a first formal meeting or task.

2. Negotiating

The goals of the mentoring relationship are negotiated so each one is clear about what will be covered and how, what the expectations of the parties are, how those expectations can be met, what milestones to look for, and any other practical considerations. It is also important to decide how to overcome any problems that may arise. Negotiating at this stage will set the scene for a successful relationship that is clear and focused.

The Consumer Participation Guide is a large and sometimes complex document. To successfully navigate through it you will need to break it down into sections. Discuss with your mentee how long these sections are likely to take. If you think the estimate is unrealistic, re-negotiate the timeframes.

3. Enabling

'Enabling' in this context means facilitating the growth of the mentee through support, challenge, and vision. During this stage you must manage the relationship and actively support the learning process. You will need to maintain the momentum by monitoring and evaluating progress as well as encouraging the mentee to stick to the goals you both set in the negotiating phase.

Set timeframes in agreement with your mentee. A friendly phone call to your mentee one or two days before the deadline will provide last-minute motivation to finish set tasks. Be prepared to re-negotiate timelines if there are difficulties meeting them. Find out how you can assist your mentee if they are experiencing difficulties.

EXAMPLE:

The person you are supporting may come to you following a meeting or activity and feedback that they felt they had some difficulties getting their point of view across at the meeting.

This could provide you with the opportunity to talk to them about assertiveness and the need to develop confidence in their skills as a consumer representative. Provide an opportunity for the person to ask questions about how others handle these situations. Some of the activities outlined in Section 4 of this guide and Section 3 of the Consumer Participation Guide may be useful to help the person gain confidence and insight into being more effective in getting messages across at a meeting.

4. Coming to closure

The mentoring relationship is a finite one and both parties need to prepare for its end. Like any relationship, a strong bond can develop and letting go can be difficult for one or both of the parties. An end date or end goal needs to be put in place right at the beginning to make closure easier.

Coaching

Some consumers may not require an intensive orientation to Cancer Australia but may appreciate some coaching of a particular skill set: for example, the presentation of their story at a workshop or meeting.

Coaching is an informal partnership between you and the other person, which is based on equality. It focuses on the existing qualities, knowledge and skills of the person being coached. Sometimes these qualities may not be recognised or appreciated by the other person or by people s/he has interacted with in the past, so your role can be about affirming and encouraging as well as informing and advising.

HINT

The single most important thing someone can do to improve their public speaking is to prepare. As a mentor you can assist this process by listening to and providing constructive feedback to your mentee on their presentation. The exercise outlined in Section 4 of this guide and Section 3 of the Consumer Participation Guide may also help your mentee to develop presentation skills.

A phone call or catch up after their first formal presentation will allow the mentee an opportunity to debrief and allow you the opportunity to reassure and encourage them in their skill development.

Section Two—How adults learn

Before the 1960s there was very little information about how adults learn (Brookfield 1986). Most research and information about learning concentrated on children. This bias towards the education of children is evident in the widespread use of the term "pedagogy" to describe the science and art of teaching in general. In 1970, Malcolm Knowles was credited with using the term 'andragogy' to describe the science and art of teaching adults. He documented differences in the ways adults learn and articulated early principles of adult learning (Brookfield 1986).

The term 'adult learning principles' has become embedded in the rhetoric about adult education: courses and training institutions often use the phrase to describe their methodology. But the way the phrase is used so readily implies there is in fact an agreed definition, or that 'adult learning principles' as the hallmark of effective practice are proven. This is not the case: most people, in fact, find it difficult to quote any adult learning principles when asked (Lee & Wickert 2000).

Many adult education theorists have listed what they believe adult education principles encompass. Rogers (1969), a humanistic psychologist and educator, proposed that learning takes place more effectively when threat levels are low, when the learner is interested in the subject matter and when the learning is initiated by the learner. Cross (1981) described characteristics of adult learners in addressing the issue of lifelong learning. She divided these characteristics into personal and situational, with a number of different 'principles' describing each of these two subsets. Knowles (1984) described a number of different principles: involving adults in the planning of their learning; acknowledging previous knowledge; making learning relevant; and focusing on problems rather than content. According to Cross (2005), adult learning principles can be reduced to just two: placing the learner at the centre of the experience, and flexibility.

Looking at many of the theories and theorists, a list of adult learning principles would probably include some or all of the following:

Work with the material that the participant brings with him/her—find out what people know rather than assuming or guessing what they don't know.

Involve the participants in all aspects of the training from planning to evaluation— the more they are involved, the more they are engaged.

- Make the learning relevant to participants' real lives.
- Keep the threat levels low and the comfort levels high—adults have a lot more to lose getting it wrong than children.
- Work flexibly and creatively with the participants—don't stick to the plan if it's not working.
- Involve participants in their learning—presentations and lectures need to be balanced with activities and discussions.

There is some evidence that people may claim to use adult learning principles in their training activities, but most do not (Schaefer & Zeigmont 2003; McCoy 2006; Barrett et al. 2007). Other evidence suggests that most trainers are content specialists without expertise in delivery (James & Mulcahy 2000). This emphasis on the content by the trainer means that what the participant both wants and can contribute is often missing from training sessions.

Evidence also shows that between only 10 per cent and 30 per cent of what is learnt in training is applied (Lim & Morris 2006), but that the percentages can be significantly increased if participants are involved and engaged in all aspects of planning and delivery (Lynne 2007).

To summarise, the evidence strongly suggests that adults learn better and apply more of what they have learnt if they are involved in their learning and can draw on their existing knowledge and skills. They learn 'on the job' by absorbing and applying the information, provided the environment and the people in it are supportive. These findings take the emphasis off content and put it more on the process of learning. The content, while important, can be delivered in many different ways. The training experience (process), from the perspective of the participant, only happens one way: the way that is planned with or for them. By making the process supportive, informative, democratic and engaging, the participant will apply more of the learning and benefit more personally (Lynne 2007).

TIPS FOR SUCCESSFULLY EDUCATING ADULTS—AT A GLANCE

- Involve the participants from start to finish—the more they are involved, the more they are engaged.
- Find out what people already know and do. Use their expertise whenever you can.
- Provide interesting and engaging learning experiences.
- People often know what they need to learn. Ask them. Incorporate what they tell you if it's appropriate.
- Keep presentations and lectures to a minimum. Provide support material if the information is dense and complex.
- If it's not working, try something different. Ask the group what they think will work better.

Section Three—Group dynamics

'Group dynamics' describes the interactions of people in groups. Each group has its own 'feel' because each person and combination of people contributes something different to the group. So, even if you use the same session plan with each different group, the sessions will not be the same. Some groups are livelier than others; some groups ask a lot of questions while others are hard to engage. You will not know how the group dynamic is going to affect the session until people start working together.

Once a group has started to develop its unique dynamic it can consciously or unconsciously also start to develop a group 'culture'. This means that, in coming together, the majority feel more (and sometimes less) comfortable with certain behaviours. For instance, the group may feel comfortable joking with the facilitator or it may treat the facilitator like a 'teacher' and be less engaged. Once a group culture has formed, it is hard to change it, especially if it is not obvious to the group as a whole that the behaviours are part of the group dynamic.

HINT

If in the early stages of working with a group or a few individuals you find that some behaviour is making your interactions less than ideal, discuss this with the group. Talking about group culture makes it easier to deal with.

There are two distinct and important components of working with a group of people—the task and the process; that is, the 'what' and the 'how'

The 'tasks' the group performs grow out of the reasons that the group was formed in the first place. In this instance, the mentee could be encouraged to find out more about Cancer Australia and how consumers can work effectively on Cancer Australia's consumer advisory and project reference groups. All the information given to the new consumers helps them achieve this outcome.

The process is how the tasks are achieved. This includes the activities that you design to make the session more interesting, the way you work with the group and the way the group interacts with you and with each other.

As outlined in Section Two—How Adults Learn, the process is the part that has the greatest impact on the adult learner. If you get processes right, the task is achieved more readily and with a greater degree of acceptance on the part of the participant. The consumers you are working with are already motivated to do their best in their new roles. Providing an enjoyable, respectful and relevant experience of learning about that role, and how best to optimise it, will help them through the often information-rich orientation process.

HINT

A group that starts off very lively will almost always become even livelier. In the beginning, have some group agreements about keeping to agreed times and letting one person at a time speak. Have a signal which everyone recognises as finishing discussions and coming back together. This way, the lively group remains lively, but doesn't overwhelm quieter members or stray off track too much.

While people learn in different ways, in the end it is the variety that makes the biggest difference to the experience people have in learning situations. Plan to make the sessions varied: combine discussions with activities, break up information with opportunities for questions, show charts or pictures to illustrate points rather than talking about them. Use the expertise in the room by getting other people to prepare and present short sessions. Use guest speakers.

When using guests, have a panel instead of a lecture, or interview the guest for additional variety. Try getting guests to be guest listeners rather than guest speakers. A guest listener doesn't prepare anything; he or she answers questions from the group or listens to what the group has to say on a subject.

HINT

If you are going to use PowerPoint, remember that it is a great servant but a bad master! Resist the temptation to use a lot of slides that cram in a lot of information. The 10, 20, 30 Rule will make your presentations effective and engaging. No more than 10 slides; no longer than 20 minutes; and the font size no smaller than 30 point.

More information on PowerPoint is found at
www.worsleyschool.net/science/files/powerpoint/page

When planning a session, even if it is only for one person you are coaching or mentoring, think how you can substitute presentations with activities. Be creative and try new things. If they don't work, you can discuss with the group or individuals better ways of doing it next time. The main thing is that you make sure the new consumers have everything they need to participate in their new role to the greatest possible extent.

Section Four—Presenting to small groups

Introduction

The Consumer Participation Guide has been selected as a content guide for this section as it will work well with individuals and/or small groups. Similarly, other materials can be adapted as required.

The following suggestions are to be used in conjunction with the Consumer Participation Guide (Section Five—Planning a workshop for five or more people), as they refer directly to the material in it.

Section 1: Cancer Australia

1. The information in this chapter can be read in advance and the session used to answer any questions. Encourage the consumer/s to develop three questions or to write down at least one or two things that they found to be interesting, challenging or new information.
2. There are many links to the Cancer Australia website in the resource. If you have access to a computer and the internet during your session with the consumer/s, go through the website with them and answer questions as they arise. Show them how to navigate through the website.
3. Break the chapter into the various headings and develop some questions for each part, so that the consumer/s can find answers to them before the next session. Give the questions as a handout with space for the consumer/s to write their answers.
4. Use the diagram 'Reducing the Impact of Cancer' (in Section 1) as a tool to explain the function of Cancer Australia.
5. Go through the roles of advisory and reference groups with the consumer/s and quiz them to make sure they understand the difference between the two.
6. Discuss why Cancer Australia is focussing on groups such as Aboriginal and Torres Strait Islanders, rural and remote consumers and people from culturally and linguistically diverse backgrounds.

7. Find out if the consumer/s have ever been through a clinical trial or know of someone who has. Discuss the role of clinical trials in cancer research.
8. Discuss what the consumer/s think is needed to improve outcomes for people with cancer in Australia. Tie their answers back into the ways Cancer Australia is working with consumers and in other areas such as professional development and research.
9. Discuss how Cancer Australia relates to the rest of the health system.

Section 2: Consumer participation

1. Find out what previous experience the consumer/s have had with participating in committees, reference groups and advisory bodies. This experience doesn't necessarily have to do with cancer. Find out what they have learnt from the experience and what they think they still need to develop. Note the areas that the consumer/s want to develop.
2. Use this information to talk about consumer participation in Cancer Australia advisory and reference groups and the rationale for involving consumers.
3. Discuss the reasons for and evidence supporting the need to involve consumers at high levels.
4. Discuss the differences (if any) between the terms 'advocacy', 'consumer participation', 'consumer perspectives' and 'consumer voices', and why such discussion matters.

Section 3: Skills for effective consumer participation

Self-care

1. By drawing on the experience of the consumer/s, discuss some of the issues that do or could affect people on advisory committees or reference groups. Discuss what strategies they have tried or have heard about that could work in self care management.

2. List some strategies that could be used to look after oneself as a consumer member of a committee and plan how to implement them.
3. Go through the list of self-care strategies outlined in Section 3 of Cancer Australia's Consumer Participation Guide and discuss which ones would work for the individuals.

Public presentations

1. Discuss why so many people are afraid of speaking in public.
2. Brainstorm the key elements of a successful public presentation.
3. Role-play presenting a point of view or a summary (this could be combined with the summarising and clarifying activity below).

Story-telling

1. Discuss the role of story-telling in consumer representation work.
2. Take turns telling a story (this can be combined with the listening activity below). Critique the key elements of the story (this can be combined with the critiquing activity below).

Written communication

1. Brainstorm the elements of good writing.
2. Discuss the pros and cons of plain-language writing.
3. Find a piece of prose for the consumer/s to critique against the elements of good writing (can be combined with critiquing activity below).
4. Discuss the elements of writing a policy brief.
5. Consumer/s write a short policy brief (this can be combined with a number of the activities above).

Listening

1. Share stories about good listening and how this has improved or clarified a situation.
2. Detail the elements of good and effective listening.
3. Practice actively listening to one another to draw the other person out and get a deeper understanding of him/her.

Valuing expertise

1. Work in pairs. One person tells another about his/her experiences in a variety of settings. When this exchange has finished, the person who was speaking becomes the listener. The listeners tell other people in the group one or more things that really impressed him/her about the person who was sharing.
2. Start a discussion on a subject the group is interested in. Encourage the individuals to share their perspectives on the topic. Members of the group give feedback about how effective this was.

Assertiveness

1. Encourage the consumer/s to tell stories of when they have used assertive communication to make a point or get something they needed.
2. Talk about the difference between assertive and aggressive communication. Ask for examples of each.
3. Role-play making an assertive statement in a meeting context.

Personal planning

1. Draw up a personal plan and strategies to make sure the consumers' time is used effectively with enough space for self-care.
2. Brainstorm a list of time-saving tips based on personal experiences.

Tips for consumer committee work

1. Discuss areas of consumer participation work that concern the consumer/s the most. Discuss ideas for overcoming these.
2. Discuss strategies for dealing with situations when the consumer/s may not feel as prepared as they would like.
3. Role-play some common situations that consumers might encounter; for example, building rapport with a new committee or dealing with a dominant chair.

Negotiation

1. Go through the six phases of negotiation and discuss the benefits of having a structured approach.
2. Role-play a negotiation using the six steps.
3. Discuss past situations where the consumer/s have used negotiation skills.

Solution-focus

1. Discuss the difference between a problem-based approach and the solution-focused approach
2. Describe some common problems the consumer/s might encounter and discuss solution-focused approaches to these.
3. Write a series of negative statements and ask the consumers to turn them into positive statements.

Reflecting

1. Explore the consumers' experiences with reflection.
2. Pose a problem to the consumer/s. First, ask them to solve it. Note the solutions. Then ask them to reflect on the problem for five minutes and note if there are any differences in the solutions they come up with.
3. Invite consumers to share an experience and discuss what they have learnt from the experience and how that led them to a different approach.

Summarising and clarifying

1. Seek the views of consumer/s on a particular issue and request one consumer clarify points of view and summarise the discussion.
2. Discuss the difference between questions of clarification and other types of questions.

Critiquing

1. Suggest consumers weigh up the strengths and weaknesses of a selected issue and determine a direction based on the best available information
2. Discuss the difference between 'critiquing' and 'criticising'.

Section Five—Planning a workshop for five or more people

Introduction

Designing a workshop involves planning the workshop as a whole, as well as each individual session. Planning each session ahead of time, and deciding on the resources required will impact on the quality of the delivery of the workshop. Evaluating the workshop will be useful for improving your work.

Planning a workshop

There are many things to think about when planning a session and all are important. The temptation is to get straight into planning which content will go where. But before starting that process, consider the following questions.

Who is coming?

Are they a group of people with similar backgrounds and experiences? Are they a diverse group with people from different backgrounds and experiences? If you don't know who is coming, how can you find out? If there is still no way of knowing, then plan to have a session that starts with finding out about the group.

HINT

At the start of the session, ask the participants what questions they came to have answered. Write the questions on the whiteboard or butcher's paper and go through how the session will address these questions. If questions are asked that are not going to be covered, either change your plan or tell the group how to get more information.

How much time do you have?

The amount of time determines how much content you can cover. The temptation is often to squeeze as much content as possible into short sessions. If time is short, present the most important messages first. People can be given extra reading material or resource lists to cover the rest of the content. Concentrate on making the experience engaging and relevant so that the main messages are retained and applied.

HINT

For each hour of your plan, subtract 15 minutes for all the incidentals like introductions, moving from one activity to another, feedback that goes on for longer than expected etc.

How many are participating?

The size of the group determines the processes[1] you will use and the time they will take. A small group produces less 'material' in the form of discussions, questions, feedback, etc with which the presenter can work, and they can therefore take less time than bigger groups. Big groups usually take more time and, the bigger they get, the more difficult to facilitate. In bigger groups, careful consideration should be given to ensuring that the activities used to present and process material allow equal input from all participants to prevent confident participants dominating the session.

HINT

For groups of more than 15, it is a good idea to have two facilitators: one to work with the group and the other to observe the process and support the primary facilitator.

1 activities, role-plays, group discussions etc.

What do they already know?

Planning a session must be based not only on what the trainer/s think the participants need to know, but also on what the participants already know. This can be hard to determine, but there are a number of ways you can find out. You can ask for a list of participants and survey them before the session (recommended), or, during the session, you can ask them what questions they want to have answered. This technique allows them to clarify what they want to know and helps you identify their expectations.

HINT

If you have a mix of experienced and inexperienced people in your group, use the experienced people as story-tellers on a panel, drawing on their knowledge rather than presenting your own. This way they will feel engaged and the inexperienced people will learn from their peers: a proven and effective way of learning.

Why is the training needed?

What is it that the consumers need to DO (or do differently) as a result of the information and activities presented in the session? Until you have a clear answer to this question, it is difficult to plan. Once you understand what is required from them in their role, you can work out ways of making sure they get the information they need. Notice that this question isn't "what do they need to know?" Just knowing something isn't enough. Being able to put the knowledge into practice is the aim of training.

Once the questions above have been answered, you can start to plan the session.

Checklist for planning a workshop

Name and date of the event

- [ ] Participants identified
- [ ] Event based on identified need and built on existing strengths
- [ ] Date and time decided
- [ ] Venue booked (check size of room and facilities—tables, chairs, access to building, kitchen etc)
- [ ] Evaluation form designed
- [ ] Presenter and any guests identified and confirmed
- [ ] Resources selected
- [ ] Flyer designed
    - [ ] Date
    - [ ] Time
    - [ ] Venue
    - [ ] Topic
    - [ ] Outline
    - [ ] Presenter and guests
    - [ ] Registration details
    - [ ] Contact details
    - [ ] Auspicing/funding agency acknowledged

Two to four weeks before the event (insert date)

- ☐ Flyer and details circulated
- ☐ Kits/resources requested
- ☐ Travel/accommodation requested (if applicable)
- ☐ Audio/visual equipment organised/booked (if applicable)
- ☐ Refreshments organised (if catered)
- ☐ Review content and presentation
- ☐ Contact guests and confirm participation
- ☐ Request PowerPoint presentations (if any) and bio-notes for introductions

On the day

- ☐ Evaluation forms
- ☐ Attendance list/sign-up sheet
- ☐ Name tags
- ☐ Resources/kits
- ☐ Stationery
- ☐ Refreshments (if applicable)
- ☐ Data stick with electronic resources (eg PowerPoint)

After the event

- ☐ Collate evaluations
- ☐ Follow up with participants (any requests that arose during session or on evaluations)
- ☐ Send thank you note to presenters
- ☐ Submit invoices and receipts

Designing the sessions

1. Write learning outcomes

Write a few outcomes for each session (depending on the length of the session, there should be no more than one or two per hour) using verbs that can be evaluated later.

For example:

At the end of the training the participants will be able to:

a) describe the Australian health care system

b) identify gaps in the system

c) discuss ways of addressing the gaps.

HINT

Outcomes or objectives that use words like 'know', 'learn', 'understand' cannot be measured or observed in a training session so should be avoided. Words like these are best used in broad training 'aims'.

2. Plan activities to achieve the outcomes

- Make them as interactive and varied as possible.
- If you can substitute a formal presentation with an activity, do it!
- Rule of thumb: three-quarters interaction and one-quarter presentation.

HINT

Stories and scenarios bring issues to life and give people realistic examples they can relate to.

3. Write a session

- Sequence the activities logically.
- Deal with one issue or skill at a time.
- List the resources you will need and the approximate time each activity will take (see suggested format below).

4. Organise the session

- See the session planning tool above.

HINT

Use PowerPoint carefully and strategically. The dot points should illustrate your statements rather than make them for you. Densely-packed slides are next to useless. Give the information in a handout instead. Remember, you are more interesting than the screen so keep slides to a minimum.

Session planning tool

You can design your session any way that you choose. However, the following format works quite well in helping you to organise your time and resources.

Outcome	Item	Time	Resources	Presenter
Identify what you aim to achieve for each session	Dot-point the main things you will cover for each section. Use one 'box' per section or item	This is only approximate to give you an idea how long things might take. To allow for flexibility, put minutes rather than the time of the day; eg,10 mins rather than 1.00–1.10 pm	List all the things you need to complete the section or item; eg, markers, handout powerpoint presentation (PPT) etc	Name the people involved in this part of the session
	Example			
	Introduction	10 minutes	Name tags	
	• self to group			
	• group to each other			
	Housekeeping	5 minutes		
	• breaks			
	• kitchen			
	• toilet			
	• security			
	Sign up	5 minutes	Registration forms	
	Workshop outline	5 minutes	PPT slide 1	
	Questions	5 minutes		
To describe the main elements of the health care system	A brief outline of the Australian health care system	10 minutes	PPT slide 2	
To identify the various levels of government and their roles	Scenario—read and discuss in groups	15 minutes	Scenario #1	

Evaluating a workshop

Training is one of the few professions where evaluation is built into the process. Every session of a workshop ought to be evaluated. This is good for the participants, the presenters and the organisation and provides the opportunity for improvements to be made, even to a successful session.

The most commonly used process for evaluating training was designed by Kirkpatrick (1998). The four levels of Kirkpatrick's evaluation model essentially measure:

1. Reaction of participants: what they thought and felt about the training.
2. Learning: the resulting increase in knowledge or capability.
3. Behaviour: extent of behaviour and capability improvement and implementation/application.
4. Results: the effects on the organisation or environment resulting from the participant's performance.

Level 1 is most often used in training. This involves a reaction sheet that can also include questions about whether the training will be useful and applicable.

Level 2 is harder to evaluate as it involves pre- and post-testing knowledge and skills to be accurate. If a pre-training survey of participants includes questions about existing knowledge and skills, a post-training survey can follow this up.

Level 3 can be used as a post-training survey or interview several weeks after the training to see if any changes in behaviour have occurred.

The following questions are useful in evaluating training sessions. Using a scale makes it easier for the participant, but leave space for other comments.

The content was relevant	1	2	3	4	5
I enjoyed the experience	1	2	3	4	5
The presenter was well informed	1	2	3	4	5
The presenter was well organised	1	2	3	4	5
The presenter was enthusiastic	1	2	3	4	5
The resources provided were relevant	1	2	3	4	5
I learnt something that will or could enhance my work	1	2	3	4	5
My knowledge and skills were built on or reinforced	1	2	3	4	5

Others you may wish to add could include:

The session was a good use of my time
The venue and refreshments were appropriate
I was able to contribute my ideas and experience

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