

Getting on at Work

Mandatory Unit



Unit title: Getting the most out of training

Getting on at Work

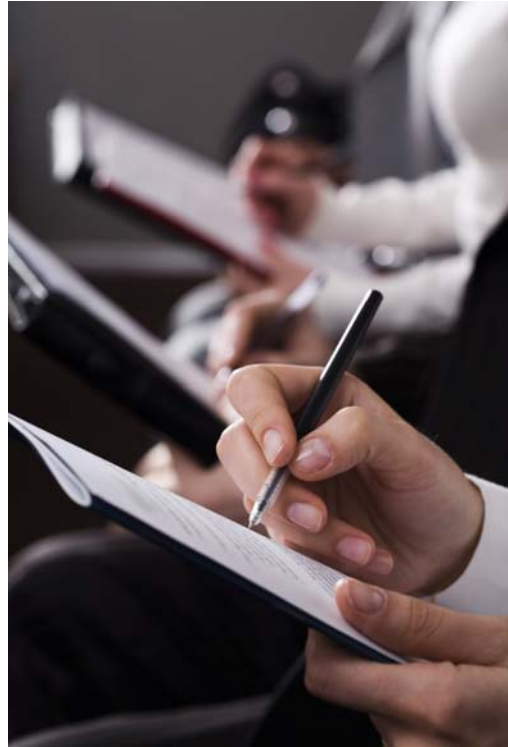
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Unit summary

Learning outcomes

By the end of this unit learners will be able to:

- Listen effectively to training
- Contribute to training
- Keep training information in a useable format
- Reflect on own learning



Workplace context

There are many situations at work where workers take part in training. This could be essential training during induction or training to update skills. In any training situation it is important for workers to be actively involved in order that they remember and implement what they have been told.

Underpinning skills and knowledge

Activities in this unit will contribute to the development of the following skills:

- Effective listening
- Asking appropriate questions
- Responding appropriately to questions

Learners will also be asked to draw upon their own experiences in the workplace.

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Unit summary

Learning activities

1. Effective listening
2. Contributing to training
3. Organising information
4. Reflect on own learning
5. Level 2 Assignment



Resources

- **GMT1** Tips for effective listening
- Training video clip
- **GMT2** Asking and answering questions
- Clips from a training video or selections from <http://www.worksmart.org.uk/nsfw/hub.php>
- **GMT** Level 2 Assignment
- Learning Log

Accreditation

Course activities in this unit can provide Level 1 learners with evidence for the Getting on at Work Mandatory Unit: Getting the most out of training. The skills will also support learners with all other areas of study. Entry Level learners will require support to achieve the unit and there are suggestions for support included in the teacher notes. A Level 2 assignment is included for more confident learners.

Encourage all learners to use the Learning Log to reflect on and record their learning.

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ACTIVITY 1: Effective listening

Aims:

- To introduce effective listening techniques.
- To practise effective listening techniques.

Activity:

- Have a prepared video clip available. Select something appropriate to learners or information about using IT safely at work can be found at: <http://www.worksmart.org.uk/nsfw/hub.php>
- Play video clip.
- Ask questions about the clip. (There are questions following the clips on the workSMART website.)
 - *How easy is it to remember what you were listening to?*
 - *Were you REALLY listening?*
 - *What was stopping you listening?*
- List on flip chart tips learners have for effective listening.
- Go through **Resource GMT1 Tips for effective listening**. Give examples. Learners can add any of their own tips from flip chart.
- Play another clip from a training video or workSMART as appropriate. Ask learners to follow the tips whilst listening.
- Ask questions about the clip and ask for learner feedback.
 - *Was this a better experience?*
 - *What made it better?*
- Summarise what has been covered in the session.

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ACTIVITY 1: Effective listening

Teacher notes

Ensure that the following points are covered during the activity:

- Listening is not the same as hearing.
- Listening is a skill that can be practised and improved.

SfL/Entry Level support

- Ask learners to work in pairs to identify the main purpose of the training video clip and the main points that were made.
- Ask learners to produce a list of 'Dos and Don'ts' when listening to training.

Suggestions for extension activities

- Ask learners to watch the training video clip again and identify the cues and signals given by the speaker to indicate such things as a particularly important point or a change of topic.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 1:

Core Curriculum Ref	Descriptor	Functional Skills
SLlr/E3.3	Listen for and identify relevant information and new information from discussions, explanations and presentations	Entry Level Speaking and Listening
SLlr/E3.4	Use strategies to clarify and confirm understanding	Entry Level Speaking and Listening
SLlr/L1.2	Listen for and understand explanations, instructions and narratives on different topics in a range of contexts	Level 1 Speaking and Listening

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ACTIVITY 2: Contributing to training

Aims:

- To consider how to ask questions during training.
- To consider how to answer questions during training.

Activity:

- In pairs, ask learners to list reasons why they might not want to make a contribution to a discussion held during a training session. Bring group together to discuss responses. List on flip chart. Address common concerns, e.g. too shy to speak, answers not known, don't like to interrupt, don't want to seem pushy.
- Share information in **Resource GMT2 Asking and answering questions**. In pairs, ask learners to list possible ways of answering questions and then share them with the rest of the group.
- Create a short training scenario with you as the trainer. Encourage learners to use the techniques discussed earlier. At the end, ask learners to consider their responses and discuss with them areas for improvement.
- This might be an appropriate time to introduce the **Learning Log**.

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ACTIVITY 2: Contributing to training

Teacher notes

Ensure that the following points are covered during the activity:

- Trainer may conduct assessment by asking questions and forming an opinion from the answers given.
- Active contributions to training make it more engaging and interesting for everyone.
- There are occasions when discussions or training situations may be dominated by one participant. Discuss tactful and constructive ways of dealing with this.

SfL/Entry Level support

- Make a list of useful phrases for interruption to share with the rest of the group.
- At pertinent points ask learners to contribute questions or comments. Value their responses.
- Make suggestions about questions that would be helpful to extend the discussion or in order to find out more.

Suggestions for extension activities

- Create a situation in which learners have to ask questions to obtain detailed information, e.g. asking a union rep about joining the union. Ask learners to plan the questions they might need to ask and follow up by actually asking the questions and reporting information back to the rest of the group.

Notes

Learners for whom English is not the first language may need extra support with speaking and listening skills.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during Activity 2:

Core Curriculum Ref	Descriptor	Functional Skills
SLc/E3.4	Make requests and ask questions to obtain information in familiar and unfamiliar contexts	Entry Level Speaking and Listening
SLd/E3.2	Make contributions that are relevant to the subject	Entry Level Speaking and Listening
SLd/E3.3	Respect the turn taking rights of others during discussions	Entry Level Speaking and Listening
SLc/L1.2	Make requests and ask questions to obtain information in familiar and unfamiliar contexts	Level 1 Speaking and Listening
SLlr/L1.6	Respond to questions on a range of topics	Level 1 Speaking and Listening

ACTIVITY 3: Organising information

Aims:

- To discuss methods of retaining information.

Activity:

- Have ready some examples of things learners might need to remember from training or ask learners for examples of things they commonly confuse.
- Start a memory game, such as 'My grandmother went to market and she bought...'
(Rename it as something suitable for the learners, such as 'I went to the store room and I got...')
- Ask learners how they remembered the list as it got longer.
- Ask learners to share other methods they have for remembering information. Write on flip chart. Try some methods out on prepared examples, e.g. taking the letters of a word that must be remembered and making a mnemonic, picturing items in a list, repetition, copying out.
 - *Which method suits you?*
 - *Try out new methods to see if they fit your learning style.*
- Briefly discuss taking notes during training. Ask for learner experience of mind maps, spidergrams, lists, copying out notes after the session, using a PC for writing out notes.
 - *Which system suits you?*

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ACTIVITY 3: Organising information

Teacher notes

Ensure that the following points are covered during the activity:

- There are many ways of remembering information – and different methods for different types of information. Try out as many as possible to see what works for you.
- Different people remember information in different ways. There is no ‘one size fits all’.
- Reformatting notes taken during a session is one method of ensuring they are understood.

SfL/Entry Level support

- Give learners extra opportunities to practise memory techniques.
- Support learners to select strategies by discussing learning styles and preferences. Use activities from the Getting on at Work Mandatory Unit: Approaches to learning to support this.

Suggestions for extension activities

- Learners can investigate on the internet ways to improve memory and feedback new information to other learners.

Notes

Note-taking skills may need to be addressed elsewhere in this pack.

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There are opportunities to support and develop the following skills during Activity 3:

Core Curriculum Ref	Descriptor	Functional Skills
SLd/E3.1	Follow and understand the main points of discussions on different topics	Entry Level Speaking and Listening
SLd/E3.2	Make contributions that are relevant to the subject	Entry Level Speaking and Listening
Wt/L1.5	Use format and structure for different purposes	Level 1 Writing

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ACTIVITY 4: Reflect on own learning

Aims:

- To reflect on listening effectively in a training situation.
- To reflect on ways to contribute to training.
- To reflect on ways to remember information.

Activity:

- Recap main points of session with learners.
- Ask learners to complete the **Learning Log**.

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ACTIVITY 4: Reflect on own learning

Teacher notes

Ensure that the following points are covered during the activity:

- Ways of ensuring that listening is effective in a training environment.
- Ways of responding to questions in a learning environment.
- Ways of recalling information.

SfL/Entry Level support

- Learners at this level are only required to identify one main learning outcome. Some learners may need support to complete the **Learning Log**.
- Learners who need further support for reading can be directed towards SfL provision or LearnDirect activities.

Suggestions for extension activities

Learners at Level 2 may be offered the Level 2 Assignment and be encouraged to complete the activities independently.

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Resource GMT1 Tips for effective listening

1. Prepare yourself to listen

- Get into the right frame of mind.
- Clear your mind of other thoughts.
- Get comfortable so that you don't fidget.



2. Focus on the speaker

- Look directly at the speaker.
- Make eye contact.
- Encourage the speaker by giving non-verbal cues such as nodding and smiling.

3. Be interested

- Concentrate on the message not on the speaker.
- Make a mental picture of what is being said.
- Stop your mind from wandering by mentally summarising what you are listening to.
- Think about questions that you might want to ask at the end.

4. Make notes

- Make a mental note of what you are hearing.
- Make written notes about what you are hearing. These can be diagrams, pictures, spidergrams or whatever suits you.

5. Things not to do!

- Interrupt in the middle of the training – wait for an appropriate moment to ask a question.
- Let your mind wander to other things.
- Get distracted by other things – stay focused on the trainer.

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Resource GMT2 Asking and answering questions

Asking questions

Could you repeat the bit about...?

To find out more information:

Could you tell me more about...?

To confirm that you have understood properly:

So you have to put the lever down before you press the button?

To follow up or to clarify information:

So what happens if I do it in the wrong order?



I'm sorry, I don't know. Could you tell me again?

Could you repeat the question?

Answering questions

Listen carefully to the question.

Look at the trainer. Concentrate on what is being said.

Take your time to think of the answer.

Start your answer with part of the question to give you time to think.

Try not to waffle. Only answer the question.

Um...er...I know this...er...um... Something to do with...

If you don't understand the question or know the answer to the question, ask for more information.

Don't be afraid to say that you don't know.

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GMT Level 2 Assignment

In this task you are going to create a poster to advise other colleagues about getting the most out of training.

'Getting the most out of training' poster

The poster will include these three key sections:

1. **Listening skills**
2. **Contributing to a training session**
3. **Asking questions to check and confirm information**

You need to decide on the layout and presentation of the poster for maximum impact.

Tip

Look at some other posters and choose one you think works best for tips on design and layout.

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GMT Level 2 Assignment (continued)

Here are some ideas that you might use in your poster:

Tips

Give the reader a list of useful tips for each area taken from your own training and further research.

DO's and DON'Ts

Make a list of DOs and a list of DON'Ts so that the reader can spot the difference between 'good' and 'bad' practice.

Visual examples

Find pictures that help to illustrate your points. For example, show people's body language when they **are** or **are not** listening.

Examples

Think of some of your own examples of question phrases that can be used to check or confirm understanding.

Ask yourself...

- What is the main message that I want to get over?
- Who will be reading this?
- How about the layout and the design?
 - Where will each section go?
 - What is the most logical order for the information?
 - Which images will have most impact?
 - What will make the poster stand out?

- Make a rough copy of your poster on scrap paper first.
- When you are happy with your rough copy, write or type up your final copy.
- Give it to another person for feedback.

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Literacy, Language and Numeracy

There are opportunities to support and develop the following skills during the Level 2 Assignment:

Core Curriculum Ref	Descriptor	Functional Skills
Wt/L2.1	Plan and draft writing	Level 2 Writing
Wt/L2.2	Judge how much to write and the level of detail to include	Level 2 Writing
Wt/L2.4	Use format and structure to organise writing for different purposes	Level 2 Writing <i>Level 2 ICT: Develop, present and communicate information (if the poster is created on computer)</i>

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Learning Log

- ▶ Think about what you have done today.
- ▶ What are the most important things you have found out – the positive outcomes?
- ▶ What difference can these positive outcomes make to you?
- ▶ What would you like to find out more about?
- ▶ Use the answers to these questions to complete the Learning Log below.

Name:	
Date:	
Unit title:	
Positive outcomes from the training:	Applying these positive outcomes in the future:
In the future I would like to find out more about:	
Notes	

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Links to other resources	
Embedded learning materials	http://rwp.qia.oxi.net/embeddedlearning/search.cfm
Memory training	http://www.bbc.co.uk/science/humanbody/mind/interactives/intelligenceandmemory/memorytest/
Taking part in training in a variety of vocational settings	http://www.mindtools.com/memory.html
Tips on effective listening	http://www.mindtools.com/CommSkill/ActiveListening.htm