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# Task1

## AC1.1 Evaluate internal and external factors to help shape the preparation of learning and development activities.

**Training Content**

Getting an overview about the training content sets realistic expectations about the course (Access Planit, n.d.). It gives trainers a bird-eye view about the course so that they are engaged and enthusiastic to know what is coming and helps them keep an eye of the training goal.

However, when the training content is absent and not linked to the training goal, learners would lose motivation and sense of purpose, and their attention span would be shorter.

**Training Space**

Training space should be adequately chosen in terms of its size, lighting, and room control. It should not be too spacious nor too cramped. It should also be adequate for the activities of the training. Cramped rooms would not let trainer or trainee effectively run the activities while too spacious rooms would make a separation between the trainer and trainees; physical separation make emotional separation as well.

**The Mindset of the Trainees**

It is crucial for leaners to have growth mindset for effective training. Growth mindset enables learner to believe that their skills are not fixed, and they can expand it through working on it (Morin, n.d.). Fixed mindset trainers would interact with the learning as a tick-the-box exercise without enthusiastic to actually learn.

**Training Schedule**

Effective schedule should keep the balance between learning activities and business needs so that work is left without staff to care for. It provides employees and managers to arrange for planned training sessions. Unplanned training sessions would make it difficult for managers to arrange work in the absence of their subordinates; they might postpone the training of the employee to later openings so that they keep business needs fulfilled.

**Training Facilities**

Facilities have important role complementing training process. It helps the trainer better facilitate the training session. For example, a computer attached to a projector, flipchart, and paper handouts are essential facilities to help training. Absence of those hinders the learning process.

**Training Presentation Style**

There are several presentation styles trainers could adopt: none of them right or wrong (Prater, 2020). Trainers should mix and match different presentation styles to accommodate all learning styles of the audience. For example, they can use coaching, visual, and storytelling styles. If, however, they stick to a single style, it might not be suitable for the subject matter or to the learner’s preferences.

## AC1.2 Prepare a range of personalized, accessible learning resources to enhance learning.

The “Lunch and learn” activity will be about performance management and how it can be adopted in an organization. There will be different types of learning materials that are presented to learners before during, and after the session.

1. CIPD factsheet: As an introductory preface to the session, learners are encouraged to have a look on performance management factsheet; it will be sent to them before the session by email so that they will have time to read it. It will give them an idea about what they are going to learn in the session.
2. PowerPoint presentation. During the session, facilitator presents the information in a PowerPoint presentation so that learners can follow along.
3. A further reading list with curated content is given to learners on google drive together with the presentation to have further reading on the topic. It will be noted during the session so that learners can have access to it after the session and read more about the topic.

## AC 2.1 Discuss the concept of facilitation and the facilitation techniques that can be applied to support learning.

Facilitation is providing encouragement, resources, support, and opportunities for a group of people to achieve their goals and objectives through enabling them to own the goals and responsibility towards it (Mcbrown, 2021). Therefore, a facilitator role is to plan and guide a group event to achieve predefined goals (Mind tools, n.d.). In terms of learning and development events, facilitators take a “guide on the side” role who guide learners to achieve their learning objectives through introducing activities, moderating discussions, asking questions, and helping learners to learn (ATD, n.d.). For example, facilitators in an L&D session act as guide rather than a sage on the stage; they do not provide information but only help learners learn (ATD, n.d.). There are several facilitation methods, for example:

**Ice breakers**:

Ice-breaking activity is a crucial step at the beginning of a session; it strengthens bonds between learners and create an atmosphere of inclusivity (Taylor, 2023), and engagement for better learning. It should be short and simple and relate to the subject matter to be learnt.

**Brainstorming:**

Brainstorming session is a storm of ideas regardless of its applicability of plausibility. Facilitators ask learners for generating ideas and record as many generated ideas as possible for later sifting. Generated ideas must not be criticized in the session. Additionally, facilitator should encourage learners to come up with weird or unusual ideas to encourage them to generate more ideas (Larkins, n.d.). For example, facilitator could be innovative with brainstorming sessions and encourage learners to ask questions in addition to ideas to stimulate more ideas generation (Gregersen, 2018).

**Flipchart:**

Flipchart is a useful tool to organize the flow of the session as it gives structured working environment and bring focus to the group (Larkins, n.d.). It is helpful during the brainstorm sessions to have an overview of ideas generated. It can be used also as a tool for mind mapping so that learners have a bird eye view of the session and objectives progress.

Locus of control means how an individual perceives actions around them whether they have control over it or not (Cherry, 2022). In a learning context, internal locus of control means learners are responsible for their learning and are motivated to do the extra effort to learn. Hence, facilitator should move locus of control internally towards the learners and act as a coach or a mentor.

## AC 2.3Explore the ethical factors involved in facilitation of learning.

Bias in learning and facilitation:

Unconscious bias is automatic reactions and associations humans might have when they interact with an individual or a group of people (Nikolopoulou and George, 2023). There are several types of unconscious bias facilitator might encounter affinity bias for example. Affinity bias is the personal tendency to favor people with the same likes, dislikes, schooling, …etc. (Nikolopoulou, 2023). A facilitator might interact more with a learner only because they share the same background, for example.

Facilitator should be aware of their own bias and overcome them. For example, to avoid affinity bias, facilitator should keep communicate with all audience non-verbally using smiles, eye contacts, and so forth (Harrington, 2023). Using non-verbal communication techniques with audience makes facilitator more inclusive and engages audience.

Ethical use of learning resources:

To lead an effective learning initiative, L&D need to understand learners’ behavior through collecting data about them. That would raise an ethical implication (Yupangco, 2017). Examining learner behavior will be through psychometric tests which might have bias in them (Tran, 2018). In addition, some tests are not backed up by science. Therefore, facilitator should consider only personality only tests that are science based and do not have bias in them.

Validity of the resources:

Investigation of the validity of the resources presented to learners is a critical ethical factor that must be considered by facilitators. When it comes testing resources validity, OPVL testing methodology can be useful. It is a method that checks for Origin, Purpose, Value, Limitations of a learning resource (Minnesota Humanities Center, n.d.).

Origin: It is important to know the origin of the learning resource. That would make it east later to analyze its purpose, value, and limitations. For example, who was the author, when he created it, when and where it was published.

Purpose: At this point, the purpose of that learning resources is investigated. For example, if the author of a book just wrote that book solely for financial benefits, and the book does not have any value.

Value: What is the real value from the learning resource. Will it provide the knowledge and skills to learners? The information in the resource is still relevant or it is obsolete and outdated, for instance.

Limitations: Here the limitations of the resources are evaluated. For instance, old material about marketing before the rise of social media is not updated although it has valuable marketing strategies. Facilitators and designers should be aware of that drawbacks are are careful when using that kind of resources.

## AC2.4 Deliver or facilitate an inclusive learning and development activity using resources that meet objectives.

## AC2.2 Demonstrate techniques for monitoring the effectiveness of learning activities, including adjusting to meet the needs of individual learners within a group context.

# Task 2

## AC3.1

Transfer of learning is utilizing the learned knowledge and skills in a particular situation, a classroom for example, to new situations, real life and work place instances (Sharma, 2023). Near transfer is when learning is transferred in similar situations while far transfer is in a completely different context (Ferlazzo, 2017). In workplace, it is crucial for learning to be implemented in real world and aligned with business needs; otherwise, learning is for the sake of learning, not for better performance.

**Benefits:**

Learning per se is not a goal, transferring learning to workplace context for a better performance is the real goal. The individuals and the business can reap many benefits:

1. Increased performance and productivity: Learning programs aligned with the organizational needs, strategy, and objectives provide learners with knowledge and skills tailored to their needs and organization’s objectives. Hence, it will boost performance, increase productivity, and efficiency.
2. Boosted Motivation: Ensuring learning transfer increases performance and capabilities of employees as they practice what they have learned. As practice makes perfect, their competence and mastery will increase, their ability to make decisions and solve problems grows, which boost their motivation. The more competent they are, the more motivated they will be to achieve better results (Pink, 2009).
3. Adaptability and flexibility: When learner transfer their learning to a new situation, they are more adaptable and flexible in using their knowledge and applying it in different situations. Employees’ adaptability and flexibility are especially important in a constantly changing working environments.
4. Cost and time efficiency: Transferring the new acquired skills and knowledge to every day work ensures applying the latest best practice which helps individual work more effectively and efficiently which would be translated to high quality product and top-notch services which will reduce work time and cost associated with it.
5. Organizational Impact: Having competent and motivated employees who are implementing their newly acquired skills and knowledge in their business-as-usual activities leads to higher performance and productivity. That will, indeed, boost overall organizational performance, innovation, competitiveness.

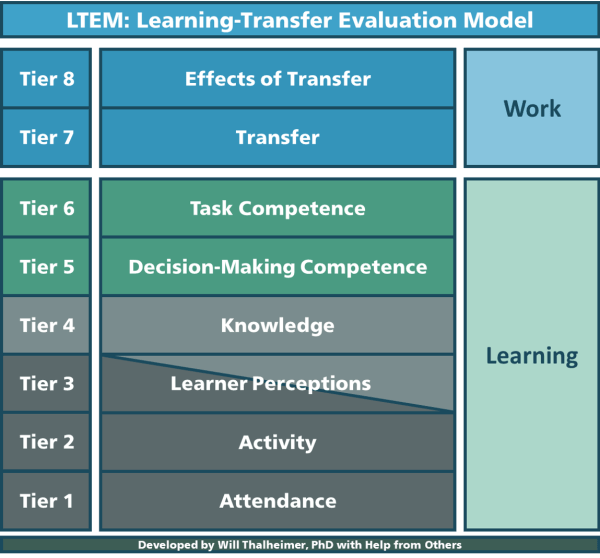
For example, transferring the learning acquired in a customer service program into daily work would result in motivated and satisfied employees, satisfied customers, and more business revenues.

**Risks:**

However, failing to transfer learning to work has serval risks:

1. Wasted resources: Learners would forget what they have learned within few days if not hours if they did not practice. Therefore, if learning did not transfer to the work context, resources spent on learning are wasted as no benefit gained out of learning in terms of performance.
2. Reduced productivity: Employees who are not able to apply what they have learnt are less productive. They are likely to delay work due to inefficiency or inability to perform their tasks all together. For example, an employee got a training on a new machinery, but he could not apply near transfer and operate the machine effectively and needed assistance. That will, indeed, reduce productivity.
3. Stagnation and obsolescence: In a rapidly changing world, knowledge and skills are becoming outdated very fast. L&D help organizations upskills and reskills its employees with the most recent advancements and technology. If the learning has not been transferred to the working practices, employees would not be able to cope with the recent business updates. For example, a marketing team is using the old marketing methodologies which are not relevant today with the rise of e-marketing, and after learning intervention with brand new e-marketing strategies, if the learning is not implemented, employees would be outdated, and the organization would lose a lot.
4. Performance gaps: Organizations set its goals based on the knowledge and skills its employees deemed to have. They provide employees with L&D to perform up to a certain standard based on which performance is evaluated. Therefore, if learning is not transferred, there would be a performance gap between actual performance and the expected one after learning and development intervention.
5. Damaged employer branding: If the organization is known for its useless L&D interventions, its employer brand will be damaged as candidates will not show interest in working for such organizations.

How to reap the benefits and avoid the risks of learning transfer? The LTEM (Learning-Transfer Evaluation Model) is a renowned model based on Kirkpatrick model and adds to it to ensure that the learning is transferred.



Thalheimer W., (n.d.)

LTEM evaluates the learning process in 8 hierarchical tiers: the first four tiers evaluate learning while the last 4 tiers evaluate learning transfer. The first four tiers look for learners’ attendance, their participation in learning activities, their perceptions about the learning intervention: how effective it was, and knowledge of facts and terminology they gained because of learning. These tiers would not guarantee learning can result in better performance (Marijn, 2018); it just evaluates the learning process.

The last four tiers evaluate the decision-making competence of learners in relevant situations to the learning after few days of learning, completing a relevant task to the learning after few days of learning which ensures that learners have learnt something, actual transfer of learning in learner behavior intuitively. The last tier evaluates the effect of learning exceeding the task itself, the effect on learner’s colleagues, department, and the organization as a whole (Marijn, 2018).

## AC3.2

**Work-based projects:**

Work-based learning is learning a set of skills and behaviors while working (Indeed, 2023). It is about immersing learners in real world projects from which they can practice the acquired skills planned in the learning objectives.

To implement work-based learning in a workplace, a facilitator should pose an authentic challenging problem (relevant to workplace) to learners so that it stimulates a sustained enquiry. After learners has attempted to find a solution, they should be listened to before revision and evaluating and presenting the findings (Lawless, 2019).

Since work-based projects immerse learners in real world challenges, it enables them to relate their knowledge with actual workplace challenges and apply the knowledge they have for solving real problems (Woods, 2019). It also helps learners to form a sense of purpose of what they are learning. They acquire theoretical knowledge with the end in mind which motivates them to acquire the knowledge in more depth. For example, when a learner is acquiring knowledge about handling angry customer, studying the best practice on their desk is different from facing a customer face-to-face; it brings other challenges that need further knowledge and research.

However, work-based projects have its own drawbacks. Work-based project may not fit all learning styles; it suits some personalities over the others (Lawless, 2019). Learners have their own style of learning: visual, auditory, reading/writing, and kinesthetic (Broadbent, 2021). Work-based learning suits kinesthetic style of learning. Therefore, it should be blended with other learning strategies to make the maximum benefits for all learners. For example, a lecture in a traditional context of learning is used to provide learners with theoretical knowledge in addition to hands-on practice in a work-based project.

**Action learning sets:**

Action learning sets is about bringing together a small team of people at the same seniority rank to think about a common problem, work out solutions, and reflect on the results (Mind Tools, n.d.). The person who raises the issue in the group is called the issue holder or consultation seeker (de Haan, E. and de Ridder, I. 2005). The whole group try to find a solution for the problem in a learning context.

In a workplace context, the group take to one another, reflect on issue raided by the issue holder so that they can learn from the discussion and plan for an action to implement the solution in the act stage (action learning cycle) (Mind Tools, n.d.).

The sets of action learning are gathered to discuss certain workplace issue between peers. It creates a safe environment in which the members do not fear criticism or blame (Connecting to Excellence, n.d.). That is because the goal of the gathering is to figure out the issue and learn how to figure out solutions. That safe environment of learning practice is rarely suffering from group thinking between members. When members freely expose their vulnerabilities and receive feedback from others, it creates an environment that ensures the learning transfer from one another.

Research by de Haan and de Ridder (2005) explains the limitations of action learning sets with regards to transfer of learning. The consultation seeker must have a problem or a need for learning to raise an issue within the group. In other words, it cannot be used for developmental purposes; it is base only on a need to solve a problem. In addition, the rest of the group are less likely to transfer learning to other contexts; the issue holder is more likely to learn on implementation and experimentation of what he/she has learned.

**Coaching provision:**

Whitmore (n.d.) defines coaching as “Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them”. It is based on the believe that learners have clues to their own problems; the coach is more a facilitator than a teacher. A coach asks learners questions that stimulate thinking and relating what they have learned to other contexts.

Workplace coaching is about on-the-job training that occurs through everyday interaction between employees and their managers or even between peers (Verlinden, n.d.).

Coaching helps learners to apply what they have learned in their workplace. The coach helps the learners to relate the knowledge that they acquired to the organization context. A coach does not have to be a subject matter expert; they only stimulate thinking of the learner.

However, a study on more than 200 organizations where managers used coaching techniques to transfer learning, they failed to improve employees’ performance (Leimbach, n.d.). Poor coaching skills of the coach (managers and peers) leads to poor engagement of learners and soon they will lose motivation to transfer what they have learned.

## AC3.3

Transfer of learning to be embedded in learner competency and behavior is believed to be more important than the learning process itself. Without an impact on employees’ behavior and performance, learning is a waste of resources. The link between L&D and employees to ensure learning transfer is line managers; therefore, they have a vital role in transferring learning. There are five potential approaches to engage line managers in learning transfer (Cegos, 2015):

1. **Explaining the benefits of training (Educate):**

Managers are busy with achieving their departmental and organizational objectives and need every staff’s effort every hour of the workday to achieve those objectives. Therefore, taking a staff out of their work, from a manager perspective, is not a necessary activity. That is simply because they do not appreciate the importance of learning for business profits and organizational growth.

However, if managers really appreciate the benefits of learning transfer which would boost performance and help employees grow and achieve departmental and organizational objectives more effectively, they will be learning advocates and will do their best to support learning and learning transfer. They would also help L&D function to ensure learning transfer.

1. **Getting buy-in:**

Learners who have supportive team leaders are more likely to exhibit the learned skills 42-52 % more often than those who does not have support from their managers (Sookhai and Budworth, 2010). Therefore, getting the buy-in and support from managers is crucial for learning transfer.

Research by Sookhai and Budworth (2010) showed that training managers on how to support their subordinates to utilize their learned skills resulted in employees feeling more supported, perceiving workplace more positively, and have higher rates of learning transfer.

To get the buy-in from line managers, they should first value the importance of learning and transfer of that learning, and then be trained themselves on how to support trainers transfer their learning and get a positive training experience. If, however, there is no training offered to managers, they could attend the same intervention with the employees; that would give them better understanding of what support they can offer (Connolly, 2022).

Nevertheless, managers who did not get trained on supporting transfer of learning, nor participate in the training with subordinates would only focus on tasks and objectives they have planned for and will not support transfer of learning.

1. **Involvement in training:**

For a line manager to support transfer of learning, they need to be involved in the training. For example, before the learning intervention, L&D communicate with line managers to ask them about the challenges they face in terms of skills and behaviors that could solved through the intervention. Additionally, their feedback is also necessary after the intervention to be adopted and to improve L&D interventions.

As such, line managers will value the importance of learning and its transfer and will be advocates for the L&D interventions to bridge performance gaps they face. Otherwise, they would perceive training as burden and getting their employees out of productivity.

1. **Defining the need:**

When an individual knows that a certain element is a part of their job description, and they are evaluated against, they are more likely to be keen on achieving that element. Therefore, supporting transfer of learning should be a key element of the manager’s job description and incorporated into their performance objectives. The performance metric for supporting team members learning must be clearly defined and measured. For example, a SMART measure for line manager’s subordinates’ performance is clearly defined.

Nonetheless, if the need for supporting team’s learning is not clear, managers would focus on achieving other objectives and neglect members training. For example, if the job description says that manager need to manage the team effectively to perform well, this vagueness will not encourage manager to support learning.

1. **Talking the same language:**

L&D should use the terminology line managers use to get their support in learning transfer. For example, terms like ROI, improved productivity, and performance growth are key interests to line managers. If L&D talked with that language with line managers, they would be supportive to learning transfer, as they would relate to that language. However, if L&D do not have the same ground as line managers, there will be difficulty to be on the same page of learning transfer.

For L&D to support line managers with the transfer of learning to their subordinates they should support line managers with regular one-to-one coaching to help them make the best of learning their subordinates are acquiring. They also help line managers understand staff needs and how their skills should be improved (Cegos, 2015).

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