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| Word Count | **Task 1** | **---- words** |
| **Task 2** | **---- words** |
| Cohort | **December 2022** | |
| Unit | **5LD03 – Facilitate personalized and performance-focused learning** | |
| CIPD membership no | **86600955** | |

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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, the 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.

## 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.

## 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 Explain the concept of ‘transfer of learning’ and its significance in workplace learning.

Transfer of learning is utilizing the learned knowledge and skills in a particular situation, classroom for example, to new situations, real life 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 is not a goal, transferring learning to workplace context 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 (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 implemented their new skills and knowledge in their business-as-usual activities that lead to higher performance and productivity will indeed 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 is 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.

## AC3.2 Critically assess strategies for supporting the transfer of learning from learning and development activities to the workplace.

## AC3.3 Evaluate the role of line managers in supporting team members with transfer of learning, and how learning and development can support them in this.

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