<PROGRAM TITLE>

Facilitator Guide

<Module/Topic>

TABLE OF CONTENTS

Contents

HOW TO USE THIS TEMPLATE

Information Mapping - Session Plan

As part of the information mapping approach to building the Facilitator Guide, ensure that the Session Plan is 'chunked' to allow for ease of delivery.

We use table rows to chunk sections of information, i.e. when moving onto new concept.

As the Session Plan is a table, the 'table' styles in the Style Guide are used, rather than the 'normal' styles.

A summary should be included at the beginning of each topic to outline the purpose, key content, learning outcomes, resources and the overall timing of the topic.

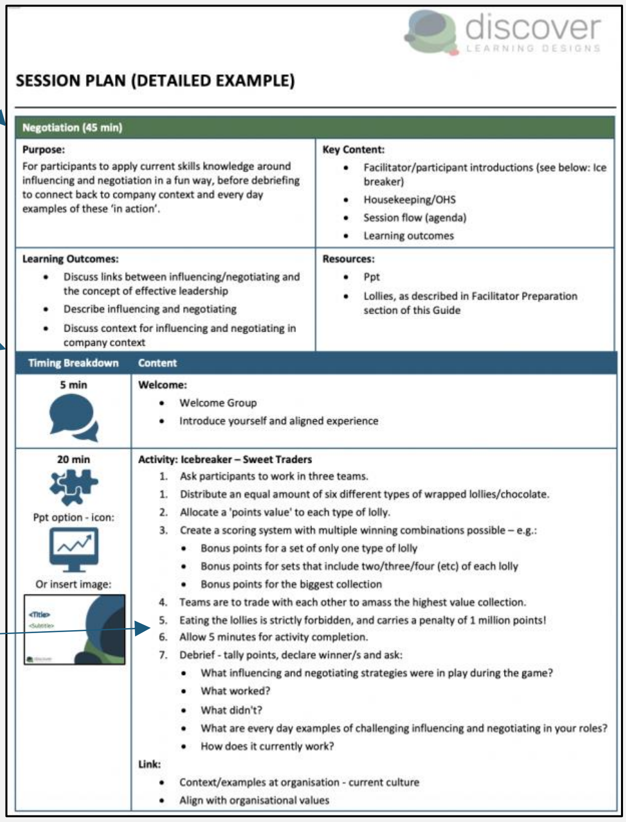
The left-hand column (title 'Timing Breakdown') of the Session Plan for each row should include:

- A breakdown of timing
- Icons relevant to the content
- Either the PowerPoint Presentation icon, or an image of the actual slide

Icons are used to indicate an action to be taken or a resource required.

The right-hand column (titled 'Content') of the Session Plan includes:

- Key content
- Discussion points
- Activity instructions
- Links to videos, websites etc.



SESSION PLAN (DETAILED EXAMPLE)

Negotiation (45 min)	
Purpose: For participants to apply current skills knowledge around influencing and negotiation in a fun way, before debriefing to connect back to company context and every day examples of these 'in action'.	**Key Content:** • Facilitator/participant introductions (see below: Ice breaker) • Housekeeping/OHS • Session flow (agenda) • Learning outcomes
Learning Outcomes: • Discuss links between influencing/negotiating and the concept of effective leadership • Describe influencing and negotiating • Discuss context for influencing and negotiating in company context	**Resources:** • Ppt • Lollies, as described in Facilitator Preparation section of this Guide

Timing Breakdown	Content
5 min	**Welcome:** • Welcome Group • Introduce yourself and aligned experience
20 min Ppt option - icon: Or insert image:	**Activity: Icebreaker – Sweet Traders** 1. Ask participants to work in three teams. 1. Distribute an equal amount of six different types of wrapped lollies/chocolate. 2. Allocate a 'points value' to each type of lolly. 3. Create a scoring system with multiple winning combinations possible – e.g.: • Bonus points for a set of only one type of lolly • Bonus points for sets that include two/three/four (etc) of each lolly • Bonus points for the biggest collection 4. Teams are to trade with each other to amass the highest value collection. 5. Eating the lollies is strictly forbidden, and carries a penalty of 1 million points! 6. Allow 5 minutes for activity completion. 7. Debrief - tally points, declare winner/s and ask: • What influencing and negotiating strategies were in play during the game? • What worked? • What didn't? • What are every day examples of challenging influencing and negotiating in your roles? • How does it currently work? **Link:** • Context/examples at organisation - current culture • Align with organisational values

Activity headings are in bold. Activity instructions are numbered. Key points and debrief questions are listed using Table Bullet 2.

Content topics and actions are in bold, with Table Bullet 1 used to list key points.

<MODULE/TOPIC> (CONTINUED)

Learning Outcomes

At the end of this session, participants will be able to:

- <Learning Outcome 1>
- <Learning Outcome 2>
- <Learning Outcome 3>

Delivery Format

The delivery format of this session includes:

- <Facilitator-led face-to-face workshop>
- <Facilitator-led virtual workshop>
- <Blended learning>

Duration

The total duration of this module should take <XX minutes/hours> to complete.

Assessment Criteria

Participants will be assessed for knowledge, skills and behaviours by the following methods:

- <Observation>
- <Completion of case studies>
- <Completion of Participant Workbook>
- <Completion of assessment>
- <Targeted questions>

FACILITATOR PREPARATION

Resources Checklist

This session requires the following resources: <Delete irrelevant resources>

☐	Facilitator Guide
☐	Participant Workbook
☐	Participant Reference Guide
☐	Participant Handouts
☐	Quick Reference Guides/Job Aids
☐	Participant Assessment
☐	Participant Pre/post Work
☐	PowerPoint Presentation
☐	<Insert other>

In the training room/location:

☐	Flip chart paper and stand
☐	Whiteboard and markers
☐	Blu-tack
☐	Textas and pens for participants
☐	Name tents and labels
☐	Water and cups for participants
☐	Music
☐	Data projector and screen
☐	<Insert other>

Other:

☐	Ensure that you have the latest version of all materials. Refer to the version control document to cross-reference.
☐	Arrange access to sites for site visits
☐	Schedule and brief Guest Speaker/s
☐	Catering (if applicable)
☐	<Insert other>

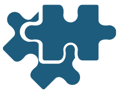
SESSION PLAN

<Topic> (<X> min)	
Purpose: <Insert purpose>	**Key Content:** • <Insert key content> • <Insert key content>
Learning Outcomes: • <Insert learning outcome> • <Insert learning outcome>	**Resources:** • <Insert resource> • <Insert resource>

Timing Breakdown	Content
<X> min	**Welcome:** <Welcome Group> <Introduce yourself, telling a brief ‘story’ about your aligned experience>
<X> min	**Activity: <Name>** 1. Refer participants to the Activity <Name> in their workbook. 2. Ask participants to work in pairs to discuss the questions 1 - 4 listed. 3. Ask each group to take note of their discussions in the space provided. 4. Allow <#> minutes for completion. 5. Bring the group back together and invite them to share their ideas with the whole group.

SESSION PLAN (DETAILED EXAMPLE)

Negotiation (45 min)	
Purpose: For participants to apply current skills knowledge around influencing and negotiation in a fun way, before debriefing to connect back to organisational context and everyday examples of these ‘in action’.	**Key Content:** • Facilitator/participant introductions (see below: Ice breaker) • Housekeeping/OHS • Session flow (Agenda) • Learning outcomes
Learning Outcomes: • Discuss links between influencing/negotiating and the concept of effective leadership • Describe influencing and negotiating • Discuss context for influencing and negotiating in our work context	**Resources:** • Ppt • Wrapped lollies, as described in Facilitator Preparation section of this Guide

Timing Breakdown	Content
5 min 	**Welcome:** • Welcome Group • Introduce yourself and aligned experience
20 min  Ppt option - icon:  OR insert image: 	**Activity: Icebreaker – Sweet Traders** 1. Ask participants to work in three teams. 1. Distribute an equal amount of six different types of wrapped lollies/chocolate. 2. Allocate a 'points value' to each type of lolly. 3. Create a scoring system with multiple winning combinations possible – e.g.: • Bonus points for a set of only one type of lolly • Bonus points for sets that include two/three/four (etc) of each lolly • Bonus points for the biggest collection 4. Teams are to trade with each other to amass the highest value collection. 5. Eating the lollies is strictly forbidden, and carries a penalty of 1 million points! 6. Allow 5 minutes for activity completion. 7. Debrief - tally points, declare winner/s and ask: • What influencing and negotiating strategies were in play during the game? • What worked? • What didn't? • What are everyday examples of challenging influencing and negotiating in your roles? • How does it currently work? **Link:** • Context/examples at organisation - current culture • Align with organisational values

discover
LEARNING DESIGNS

<PROGRAM TITLE>

Participant Workbook

<Module/Topic>

TABLE OF CONTENTS

Contents

HOW TO USE THIS TEMPLATE (CONTINUED)

Activity Questions

Where an activity in the Participant Workbook requires a written response, include a text box of an appropriate size for participants to write responses in.

Ensure consistency in use of text boxes and activity questions, i.e.:

- Use a text box for each question
- Ensure lines of text boxes are a consistent colour
- No text within text boxes
- Do not adjust text box width

Participant Notes

When providing space for participants to write their own notes (e.g. following activity debrief, group discussion etc.), include the Reflection/Notes icon in the margin, write Notes in the bold in main body and include a text box for participant notes.

If providing note space for a specific question response, include dot points or instruction above the text box for participants.

Activity Tables

Where an activity in the Participant Workbook is based on completion of a table, include instruction for participants, then follow with a table. Instructions should always be numbered.

Learning Checks/ Assessments

Learning Checks/Assessments are used to assess participant capabilities. This Participant Workbook contains templates for the following learning checks/assessment tasks:

- Multiple choice questions
- Short answer questions
- Case study scenario
- True/false scenarios
- Matching scenarios

‘Marks’ have been assigned to each learning check/assessment task, with running totals per page, and a total overall mark indicated on the first page of the learning check/assessment section.

If you would like to implement a more rigorous assessment that participants will be unable to view prior to completion, you may develop a separate Assessment Book using 3.4_DEVELOP_AB Template.

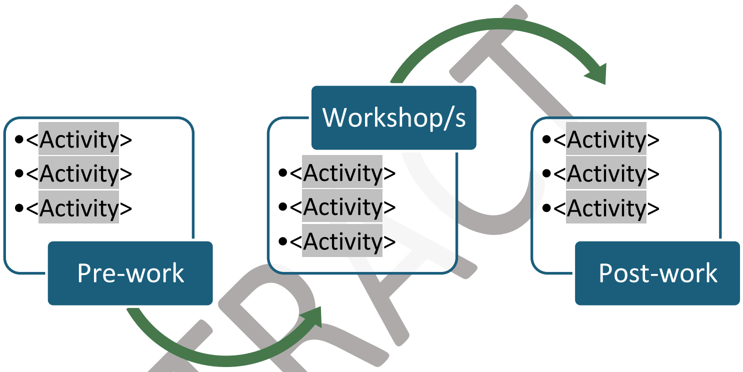
OVERVIEW

Overview

<Insert Overview for the Module:

- Why are we doing this (benefits)?
- How does it fit in with broad strategy?
- What does it mean for participants?
- What is the change?
- What might the challenges be?
- What does current capability look like?>

Program Overview



Learning Outcomes

At the end of this module, you will be able to:

- <Learning Outcome 1>
- <Learning Outcome 2>
- <Learning Outcome 3>

<TOPIC NAME 1>

Learning Outcomes

At the end of this topic, you will be able to:

- <Learning Outcome 1>
- <Learning Outcome 2>
- <Learning Outcome 3>

<Insert content/model/visual>

<Insert tip>

Activity: <Title>

<Question or Instruction>

1. <Insert instruction>
2. <Insert instruction>
3. <Insert instruction>

Notes:

<Insert additional resources>

<Insert reference>

LEARNING CHECK/ASSESSMENT (CONTINUED)

Multiple Choice

Question 1: <Insert question here>	
A	
B	
C	
D	
E	

/1

Short Answer

<Insert question number> <Explain why you….>

/2

True/False

<Scenario>	True	False
<Scenario>	☐	☐
<Scenario>	☐	☐
<Scenario>	☐	☐
<Scenario>	☐	☐
<Scenario>	☐	☐

/5

Total Page

/8

<PROGRAM TITLE>

Assessment Book

<Module>

TABLE OF CONTENTS

Contents

HOW TO USE THIS TEMPLATE

Notes for Instructional Designer

Text highlighted in grey <example> indicates template elements to be completed.

Sections highlighted in grey with a red icon, as indicated in the left margin, highlight notes for the Instructional Designer when developing the materials.

These sections should be deleted prior to sending documents for review.

Assessments Tasks

Assessments measure participant capabilities. Assessment questions should be designed to measure participant performance against the Learning Outcomes for the relevant module/topic.

When writing questions, ensure that they:

- Reflect the learning outcomes and program objectives
- Are clear and concise
- Use plain language

Further tips relevant to each type of assessment task are provided on the following pages.

This Assessment Book contains templates for the following assessment tasks:

- Multiple choice questions
- Short answer questions
- Case study scenario
- True/false scenarios
- Matching scenarios

'Marks' have been assigned to each learning check/assessment task, with running totals per page, and a total overall mark indicated on the first page of the learning check/assessment section.

If you would like to implement a more casual assessment that participants may be able to view prior to completion, you may combine learning checks/assessments with the Participant Workbook, using 3.3_DEVELOP_PW Template.

Pre-Assessment Guidelines

Insert details below into the pre-assessment guidelines section of this Assessment Book:

- Module name
- Resources that the participants will have access to whilst completing the assessment
- Who the assessment is to be submitted to once completed
- The total number of questions and the total mark
- The required pass mark/% pass mark
- The total time to complete the assessment
- How and when participants can expect their notification of results

PRE-ASSESSMENT GUIDELINES

Overview

This assessment has been designed to test your knowledge in <insert module name>. Please try to attempt all questions.

You <will have/will not have> access to your Participant Workbook.

You are not permitted to talk to other participants whilst completing this assessment.

Once completed, please submit this assessment to your <Facilitator/Leader>.

Competency Requirements

There are <insert number> questions in total, worth <insert number> marks. The required pass mark for this assessment is <insert required pass mark and percentage>

Duration

You have <insert HH/MM> to complete this written assessment.

Notification of Results

You can expect the notification of your results to be received via:

- <Your Facilitator>
- <Your Leader>
- <Email>

You will receive notification of your results by <insert date or timeframe>

In the event that you have not achieved the required competency level for this assessment, then <insert the action - will there be an opportunity for a re-sit and who will administer this?>

CASE STUDY SCENARIOS

Overview	There are <insert number> case study scenarios in total, worth <insert number> marks.
Duration	This section of the assessment should take you approximately <insert timeframe HH/MM> to complete.
Instructions for an Analytical Case Study	Read the case study scenario and determine what the series of events were that occurred and why they may have occurred. List your answers in the space provided.

CASE STUDY SCENARIOS (CONTINUED)

<Insert Case Study Title>
<Insert Case Study Information, Events, Artefacts etc.>

<Insert Case Study Question> E.g. What were the impacts of...?
Response:

/2

<Insert Case Study Question> E.g. What were the contributing factors?
Response:

/2

<Insert Case Study Question> E.g. What could have been done differently?
Response:

/3

Total Page

/9

<PROGRAM TITLE>

Job Aid

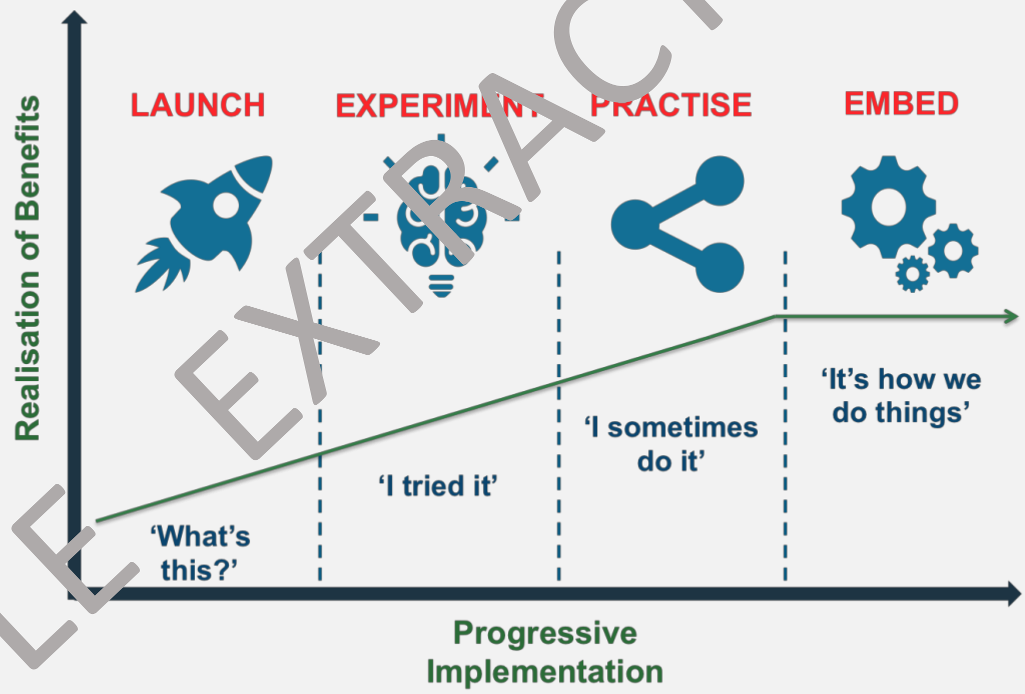
HOW TO USE THIS TEMPLATE

Post-Work Embedding

Recent research has shown that 55% of learning occurs through application-based hands-on job-related experiences, 25% through social interactions such as coaching and mentoring, and 20% through formal education.

A significant part of participant learning will occur post- the formal learning program, when participants discuss their insights with others and apply concepts and skills in the workplace.

Capability development will happen over time, and with practise.



Job Aids provide key information for participants to readily reference on the job.

They may also be developed for leaders to support participant transfer of learning from the program to their job.

Job aids for managers may include an overview of the program, key discussion points and tips on ways they can support participants to apply their knowledge, skills and behaviours to the workplace.

HOW TO USE THIS TEMPLATE (CONTINUED)

Information Mapping (continued)

Using These Templates

The templates on the following pages provide examples of a quick reference guide (QRG), handout and job aid that could be provided during or after a learning program. They may be used as templates to structure your own document.

The format may vary, depending on the purpose of your document and the information it is designed to communicate.

When creating job aids, handouts or quick reference guides:

- Think about what key information participants may need to source
- Try to limit the number of pages - they are more likely to be used if they are single or double-sided, rather than several pages
- Use diagrams, graphs and graphics where appropriate to visually deliver information and minimise text
- Use clear headings to chunk information
- Use dot point for key information and tips
- Use numbers for process steps
- Ensure that he font size is readable

For further reading on information mapping, visit www.informationmapping.com

<TITLE>

Key Information

- <Insert key point>
- <Insert key point>
- <Insert key point>
- <Insert key point>
- <Insert key point>

Apply Your Learning

- <Insert on the job embedding opportunities>

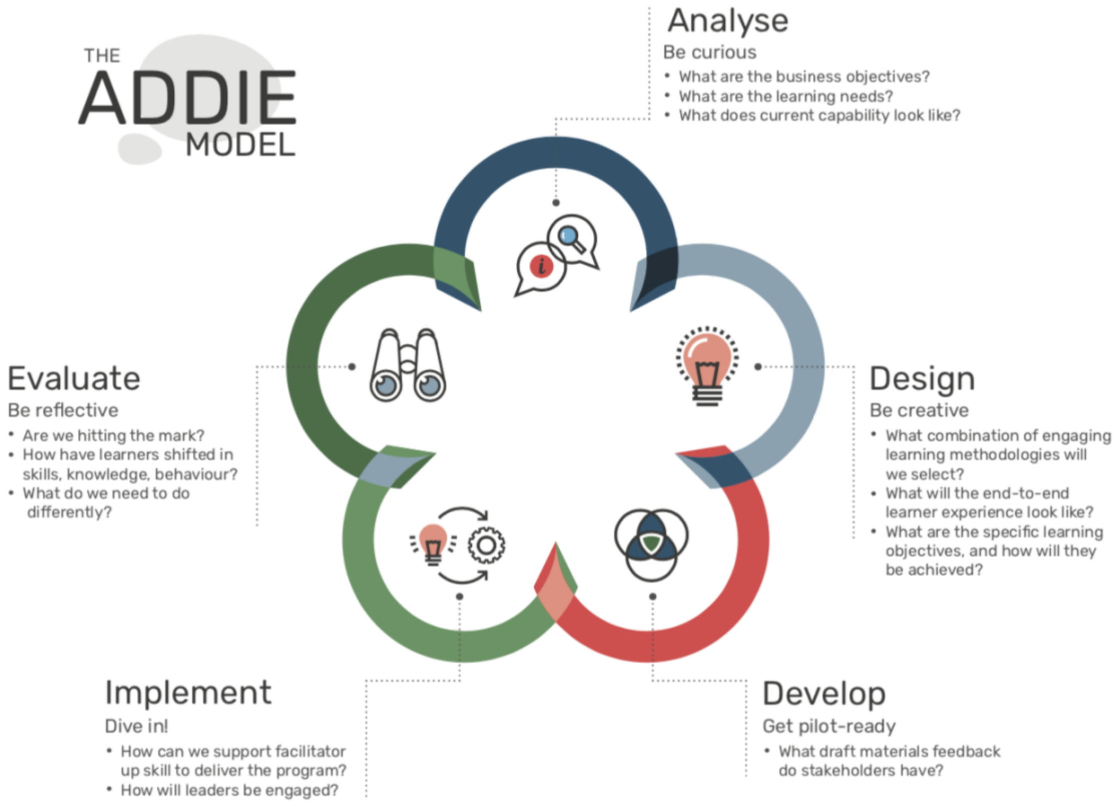
Top Tips

- <Insert top tip>
- <Insert top tip>
- <Insert top tip>

Share Your Insights

- <Insert opportunities for embedding through social interactions e.g. forums, groups, meetings>

<Insert diagram of key concept from learning program>



Additional Resources

- <Insert additional resources/references>
- <Insert additional resources/references>
- <Insert additional resources/references>
- <Insert additional resources/references>

COMPLETE DOCUMENT VERSIONS

The ADDIE Toolkit

This document contains only a select number of pages from one of the series of documents available across each ADDIE phase.

You can obtain the full version of ADDIE Toolkit documents by:

1. Purchasing one of the following courses:
   - Instructional Design Basics: Self-paced
   - Instructional Design Plus: Self-paced; plus up to 3, 90-minute 1:1 coaching with a Senior Instructional Designer from the IDA and DLD team
   - Instructional Design for your Organisation: Face-to-face workshop/s
2. Purchasing a bundle of documents, specific to each ADDIE phase:

   Note: These bundles contain a selection of documents. The entire ADDIE Toolkit is available by purchasing any of the courses above.

Bundle	Documents Included
Analyse Pack	• 1.1_ANALYSE_LNA Guide • 1.2_ANALYSE_LNA Template • 1.3_ANALYSE_LNA Summary Template
Design Pack	• 2.1_DESIGN_Learning Strategy Template • 2.2_DESIGN_HLD Template • 2.3_DESIGN_Storyboard Template • 2.4_DESIGN_Activity Examples
Develop Pack	• 0.3_Style Guide • 3.1_DEVELOP_Icons • 3.2_DEVELOP_FG Template • 3.3_DEVELOP_PW Template • 3.4_DEVELOP_AB Template • 3.5_DEVELOP_JA Template • 3.6_DEVELOP_PPT Template • 3.7_DEVELOP_LDR Template • 3.8_DEVELOP_Program Review Template
Evaluate Pack	• 5.1_EVALUATE_Questionnaire Templates • 5.2_EVALUATE_Focus Group Template • 5.3_EVALUATE_Observation Checklist • 5.4_EVALUATE_Report Template

To learn more about these courses and bundles, visit our website at www.instructionaldesign.com.au