



TRAINER'S TOOLKIT:
DESIGNING, DELIVERING AND EVALUATING TRAINING PROGRAMS
ADDITIONAL DOCUMENTATION

Available at: <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>



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ANNEX 1: CONDUCTING A TRAINING NEEDS ANALYSIS: JOB ANALYSIS FOR A TARGET GROUP

Template 1 is a blank template for conducting a Job Analysis of a Target Group.

Template 2 is a completed template for a job that includes Safety Inductions. This is an example of how to divide the tasks involved in a safety induction into knowledge, skills and attitudes.

It is possible to add a scoring system to identifying training gaps and prioritising training topics. Template 3 shows you how to do this.

Template 1: Job Analysis for Target Group: (Sample only)

TARGET GROUP: _____

TASKS						
1.	Skills					
	Knowledge					
	Attitude / Values (Employability Skills)					
2.	Skills					
	Knowledge					
	Attitude / Values (Employability Skills)					
3.	Skills					
	Knowledge					
	Attitude / Values (Employability Skills)					

Template 2: Job Analysis for Target Group: (Sample only)
Breaking tasks into: skills, knowledge, attitude

TARGET GROUP: _____

TASKS						
1. Safety Inductions	Skills					
	Demonstrate Evacuation methods					
	Demonstrate OXY mask use					
	Demonstrate seat belt operation					
	Demonstrate life jacket wear					
	Knowledge					
	Evacuation paths					
	Mask operation					
	- One person					
	- Two person (child)					
	Seat belt fastening and adjustment					
	Life jacket parts, fitting method, where stored					
	Attitude / Values (Employability Skills)					
	Communication					
- sharing information						
Teamwork						
- work as a team member at the same time						
Planning and Organising						
- Have safety kit in place before time						

Template 3: Job Analysis (Sample only)
Adding a scoring system for: Identifying Training Gap and Prioritising topics

	TASKS	Can do well, Confident	Can do but needs more experience or training	Cannot do and should be trained	Office Use Priority Office use rating: Cannot do = 1 (first priority) Can do but needs training = 2 (second priority)
1. Safety Inductions	Skills				
	Demonstrate Evacuation methods				
	Demonstrate OXY mask use				
	Demo seat belt operation				
	Demonstrate life jacket wear				
	Knowledge				
	Evacuation paths				
	Mask operation				
	- One person				
	- Two person				

	(child)				
	Seat belt fastening and adjustment				
	Life jacket parts, fitting method, where stored				
Attitude / Values (Employability Skills)					
	Communication - sharing information				
	Teamwork - working on time with others				
	Planning and organizing - having safety kit ready for demonstration before time				

Add any comments that you as a court officer wants to have training in or provide feedback on:

Now forward to: _____ by posting to: _____

Thank you for completing this survey.

ANNEX 2: CONDUCTING A TRAINING NEEDS ANALYSIS: EXAMPLE OF SURVEY FOR TARGET GROUP

Survey - *(Complete and ready to hand out to court staff)*

Job of your Specific Target Group: _____

Instructions:

For each of the points down this page, place a tick, to indicate your honest response to one of the following:

- "Can do well"
- "Can do but need more training" or
- "Cannot do and should be trained".

For example:

	TASKS	Can do well, Confident	Can do but need more experience or training	Cannot do and should be trained	Office Use Priority <i>Office use rating: Cannot do = 1 (first priority) Can do but needs training = 2 (second priority)</i>
1. Safety Inductions	Skills				
	Demonstrate Evacuation methods				
	Demonstrate OXY mask use				
	Demo seat belt operation				
	Demonstrate life jacket wear				
	Knowledge				
	Evacuation paths				
	Mask operation - One person - Two person (child)				
	Seat belt fastening and adjustment				
	Life jacket parts, fitting method, where stored				
	Attitude / Values (Employability Skills)				
	Communication - sharing information				
	Teamwork - working on time with others				
	Planning and organizing - having safety kit ready for demonstration before time				

Add any comments that you as a court officer wants to have training in or provide feedback on:

Now forward to: _____ by posting to: _____

If you have any questions contact _____ on phone number _____

Thank you for completing this survey.

Signed _____ Date _____

ANNEX 3: EXAMPLE OF DAILY PLAN FOR A TRAINING OF TRAINERS WORKSHOP

Pacific Judicial Development Programme (PJDP)
Advanced Trainer of Trainers Workshop
5 - 9 December, 2011: Auckland, New Zealand

Workshop Aim: for participants to learn more advanced training techniques including how to assess participants.

Workshop Objective: that participants will significantly improve their knowledge and skills as a trainer.

* * *

Day One: Monday, 5th December, 2011

Time	Topic	Learning Outcomes
8.00-8.30am	Arrival	
8.30-9.30	<p>Workshop Opening and Orientation</p> <ul style="list-style-type: none"> ◆ Introduction <p>Overview of Workshop</p> <ul style="list-style-type: none"> ◆ Facilitators ◆ Aim and Objectives ◆ Learning resources <p>Certification</p> <ul style="list-style-type: none"> ◆ Assessment ◆ Accreditation <p>PJDP Phase 2</p>	<ul style="list-style-type: none"> ◆ Feel welcomed to the workshop and be introduced to the facilitators and other participants ◆ Complete a pre-training questionnaire ◆ Understand the aims and objectives of the workshop ◆ Understand the learning resources that you will be supplied with ◆ Understand the structure of the program, assessment and certification requirements. ◆ To understand the aims of PJDP Phase 2.
9.30-10.30	Presentation by participants	<ul style="list-style-type: none"> ◆ Participants are to confidently deliver a report regarding training conducted in country outlining challenges in organising and delivering; conducting TNA; developing and designing the training program; preparing and delivering training and evaluation of same.
10.30-11.00	Morning tea	
11.00-11.30	Presentation by participants continued	<ul style="list-style-type: none"> ◆ Same as above
11.30-12.30	<p>Action Plans</p> <ul style="list-style-type: none"> ◆ What is an action plan? Why use them? How to 	<ul style="list-style-type: none"> ◆ Define an action plan and explain why they are used ◆ Create an action plan to improve training and to ensure training aims are achieved.

	design action plans?	
12.30-1.30pm	Lunch	
1.30-3.00	Training Needs Analysis (TNA) Revisited <ul style="list-style-type: none"> ◆ Definition ◆ Methods and documentation ◆ Selection of subjects ◆ Action plan for improvements 	<ul style="list-style-type: none"> ◆ Improve significantly their knowledge and skills in formulating training needs by conducting a TNA ◆ Significantly improve their methodologies in gathering TNA data and improve the creation of TNA documents including selection of subjects ◆ Formulate an action plan for improvements in planning, developing TNA documents, acquiring and interpreting data ◆ Review the TNA data collected prior to the workshop.
3.00-3.15	Afternoon tea	
3.15-4.15	Designing a Learning Program Revisited <ul style="list-style-type: none"> ◆ Six steps in developing a learning programs ◆ Daily plans ◆ Session plans 	<ul style="list-style-type: none"> ◆ Reinforce their knowledge and understanding of the six steps in developing a learning program ◆ Significantly improve their knowledge and skills in developing Daily Programs and session plans ◆ Design a learning program of two days duration for delivery in your country.
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 1 of the workshop.
4.30-4.45	Daily wrap-up, feedback and close	

Day Two: Tuesday, 6th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
8.00-8.30am	Arrival	
8.30-10.30	Learning aims and outcomes revisited <ul style="list-style-type: none"> ◆ Types, difference of aims and objectives, how to formulate, action plan for improvement 	<ul style="list-style-type: none"> ◆ Significantly improve their knowledge and skills in formulating learning aims and outcomes for training programs.
10.30-11.00	Morning tea	
11.00-12.30	Session plans <ul style="list-style-type: none"> ◆ Purpose of session plan ◆ Pro-forma session plan ◆ Timing 	<ul style="list-style-type: none"> ◆ Significantly improve your knowledge and skills in developing training proposals ◆ Significantly improve their knowledge and skills in creating session plans ◆ Create a thirty minute session plan on a topic selected from the TNA conducted before the workshop.

12.30-1.30pm		<i>Lunch</i>	
1.30-3.00	Principles of adult learning revisited <ul style="list-style-type: none"> ◆ Explanation of adult learning principles ◆ Why these principles are important? 	<ul style="list-style-type: none"> ◆ Describe and explain the importance of the principles of adult learning including meaningful material, active participation, multi-sensory learning, practice, reinforcement, feedback and reward ◆ Plan a 30 minute training session that takes into consideration the principles of adult learning. 	
3.00-3.15		<i>Afternoon tea</i>	
3.15-4.15	Advanced teaching methods 1: Group Discussions <ul style="list-style-type: none"> ◆ Types of group discussions ◆ Purpose of group discussions ◆ 8 step guide to creating group discussion 	<ul style="list-style-type: none"> ◆ Describe the different types of group discussions ◆ Explain the purpose of conducting a group discussion ◆ Identify the skills needed to facilitate a group discussion ◆ Using the 8 step guide create a group discussion topic for the 30 minute training session. 	
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 2 of the workshop. 	
4.30-4.45		<i>Daily wrap-up, feedback and close</i>	

Day Three: Wednesday, 7th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>	
8.00-8.30am		<i>Arrival</i>	
8.30-10.30	Assessment and evaluation of training <ul style="list-style-type: none"> ◆ Four key principles of assessment- validity, reliability, flexibility and fairness ◆ Types of assessment methods for assessing knowledge, skills and attitudes ◆ Creating and assessment 	<ul style="list-style-type: none"> ◆ Explain the four principles of assessment ◆ Identify the most appropriate methods of assessing knowledge, skills and attitudes ◆ Create an assessment tool to assess achievement of learning outcomes for 30 minute training session ◆ Explain different type of evaluation methods and the purpose of conducting evaluations. 	
10.30-11.00		<i>Morning tea</i>	
11.00-12.30	Assessment continued	◆ As above	
12.30-1.30pm		<i>Lunch</i>	
1.30-3.00	Teaching aids <ul style="list-style-type: none"> ◆ Where to find training resources? 	<ul style="list-style-type: none"> ◆ Significantly improve their knowledge and skills in locating teaching resources ◆ Significantly improve their knowledge of using games as a teaching methodology 	

	<ul style="list-style-type: none"> ◆ Powerpoints ◆ Games 	<ul style="list-style-type: none"> ◆ Increase their awareness of overuse of Powerpoint.
3.00-3.15	<i>Afternoon tea</i>	
3.15-4.15	Advanced teaching methods 2: Case studies and role plays <ul style="list-style-type: none"> ◆ Difference between a case study and a role play ◆ 10 steps in writing a case/study or role play 	<ul style="list-style-type: none"> ◆ Explain the differences between a case study and a role play ◆ Identify the situations in which it would be appropriate to use a case study or role play in training ◆ Write a case study or role play or a cross cutting issue.
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 3 of the workshop.
4.30-4.45	<i>Daily wrap-up, feedback and close</i>	

Day Four: Thursday, 8th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
8.00-8.30am	<i>Arrival</i>	
8.30-10.30	Advanced Teaching Methods 3 <ul style="list-style-type: none"> ◆ Teaching a skill ◆ Definition of coaching ◆ Coaching model 	<ul style="list-style-type: none"> ◆ Improve significantly their knowledge of coaching as a teaching methodology ◆ To conduct a short coaching session teaching.
10.30-11.00	<i>Morning tea</i>	
11.00-12.30	Planning for 30 minute teaching session <ul style="list-style-type: none"> ◆ Explanation of task 	
12.30-1.30pm	<i>Lunch</i>	
1.30-3.00	Final preparation for 30 minute training session	
3.00-3.15	<i>Afternoon tea</i>	
3.15-4.15	Final preparation for 30 minute training session	
4.15-4.30	3-2-1	<ul style="list-style-type: none"> ◆ To review and evaluate Day 4 of the workshop.

	<ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	
4.30-4.45	<i>Daily wrap-up, feedback and close</i>	

Day Five: Friday, 9th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
8.00-8.30am	<i>Arrival</i>	
8.30-10.30	Presentation by participants of a 30 minute training session	<ul style="list-style-type: none"> ◆ Professionally deliver a 30 minute training session following a session plan including a group discussion and an assessment to determine if learning outcomes have been met.
10.30-11.00	<i>Morning tea</i>	
11.00-12.30	Presentations continued	
12.30-1.30pm	<i>Lunch</i>	
1.30-3.00	Presentations continued	
3.00-3.15	<i>Afternoon tea</i>	
3.15-4.15	Wrap up of training: <ul style="list-style-type: none"> ◆ Review learning outcomes ◆ Completion of post-training questionnaire ◆ What did I learn? ◆ What did I like? 	<ul style="list-style-type: none"> ◆ To thoroughly review and evaluate the learning objectives of the workshop ◆ To complete the post training questionnaire ◆ To participant in a group discussion of what you learned and liked about the workshop.
4.15-4.30	<i>Daily wrap-up, feedback and close</i>	

ANNEX 4: SESSION PLAN TEMPLATE

Session Plan:				
Training Program		JUDICIAL ORIENTATION PROGRAM		
Topic				
Objective(s)		The purpose of this session is to: [Q: <i>Knowledge, skills, attitudes?</i>] • • •		
Outcomes		As a result of attending, will be reasonably able to: [Q: <i>Do what and how well?</i>] • • •		
Trainer				
Time – 60 mins		Content:		
Start	>5 mins	<p>INTRODUCTION Get attention: Introduce yourself. Tell an interesting story. Use an ice-breaker. Joke? Link to learner's previous interest/experience: Outcomes (learning outcomes): Discuss the learning outcomes listed above Structure of the session: Session will be divided into four sessions (see sub-topics below) Safety and housekeeping: Morning tea will be held at end of session Stimulate motivation: What is in it for the learner? Judges must know the Rules of Evidence in order to carry out their judicial functions effectively.</p>		
	20 mins	Sub-topics	Methodology	Summary / Assessment
			Presentation	Questions
				PowerPoint
	15 mins	Sub-topics	Methodology	Summary / Assessment
			Case Study	Questions
				Handouts
	15 mins	Sub-topics	Methodology	Summary / Assessment
			Brainstorm	Game
				Whiteboard and pen
Ends	>5 mins	<p>Conclusion: COFF</p> <ul style="list-style-type: none"> • C: Conclude; O: Revisit learning outcomes to check they have been achieved; F: Gain feedback from participants; F: Talk about the future e.g. what the next session will cover or what the next training program will cover. <p>Summary: review your learning outcomes – check participants' grasp by asking them to summarise.</p>		
Special Requirements / Preparation / Comments:				

CHECKLIST (x10)

1. Needs
2. Topic
3. Objectives
4. Outcomes
5. Content
6. Structure
7. Timing
8. Techniques
9. Papers / materials
10. Aids

PRESENTATION CRITERIA

1. Clear
2. Orderly
3. Concise
4. Complete
5. Compelling
6. Useful

ANNEX 5: LIST OF HELPFUL VERBS FOR CREATING LEARNING OUTCOMES

Performance Verbs for the Domains of Learning

Cognitive Domain ('the head')

Knowledge level - define, list, indicate, identify, state, recall, name, record, recognise

Comprehension level - distinguishes, compare, describe, classify, interpret, contrast

Application level - demonstrate, calculate, examine, apply, illustrate, use, solve

Analysis level - analyses, explain, summarise, relate, construct, investigate, infer

Synthesis level - creates, integrate, develop, plan, construct, design, generate, propose

Evaluation level - evaluates, appraise, critique, measure, estimate, assess, determine.

Psychomotor Domain ('the hand-eye' / 'skills')

Assembles, builds, calibrates, changes, cleans, composes, connects, constructs, corrects, creates,

demonstrates, designs, dismantles, drills, fastens, fixes, follows, grinds, hammers, heats, hooks, locates,

makes, manipulates, mends, mixes, nails, paints, practices, sands, saws, sharpens, sets, sews, sketches,

uses.

Affective Domain ('the heart' / values, attitudes)

Asks, assists, alters, acts, chooses, complies, compares, creates, demonstrates, describes, discusses,

differentiates, discriminates, displays, explains, follows, gives, generalises, helps, identifies, initiates, invites,

integrates, influences, justifies, listens, modifies, names, organises, participates, performs, practices, prepares,

proposes, presents, questions, receives, replies, reports, relates, resolves, revises, selects, serves, shares,

shows, solves, synthesises, tells, uses, values, verifies, writes.

ANNEX 6: LIST OF POSSIBLE TRAINING TOPICS FOR JUDICIAL AND NON-JUDICIAL OFFICERS

Substantive law and court procedure

To be assessed depending on the prior training, experience and duties of judges

- Criminal law and procedure
- Civil law and procedure

Judicial skills

- how to conduct a hearing trial
- control of courtroom
- note-taking
- legal research
- admitting evidence
- statutory interpretation
- judgment writing and giving reasons
- principled and uniform sentencing
- administering natural justice, due process and fair trial
- protecting human rights and civil liberties
- resolving disputes and alternative dispute resolution (ADR)

Generic skills

- Communication skills - written and oral
- Time management
- Computer skills
- Coaching and mentoring
- Customer Service (see example training topic Annex 7)

Judicial management

- case management
- administering courts: filings, fixtures, hearing lists
- record management
- registry management and practice
- team leadership between judicial and court officers
- judicial information technology and computer skills
- managing complex litigation and commercial disputes

Judicial disposition - social context - outlook, attitude and values

- judicial role, powers and responsibilities
- judicial independence, impartiality, integrity and outlook
- judicial review
- judicial conduct and ethics
- gender / race equality

Inter-disciplinary

To be assessed depending on the prior training, experience and duties of judges

- Forensic scientific evidence: psychiatry and pathology - in criminal prosecutions
- Financial accounting - in complex commercial disputes
- Medico-legal fundamentals - in injury cases.

ANNEX 7: EXAMPLE TRAINING PROGRAM: CUSTOMER SERVICE

CUSTOMER SERVICE TRAINING FOR COURT STAFF

Introduction

Having run many Trainer of Trainers Workshops a topic that is often presented by participants is 'Customer Service for Court Staff'. A resource has been created that may be useful for your court; a one day training program on 'Customer Service for Court Staff'.

The accompanying files/resources have been developed to enable you to deliver this one-day training program:

A – Read First – Instructions and Daily Plan

- An Introduction to Resources
- Daily Plan 'Customer Service for Court Staff'

B – Pre and Post Training Questionnaires

- Pre-training Questionnaire
- Post-training Questionnaire

C – Session Plans

- Session 1: Who is a customer and how do we deal with them?
- Session 2: Communicating with customers.
- Session 3: Delivering a service
- Session 4: When things go wrong

D – PowerPoint Presentations

- Session 1: Who is a customer and how do we deal with them?
- Session 2: Communicating with customers.
- Session 3: Delivering a service
- Session 4: When things go wrong

E – Jeopardy Style Quiz

- Customer Service 'Jeopardy' Questions and Answers

A – Read First – Instructions and Daily Plan

How to use this resource

The training program has been designed for you. Before you deliver this program you would need to ascertain that Customer Service Training was required by your court. You would do this by conducting a Training Needs Analysis (TNA). See *page 6 of the Trainers Toolkit and Annex 1 and 2*.

It is important that you look closely at the resource that has been provided to you and that you customise the resource for your court. You are able to change any of the resources provided to suit the needs of your court and you are encouraged to do so.

Daily Plan

A one day training program has been prepared for you. This includes times, learning objective, learning outcomes, teaching methodologies and resources. You just need to insert where the training will be held, the date and the details of the facilitator(s) for each training session.

You will remember that the Daily Plan is for the benefit of the participants. You will hand this out to participants at the beginning of the training. This will provide them with an outline of the day.

See template below.



		<ul style="list-style-type: none"> • Describe and explain the RATER model of customer service • Distinguish internal and external customers • Define customer expectations 	Group Activities	Butcher's paper and pens	
10:30 – 11:00am	<i>Morning Tea</i>				
11:00 – 12:30pm 90 mins	Communicating with Customers	Participants will be reasonably able to: <ul style="list-style-type: none"> • Explain the importance of listening and question skills in communicating effectively • Describe how false impressions may be created • List effective communications skills • Describe negative communication practices • Explain the concept of 'message impact' • Explain the importance of non-verbal communication i.e. body language • Identify non-assertive, assertive and aggressive body language 	Presentation Group Discussion Role Play Group Activity	PowerPoint Video Whiteboard	
12:30 – 1:30 pm	<i>Lunch</i>				
1:30 – 3:00pm 90 mins	Delivering a Service	Participants will be reasonably able to: <ul style="list-style-type: none"> • Explain what is meant by 'delivering a service' • Describe the three C's of customer service • List the characteristics of quality customer service • Explain the concepts of customer satisfaction and loyalty • Identify characteristics of customers who are satisfied and those that are not 	Presentation Brainstorm Video Group activity	PowerPoint Whiteboard Butcher's paper and pens	
3:00 – 3:15pm	<i>Afternoon Tea</i>				



<p>3:15 – 4:15 pm 60 mins</p>	<p>When Things go Wrong</p>	<p>Participants will be reasonably able to:</p> <ul style="list-style-type: none"> • Define a difficult customer • Identify techniques for handling difficult customers • Identify inappropriate responses to difficult customers • Explain the concept of 'service recovery' and how this can be achieved • 	<p>Presentation Group activity Video Group Discussion</p>	<p>PowerPoint Butcher's paper and pens</p>	
<p>4:15 – 4:45pm 30 mins</p>	<p>Closing of training</p>	<ul style="list-style-type: none"> • Run the 'Jeopardy' game • Review Training objective • Participants to complete post-training questionnaire • What I liked and what I learned today.. • Wrap up and close 		<p>PowerPoint Post-Training Questionnaires</p>	

B – Pre and Post Training Questionnaires

Pre Training and Post Training Questionnaires

It is important that you assess participant's knowledge of the topic before they undertake the training. If you also assess their knowledge at the completion of training you will be able to measure an increase in their knowledge and skills as a result of the training.

You have been provided with both Pre and Post Training Questionnaires. You should administer the pre-training questionnaire at the first session of the training. The Daily Plan indicates when this should be done. You should number each questionnaire and ask each participant to remember their number. You will need to collate the results of these questions. How many correct answers were there to each question? How did participants rate their knowledge of the principles of customer service?

In the last session of the training you will administer the Post-training questionnaire. Again, each questionnaire will be numbered. Give the correct number to each participant. They will remember their number from earlier in the day! The benefit of this approach is you can measure an increase in knowledge of individual participants.

See templates below.

CUSTOMER SERVICE FOR COURT STAFF

{Insert date and location of training}

Pre-training Questionnaire

Reference No:

Please answer the following questions. This questionnaire will help in working out what areas we need to focus on in this workshop and will also help us to understand your particular training needs. It will also be used at the conclusion of the training to assess what you have learned from the training.

Question 1: Define a 'customer'.

Question 2: What is a Service Delivery Charter?

Question 3: What is the RATER model for measuring the effectiveness of service?

Question 4: What is meant by the term 'service recovery'?

Question 5: Why are communication skills important in customer service?

Question 6: Describe the 3 C's of customer service?

Question 7: List two characteristics of quality customer service?

Please rate your level of knowledge and skills before this *Customer Service for Court Staff Training Program* regarding the following matters by ticking / checking ONE square per question only:

Question 1: The difference between a client and a customer?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 2: The purpose of a service delivery charter?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 3: The dimensions of customer service both procedurally and personally?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 4: The RATER model for measuring the effectiveness of customer service?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 5: The importance of customer expectations in customer service?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 6: The importance of listening and questioning skills in communicating effectively with customers?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 7: The negative communication practices that will not result in quality customer service.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 8: The concept of the three C's of customer service?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 9: The characteristics of quality customer service.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 10: The concept of 'service recovery'?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Thank you for your time and assistance with completing this form!

CUSTOMER SERVICE FOR COURT STAFF

{Insert date and location of training}

Post-training Questionnaire

Reference No:

Question 1: Define a 'customer'.

Question 2: What is a Service Delivery Charter?

Question 3: What is the RATER model for measuring the effectiveness of service?

Question 4: What is meant by the term 'service recovery'?

Question 5: Why are communication skills important in customer service?

Question 6: Describe the 3 C's of customer service?

Question 7: List two characteristics of quality customer service?

Please rate your satisfaction regarding the quality and value to you of the *Customer Service for Court Staff* training program by ticking / checking ONE square per question only:

Question 1: Having completed the *Customer Service for Court Staff* training program, how confident do you feel as customer service provider of your court?

Not Confident

Quite Confident

Confident

Very Confident

Question 2: Was the learning objective of the *Customer Service for Court Staff* training program clear, and was it achieved?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Achieved</i>	<i>Reasonably Achieved</i>	<i>Substantially Achieved</i>	<i>Fully Achieved</i>

Question 3: Was the information presented practical and useful to you and your court?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Useful</i>	<i>Limited Usefulness</i>	<i>Quite Useful</i>	<i>Extremely Useful</i>

Question 4: Were the materials provided by the trainer(s) relevant to the training and useful?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Relevant</i>	<i>Limited Relevance</i>	<i>Quite Relevant</i>	<i>Extremely Relevant</i>

Question 5: Did you find that the trainer(s) were effective and allowed for adequate participation, discussion, practical presentations, and interaction?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Effective</i>	<i>Limited Effectiveness</i>	<i>Quite Effective</i>	<i>Extremely Effective</i>

Question 6: Overall, were you satisfied with the *Customer Service for Court Staff* training program?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Satisfied</i>	<i>Reasonably Satisfied</i>	<i>Quite Satisfied</i>	<i>Extremely Satisfied</i>

Please rate your level of knowledge and skills after undertaking the *Customer Service for Court Staff* training program regarding the following matters by ticking / checking ONE square per question only:

Question 7: The difference between a client and a customer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 8: The purpose of a service delivery charter?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 9: The dimensions of customer service both procedurally and personally?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 10: The RATER model for measuring the effectiveness of customer service?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 11: The importance of customer expectations in customer service.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 12: The importance of listening and questioning skills in communicating with customers?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 13: The negative communication practices that will not result in quality customer service?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 14: The concept of the three C's of customer service?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 15: The characteristics of quality customer service?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 16: The concept of 'service recovery'?

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 17: Briefly describe the *most* useful experience(s) of this training program.

Question 18: Briefly describe the *least* useful experience(s) of this training program.

Question 19: Do you wish to offer any other comments or suggestions for improvements for this training program?

Thank you for your time and assistance with completing this form!

C – Session Plans

Session Plans

The day of training has been divided into four sessions. There is a session plan for each session:

1. Who is a customer and how do we deal with them?
2. Communicating with customers.
3. Delivering a service.
4. When things go wrong.

Remember that Session Plans are for the benefit of the facilitator and not the participants. Don't hand these out to participants. Use them to plan and deliver each of the training sessions.

The session plans detail:

- The topic
- Learning outcomes
- Structure and content of the session
- Timing
- Teaching methods
- How you will assess participants understanding for the topic
- Teaching resources you will require

See templates below.

Session 1: Who is a Customer and How do we Deal with Them?	
Title of Training Program	Customer Service Training for Court Staff
Topic	Who is a customer and how do we deal with them?
Learning outcomes	<p>Participants will be reasonably able to:</p> <ul style="list-style-type: none"> • Explain the difference between a client and a customer • Define customer service • Describe a service delivery charter • Create a service deliver charter • Explain the procedural and personal dimensions of customer service • Describe and explain the RATER customer service model • Distinguish internal and external customers • Define customer expectations
Trainer :	
TIME – 90 MINUTES 9 - 10.30 am	CONTENT
Start 10 mins	<p>i. INTRODUCTION (GLOSSS)</p> <p>Get attention:</p> <p>Link to learner's previous interest/experience:</p> <ul style="list-style-type: none"> • We all work in a customer service role in our court • It is important that we carry out our role as efficiently as possible. This will give us job satisfaction but will mean the public will have more confident in our court system and its capacity to assist them to protect their legal rights <p>Outcomes: Review the Learning Outcomes that are stated above.</p> <p>Structure of the session: This session will be divided into four topics:</p> <ul style="list-style-type: none"> • Explanation of the difference between a client and a customer, including a definition of 'customer service'. • Service Delivery Charters and the difference between the procedural and personal dimensions of customer service. • The RATER Model of customer service. • Difference between internal and external customers and the concept of customer expectations. <p>Safety and housekeeping: Describe any particular housekeeping and safety issues for your location.</p> <p>Stimulate motivation – Doing our job better will mean that we provide a better service to court users</p>

	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Difference between a client and a customer Defining 'customer service'	Presentation Brainstorm Group Discussion	Question participants	PowerPoint Whiteboard
20 mins	Service delivery charter Procedural and personal dimensions of customer service	Presentation Group Activity Presentation	Group activity participants complete Court Service Delivery Charter	PowerPoint Butcher's paper and pens
20 mins	The RATER model of customer service	Presentation	Quiz	PowerPoint
10 mins	Difference between internal and external customers Customer Expectations	Brainstorm Presentation	Question participants	Whiteboard
10 mins	ii. Conclusion (COFF)			
End 10.30 am	Outcomes & summary: review learning outcomes above. Feedback: get feedback from participants on this session. Future: next session we will cover communicating with customers. How do we effectively communicate with our clients? What works and what does not.			

Session 2: Communicating with Customers				
Title of Training Program	Customer Service Training for Court Staff			
Topic	Communicating with Customers			
Learning outcomes	Participants will be reasonably able to: <ul style="list-style-type: none"> • Explain the importance of listening and question skills in communicating effectively • Describe how false impressions may be created • List effective communications skills • Describe negative communication practices • Explain the concept of 'message impact' • Explain the importance of non-verbal communication i.e. body language • Identify non-assertive, assertive and aggressive body language 			
Trainer :				
Time – 90 Minutes 11 - 12.30 pm	Content			
Start 10 mins	INTRODUCTION (GLOSSES) Get attention: Link to learner's previous interest/experience: <ul style="list-style-type: none"> • In the previous session we identified who a customer is. • Communicating with customers is very important. This is a major part of our role. Acquiring skills regarding how to communicate with customers will result in a better service to customers. Outcomes: Review the Learning Outcomes that are stated above. Structure of the session: This session is divided into the following topics: Safety and housekeeping: Describe any particular housekeeping and safety issues for your location. Stimulate motivation – Doing our job better will mean that we provide a better service to court users			
20 mins	Sub-topics	Methodology	Summary /Assessment	Resources
	Effective Communication Techniques	Presentation Brainstorm Group Discussion Video	Question participants	PowerPoint Whiteboard PowerPoint
	Questioning Skills			

	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Communication negatives	Presentation Group Activity Presentation	Group activity participants complete	PowerPoint Butcher's paper and pens
	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Body language	Presentation	Quiz	PowerPoint
	Sub-topics	Methodology	Summary /Assessment	Resources
10 mins	Message Impact	Brainstorm Video	Question participants	Whiteboard PowerPoint
10 mins End 12.30 pm	Conclusion (COFF) Outcomes & summary: review learning outcomes above. Feedback: get feedback from participants on this session. Future: next session we will cover delivering a service to customers and the three C's of customer service. Enjoy your lunch.			

Session 3: Delivering a Service	
Title of Training Program	Customer Service Training for Court Staff
Topic	Delivering a service
Learning outcomes	Participants will be reasonably able to: <ul style="list-style-type: none"> • Explain what is meant by 'delivering a service' • Describe the three C's of customer service • List the characteristics of quality customer service • Explain the concepts of customer satisfaction and loyalty • Identify characteristics of customers who are satisfied and those that are not
Trainer :	
Time – 90 Minutes 1.30 – 3 pm	Content
Start 10 mins	INTRODUCTION (GLOSSS) Get attention: Link to learner's previous interest/experience: <ul style="list-style-type: none"> • We have spent the last two sessions considering who are customers are and how we should deal with them. We need to focus in this session on delivering a 'service'. What are the characteristics of quality customer service. • Quality customer service will ensure the public have confidence in our court. Outcomes: Review the Learning Outcomes that are stated above.

	<p>Structure of the session: This session is divided into the following topics:</p> <ul style="list-style-type: none"> • Delivering the Service and the 3 C's of customer service • Characteristics of quality customer service • Concepts of customer satisfaction and loyalty • Characteristics of satisfied and dissatisfied customers <p>Safety and housekeeping: Describe any particular housekeeping and safety issues for your location.</p> <p>Stimulate motivation – Delivering quality customer service is important. Court customers will have confidence in the court system and will be satisfied with the service they receive.</p>			
	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Delivering the service. The 3 C's: <ul style="list-style-type: none"> • Convenience • Consistency • Consideration 	Presentation Group Discussion	Question participants	PowerPoint Whiteboard
	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Characteristics of quality customer service	Presentation Group Activity	Group activity participants complete	PowerPoint Butcher's paper and pens
	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Concepts of customer satisfaction and loyalty	Presentation	Questions	PowerPoint
	Sub-topics	Methodology	Summary /Assessment	Resources
10 mins	Characteristics of satisfied and dissatisfied customers	Presentation Brainstorm Video	Question participants	Whiteboard PowerPoint
10 mins End 3 pm	<p>Conclusion (COFF) Outcomes & summary: review learning outcomes above. Feedback: get feedback from participants on this session. Future: next session we will consider what to do when things go wrong and the concept of service recovery.</p>			

Session 4: When Things go Wrong				
Title of Training Program	Customer Service Training for Court Staff			
Topic	When Things go Wrong			
Learning outcomes	Participants will be reasonably able to: <ul style="list-style-type: none"> • Define a difficult customer • Identify techniques for handling difficult customers • Identify inappropriate responses to difficult customers • Explain the concept of 'service recovery' and how this can be achieved 			
Trainer :				
Time – 60 Minutes 3.15 – 4.15 pm	Content			
Start 3.15pm 10 mins	<p>INTRODUCTION (GLOSSS)</p> <p>Get attention:</p> <p>Link to learner's previous interest/experience: Things don't always go smoothly. Customers often don't get what they want or expect. In this session we will focus on when things go wrong. What should you do?</p> <p>Outcomes: Review the Learning Outcomes that are stated above.</p> <p>Structure of the session: This session is divided into the following sections:</p> <ul style="list-style-type: none"> • Defining a difficult customer • Techniques for handling difficult customers • Inappropriate responses to difficult customers • The concept of 'service recovery' and how this can be achieved <p>Safety and housekeeping: Describe any particular housekeeping and safety issues for your location.</p> <p>Stimulate motivation – The reality is we will all have to deal with difficult customers. The reality is that often things go wrong. We need what to do if this occurs.</p>			
	Sub-topics	Methodology	Summary /Assessment	Resources
20 mins	Defining a difficult customer Techniques for handling difficult customers	Presentation Brainstorm Group Discussion	Question participants	PowerPoint Whiteboard

	Sub-topics	Methodology	Summary /Assessment	Resources
10 mins	Inappropriate responses to difficult customers	Presentation Group Activity	Group activity participants complete	PowerPoint Butcher's paper and pens
	Sub-topics	Methodology	Summary /Assessment	Resources
10 mins	The concept of 'service recovery' and how this can be achieved	Presentation	Questions	PowerPoint
10 mins End 4.15 pm	Conclusion (COFF) Outcomes & summary: review learning outcomes above. Feedback: get feedback from participants on this session. Future: This is the last session in the workshop. Going to ask you to complete a post training questionnaire to measure what you learned and how you felt about the training.			

D – PowerPoint Presentations

PowerPoint presentations

To accompany each training session there is an accompanying PowerPoint presentation. This provides a summary of the content of the session. It should be used to guide discussions and activities. You will need to look at each PowerPoint closely and decide if you want to use all the resources including Learning activities. These are just suggestions so please be creative and design your own activities and change the slides as required.

In the PowerPoints a number of videos have been embedded. To view the videos before running the training program (and during training) you need to run the PowerPoint as a Slideshow. You will also need speakers when you are delivering training in order for your participants to hear the video! Preparation is important!

Please contact the International Programs Team for copies of the PowerPoints at: Int.programs@fedcourt.gov.au

E – Jeopardy Style Quiz

Jeopardy Style Quiz

A fun way to end the training day and also to assess participant's knowledge of the material covered is to run a quiz. I have used a PowerPoint 'Jeopardy' style template. It is ready to use. To preview how it works please run it in Slideshow.

During the training you will also need to run the template in Slideshow. This will bring up the scoreboard. Divide your participants into teams. After each question has been asked and answered you need to select the 'home' icon on the right bottom of each answer slide. This will take you back to the scoreboard. Keep a running total of the score for each team based on the points value of the questions answered. If one team provides an answer that is incorrect give the next team an opportunity to correctly answer the question.

Purchase some small prizes for the participant(s) who wins the quiz.

Please contact the International Programs Team for a copy of the Jeopardy style quiz at: Int.programs@fedcourt.gov.au

Conclusion

Enjoy using this resource but please remember the Five P's – Proper, preparation, prevents, poor, performance! You cannot use this resource without carefully planning how you will deliver your one day training program on 'Customer Service for Court Staff'.

Please add activities as you see fit. The topic of customer service is an appropriate one for using role plays and case studies. Be creative and write a role play or case study for your training program.

This program is very much an introduction to customer service. You can expand the program if you wish. Best wishes for successful delivery of this training program.

Should you wish to obtain the PowerPoint presentations or if you have any queries, please contact us: Int.programs@fedcourt.gov.au

ANNEX 7: CASE STUDY EXAMPLE

Case Study written by Judge Vaemoa Va'ai (Samoa) to support a training session delivered during the Advanced Training of Trainers Workshop held in Auckland, New Zealand, June 2012.

Facts / Scenario:

On Saturday evening 20th of March 2012, 45 year old Bill (a brick layer) and his 30 year old wife Helen had an argument. It was over Helens frustration with Bill for not giving her enough money to do her weekly shopping. A week later and after a night out with his friends, Bill returned home drunk. As he entered his home, he could not see nor smell any traces of an evening meal. He asked Helen where his meal was. She responded that all the money she had left was used on their children's meal that evening. Out of anger he told her to leave his house. She refused, so he decided to leave and cool off. As he was storming out of the house Helen yelled at him 'to grow up and act like a responsible Husband'. Bill felt offended by this so he turned back and started a fight with his wife. She pleaded with him to stop which he eventually did. She suffered with bruises on her face, back, hands and a cut on her left eye which required 3 stitches at the hospital. Two hours later as Bill was sound asleep on the floor in the sitting room, Helen quietly left to go to the hospital for treatment taking their children with her.

Later at her parent's home (where she denied Bill having beaten her), two police officers who received a call from the hospital about Helen's injuries and treatment went to interview her. She then admitted to Bill beating her the night before.

According to Helen in her statement to the police this was not the first time Bill had done this to her especially when drunk. On previous occasions however, they had always made up afterwards and often she was fearful of telling anyone else. This time however, she was tired of his promises that he won't do it again. That is why she decided to leave.

The Police after investigating this matter decided to charge Bill with having caused actual bodily harm without lawful justification to his wife: a charge which carries a maximum penalty of 2 years imprisonment. A week after Bill was charged by the Police, the council of chiefs in his village by way of a fine ordered him to provide 10 pigs or 10 cartons of canned tuna. He paid the fine.

When the charge was first called in Court 6 weeks later, Helen asked the police she wanted to withdraw her complaint because she and her husband had reconciled. She claims Bill has apologised to her and also to her parents. In terms of their 'no drop' policy however the police decided it inappropriate to drop or withdraw the charge.

- Bill is a first offender
- He pleaded guilty the first time it was called for his plea.
- Bill was convicted in Sept 2011 for drunkenness in a public place and was warned from committing further offences while intoxicated.
- In his plea for leniency, Bill apologises to the Court, says he is very remorseful, and promises the Court he will not do this again.

Your role as judge in this session is to sentence Bill on the charge as stated above. Please assume in the sentencing exercise that Bill confirms the facts of his offending as outlined above. He also confirms his previous conviction for drunkenness in 2011.

ANNEX 8: PRE-TRAINING QUESTIONNAIRE

PJDP ADVANCED CURRICULUM DEVELOPMENT & PROJECT MANAGEMENT WORKSHOP

25th - 29th November, 2013: Koror, Palau

Pre-training Questionnaire

Reference No.:

Please answer the following questions. This questionnaire will help the faculty to understand your particular training needs and focus training during this Curriculum development and Program Management workshop. It will also help us to assess what you have learned from the training at the end of the course.

Question 1: What is the purpose of conducting a training needs assessment?

Question 2: List two stages of the 'training cycle'.

Question 3: What is a curriculum?

Question 4: What is the purpose of a session plan and state two matters that should be included in a session plan.

Question 5: What is the difference between monitoring and evaluation of training?

Question 6: What is the role of National Judicial Development Committees NJDC's?

Question 7: List three stages in the Project Cycle?

Question 8: List three tools that can assist when managing a project?

Please rate your level of knowledge and skills before this Curriculum development and Program Management regarding the following matters by ticking / checking ONE square per question only:

Question 9: How confident do you feel as a trainer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Confident</i>	<i>Quite Confident</i>	<i>Confident</i>	<i>Very Confident</i>

Question 10: The stages in the 'training cycle'.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 11: The process of conducting a training needs assessment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 12: The process of identifying, analysing, selecting and sequencing the content of a learning program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 13: Delivering a training session to a group of learners.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 14: Knowledge of a range of teaching methodologies you could use in a training session.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Question 15: Methods of monitoring, assessing and evaluating training.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Question 16: How to design a curriculum for a judicial orientation program for judicial officers (law trained and lay) of your court.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Question 17: How confident do you feel to manage projects within your court?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Confident	Limited Confidence	Confident	Very Confident

Question 18: Stages in the Project Cycle.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Question 19: Selected project management tools.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Thank you for your time and assistance with completing this form!

ANNEX 9: POST-TRAINING QUESTIONNAIRE

PJDP ADVANCED CURRICULUM DEVELOPMENT & PROJECT MANAGEMENT WORKSHOP

25th - 29th November, 2013: Koror, Palau

Post-training Questionnaire

Reference No.:

Question 1: What is the purpose of conducting a training needs assessment?

Question 2: List two stages of the 'training cycle'.

Question 3: What is a curriculum?

Question 4: What is the purpose of a session plan and state two matters that should be included in a session plan.

Question 5: What is the difference between monitoring and evaluation of training?

Question 6: What is the role of National Judicial Development Committees NJDC's?

Question 7: List three stages in the Project Cycle?

Question 8: List three tools that can assist when managing a project?

Please rate your level of knowledge and skills after this Curriculum development and Program Management Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 9: The stages in the 'training cycle'.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 10: The process of conducting a training needs assessment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 11: The process of identifying, analysing, selecting and sequencing the content of a learning program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 12: Delivering a training session to a group of learners.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 13: Knowledge of a range of teaching methodologies you could use in a training session.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 14: Methods of monitoring, assessing and evaluating training.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 15: How to design a curriculum for a judicial orientation program for judicial officers (law trained and lay) of your court.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 16: After the training, how confident do you feel to manage projects within your court?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Confident</i>	<i>Limited Confidence</i>	<i>Confident</i>	<i>Very Confident</i>

Question 17: Stages in the Project Cycle.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 18: Selected project management tools.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Please rate your satisfaction regarding the quality and value to you of the Workshop by ticking / checking ONE square per question only:

Question 19: How having completed the course, how confident do you feel as a trainer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Less Confident</i>	<i>Same Confidence</i>	<i>More Confident</i>	<i>Much More Confident</i>

Question 20: Were the aims of the orientation RTT Curriculum Development & Project Management Workshop clear, and were they achieved?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Achieved</i>	<i>Reasonably Achieved</i>	<i>Substantially Achieved</i>	<i>Fully Achieved</i>

Question 21: Was the information presented practical and useful to you as a trainer in your court?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Useful</i>	<i>Limited Usefulness</i>	<i>Quite Useful</i>	<i>Extremely Useful</i>

Question 22: Were the materials provided by the trainers relevant to the training and useful?

Not Relevant

Limited Relevance

Quite Relevant

Extremely Relevant

Question 23: Did you find that the trainers and the presentation were effective and allowed for adequate participation, discussion, practical presentations, and interaction?

Not Effective

Limited Effectiveness

Quite Effective

Extremely Effective

Question 24: Overall, were you satisfied with the Capacity Building ToT Workshop?

Not Satisfied

Reasonably Satisfied

Quite Satisfied

Extremely Satisfied

Question 25: Briefly describe the *most* useful experience(s) of the Workshop.

Question 26: Briefly describe the *least* useful experience(s) of the Workshop.

Question 27: Do you wish to offer any other comments or suggestions for improvements for this Workshop?

Thank you for your time and assistance with completing this form!



Pacific Judicial Development Programme

TRAINER'S TOOLKIT:

DESIGNING, DELIVERING AND EVALUATING TRAINING PROGRAMS

PJDP toolkits are available on: <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>

