***Trainer’s Toolkit:***

***Designing, Delivering and Evaluating Training Programs***

***Additional Documentation***

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

Toolkits are evolving and changes may be made in future versions. For the latest version of this Additional Documentation please refer to the website – <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>

Note: While every effort has been made to produce informative and educative tools, the applicability of these may vary depending on country and regional circumstances.

#

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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** *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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 | ***Workshop Opening and Orientation**** Introduction

***Overview of Workshop**** Facilitators
* Aim and Objectives
* Learning resources

***Certification**** Assessment
* Accreditation

***PJDP Phase 2*** | * 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** | * 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** | * Same as above
 |
| 11.30-12.30 | **Action Plans*** What is an action plan? Why use them? How to design action plans?
 | * Define an action plan and explain why they are used
* Create an action plan to improve training and to ensure training aims are achieved.
 |
| ***12.30-1.30pm*** | ***Lunch*** |
| 1.30-3.00 | **Training Needs Analysis (TNA) Revisited** * Definition
* Methods and documentation
* Selection of subjects
* Action plan for improvements
 | * 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*** Six steps in developing a learning programs
* Daily plans
* Session plans
 | * 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*** 3 important things I learned today?
* 2 questions I still have?
* 1 thing that really supported my learning today?
 | * 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**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** |
| 8.30-10.30 | **Learning aims and outcomes revisited** * Types, difference of aims and objectives, how to formulate, action plan for improvement
 | * 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*** Purpose of session plan
* Pro-forma session plan
* Timing
 | * 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*** | ***Lunch*** |
| 1.30-3.00 | **Principles of adult learning revisited*** Explanation of adult learning principles
* Why these principles are important?
 | * 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*** | ***Afternoon tea*** |
| 3.15-4.15 | **Advanced teaching methods 1: Group Discussions*** Types of group discussions
* Purpose of group discussions
* 8 step guide to creating group discussion
 | * 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*** 3 important things I learned today?
* 2 questions I still have?
* 1 thing that really supported my learning today?
 | * To review and evaluate Day 2 of the workshop.
 |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** |

**Day Three: Wednesday, 7th December, 2011**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** |
| 8.30-10.30 | **Assessment and evaluation of training*** Four key principles of assessment- validity, reliability, flexibility and fairness
* Types of assessment methods for assessing knowledge, skills and attitudes
* Creating and assessment
 | * 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*** | **Morning tea** |
| 11.00-12.30 | **Assessment continued** | * As above
 |
| ***12.30-1.30pm*** | ***Lunch*** |
| 1.30-3.00 | **Teaching aids*** Where to find training resources?
* Powerpoints
* Games
 | * Significantly improve their knowledge and skills in locating teaching resources
* Significantly improve their knowledge of using games as a teaching methodology
* Increase their awareness of overuse of Powerpoint.
 |
| ***3.00-3.15*** | ***Afternoon tea*** |
| 3.15-4.15 | **Advanced teaching methods 2: Case studies and role plays*** Difference between a case study and a role play
* 10 steps in writing a case/study or role play
 | * 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*** 3 important things I learned today?
* 2 questions I still have?
* 1 thing that really supported my learning today?
 | * To review and evaluate Day 3 of the workshop.
 |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** |

**Day Four: Thursday, 8th December, 2011**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** |
| 8.30-10.30 | **Advanced Teaching Methods 3*** Teaching a skill
* Definition of coaching
* Coaching model
 | * Improve significantly their knowledge of coaching as a teaching methodology
* To conduct a short coaching session teaching.
 |
| ***10.30-11.00*** | **Morning tea** |
| 11.00-12.30 | **Planning for 30 minute teaching session*** Explanation of task
 |  |
| ***12.30-1.30pm*** | ***Lunch*** |
| 1.30-3.00 | **Final preparation for 30 minute training session** |  |
| ***3.00-3.15*** | ***Afternoon tea*** |
| 3.15-4.15 | **Final preparation for 30 minute training session** |  |
| 4.15-4.30 | **3-2-1*** 3 important things I learned today?
* 2 questions I still have?
* 1 thing that really supported my learning today?
 | * To review and evaluate Day 4 of the workshop.
 |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** |

**Day Five: Friday, 9th December, 2011**

|  |  |  |
| --- | --- | --- |
| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** |
| 8.30-10.30 | **Presentation by participants of a 30 minute training session** | * 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*** | **Morning tea** |
| 11.00-12.30 | **Presentations continued** |  |
| ***12.30-1.30pm*** | ***Lunch*** |
| 1.30-3.00 | **Presentations continued** |  |
| ***3.00-3.15*** | ***Afternoon tea*** |
| 3.15-4.15 | **Wrap up of training:** * Review learning outcomes
* Completion of post-training questionnaire
* What did I learn?
* What did I like?
 | * 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*** | ***Daily wrap-up, feedback and close*** |

# Annex 4: Session Plan Template

|  |
| --- |
| **Session Plan:** |
| **Training Program** | **Judicial Orientation Program** |
| **Topic**  |  |
| **Objective(s)** | The purpose of this session is to: [**Q**: *Knowledge, skills, attitudes*?]*
*
*
 |
| **Outcomes** | As a result of attending, will be reasonably able to: [**Q**: ***Do*** *what and* ***how*** *well*?]*
*
*
 |
| **Trainer** |  |
| **Time – 60 mins** | **Content:**  |
| **Start**  >5 mins | **Introduction****G**et attention: Introduce yourself. Tell an interesting story. Use an ice-breaker. Joke?**L**ink to learner’s previous interest/experience: **O**utcomes (learning outcomes): Discuss the learning outcomes listed above**S**tructure of the session: Session will be divided into four sessions (see sub-topics below)**S**afety and housekeeping: Morning tea will be held at end of session**S**timulate motivation: What is in it for the learner? Judges must know the Rules of Evidence in order to carry out their judicial functions effectively. |
| 20 mins | Sub-topics | Methodology | Summary / Assessment | Resources  |
|  | Presentation | Questions |  PowerPoint |
| 15 mins | Sub-topics | Methodology | Summary / Assessment | Resources  |
|  | Case Study | Questions | Handouts |
| 15 mins | Sub-topics | Methodology | Summary / Assessment | Resources  |
|  | Brainstorm | Game | Whiteboard and pen |
| >5 mins**Ends**  | **C**onclusion: **COFF*** 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.

Summary: review your learning outcomes – check participants’ grasp by asking them to summarise.  |
| **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.

**Daily Plan Example:**

**Customer Service Training for Court Staff Date: Location:**

**Learning Objective of training program:** to increase the knowledge and skills of court staff with respect to customer service.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Topic** | **Learning Outcomes:** Participants will be able to: | **Training Method** | **Training Aids** | **Facilitator** |
| **8:00 – 8:30am** | ***Arrival Time*** |
| **8:30 – 10:30am**120 mins | **Opening of Training****Overview of Training:*** Facilitators
* House keeping
* Learning Objective
* Learning Resources

**Who is a customer and how do we deal with them?** | * Welcome participants to the training and introduce facilitators and participants
* Clearly explain the objective of the training
* Ask participants complete a pre-training questionnaire

Participants will be reasonably able to:* 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 model of customer service
* Distinguish internal and external customers
* Define customer expectations
 | PresentationPresentationBrainstormGroup Activities | PowerPointPre-Training QuestionnairePowerPointWhiteboardButcher’s paper and pens |  |
| **10:30 – 11:00am** | ***Morning Tea*** |
| **11:00 – 12:30pm**90 mins | **Communicating with Customers** | Participants will be reasonably able to:* 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
 | PresentationGroup DiscussionRole PlayGroup Activity | PowerPointVideoWhiteboard |  |
| **12:30 – 1:30 pm** | ***Lunch*** |
| **1:30 – 3:00pm**90 mins | **Delivering a Service** | Participants will be reasonably able to:* 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
 | PresentationBrainstormVideoGroup activity | PowerPointWhiteboardButcher’s paper and pens |  |
| **3:00 – 3:15pm** | ***Afternoon Tea*** |
| **3:15 – 4:15 pm**60 mins | **When Things go Wrong** | Participants will be reasonably able to:* 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
 | PresentationGroup activityVideoGroup Discussion | PowerPointButcher’s paper and pens |  |
| **4:15 – 4:45pm**30 mins | **Closing of training** | * 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
 |  | PowerPointPost-Training Questionnaires |  |

**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’.

|  |
| --- |
|  |
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**Question 2:** What is a Service Delivery Charter?

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

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**Question 4:** What is meant by the term ‘service recovery’?

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| **Question 5:** Why are communication skills important in customer service? |
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| **Question 6:** Describe the 3 C’s of customer service? |
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**Question 7:** List two characteristics of quality customer service?

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**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:**

1. The difference between a client and a customer?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The purpose of a service delivery charter?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The dimensions of customer service both procedurally and personally?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The RATER model for measuring the effectiveness of customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The importance of customer expectations in customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The importance of listening and questioning skills in communicating effectively with customers?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The negative communication practices that will not result in quality customer service.

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The concept of the three C’s of customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The characteristics of quality customer service.

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The concept of ‘service recovery’?

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 *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’.

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**Question 2:** What is a Service Delivery Charter?

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

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**Question 4:** What is meant by the term ‘service recovery’?

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| **Question 5**: Why are communication skills important in customer service? |
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**Question 6:** Describe the 3 C’s of customer service?

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**Question 7:** List two characteristics of quality customer service?

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**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:**

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

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|  |  |  |  |
| *Not Confident* | *Quite Confident* | *Confident* | *Very Confident* |

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

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| *Not Achieved* | *Reasonably Achieved* | *Substantially Achieved* | *Fully Achieved* |

1. Was the information presented practical and useful to you and your court?

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| *Not Useful* | *Limited Usefulness* | *Quite Useful* | *Extremely Useful* |

1. Were the materials provided by the trainer(s) relevant to the training and useful?

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| *Not Relevant* | *Limited Relevance* | *Quite Relevant* | *Extremely Relevant* |

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

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| *Not Effective* | *Limited Effectiveness* | *Quite Effective* | *Extremely Effective* |

1. Overall, were you satisfied with the ***Customer Service for Court Staff* training program**?

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| *Not Satisfied* | *Reasonably Satisfied* | *Quite Satisfied* | *Extremely Satisfied* |

**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:**

1. The difference between a client and a customer?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The purpose of a service delivery charter?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The dimensions of customer service both procedurally and personally?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The RATER model for measuring the effectiveness of customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The importance of customer expectations in customer service.

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The importance of listening and questioning skills in communicating with customers?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The negative communication practices that will not result in quality customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The concept of the three C’s of customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

***Question 15:*** The characteristics of quality customer service?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

***Question 16:*** The concept of ‘service recovery’?

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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

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

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

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*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 | Participants will be reasonably able to: * 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 | INTRODUCTION (GLOSSS)**G**et attention:**L**ink to learner’s previous interest/experience:* 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

**Outcomes**: Review the Learning Outcomes that are stated above.**Structure** of the session: This session will be divided into four topics:* 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.

**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  |
| Difference between a client and a customerDefining ‘customer service’ | PresentationBrainstormGroup Discussion | Question participants |  PowerPointWhiteboard |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
| Service delivery charterProcedural and personal dimensions of customer service | PresentationGroup ActivityPresentation | Group activity participants completeCourt Service Delivery Charter | PowerPointButcher’s paper and pens |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  The RATER model of customer service  | Presentation | Quiz | PowerPoint |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  Difference between internal and external customersCustomer Expectations | BrainstormPresentation | Question participants | Whiteboard |
| 10 mins**End 10.30 am** | Conclusion (COFF)**O**utcomes & summary: review learning outcomes above.**F**eedback: get feedback from participants on this session.**F**uture: next session we will cover communicating with customers. How do we effectively communicate with our clients? What works and what does not. |

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| **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: * 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 (GLOSSS)****G**et attention:**L**ink to learner’s previous interest/experience:* 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 Questioning Skills | PresentationBrainstormGroup DiscussionVideo | Question participants | PowerPointWhiteboardPowerPoint |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
| Communication negatives | PresentationGroup ActivityPresentation | Group activity participants complete | PowerPointButcher’s paper and pens |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  Body language | Presentation | Quiz | PowerPoint |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  Message Impact | BrainstormVideo | Question participants | WhiteboardPowerPoint |
| 10 mins**End 12.30 pm** | **Conclusion (COFF)****O**utcomes & summary: review learning outcomes above.**F**eedback: get feedback from participants on this session.**F**uture: next session we will cover delivering a service to customers and the three C’s of customer service. Enjoy your lunch. |

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| **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: * 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)****G**et attention:**L**ink to learner’s previous interest/experience:* 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.**Structure** of the session: This session is divided into the following topics:* 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

**Safety** and housekeeping: Describe any particular housekeeping and safety issues for your location.**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.  |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
| Delivering the service.The 3 C’s: * Convenience
* Consistency
* Consideration
 | PresentationGroup Discussion | Question participants |  PowerPointWhiteboard |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
| Characteristics of quality customer service | PresentationGroup Activity | Group activity participants complete | PowerPointButcher’s paper and pens |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  Concepts of customer satisfaction and loyalty | Presentation | Questions | PowerPoint |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  Characteristics of satisfied and dissatisfied customers | PresentationBrainstormVideo | Question participants | WhiteboardPowerPoint |
| 10 mins**End 3 pm** | **Conclusion (COFF)****O**utcomes & summary: review learning outcomes above.**F**eedback: get feedback from participants on this session.**F**uture: next session we will consider what to do when things go wrong and the concept of service recovery. |
| **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: * 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

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| Trainer :  |  |
| **Time – 60 Minutes****3.15 – 4.15 pm** | **Content** |
| **Start 3.15pm**10 mins | **INTRODUCTION (GLOSSS)****G**et attention:**L**ink 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?**Outcomes**: Review the Learning Outcomes that are stated above.**Structure** of the session: This session is divided into the following sections:* 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

**Safety** and housekeeping: Describe any particular housekeeping and safety issues for your location.**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.  |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
| Defining a difficult customerTechniques for handling difficult customers | PresentationBrainstormGroup Discussion | Question participants | PowerPointWhiteboard |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
| Inappropriate responses to difficult customers | PresentationGroup Activity | Group activity participants complete | PowerPointButcher’s paper and pens |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources  |
|  The concept of ‘service recovery’ and how this can be achieved | Presentation | Questions | PowerPoint |
| 10 mins**End 4.15 pm** | **Conclusion (COFF)****O**utcomes & summary: review learning outcomes above.**F**eedback: get feedback from participants on this session.**F**uture: 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.

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

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1. List two stages of the ‘training cycle’.

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1. What is a curriculum?

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

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1. What is the difference between monitoring and evaluation of training?

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1. What is the role of National Judicial Development Committees NJDC’s?

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1. List three stages in the Project Cycle?

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1. List three tools that can assist when managing a project?

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**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:**

1. How confident do you feel as a trainer?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *Not Confident* | *Quite Confident* | *Confident* | *Very Confident* |

1. The stages in the ‘training cycle’.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The process of conducting a training needs assessment.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The process of identifying, analysing, selecting and sequencing the content of a learning program.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Delivering a training session to a group of learners.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Knowledge of a range of teaching methodologies you could use in a training session.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Methods of monitoring, assessing and evaluating training.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. How confident do you feel to manage projects within your court?

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *Not Confident* | *Limited Confidence* | *Confident* | *Very Confident* |

1. Stages in the Project Cycle.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Selected project management tools.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |
| *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.:**

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

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1. List two stages of the ‘training cycle’.

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1. What is a curriculum?

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| --- |
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1. What is the purpose of a session plan and state two matters that should be included in a session plan.

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1. What is the difference between monitoring and evaluation of training?

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1. What is the role of National Judicial Development Committees NJDC’s?

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|  |

1. List three stages in the Project Cycle?

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|  |

1. List three tools that can assist when managing a project?

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**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:**

1. The stages in the ‘training cycle’.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The process of conducting a training needs assessment.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. The process of identifying, analysing, selecting and sequencing the content of a learning program.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Delivering a training session to a group of learners.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Knowledge of a range of teaching methodologies you could use in a training session.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Methods of monitoring, assessing and evaluating training.

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. After the training, how confident do you feel to manage projects within your court?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *Not Confident* | *Limited Confidence* | *Confident* | *Very Confident* |

1. Stages in the Project Cycle.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

1. Selected project management tools.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

1. How having completed the course, how confident do you feel as a trainer?

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *Less Confident* | *Same Confidence* | *More Confident* | *Much More Confident* |

1. Were the aims of the orientation RTT Curriculum Development & Project Management Workshop clear, and were they achieved?

|  |  |  |  |  |  |  |  |  |  |  |  |
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| *Not Achieved* | *Reasonably Achieved* | *Substantially Achieved* | *Fully Achieved* |

1. Was the information presented practical and useful to you as a trainer in your court?

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|  |  |  |  |
| *Not Useful* | *Limited Usefulness* | *Quite Useful* | *Extremely Useful* |

1. Were the materials provided by the trainers relevant to the training and useful?

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |
| *Not Relevant* | *Limited Relevance* | *Quite Relevant* | *Extremely Relevant* |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |
| *Not Effective* | *Limited Effectiveness* | *Quite Effective* | *Extremely Effective* |

1. Overall, were you satisfied with the Capacity Building ToT Workshop?

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| *Not Satisfied* | *Reasonably Satisfied* | *Quite Satisfied* | *Extremely Satisfied* |

1. Briefly describe the *most* useful experience(s) of the Workshop.

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1. Briefly describe the *least* useful experience(s) of the Workshop.

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1. Do you wish to offer any other comments or suggestions for improvements for this Workshop?

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

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|  |
|  | **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**](http://www.fedcourt.gov.au/pjdp/pjdp-toolkits) |
|  |