

## Example Leader Guide

[course title]

# Leader's Guide

[business | division | department]

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# Table of contents

<b>ABOUT THIS GUIDE .....</b>	<b>3</b>
<b>Icons used in this guide .....</b>	<b>3</b>
<b>Contents of this guide.....</b>	<b>3</b>
<b>ABOUT THIS MODULE .....</b>	<b>5</b>
<b>Course overview .....</b>	<b>5</b>
<b>Assessment process and criteria.....</b>	<b>6</b>
<b>PLANNING AND PREPARATION.....</b>	<b>8</b>
<b>Equipment and materials required.....</b>	<b>8</b>
<b>Suggested timetable.....</b>	<b>9</b>
<b>LEARNING OUTLINE.....</b>	<b>11</b>
<b>Unit 1 - Leader introduces this module .....</b>	<b>11</b>
Welcome .....	11
Module introduction.....	11
Icebreaker.....	12
<b>Unit x - Unit title.....</b>	<b>13</b>
Topic title.....	13
Role-play x.x.....	14
Role-play self-evaluation .....	15
Role-play observer evaluation .....	15
Case study x.x .....	15
Practical exercise x.x.....	16
Unit summary.....	16
<b>Unit x - Quiz.....</b>	<b>17</b>
<b>Unit x - Leader concludes this module .....</b>	<b>18</b>
<b>MODULE MARKING GUIDE.....</b>	<b>19</b>
<b>Unit x - Marking guide .....</b>	<b>19</b>
Case study x.x - Marking guide .....	19
Practical exercise x.x - Marking guide.....	19
<b>Unit x Quiz - Marking guide .....</b>	<b>19</b>
<b>Document control information.....</b>	<b>21</b>

## About this guide

### Description

This module can be completed as either:

- facilitator-led, classroom-based training held over [?] days, or
- stand-alone, self-paced learning that participants can study by themselves, within a timeframe agreed with a coach/mentor. As a general guideline, this module takes about [? hours/days] to complete (working an average of [?] hours a day/week).

### Icons used in this guide

#### Icons

Icons are used throughout this guide to provide quick visual references. They indicate the following:

Icon	Meaning	Icon	Meaning
[icon]	[meaning]	[icon]	[meaning]

### Contents of this guide

#### Summary of contents

This learning module includes:

- readings
- discussions
- demonstrations
- exercises
- role-plays
- case studies
- quizzes

#### Readings

When on-the-job, participants will have access to information resources, e.g. manuals, intranet, etc. The aim of the readings is to ensure participants:

- become familiar with the content and structure of these resources
- are able to interpret and apply the content effectively

#### Discussions

During the module, participants may be asked to discuss a particular topic with the leader, other participants or work colleagues. The aim of the discussion is to:

- explore and evaluate different ideas and perspectives
- brainstorm new ideas
- learn from the experiences and expertise of others

#### Demonstrations

During the module, the leader may demonstrate actual examples, for example demonstrating the use of a system.

The aim of the demonstration is to:

- illustrate real examples
- highlight key points

Demonstrations usually precede participants carrying out exercises on their own.

### **Exercises**

During the module, participants may be asked to complete written or practical exercises. The aim of the exercise is to allow participants to:

- put what they have learnt into practice
- check their understanding of the content covered

### **Role-plays**

Role-plays are carried out with the leader, other participants or work colleagues, so participants can practice applying behaviour-based principles.

### **Case studies**

Case studies are based on realistic work scenarios, presenting real problems. The aim of a case study is for participants to:

- interpret and apply their knowledge to realistic situations
- think through issues and problems and arrive at their own conclusions

Case studies do not necessarily have a right or a wrong answer.

### **Unit quizzes**

At the end of each unit, participants may need to complete a short quiz. The aim of the quiz is to:

- assess the participants understanding of the content presented
- prepare the participants for the formal assessment

## About this module

### Module overview

[what will this module cover?]

[how does this link to the participant's job purpose?]

### Learning objectives

Upon completing this module, participants will be able to:

- [list the learning objectives of this module]
- 
- 

### Target audience

The module has been designed to be delivered to:

- [?]
- [?]

### Pre-requisites

Prior to completing this module, the following modules need to be completed:

- [module name]
- [module name]

### Recommended class size

If this module is to be presented as classroom training, then the recommended class size is a:

- minimum of [?]
- maximum of [?]

## Course overview

### Introduction

This module is part of the [?] course.

### Aim

This course is designed to [?].

### Business rationale

This course was developed [why?].

### Course map

The table below summarizes the course structure and where this module fits into the overall course.

[insert a diagram of the course map or complete the table below]

Module	Unit
[module title]	[unit title]

Module	Unit

## Assessment process and criteria

### Introduction

The assessment process is conducted using a variety of methods to assess:

- the participant’s knowledge, skills and behaviours
- how they apply them **in the workplace**

### Informal assessment

During the module, participants will be asked to complete exercises, case studies and role-plays designed to help them practice what they have learned.

At the conclusion of each unit, there is a quiz to check the participant understands.

### Formal assessment

At the completion of this module, the participant will be required to successfully complete a formal assessment. The formal assessment is made up of:

- [written assessment conducted by ?]
- [practical assessment conducted by ?]
- [on-the-job assessment conducted by ?]

### Marking guide

The marking guide for the:

- informal assessment is provided in [?]
- formal assessment is [?]. It must be kept secure and private

### Successful assessment

To successfully complete this module, the participant must:

- **complete [?] out of [?] of the [?] Assessment**
- **complete [?] out of [?] of the [?] Assessment**

If the participant is not able to meet this minimum requirement, they have been unsuccessful in this component of assessment.

### When the participant is successful?

When a participant has successfully completed the assessment:

- [?]
- [?]

### When the participant is unsuccessful?

When a participant is unsuccessful:

- [?]
- [?]

### Certificate

[is a certificate or other formal documentation issued?]

**Records**

[what records need to be completed?]

## Planning and preparation

### Preparation and planning checklist

The leader needs to follow the checklist below to plan and prepare for leading the participants through this module.

	<b>Preparation</b>	✓
1	Make sure the participants have completed all the required pre-requisite modules.	<input type="checkbox"/>
2	Allocate the necessary uninterrupted time for the participants to complete the module, liaising with the participants' supervisor(s), if required.	<input type="checkbox"/>
3	If this module is to be presented as classroom training: arrange for appropriate venue and time for training inform the participants of the venue, time and anticipated duration of the training	<input type="checkbox"/>
4	Familiarize yourself with the content of this Learning Guide, relevant materials and resources.	<input type="checkbox"/>
5	Arrange for sufficient copies of participants materials.	<input type="checkbox"/>
6	If the leader and/or the participants require access to any equipment or facilities (e.g. overhead transparencies, data show, or TV and video) ensure: the equipment is booked time has been allowed for setting up and testing the equipment you are familiar with its operation	<input type="checkbox"/>
<b>During the module</b>		✓
1	Provide support for the participants, as necessary.	<input type="checkbox"/>
2	As required: mark the unit quizzes conduct the assessments	<input type="checkbox"/>
<b>After the module</b>		✓
1	Check the participant's assessment result.	<input type="checkbox"/>
2	Record the results of the assessments.	<input type="checkbox"/>
3	Arrange additional development if any of the participants do not successfully complete the assessment.	<input type="checkbox"/>
4	Ensure participants know where to get further information/support, if required.	<input type="checkbox"/>

## Equipment and materials required

### Equipment required

The checklist list below details the equipment required for this module.

<b>No.</b>	<b>Equipment required</b>	<b>When required</b>	✓
1	[overhead projector]	[?]	<input type="checkbox"/>
2	[datashow]	[?]	<input type="checkbox"/>
3	[tv and video player]	[?]	<input type="checkbox"/>

No.	Equipment required	When required	✓
4	[?]	[?]	<input type="checkbox"/>

**Materials for each participant**

The checklist list below details the materials required for each participant.

No.	Materials required	✓
1	[workbook / learning guide]	<input type="checkbox"/>
2	[stationery]	<input type="checkbox"/>
3	[calculator]	<input type="checkbox"/>
4	[?]	<input type="checkbox"/>

**Materials for the leader**

The checklist list below details the materials required by the leader.

No.	Materials required	✓
1	[learning guide]	<input type="checkbox"/>
2	[whiteboard, whiteboard markers and eraser]	<input type="checkbox"/>
3	[flipchart, paper and pens]	<input type="checkbox"/>
4	Copies of the following forms: [?] [?]	<input type="checkbox"/>
5	Copies of the following manuals / references: [?] [?]	<input type="checkbox"/>
6	[any other written material required]	<input type="checkbox"/>
7	[?]	<input type="checkbox"/>

**Suggested timetable**

**Classroom timetable**

When presenting this module as leader-led, classroom training, the following timetable is recommended.

Time	Unit	Duration

**Self-paced timetable**

When completing this module as self-paced learning, the following timetable is provided (as a guideline only).

Unit	Duration

<b>Unit</b>	<b>Duration</b>

# Learning outline

## Unit 1 - Leader introduces this module

### Estimated time

[#] minutes.

### Materials required

- [list resources/manuals/materials required]

### Learning objectives...

- [list learning objectives]

## Welcome

### Welcome

**Review** module objectives:

- [?]
- [?]

### Housekeeping

**Discuss** administrative details such as:

- start/finish times, breaks
- facilities (lunch room, toilets, telephones, etc.)
- travel, parking, evacuation, refreshments
- arrangements for phone calls and messages etc.

## Module introduction

### Expectations

Ask participants what they hope to gain from this module

**Discuss** the responses...

**Point out** that some expectations may not be covered in this module. Some activities and expectations will be covered in other modules/courses, or by their manager in their workplace.

### Materials

**Distribute** the participants' materials and workbooks.

**Describe** the purpose of the materials and workbook and explain how they will be used.

### Summary

**Summarize** and briefly discuss the units covered in this module:

- [?]
- [?]
- [?]
- [?]

### Explanation

**Explain** that during the module, participants will be asked to complete activities designed to check their understanding, such as:

- readings
- discussions
- demonstrations
- exercises
- role-plays
- case studies
- quizzes

**Discuss** requirements for completing these activities.

**Assessment**

**Explain** the assessment process and criteria:

- [list assessment criteria]

**Conclusion**

**Ask** if there are any questions before moving on.

**Icebreaker**

**Introduction**

**Conduct** an icebreaker activity that will allow you and the participants to 'break the ice', settle in and get to know one another.

**Estimated time**

[#] minutes.

**Materials required**

- [list resources/manuals/materials required]

**Objectives**

The objectives of this icebreaker are to:

- [?]
- [?]

**Activity**

Follow the instructions below.

Step	Action	Example
1		
2		
3		
4		
5		
6		
7		

**Outcomes / Results**

[?]

**Unit x - Unit title**

**Estimated time**

[#] minutes.

**Materials required**

- [list resources/manuals/materials required]

**Learning objectives...**

- [list learning objectives]

**Topic title**

**Reading**

**Read** [document title], sections:

- from [section title]
- to [section title]

**Discussion**

**Discuss** the following key points with [?]:

- [ideas, issues, scenarios, known problem areas]
- [?]
- [?]
- [?]

**Slide**

Display and review slide / presentation / screen show.

[?]
[insert image of oht here]

**Brainstorming**

**Brainstorm** answers to these focus questions.

- [focus question]
- [focus question]

Extra questions.

- [focus question]
- [focus question]

**Discuss** the responses, which may include:

- [?]
- [?]
- [?]

**Demonstration**

Leader demonstrates [?].

During the demonstration, take particular notice of:

- [?]
- [?]
- [?]

Step	Action	Result / Example
1		
2		
3		
4		
5		
6		
7		
8		
9		

**Break**

Break for [morning tea/lunch/afternoon tea]

[?] minutes

**Role-play x.x**

**Estimated time**

[#] minutes.

**Materials required**

- [list resources/manuals/materials required]

**Scenario**

[brief description of the scenario]

**Role [?]**

[describe the role]

**Role [?]**

[describe the role]

**Evaluation**

When the role-play has been completed, participants need to complete either a self-evaluation or an observer evaluation.

The purpose of the evaluations is to help the participants:

- analyse performances, including their own
- receive and discuss feedback

### Role-play self-evaluation

#### Review

Review your own preparation and performance.

No	Question	Low	Med	High
1	[question]			
2	[question]			
3	[question]			
4	[question]			
5	[question]			

#### Record

Record two things you could improve.

No.	Role-play improvements
1	
2	

### Role-play observer evaluation

#### Observer evaluation

After observing the role-play, complete the following evaluation and discuss your answers together.

No	Question	Low	Med	High
1	[question]			
2	[question]			
3	[question]			
4	[question]			
5	[question]			

#### Possible improvements

Record two things the participants involved in the role-play could improve.

No.	Role-play improvements
1	
2	

### Case study x.x

#### Estimated time

[#] minutes.

**Materials required**

- [list resources/manuals/materials required]

**Discussion**

Discuss your answers with the group. You must give reasons for your answers.

Your answers should match the acceptable solutions or the leader should agree with your reasoning.

You have [#] minutes to complete this case study.

**Case study**

[describe case study here]

**Question [#]**

[question]

Your answer:

---

---

---

---

Your reasoning:

---

---

---

---

**Practical exercise x.x**

**Estimated time**

[#] minutes.

**Materials required**

- [list resources/manuals/materials required]

**Time allocated**

You have [#] minutes to complete this exercise.

When finished, [?].

**Practical exercise**

Let's practice [?].

- [what do they need to do in this exercise?]
- 

**Unit summary**

**Summary of key points**

- [revise the key points in this unit]
- [?]
- [?]

## Unit x - Quiz

### Unit quiz

- Complete this quiz [individually] / [in teams]
- [do] / [do not] refer to the training reference materials
- [do] / [do not] discuss answers with other participants.

### Time allocated

Participants have [?] minutes to complete the following questions.

### Materials required

- [list resources/manuals/materials required]

### Question [#]

([#] marks)

Circle the correct answer(s).

[insert question here]

- A. [answer]
- B. [answer]
- C. [answer]
- D. [answer]
- E. [answer]

### Question [#]

([#] marks)

Complete the following list.

List [?].

- [sample list item]
- [sample list item]
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Question [#]

([#] marks)

Fill in the missing words...

[statement]

### Question [#]

([#] marks)

[question]

---

---

---

---

---

**Question [#]**

([#] marks)

[question]

- True
- False

**Completion**

When finished, [?].

**Unit x - Leader concludes this module**

**Estimated time**

[#] minutes.

**Conclusion**

**Discuss** administrative details such as:

- formal assessment process
- assessment results
- certificates / qualifications in recognition of completing this module
- where to obtain support once back on the job

**Evaluation**

Ask participants to complete a module evaluation.

Explain that their honest responses will help to enhance and improve the module.

**Thank you and goodbye**

**Congratulate** participants for the completion of the module and **thank** them for their participation.

## Module marking guide

### Marking guide

This marking guide provides answers and explanations for the exercises, case studies, and quizzes in this module.

Not all questions have an absolute answer, e.g. short answer questions. When this is the case, guidance is provided on how to evaluate and mark questions.

### Unit x - Marking guide

#### Case study x.x - Marking guide

##### Answer for question [#]

[sample answer]

Key points:

Key points which should be evident in the answer include:

- [key point]
- [key point]
- [key point]

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

#### Practical exercise x.x - Marking guide

##### Answer for question [#]

[provide sample of successfully completed form / screen / etc.]

Key points:

Key points which should be evident in the results:

- [key point]
- [key point]
- [key point]

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

### Unit x Quiz - Marking guide

##### Answer for question [#]

C. [answer]

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

Marking guide:

[score for this question]

[how is the score determined?]

**Answer for question [#]**

- *[possible answer]*
- *[possible answer]*
- *[possible answer]*
- *[possible answer]*
- *[possible answer]*
- *[possible answer]*
- *[possible answer]*
- *[possible answer]*

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

Marking guide:

[score for this question]

[how is the score determined?]

**Answer for question [#]**

The correct answer is...

[answer]

Other possible answers include...

[answer]

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

Marking guide:

[score for this question]

[how is the score determined?]

**Answer for question [#]**

[possible answer]

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

Marking guide:

[score for this question]

Key points which should be made in the answer include:

- [key point]
- [key point]
- [key point]

[how is the score determined?]

**Answer for question [#]**

[true / false]

Explanation:

[explain the reasoning for the answer]

References:

[provide references back to the relevant materials]

Marking guide:

[score for this question]

[how is the score determined?]

## Document control information

### Document status

The current status of this document is shown below.

<b>Course</b>	[course title]
<b>Module</b>	[module title]
<b>Business area</b>	[business   division   department]
<b>Document number</b>	LG_001
<b>Version</b>	1.0
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<b>Confidentiality</b>	
<b>Owner</b>	

<b>Contact</b>	<p>[title]                  [telephone number]                  [fax number]                  [email]</p>
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**Document history**

The history of changes made to this document is shown below. The most recent changes are listed first.

Version	Date	Summary of changes
1.0	[month, year]	First issue.

**Approval**

This document has been approved for publishing by:

<b>Approved by</b>	[name, job title and department]
<b>Authorised by</b>	[name, job title and department]
<b>Accepted by</b>	[name, job title and department]