Code of Conduct Training Program

The following tables contain general examples in brackets.

# Pre-training

| **Activity** | **Content** | **Time** |
| --- | --- | --- |
| Learner background/ information | * Find out more about learners’ expectations (pre-training survey, poll, phone call). * Assess current knowledge and skills relevant to the topic (short participant survey, speak with line managers, speak with subject matter experts). |  |
| Pre-training activity | * Send meaningful invitations and reminders (build awareness of training benefits, set expectations). * Send pre-training activities [pre-reading, answering set questions (used as part of the training), watching presentations or videos online, reading and considering case studies]. |  |

# Training

| **Activity** | **Content** | **Time** |
| --- | --- | --- |
| Information | * Acknowledgement of Country * Introductions (introduce self and any co-facilitators or subject matter experts attending; depending on numbers, get learners to introduce themselves). * Discuss housekeeping (emergency and health and safety matters; mobile phone and personal device use; start, finish and break times). * Set ground rules [respectful discussions, confidentiality (real life examples de-identified), not an appropriate forum to raise suspected wrongdoing, ‘Chatham House’ rules]. * Describe learning objectives and outcomes (aim of training, relevance of training to learners, what learners should know or be able to do as a result of training so learners understand what is expected of them and what they can expect from the training). * Encourage participation (acknowledge participants bring their own experiences and knowledge to training, they are encouraged to share their insights as part of assisting the learning). * Describe training format [guide to content, activities to generate discussion (case studies, role plays, quizzes, polls, breakout rooms), tools and tips provided (and where they can be found), how and when to ask questions, ‘parking’ items to be dealt with later or out of training]. |  |
| Preparation for learning | * Deliver preparation for learning or ‘icebreaker’ activity (for virtual classroom this might be familiarisation with online tools used during delivery like polls). |  |
| Main content | * Based on agency’s code (chunk subject matter into topics for logical flow). * Conduct activity (as part of each topic or use one activity for several topics; after each activity allow time for learners to reflect). * Reinforce key points throughout training (bring content back to learning outcomes and objectives identified at the beginning of training). |  |
| Conclusion | * Answer any ‘parked questions’ (answer parked questions or commit to getting back to group if answer needs clarification). * Wrap up (recap learning objectives and outcomes, allow time for reflection by the group about what was learnt and how they may apply new knowledge). * Leave learners with key takeaways (3 to 5 memorable points). * Thank learners for their time and participation. |  |
| Leaner feedback / evaluation | * Provide dedicated time for learners to give thoughtful feedback about training (evaluation sheet). * Advise if there is to be follow up evaluation activities – seek approval if required. |  |

# Post training

| **Activity** | **Content** | **Time** |
| --- | --- | --- |
| Resources | * Provide any additional resources to support learning (links to videos, tools, articles and quizzes; reminders of contact information for agency and if relevant external advisors). |  |
| Reinforcement | * Leaders and managers reinforce key messages (script or checklist helps group reinforce messages with their staff). |  |
| Feedback / evaluation | * Follow up with learners who said they would participate in post training feedback/evaluation, being aware that completion rates are likely to decrease with time elapsed since training. |  |