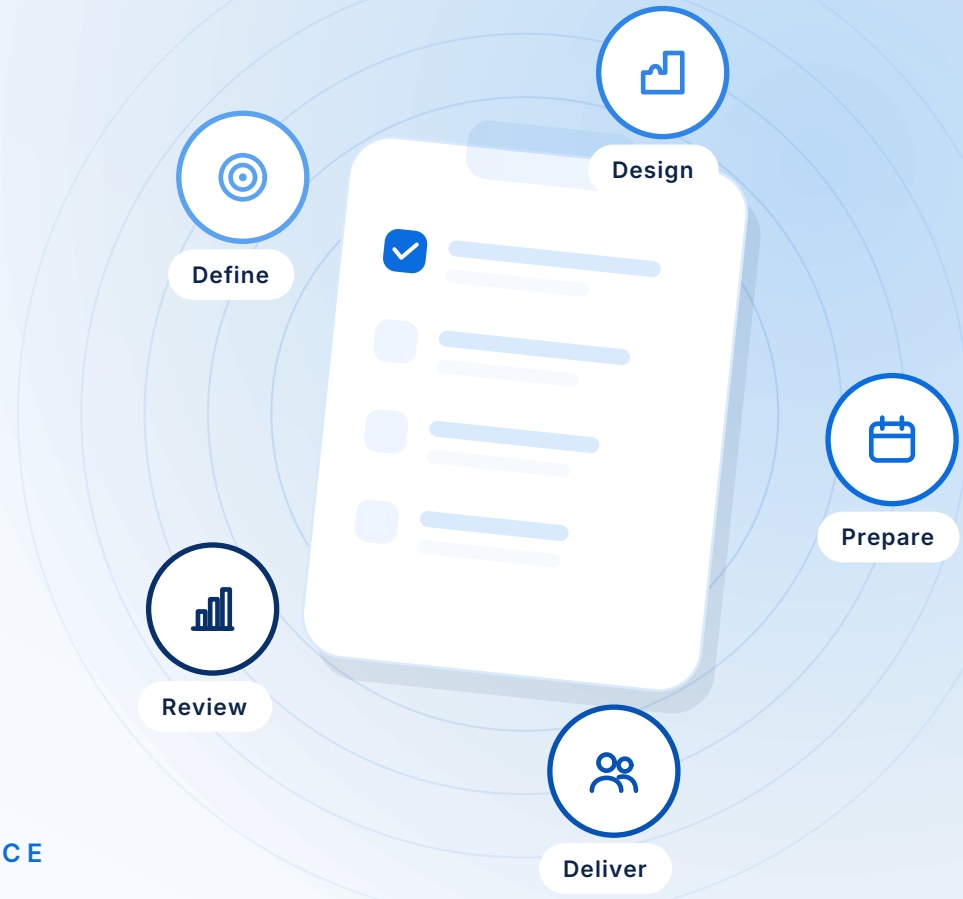
Corporate Training Library



A PROFESSIONAL RESOURCE

Corporate Training Session Planner.

Plan. Prepare. Facilitate. Evaluate.

A practical planning workbook for corporate trainers, facilitators, consultants and learning professionals.

INSIDE

Session design, learning objectives, agenda planning, activities, logistics, facilitation notes, evaluation and workplace application.

www.corporatetraininglibrary.com

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THE FIVE STAGES

01 Define

02 Design

03 Prepare

04 Deliver

05 Review

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SECTION 01

Getting Started

Understand the purpose, the audience and the five stages before you begin.

IN THIS SECTION

01 Welcome to Your Training Planner p. 5

02 Who Should Use This Planner? p. 7

03 How to Use This Planner p. 9

04 Training Design Principles p. 10

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SECTION 01 · GETTING STARTED

Welcome to Your Training Planner

Great training does not begin when the trainer enters the room.

It begins when the trainer understands the need, defines the outcome and designs an experience that helps participants learn, practise and apply new skills.

This planner gives you a structured way to prepare for every stage of a training session.

Use it to turn a training topic into a purposeful learning experience.

THE AIM

The aim is not simply to deliver content. The aim is to create learning that makes a difference at work.

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WELCOME TO YOUR TRAINING PLANNER · CONTINUED

This planner will help you:

Clarify the purpose of your training.

Define measurable learning objectives.

Structure a logical session agenda.

Select suitable learning methods and activities.

Prepare materials, equipment and logistics.

Capture observations during delivery.

Evaluate learning and plan workplace application.

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SECTION 01 · GETTING STARTED

Who Should Use This Planner?

This workbook is designed for:

- Corporate trainers and facilitators.
- Independent trainers and training consultants.
- Learning and Development professionals.
- HR and organisational development teams.
- Subject-matter experts who deliver training.
- Internal trainers and functional managers.
- Training companies designing client interventions.

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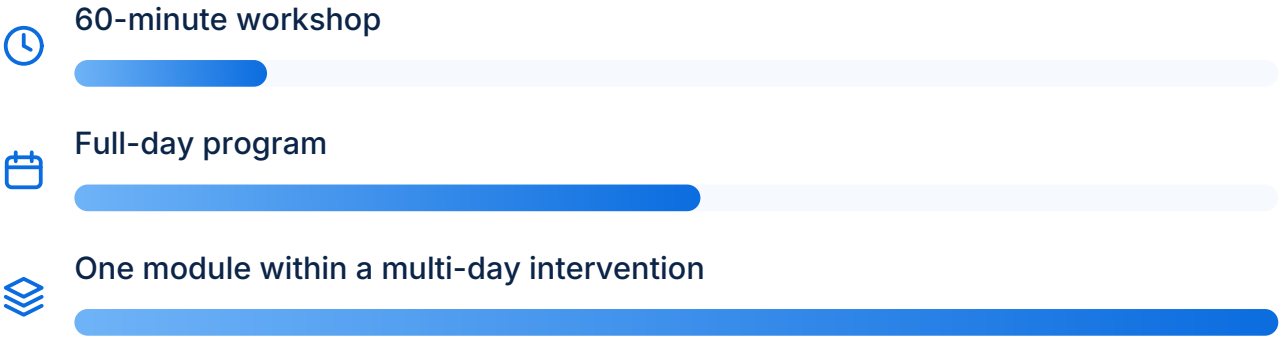
WHO SHOULD USE THIS PLANNER? · CONTINUED

Whether you are preparing a 60-minute workshop, a full-day program or one module within a multi-day intervention, the principles remain the same.



Different lengths. The same principles.

THE PRINCIPLES

Define the outcome. Design the experience. Prepare for delivery. Evaluate the result.

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SECTION 01 · GETTING STARTED

How to Use This Planner

Complete the relevant sections before your session, keep the delivery pages accessible during training, and return to the review pages afterwards.

01

DEFINE

Identify the business need, participants and expected learning outcomes.

02

DESIGN

Plan objectives, session structure, learning methods and activities.

03

PREPARE

Organise materials, technology, participant communication and logistics.

04

DELIVER

Facilitate the session, observe participants and capture important notes.

05

REVIEW

Evaluate the session, identify improvements and plan learning transfer.

PRACTICAL TIP

Duplicate the relevant planning pages whenever a program contains multiple sessions or modules.

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SECTION 01 · GETTING STARTED

Training Design Principles



Use these principles as a quick reference when planning your session.

1 Start with the need, not the slides.

Understand the problem or capability gap before deciding what content to deliver.

2 Write objectives before selecting activities.

Know what participants should be able to do before deciding how they will learn it.

3 Balance explanation with application.

Include opportunities to discuss, practise, analyse, demonstrate or solve problems.

4 Design for the audience.

Consider participants' roles, experience, context and existing knowledge.

5 Check learning, not just attendance.

Decide how you will know whether participants have understood or practised the intended skill.

6 Plan beyond the classroom.

Identify how participants will apply learning and what support may help them do so.

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SECTION 02

Define the Session

Clarify the need, know your audience and set objectives participants can demonstrate.

IN THIS SECTION

01 Training Session Brief p. 12

02 Training Needs & Audience Analysis p. 14

03 Learning Objectives Planner p. 17

04 Learning Outcomes & Success Criteria p. 19

05 Session Scope & Boundaries p. 20

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SECTION 02 · DEFINE THE SESSION

Training Session Brief

Complete this page before developing the detailed agenda.

A Session information

FIELD	DETAILS
Program title	
Session / module title	
Organisation / client	
Trainer / facilitator	
Date	
Start time	
End time	
Total duration	

- **Delivery mode**

◯ Classroom ◯ Virtual ◯ Hybrid

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TRAINING SESSION BRIEF · CONTINUED

FIELD	DETAILS
Location / platform	
Number of participants	
Participant roles / departments	

B Business context

- What business need or workplace challenge has led to this training?
- What are participants currently finding difficult?
- What should improve after the session?
- Who will benefit from the improvement?

C Success statement

Complete this sentence:

- By the end of this session, participants should be better able to...

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SECTION 02 · DEFINE THE SESSION

Training Needs & Audience Analysis

A well-designed session addresses the needs of the people attending it.

A Understand your audience

QUESTION	YOUR NOTES
Who are the participants?	
What are their key responsibilities?	
What relevant knowledge do they already have?	
What skills do they need to strengthen?	
What challenges do they face at work?	
What expectations may they bring?	
What barriers could affect their learning?	

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TRAINING NEEDS & AUDIENCE ANALYSIS · CONTINUED

B Identify the learning need

Tick the areas most relevant to the session.

- [ ] Knowledge or information gap
- [ ] Practical skill gap
- [ ] Behaviour or communication challenge
- [ ] Process or procedure gap
- [ ] Decision-making or problem-solving gap
- [ ] Leadership or management capability
- [ ] Technology or tool proficiency
- [ ] Other:

- **Other (please specify)**

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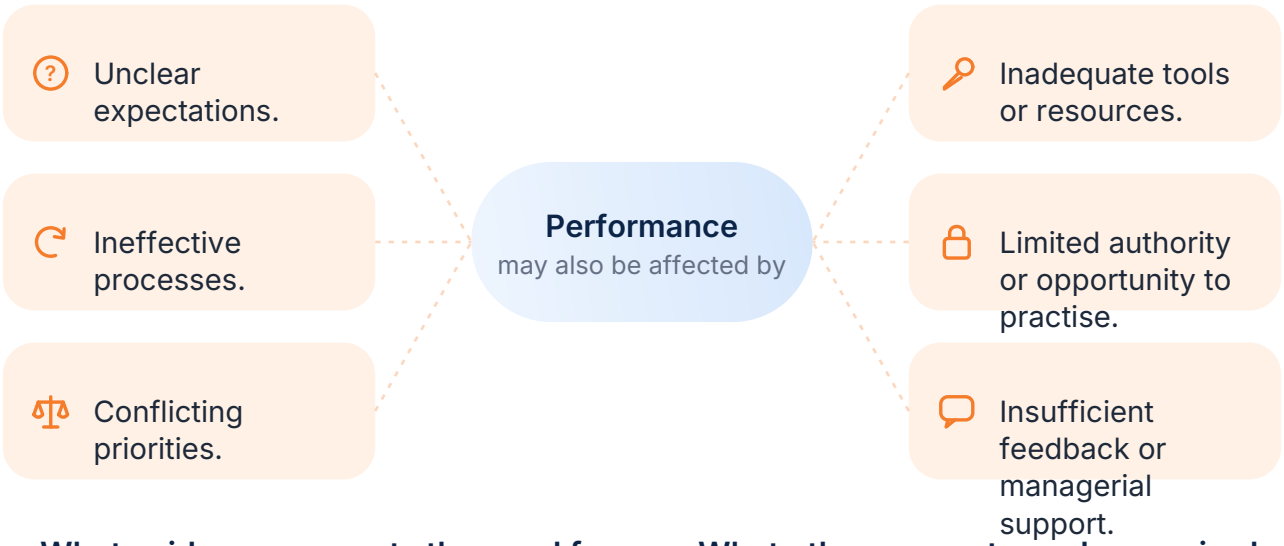
TRAINING NEEDS & AUDIENCE ANALYSIS · CONTINUED

C Check the wider context

Before deciding that training is the solution, consider whether performance may also be affected by:



- **What evidence supports the need for training?**
- **What other support may be required alongside training?**

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SECTION 02 · DEFINE THE SESSION

Learning Objectives Planner

Learning objectives describe what participants should be able to do after learning.

AVOID VAGUE OBJECTIVES SUCH AS

"understand leadership" or "know communication."

INSTEAD

Use observable actions such as explain, demonstrate, analyse, prepare, compare, practise or evaluate.

A Define your objectives

Objective	By the end of the session, participants will be able to...
01	
02	
03	
04	
05	

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LEARNING OBJECTIVES PLANNER · CONTINUED

B Link objectives to evidence

Objective	Expected performance	How will it be checked?
01		
02		
03		
04		
05		

Possible evidence includes a knowledge check, completed worksheet, role-play, demonstration, case analysis, presentation or action plan.

C Objective quality check

- [ ] The objective relates to a real learning need.
- [ ] The expected action is clear.
- [ ] The objective is realistic for the session duration.
- [ ] The learning method supports the objective.
- [ ] A way to check learning has been identified.

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SECTION 02 · DEFINE THE SESSION

Learning Outcomes & Success Criteria



For each important objective, define what successful performance looks like.

Learning outcome	What would successful performance look like?	Evidence
Outcome 1		
Outcome 2		
Outcome 3		

Minimum success criteria

- **What must participants demonstrate for you to consider the session successful?**

- **What will you do if participants struggle with a key objective?**

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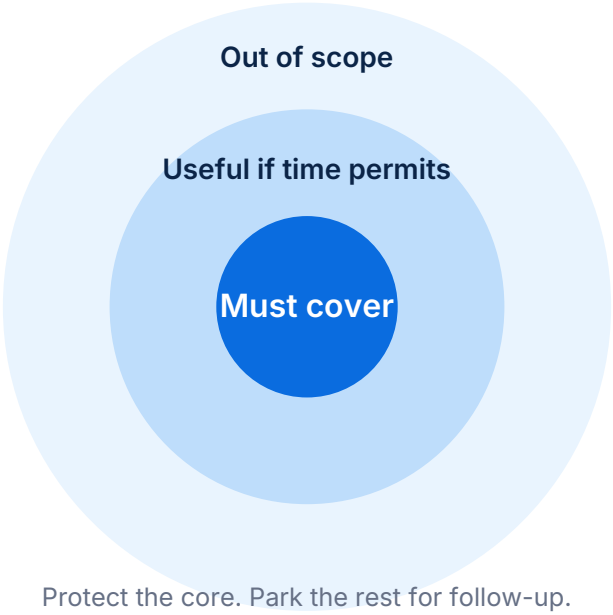
SECTION 02 · DEFINE THE SESSION

Session Scope & Boundaries

Not every related topic belongs in the same session. Use this page to protect the session's focus.



Protect the core. Park the rest for follow-up.

- **Must cover**
- **Useful if time permits**
- **Out of scope for this session**
- **Questions or topics requiring follow-up**

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SECTION 03

Design the Session

Shape the flow, content, methods, activities and assessment of every segment.

IN THIS SECTION

01	Master Session Agenda	p. 22
02	Session Flow & Energy Planner	p. 24
03	Detailed Session Design Matrix	p. 26
04	Content Planning Worksheet	p. 28
05	Training Method Selector	p. 29
06	Activity & Engagement Planner	p. 31
07	Case Study & Scenario Planner	p. 33
08	Questioning & Discussion Planner	p. 34
09	Assessment & Knowledge Check Planner	p. 36

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SECTION 03 · DESIGN THE SESSION

Master Session Agenda

Use this page to create the overall flow of the session.

Time	Duration	Topic / segment	Learning method	Materials
		Opening and expectations		
		Topic / module 1		
		Activity or practice		
		Topic / module 2		
		Break		
		Topic / module 3		
		Application exercise		
		Review and assessment		
		Action planning and close		

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MASTER SESSION AGENDA · CONTINUED

TOTALS	MINUTES / HOURS
Total planned learning time	
Total break time	
Total session duration	

PLANNING CHECK

Ensure the start and end times, individual segments and breaks add up to the available time.

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SECTION 03 · DESIGN THE SESSION

Session Flow & Energy Planner

A session should have a logical progression, not simply a sequence of slides. Use this page to plan how participants will move from initial awareness to practical application.

Stage	Purpose	Planned approach
Opening	Establish relevance and expectations	
Connect	Activate existing knowledge or experience	
Explain	Introduce key concepts and models	
Demonstrate	Show the skill or process in action	
Practise	Give participants a chance to apply learning	
Reflect	Examine results and extract lessons	
Assess	Check understanding or performance	
Apply	Connect learning to the workplace	

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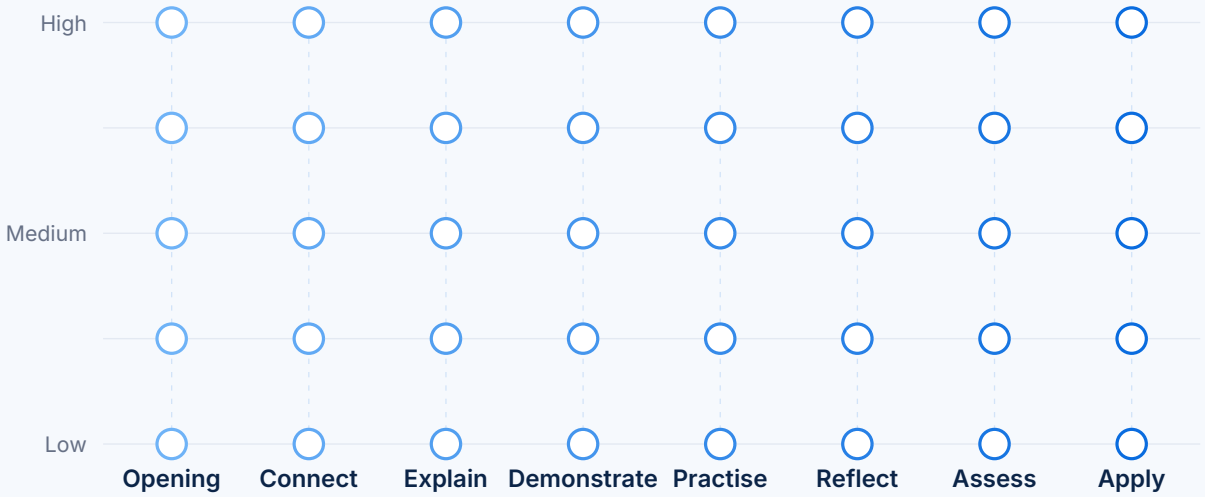
SESSION FLOW & ENERGY PLANNER · CONTINUED

FROM AWARENESS TO APPLICATION

Map your planned energy level for each stage



- **Where might attention or energy drop?**

- **What will you do to re-engage participants?**

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SECTION 03 · DESIGN THE SESSION

Detailed Session Design Matrix

Complete one row for each major segment. Duplicate this page for additional modules.

DESIGN ELEMENT	PLANNING NOTES
Session / segment title	
Duration	
Learning objective	
Key message	
Content to cover	
Learning method	
Trainer explanation / demonstration	
Participant task	
Questions to ask	
Materials required	
Evidence of learning	
Transition to next segment	

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DETAILED SESSION DESIGN MATRIX · CONTINUED

Design review

- [ ] The segment supports a defined objective.
- [ ] The content is relevant to the audience.
- [ ] Participants have an active role.
- [ ] The timing is realistic.
- [ ] Learning can be checked.
- [ ] The segment connects logically to the next one.

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SECTION 03 · DESIGN THE SESSION

Content Planning Worksheet

Use this page to decide what to include, what to simplify and what participants need to remember.

- **Topic / module**
- **Core message**
- **Three key points**
- **Examples or workplace situations to use**
- **Model, framework or process to explain**
- **Common misconceptions to address**
- **What participants should remember after this segment**

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SECTION 03 · DESIGN THE SESSION

Training Method Selector

Choose methods based on the objective, audience, time and available resources.

Learning method	Best suited for	Planned use
Short presentation	Introducing concepts and information	
Demonstration	Showing a skill or process	
Group discussion	Exploring perspectives and experiences	
Case study	Analysing a realistic situation	
Role-play	Practising conversations and behaviours	
Simulation	Rehearsing complex decisions or tasks	
Individual reflection	Examining personal habits and choices	
Problem-solving exercise	Applying structured thinking	
Peer learning	Sharing experience and approaches	
Knowledge check	Checking recall and understanding	

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TRAINING METHOD SELECTOR · CONTINUED

- **Selected methods for this session**

- **Why are these methods appropriate?**

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SECTION 03 · DESIGN THE SESSION

Activity & Engagement Planner

Complete a separate copy for each major activity.

- **Activity title**

- **Purpose**

- **Related learning objective**

- **Activity type**

◯ Individual ◯ Pair ◯ Small group ◯ Whole group

◯ Role-play ◯ Case study ◯ Simulation

- **Instructions to participants**

- **Time required**

- **Materials required**

- **Group size / arrangements**

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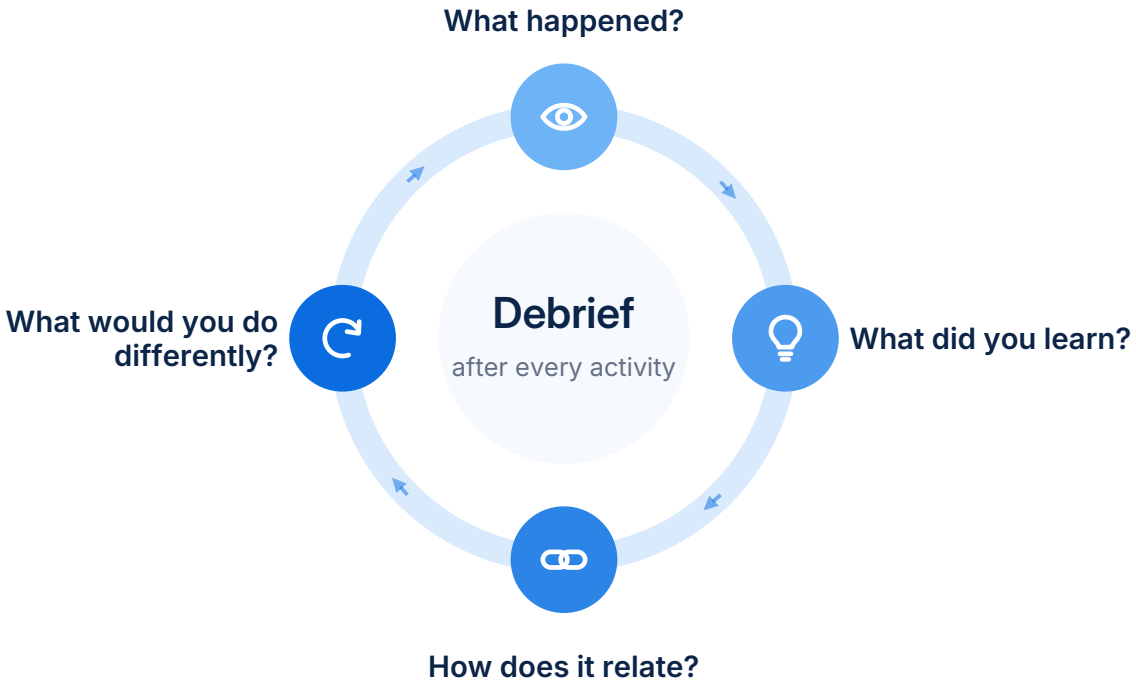
ACTIVITY & ENGAGEMENT PLANNER · CONTINUED

- **Expected output or behaviour**

Debrief questions



1. What happened during the activity?
2. What did you learn?
3. How does this relate to your workplace?
4. What would you do differently next time?

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SECTION 03 · DESIGN THE SESSION

Case Study & Scenario Planner

Use realistic scenarios that reflect the decisions participants may face at work.

- **Case / scenario title**
- **Learning objective**
- **Workplace context**
- **Situation or challenge**
- **Information provided to participants**
- **Decision or task required**
- **Discussion questions**
- **Key learning points**
- **Facilitator notes / possible responses**

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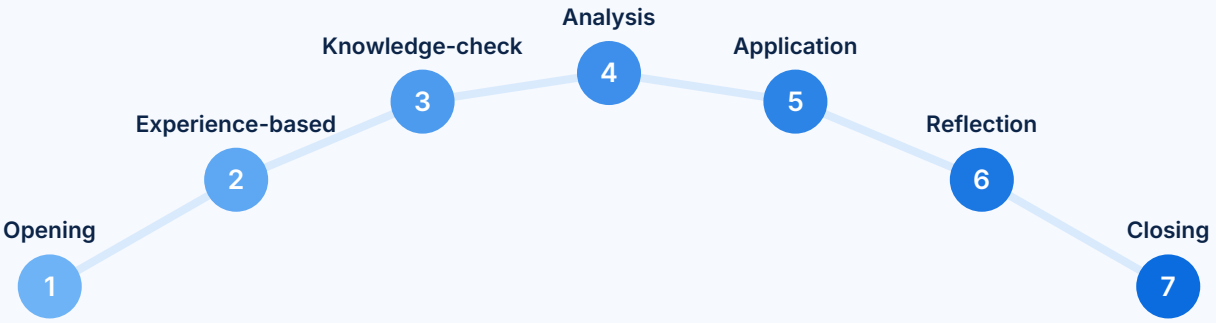
SECTION 03 · DESIGN THE SESSION

Questioning & Discussion Planner

Plan questions that encourage participants to think, explain and apply.



QUESTION TYPE	YOUR PLANNED QUESTION
Opening question	
Experience-based question	
Knowledge-check question	
Analysis question	
Application question	
Reflection question	
Closing question	

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QUESTIONING & DISCUSSION PLANNER · CONTINUED

- **Questions participants may ask**

- **Topics requiring additional explanation**

- **How will you encourage participation from quieter participants?**

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SECTION 03 · DESIGN THE SESSION

Assessment & Knowledge Check Planner

Decide how you will verify that learning has occurred.

Objective	Assessment method	Success criteria	Follow-up if needed

Possible methods:

- Multiple-choice or short-answer questions.
- Demonstration of a skill.
- Role-play observation.
- Case study analysis.
- Completed worksheet.
- Practical exercise.
- Participant explanation or teach-back.

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ASSESSMENT & KNOWLEDGE CHECK PLANNER · CONTINUED

- **Assessment instructions**

- **What evidence will you retain, if appropriate?**

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SECTION 04

Prepare for Delivery

Confirm that content, trainer, participants, materials, venue and technology are ready.

IN THIS SECTION

01 Trainer Preparation Checklist p. 39

02 Materials & Resource Planner p. 42

03 Venue & Technology Checklist p. 43

04 Participant Communication Planner p. 45

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SECTION 04 · PREPARE FOR DELIVERY

Trainer Preparation Checklist

Use this checklist before every session.

7	5	5
Content readiness checks	**Trainer readiness** checks	**Participant readiness** checks

Content readiness

- [ ] Session objectives are defined.
- [ ] Agenda and timings are confirmed.
- [ ] Presentation is reviewed.
- [ ] Examples and case studies are ready.
- [ ] Activities and instructions are checked.
- [ ] Assessment materials are prepared.
- [ ] Closing and action-planning activities are ready.

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TRAINER PREPARATION CHECKLIST · CONTINUED

Trainer readiness

- [ ] Key content has been reviewed.
- [ ] Important explanations have been rehearsed.
- [ ] Difficult questions have been anticipated.
- [ ] Transitions between segments are clear.
- [ ] Timing and break arrangements are confirmed.

Participant readiness

- [ ] Participants have received joining information.
- [ ] Pre-work has been shared, if required.
- [ ] Participant materials are ready.
- [ ] Accessibility or participation needs have been considered.
- [ ] Relevant prior knowledge or expectations have been checked.

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TRAINER PREPARATION CHECKLIST · CONTINUED

Final check

FINAL CHECK	DETAILS
Outstanding items	
Owner	
Deadline	

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SECTION 04 · PREPARE FOR DELIVERY

Materials & Resource Planner

Resource	Quantity / format	Person responsible	Ready?
Presentation			☐
Trainer notes			☐
Participant workbook			☐
Worksheets / handouts			☐
Case studies			☐
Assessment forms			☐
Flip charts / markers			☐
Laptop / display			☐
Online meeting tools			☐
Other			☐

Additional requirements

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SECTION 04 · PREPARE FOR DELIVERY

Venue & Technology Checklist

Classroom delivery
7 checks

Virtual delivery
7 checks

Classroom delivery

- [ ] Room capacity and seating checked.
- [ ] Screen and display equipment tested.
- [ ] Audio and microphone tested, if needed.
- [ ] Whiteboard or flip chart prepared.
- [ ] Group-work arrangements planned.
- [ ] Lighting, temperature and visibility checked.
- [ ] Materials placed and accessible.

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VENUE & TECHNOLOGY CHECKLIST · CONTINUED

Virtual delivery

- [ ] Meeting link and permissions tested.
- [ ] Presentation sharing tested.
- [ ] Audio, camera and connectivity checked.
- [ ] Breakout rooms configured, if required.
- [ ] Polls, chat or interactive tools prepared.
- [ ] Participant instructions shared.
- [ ] Backup arrangements considered.

- **Delivery-specific risks**
- **Contingency plan**

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SECTION 04 · PREPARE FOR DELIVERY

Participant Communication Planner



COMMUNICATION ITEM	DETAILS / STATUS
Invitation / joining details	
Session purpose and objectives	
Date, time and duration	
Pre-work or preparation	
Materials participants should bring	
Technology or venue instructions	
Contact for questions	
Follow-up communication	

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PARTICIPANT COMMUNICATION PLANNER · CONTINUED

- **What should participants know before arriving?**
- **What action must they complete before the session?**

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SECTION 05

Deliver the Session

Open with clarity, capture what happens and adapt as you go.

IN THIS SECTION

01 Opening & Expectations Planner p. 48

02 Live Session Notes p. 50

03 Timing & Adaptation Log p. 51

04 Participant Engagement Observation p. 53

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SECTION 05 · DELIVER THE SESSION

Opening & Expectations Planner

The opening should establish relevance, clarity and psychological readiness to participate.

- **Opening statement**
  How will you explain why the session matters?

- **Opening activity or question**

Expectations to establish

- Session purpose.
- Learning objectives.
- Agenda and timings.
- Participation expectations.
- Working agreements.
- Questions and support arrangements.

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OPENING & EXPECTATIONS PLANNER · CONTINUED

- **How will you connect the topic to participants' real work?**

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SECTION 05 · DELIVER THE SESSION

Live Session Notes

Use this page during delivery. Duplicate it for longer sessions.

- **Session / module**
- **Date**

Time / segment	Observation, question or issue	Action / follow-up

- **Participant questions to revisit**
- **Examples or explanations that worked well**
- **Content or activities requiring adjustment**

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SECTION 05 · DELIVER THE SESSION

Timing & Adaptation Log

Training rarely proceeds exactly as planned. Record changes and the reasons behind them.

PLANNED VS ACTUAL · SKETCH YOUR TIMELINE

Planned

Actual

Segment	Planned time	Actual time	Adjustment / reason

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TIMING & ADAPTATION LOG · CONTINUED

- **What was shortened, extended or omitted?**

- **What must be covered before closing?**

- **What should be moved to follow-up or a future session?**

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SECTION 05 · DELIVER THE SESSION

Participant Engagement Observation



Observe participation without confusing activity with learning.

OBSERVATION AREA	NOTES
Participation in discussions	
Quality of questions	
Application during exercises	
Common difficulties	
Areas of strong understanding	
Participants needing additional support	
Unresolved concerns	

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PARTICIPANT ENGAGEMENT OBSERVATION · CONTINUED

- **What helped participants engage?**

- **What barriers affected participation?**

- **What would you change in a future delivery?**

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SECTION 06

Evaluate & Improve

Plan evaluation early, gather evidence, reflect and support workplace application.

IN THIS SECTION

01 Training Evaluation Planner p. 56

02 Participant Feedback Summary p. 58

03 Trainer's Post-Session Reflection p. 60

04 Learning Transfer & Workplace Application Plan p. 61

05 Training Improvement Log p. 63

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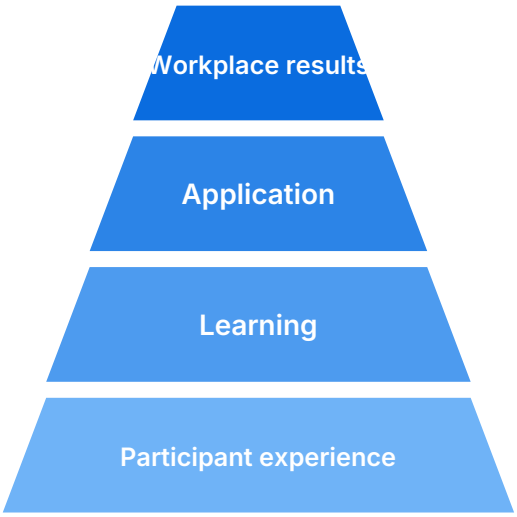
SECTION 06 · EVALUATE & IMPROVE

Training Evaluation Planner

Use this page to plan evaluation before the session, not as an afterthought.



What changes in performance may be observed?

Are participants using the learning at work?

What knowledge or skills were developed?

Was the session relevant and engaging?

Evaluation area	Key question	Evidence / method
Participant experience	Was the session relevant and engaging?	
Learning	What knowledge or skills were developed?	
Application	Are participants using the learning at work?	
Workplace results	What changes in performance may be observed?	

Not every session requires every level of evaluation. Choose methods proportionate to the objectives, importance and available resources.

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TRAINING EVALUATION PLANNER · CONTINUED

- **When will evaluation take place?**

- **Who will collect the evidence?**

- **Who will review the results?**

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SECTION 06 · EVALUATE & IMPROVE

Participant Feedback Summary



Use this page to consolidate participant feedback.

- **Session title**

- **Number of participants**
- **Number of responses**

FEEDBACK AREA	SUMMARY / RATING
Relevance to work	
Clarity of content	
Trainer facilitation	
Quality of activities	
Opportunities to practise	
Confidence to apply learning	

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RATING CHART · SHADE OR TICK THE AVERAGE SCORE



What participants found most useful

Suggestions for improvement

Issues requiring action

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SECTION 06 · EVALUATE & IMPROVE

Trainer's Post-Session Reflection

Complete this page shortly after delivery, while observations are fresh.

- **What worked particularly well?**
- **Which objectives were achieved? What evidence supports this?**
- **Where did participants struggle?**
- **Which activity created the strongest learning opportunity? Why?**
- **Was the session appropriately paced?**
- **What should be removed, simplified or expanded?**
- **Three improvements for the next delivery**

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SECTION 06 · EVALUATE & IMPROVE

Learning Transfer & Workplace Application Plan

The session is only one part of learning. Application happens when participants use new knowledge and skills in their work.



Participant action plan

Learning / skill	Workplace action	Target date	Evidence of application

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LEARNING TRANSFER & WORKPLACE APPLICATION PLAN · CONTINUED

Manager / supervisor support

- **What support, feedback, resources or opportunities will help participants apply the learning?**

Follow-up plan

Follow-up action	Owner	Due date	Status

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SECTION 06 · EVALUATE & IMPROVE

Training Improvement Log

Use this page across repeated deliveries to build a better session over time.



Date / version	What changed?	Why?	Result / evidence

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TRAINING IMPROVEMENT LOG · CONTINUED

- **Next version priorities**

- **Content requiring review**

- **New examples, cases or activities to develop**

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SECTION 07

Reusable Planning Worksheets

These pages are intentionally repeatable. Duplicate them whenever you need an additional copy.

IN THIS SECTION

01 One-Page Session Design Canvas p. 66

02 Repeatable Module Planner p. 67

03 Trainer's Question Bank p. 68

04 Personal Trainer Development Log p. 69

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SECTION 07 · REUSABLE PLANNING WORKSHEETS

One-Page Session Design Canvas



Use this when you need a quick overview before developing a detailed session.

Session title

Target audience

Business need

Learning objectives

Core content

Learning methods

Key activities

Assessment method

Materials required

Expected workplace application

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SECTION 07 · REUSABLE PLANNING WORKSHEETS

Repeatable Module Planner

Duplicate this page for each module in a longer training program.

MODULE FIELD	NOTES
Program	
Module number / title	
Duration	
Learning objective	
Key concepts	
Trainer explanation / demonstration	
Participant activity	
Discussion questions	
Materials	
Assessment / evidence	
Workplace connection	

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SECTION 07 · REUSABLE PLANNING WORKSHEETS

Trainer's Question Bank



Record questions you can reuse or adapt in future deliveries.

- **Opening questions**
- **Questions that challenge assumptions**
- **Questions that encourage analysis**
- **Questions that connect learning to workplace situations**
- **Reflection and closing questions**

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SECTION 07 · REUSABLE PLANNING WORKSHEETS

Personal Trainer Development Log

Use your own deliveries as opportunities to improve your facilitation practice.

Capability	Current strength	Improvement goal	Next practice opportunity
Session planning			
Explaining concepts			
Questioning			
Facilitating discussions			
Managing time			
Handling difficult situations			
Checking learning			
Encouraging application			

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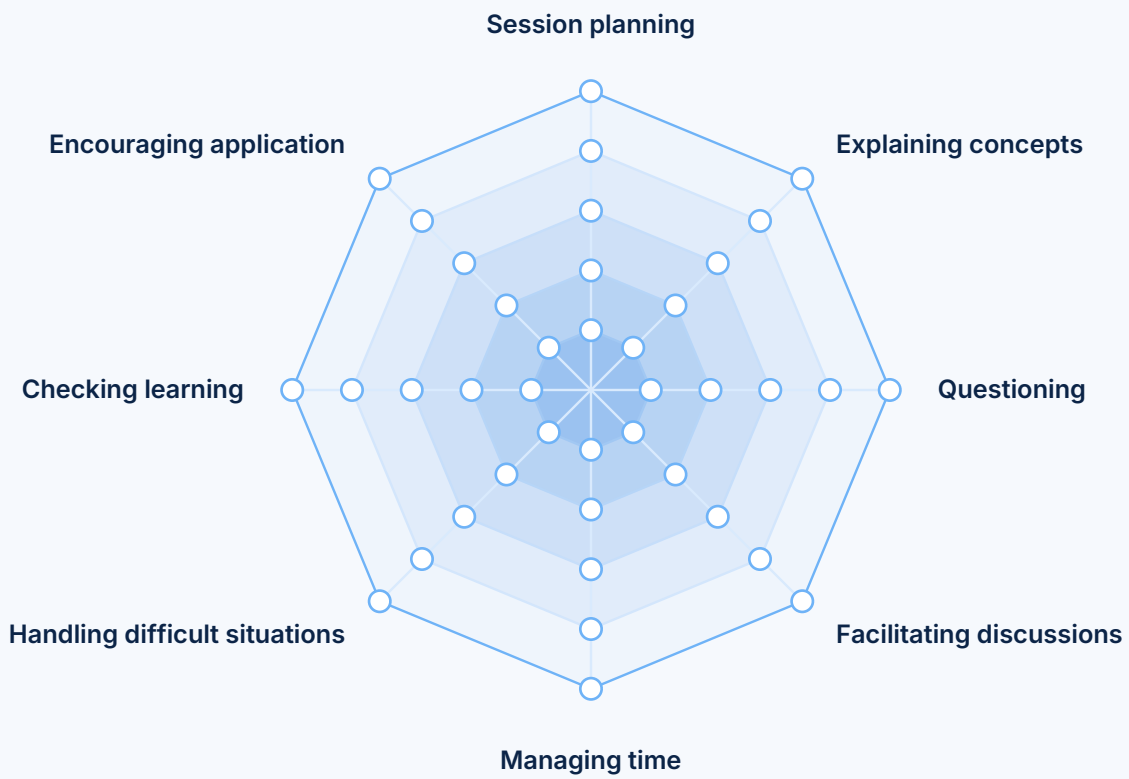
CAPABILITY PROFILE · RATE 1 TO 5 AND JOIN THE DOTS



My next professional development priority

Action I will take

Review date

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SECTION 08

Quick Reference

Checklists and a workflow summary for fast quality checks.

IN THIS SECTION

01 Pre-Session Readiness Checklist p. 72

02 Post-Session Completion Checklist p. 74

03 The Complete Training Session Workflow p. 75

04 Final Notes & Future Improvements p. 77

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SECTION 08 · QUICK REFERENCE

Pre-Session Readiness Checklist



Before delivery, confirm the essentials.

- [ ] The business need is clear.
- [ ] The learning objectives are defined.
- [ ] The agenda fits the available time.
- [ ] Activities match the learning objectives.
- [ ] Assessment methods are prepared.
- [ ] Presentation and supporting materials are ready.
- [ ] Venue or virtual platform has been checked.
- [ ] Participant communication is complete.
- [ ] Contingency arrangements are considered.
- [ ] Closing and action-planning activities are ready.

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PRE-SESSION READINESS CHECKLIST · CONTINUED

- **Final readiness status**

Ready	Ready with actions	Not ready

- **Outstanding actions**

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SECTION 08 · QUICK REFERENCE

Post-Session Completion Checklist

- [ ] Attendance or completion records are updated, where required.
- [ ] Participant feedback has been collected.
- [ ] Learning evidence has been reviewed.
- [ ] Important questions have been addressed.
- [ ] Follow-up materials have been shared.
- [ ] Workplace action plans have been recorded.
- [ ] Required reports have been completed.
- [ ] Improvements for future sessions have been documented.

- **Follow-up owner**
- **Next review date**

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SECTION 08 · QUICK REFERENCE

The Complete Training Session Workflow

Use this page as your repeatable quality check.



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THE COMPLETE TRAINING SESSION WORKFLOW · CONTINUED

01 Define the need

Identify the business challenge and audience.

02 Set the objectives

Specify the outcomes participants should demonstrate.

03 Design the experience

Structure content, methods, activities and assessment.

04 Prepare for delivery

Check materials, logistics and participant readiness.

05 Facilitate learning

Explain, demonstrate, practise and reflect.

06 Evaluate the outcome

Review feedback and evidence of learning.

07 Support application

Agree actions and plan workplace follow-up.

08 Improve the session

Use evidence and reflection to strengthen the next delivery.

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SECTION 08 · QUICK REFERENCE

Final Notes & Future Improvements



- Ideas to explore
- Resources to develop
- Changes for the next session
- Other notes

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Corporate Training Library

Better preparation.
Better facilitation.
Better learning.

A well-planned training session gives participants a clearer purpose, more meaningful practice and a better opportunity to apply what they learn.

Use this planner before every assignment. Adapt it to your audience. Improve it after every delivery.

Keep planning. Keep facilitating. Keep improving.

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