



2017

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# interaction

training

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**“There is no doubt. Interaction supplies the best combination of learning management, rapid authoring and self-paced learning products on the market today”**

At Interaction, we take pride in offering the highest quality learning technologies at the most reasonable prices. Our learning experiences can be delivered off-the-shelf or personalised for your organisation and you can access them, in any combination, from our online hosted platform or from your own LMS.



# interaction training

Established in the early nineteen-eighties, Interaction is perhaps Australia's longest serving provider of eLearning solutions.

The Interaction team has always been at the forefront of the self-paced learning industry, consistently breaking new ground in the adoption of the latest technologies that have the capability of accelerating the effectiveness of corporate learning.

We are rightfully proud to have exported learning solutions throughout the world in languages ranging from Spanish to French and Long and Short form Chinese.

All of our products, including the courseware, our LMS and authoring tools and our content are developed in-house, so the IP is 100% owned by Australia's own Interaction. This level of control allows us to tailor the perfect solution to your needs and deliver it at a most competitive price.

Interaction is a profitable, cash positive entity. We hold panel provider status at Commonwealth Government level, a process that closely examines financial capacity. We service clients such as AGL, AFP, ANU, DIAC, Macquarie Bank, Westpac and Woolworths, a clear majority of whom are happy to personally confirm the quality of our products and services. In short, with Interaction you are in safe hands and we would very much look forward to working with you as well.

Sincerely,



Ian Smith  
Managing Director

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## Learning Management



...so much more than just another learning management system,  
Pulse delivers. Imagination with substance. Execution with style.





## Introducing Pulse

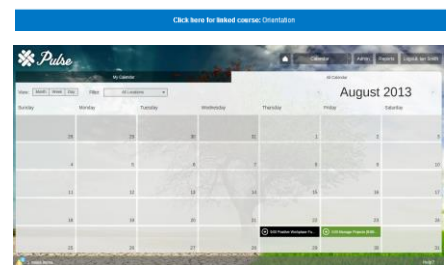
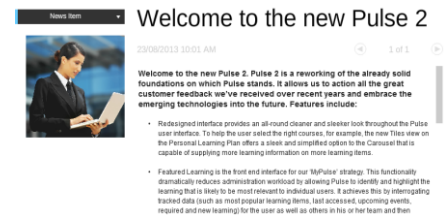
Pulse makes the planning, delivery, management and tracking of workplace learning functional and affordable.

Developed using the latest online technologies InterAction has created a learning management experience that combines the look, feel and functionality of traditional desktop applications running in a web-browser driven online application.

The system will promote a learning culture and reduce inefficiencies. It remains unobtrusive to end users as it focusses them on their personal development goals. They can be easily grouped to reflect your organisation's corporate or any other logical structure, with each group pre-set to access any combination of learning. Job roles can also supplement the default learning before personal learning needs are selected by line managers or HR.

Self-paced learning can be blended with face-to-face and resource learning items. You can instantly access our wide range of off-the-shelf e-learning programs, load your own Scorm compliant learning or book people onto face-to-face learning, which can also be seamlessly marketed, tracked and reported from our intuitive event learning management interface. Surveys and assessments can also be built, published and seamlessly tracked.

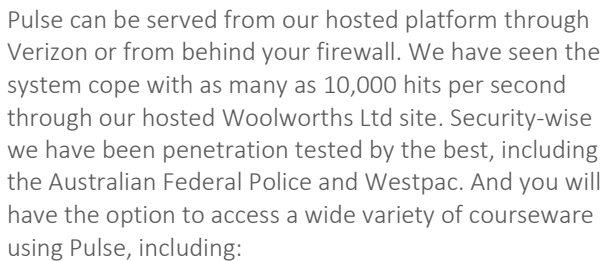
Pulse's full-featured progress reports present completions, time online, assessment results, certification, skills gap analysis and more. All reports can be printed, exported to Excel and automatically scheduled as required.



As soon as you see it, you know that the Pulse technology is designed by the people who use it. Our clients have helped us build a tool that makes learning easy to administer, seamless to track and inviting to use. Everything that you need is there with no hidden costs or challenges. We are very, very proud.

Ian Smith MD, Interaction

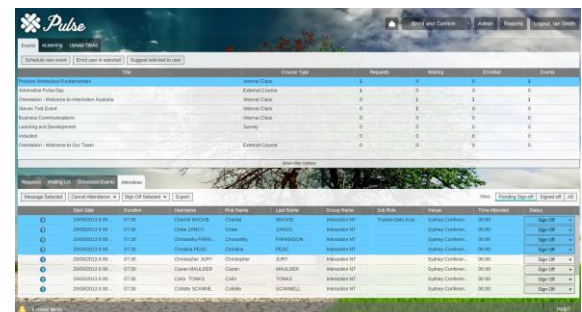




Interactive courses, quizzes and surveys created using Pulse's built-in rapid authoring program "Adrenaline"

Any SCORM-compliant courseware created using third-party software and imported into the Pulse environment.

Pulse is the most affordable practical solution for getting the results today's enterprises demand in order to enable growth and profitability.



## Key Benefits of Pulse

### SMOOTH IMPLEMENTATION:

You can launch your system today through our hosted model. Updates and new releases are rolled out seamlessly and support is streamlined. Of course, if Pulse is installed behind the firewall then a little more planning and work is required. Pulse will cater for the largest organisations and has been road tested with in excess of 10,000 hits per second consistently for more than 4 days at Woolworths. We have been penetration tested by the best, including the Australian Federal Police and two national banks. The client requirements are so minimal that Pulse will immediately work on corporate SOE machines. Aggressive launch dates are embraced at no extra cost.

### EXTENSIVE PERSONALISATION:

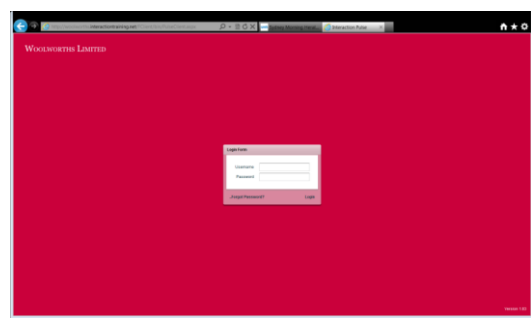
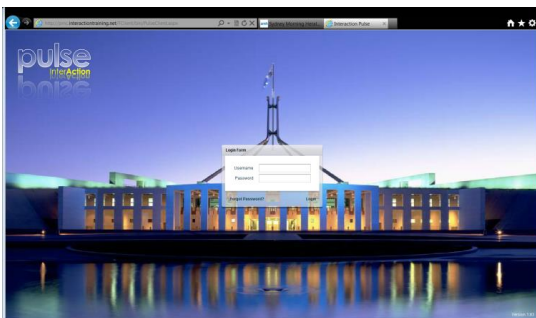
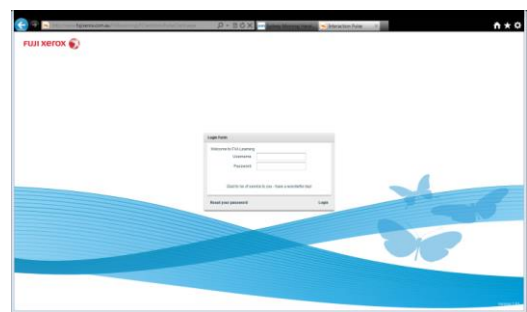
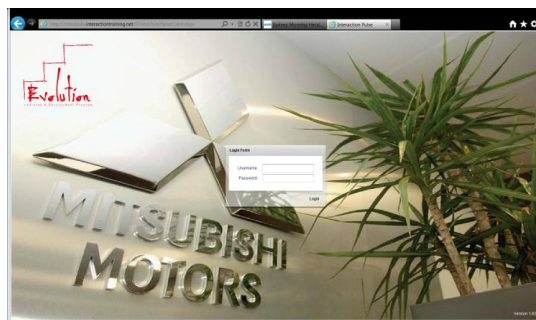
We combine feedback from our clients with our tempered projection of technological innovation to fine tune and extend the capability in all our tools. You can customise the interfaces through platform and course staging branding. Interface branding and logos can be assigned to various user groups to allow a seamless series of brand options from a single learning item.

### USER FRIENDLY OPERATION:

Designed for non-technical users, Pulse reduces the learning curve for administrators, managers and users alike. It minimises all repetitive administration tasks through intuitive and simple interfaces. Complex operations such as assigning learning, notifications, approvals and reminders are set up to run automatically. Surveys and reports can be published in seconds. Anything that does not need to be seen by users at various levels can be hidden. All at the selection of a setting.

### SEAMLESS INTEGRATION:

Integration with ANY HRIS is painless as is the adoption of single sign on technologies. We can front end the system with self-registration pages for external users and ecommerce for PAYG learning. Existing human resource and learning data, SCORM-compliant eLearning modules and supporting documents can all be integrated into Pulse quickly and easily. We guarantee that your IT people will approve!





#### FLEXIBLE USER ADMINISTRATION:

The unlimited hierarchical user and group database can exactly recreate your organisational structure. From this framework, the management of both the system and its audience users is naturally and automatically generated, with line managers accessing the learning of people in their workgroup, section, division, state, etc.

#### ROBUST REPORTING:

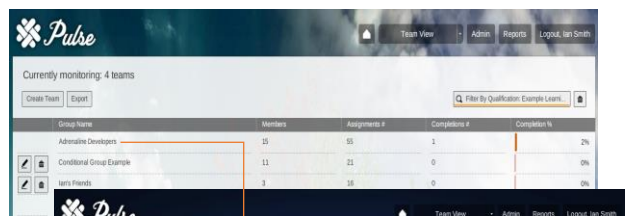
The dashboard instantly overviews the entire organisation or you can zoom in on individual group and user metrics. A simple, point-and-click interface drives the personalisation options built into a range of off-the-shelf reports that allow you to drill down on practically any course or user metric. Pulse reporting presents completions, time online, assessment results, certification, skills gap analysis, and more. And all reports can be printed, exported to Excel or scheduled to be ran and sent through to your colleague's email accounts as required. In short, report customisation and distribution is as seamless and intuitive as you need it to be.

#### RAPID AUTHORIZING AND PUBLISHING:

Built into Pulse, Adrenaline is a deceptively powerful, point-and-click rapid authoring tool allowing the development of soft skills, assessments and surveys. It delivers the rapid creation of exciting interactive surveys, quizzes and courses that can be instantly deployed to Pulse users or exported for third party scorm LMSs. If you know how to use PowerPoint then you are well on your way to driving Adrenaline.

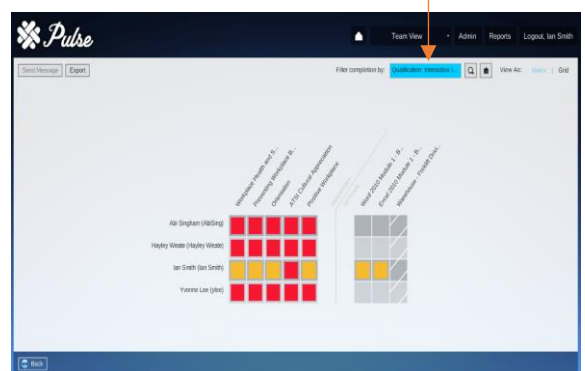
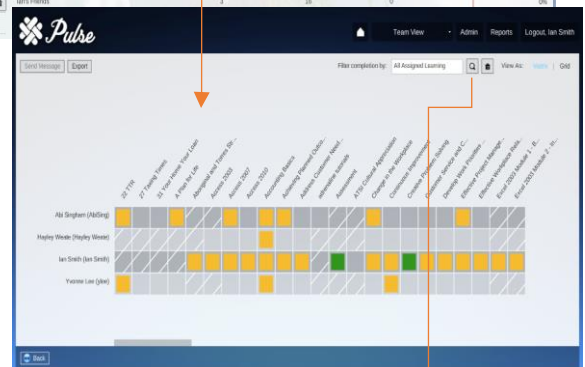
If you do not wish to develop yourself, our experts offer a 'fresh pair of eyes' to develop and deliver innovative training solutions to staff, regardless of their geography and connectivity. Our content authors know interactive learning intimately. They've developed 1000s of hours of learning, surveys and application simulations.

While it is naturally limited to the framework of Scorm connectivity for 3rd party products, Pulse can go so much further in reporting back interactions from any and all modules developed in its Adrenaline authoring tool. The results viewer under the Survey and Feedback report provides indicative patterns and raw granular data that can help to support workplace business decisions.

Currently monitoring: 4 teams

Group Name	Members	Assignments #	Completions #	Completion %
Adrenaline Developers	35	55	5	2%
Conditional Group Example	11	21	0	0%
Users (Users)	9	35	0	0%





#### MANAGEMENT OF ALL FORMS OF LEARNING:

Your HR team can easily publish courses at any time and in any combination. As well as the seamless delivery of eLearning, Pulse facilitates the booking of attendees on to event-based, instructor-led training and provides automated notifications and reminders. If the user can find a course, they can request and / or register for it at any time and they are then sent through any approval process established for that learning item. If none, they receive immediate access and any significant dates and times are sent through to their Outlook or Notes calendars.

#### AUTOMATED ASSIGNMENT OF RELEVANT LEARNING:

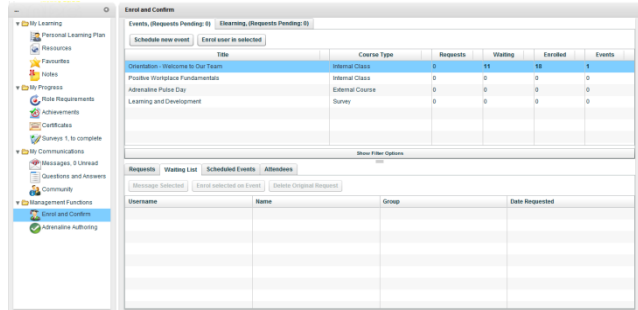
At the base level of application, location based learning catalogues can be specified for user groups. Pulse can supplement these assignments with required learning assigned to specific job roles (which can also map and track more granular skills and competencies) based on the job role assigned to each user. On an ongoing basis, learning and line managers can also prescribe additional learning that reflects individual needs.

#### RPL, QUALIFICATIONS AND ACCREDITATION:

Qualifications can be easily set up by combining any mix of learning items. As soon as a qualification has been set up, the reporting functionality will automatically display a user's progress through that qualification. Assessment work can be uploaded and marked by accreditors, and Avetmis data can be collected and aligned to users. Prior learning can also be gathered into user portfolios for credit against any assigned learning.

#### SUPERB VALUE:

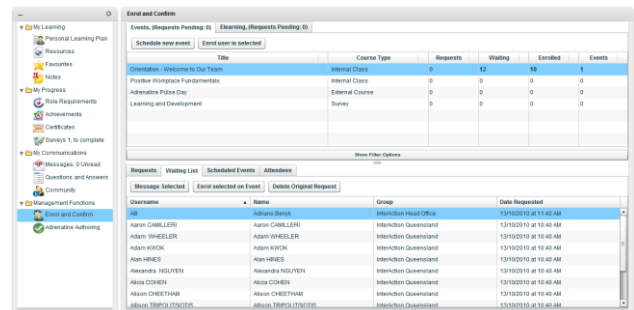
Trusted to manage and deliver training for hundreds of thousands of corporate and public-sector staff across the country, Pulse provides a bandwidth-friendly, centralised LMS solution that has been honed over several decades. Learners will be able to instantly access InterAction's entire suite of e-learning training modules from Orientation through compliance to specific solutions such as Microsoft Office simulation training and Leadership skills.



Title	Course Type	Requests	Waiting	Enrolled	Events
Orientation - Welcome to Our Team	Internal Class	0	11	16	1
Positive Workplace Fundamentals	Internal Class	0	0	0	0
Adversative Pulse Quiz	External Course	0	0	0	0
Learning and Development	Survey	0	0	0	0

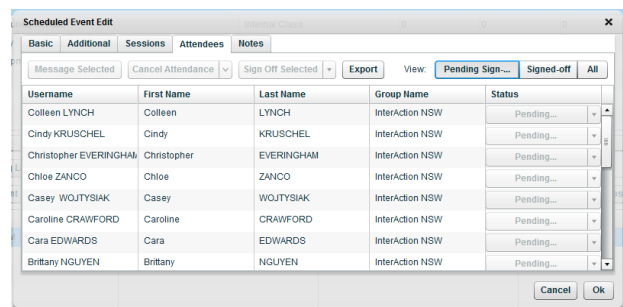
Username	Name	Group	Date Requested



Title	Course Type	Requests	Waiting	Enrolled	Events
Orientation - Welcome to Our Team	Internal Class	0	12	16	1
Positive Workplace Fundamentals	Internal Class	0	0	0	0
Adversative Pulse Quiz	External Course	0	0	0	0
Learning and Development	Survey	0	0	0	0

Username	Name	Group	Date Requested
AD	Adrian Bence	Interaction Head Office	13/10/2010 at 11:40 AM
Adam CHAMBERS	Adam CHAMBERS	Interaction Queensland	13/10/2010 at 10:40 AM
Adam WHEELER	Adam WHEELER	Interaction Queensland	13/10/2010 at 10:40 AM
Adam KIRK	Adam KIRK	Interaction Queensland	13/10/2010 at 10:40 AM
Adam HINES	Adam HINES	Interaction Queensland	13/10/2010 at 10:40 AM
Alexandra NGUYEN	Alexandra NGUYEN	Interaction Queensland	13/10/2010 at 10:40 AM
Alicia COHEN	Alicia COHEN	Interaction Queensland	13/10/2010 at 10:40 AM
Alicia CHEETHAM	Alicia CHEETHAM	Interaction Queensland	13/10/2010 at 10:40 AM
Alicia THOMPSON	Alicia THOMPSON	Interaction Queensland	13/10/2010 at 10:40 AM



Username	First Name	Last Name	Group Name	Status
Colleen LYNCH	Colleen	LYNCH	InterAction NSW	Pending...
Cindy KRUSCHEL	Cindy	KRUSCHEL	InterAction NSW	Pending...
Christopher EVERINGHAM	Christopher	EVERINGHAM	InterAction NSW	Pending...
Chloe ZANCO	Chloe	ZANCO	InterAction NSW	Pending...
Casey WOJTYSIK	Casey	WOJTYSIK	InterAction NSW	Pending...
Caroline CRAWFORD	Caroline	CRAWFORD	InterAction NSW	Pending...
Cara EDWARDS	Cara	EDWARDS	InterAction NSW	Pending...
Brittany NGUYEN	Brittany	NGUYEN	InterAction NSW	Pending...



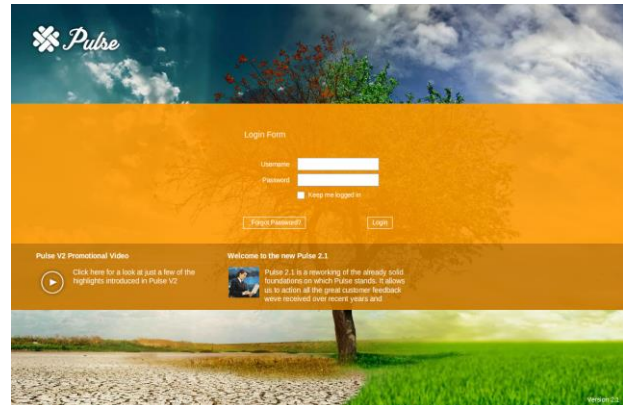




## Personalising Pulse and your content

### PERSONALISING THE PULSE INTERFACE:

When it is first setup, Pulse is likely to display an interface similar to that pictured to the right. There are 4 main areas that we will help you to set such that your LMS looks exactly how you want it to. They are the background image, which basically sets the theme for every screen view, the logo at top left (you have the option to use your company logo or perhaps a logo branding your instance of the LMS), the sign in panel colour can be set to your corporate themes, and finally the updatable news bar below the sign in can include any news items you want to appear when your users sign on.



### PERSONALISING THE COURSES INTERFACE:

Our off-the-shelf ranges (excluding the MS Office simulations) are presented by default using our various range interfaces. You can run with these interfaces or you can choose to design your own staging area for the learning.

Kando products can be instantly changed to incorporate your logo and primary and secondary corporate theme colours. All titles in all ranges can be made to look like you built them in-house in a matter of minutes. For Adrenaline courses, it will take a little longer to personalise.



Bottom line is within a day you can expect to deliver a range of over 100 modules that look and feel like they have been built by your team, specifically for your audience. Doing so will add a subtle weight to the importance of completing the courses you publish. In either range, you can licence the authoring tools to go into the specific slides in the courses and change the images, edit the text graphics, links, assessments, case studies, etc. to the precise needs of your organisation, all as easy as personalising a Word document!

### MORE THAN ONE BRAND / BUSINESS?

No problem, you can set up different Pulse and Adrenaline interfaces for all your various brands and have them running from a single content source and a single instance of the LMS.

### WHAT ABOUT INTEGRATION?

If you supply access to the people who can export the users and details, we will supply the people to import them as well as setting up the nightly automation of that feed. One way or both ways it can be up and running in a few short days and you can be confident we have set up integration with pretty much all of the leading HRIS, Payroll and Active Directory systems.



## Server Requirements

Minimum: 600-megahertz (MHz) Pentium III-compatible processor.
Microsoft Windows 2000 Server with Service Pack (SP) 4 or later, OR Windows 2000 Professional Edition with SP 4 or later, OR Windows Server 2003 Enterprise, Standard, or Datacentre (SP1) or later, OR Windows Small Business Server 2003 (SP 1) or later.
Microsoft SQL Server 2005 Standard or later.
Microsoft Internet Information Services (IIS) and ASP.NET 2.0 or later.
Minimum: 1 gigabyte (Gb) of RAM.
SQL Server: 1 Gb Pulse Database: 250 MB, minimum. Courseware: Allow up to 150Mb per course.

## Client Requirements

Minimum: 233-megahertz (MHz) Pentium II-compatible processor. Recommended: modern processor speeds.
Minimum: Microsoft Windows 98 (excluding Windows NT).
While we can run on earlier versions, we recommend Internet Explorer 8+, Chrome 10+, Firefox 4+, Safari 5+.
Minimum: 256 megabytes (MB) or more.
Minimum: 50 MB or more.
Pulse is device agnostic for team leaders, managers and end users.



eLearning, assessment and survey

*...advanced simplicity.*



**interaction**  
training

*"I'm finding your system so user friendly and the learning packages I'm putting together look so professional that I am kicking myself with disbelief that I have created them! Further, as I play with it I'm finding more options to transform the packages even further."*

C. Quinn, Forensicare

## Kando authoring

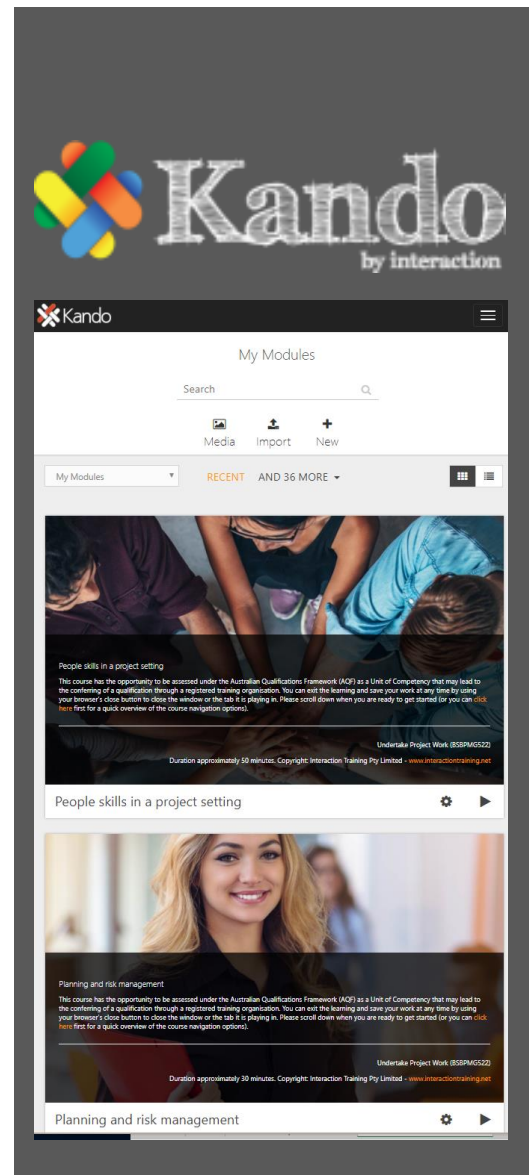
The design and development of content has traditionally revolved around three criteria: Fast, Good and Affordable and to deliver a solution on-time and within budget you would invariably have to prioritise one or perhaps two of these. Kando delivers ALL three.

With Kando, the authoring of professional learning experiences is accessible to everybody - every SME, every stakeholder, every process worker, every learning and development practitioner. Armed with Kando, anyone with a story to tell can publish exciting, professional content. The quality is not limited by the authors' technical or design experience and nor does Kando require endless days of arduous training – within an hour you will be up and running.

Kando consciously separates the content (the images you select, the text you enter, any questions, quizzes, video's, audio, etc.) from the staging interface. It then allows you to select from ever-evolving professional templates that handle the design work, empowering your team to publish the highest quality, responsive content that tick all the learning must-have boxes, including:

- Build your own learning, assessments, surveys etc. from the ground up or hit the ground running with access to personalise our extensive range of locally developed off-the-shelf content (see our content ranges herein).
- Content that is truly responsive to the plethora of devices in your user's hands, on their laps or on their desks.
- Content that is fully mobile compliant (of course a lot of tools claim this with varying degrees of success!).
- Content that is future-proofed so you will never again have to redesign your libraries.
- Content that will happily run from within your LMS or from outside it.
- Adaptive learning, from insights to full learning sessions.
- Exciting gamification options.
- Accessibility compliant
- Scorm compliance

Kando is the authoring tool of the future, a one of a kind that allows your people to build amazing content, far beyond what you or they imagined possible. The development time will be fast and the output professional. With Kando, you will transform your existing learning platform into the go to place you always hoped it would be. For more information, please visit the [Kando website](http://www.kando.interactiontraining.net/) and experience some of the samples at the bottom of the home page.

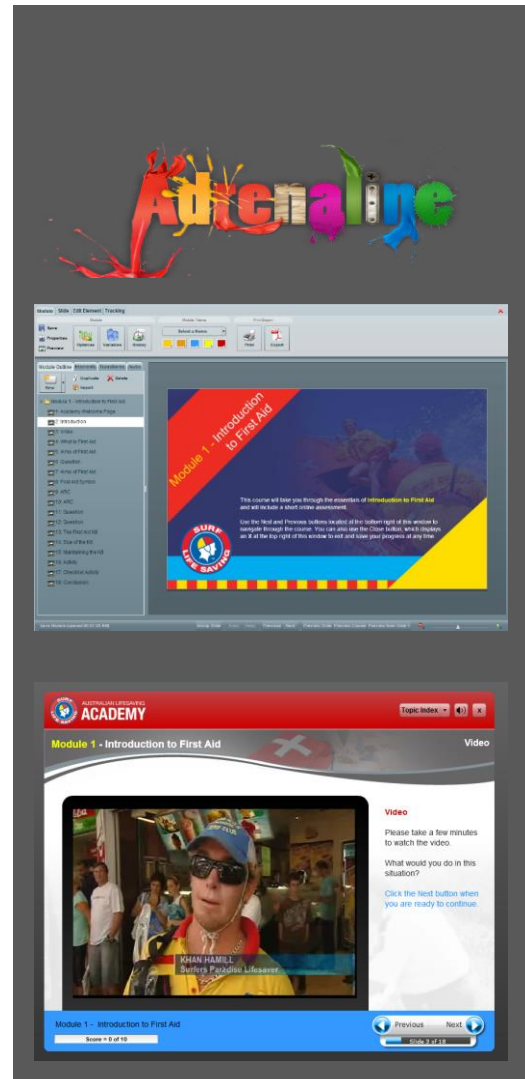


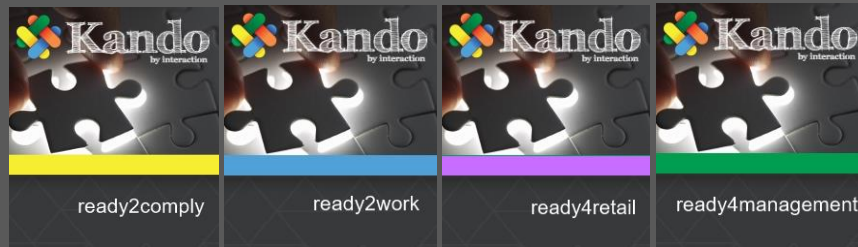


## Adrenaline authoring

Adrenaline is our original authoring tool and once again comes loaded with as many of the off-the-shelf courses as you need. If you've used PowerPoint, you'll feel right at home using Adrenaline's familiar user interface. Offering features that you understand, an array of templates to get you started and seamless one step publishing to push your work direct to the audience, InterAction's Adrenaline authoring tool puts the power in your hands.

- Available 24 x 7, Adrenaline is so intuitive and easy to use that you can get started right away. It delivers everything you need to develop professional eLearning courses, presentations, assessments, surveys, etc. that will engage, entertain and educate your audience.
- Build your own courses from the ground up, or hit the ground running by also licencing access to our off-the-shelf-learning suites. In most titles, you can simply edit the interface to make them look like your own content. In others, you might like to edit one or all the slides to precisely personalise the content.
- Import a wide array of multimedia objects including text boxes, still images, arrows, circles, speech bubbles, audio and video clips, flash animations and more. Adrenaline supports all universal formats.
- Adrenaline is packed with powerful yet simple tools for creating virtually any type of question, using any combination of objects you wish to include on the slide. Take advantage of simple yet powerful quizzing tools, including question pooling, randomisation, and the ability to score a learner's progress at multiple points in the course using variables.
- Add intelligence to your course using variables. Present dynamic content based on a learner's activity and other conditions you define. Remember learner input or assessment results and then use the information later in your course if it meets your criteria. For example, if learner responses aren't up to par, present additional slides at the end of the course to help them master the material.
- Creating drag-and-drop interactions is a breeze. Simply add objects to your slide, select those you wish to drag, and then assign them to drop targets.
- Finally, just click Publish to deliver content to learners everywhere, and if the course has already been published in our Pulse LMS, just click Save and your edits will be immediately and seamlessly published to the audience who has access to that title.





powered by:



## Off-the-shelf soft skills learning: the ready ranges

While the content in these ranges is ready to run, off-the-shelf, you can choose to access the source and tailor any of the titles and or modules to your exact needs. You can achieve this using either of our Kando or Adrenaline authoring tools, guaranteed to be the easiest you will have experienced. We know that everyone claims this - but we are happy to prove that editing can be taught to anyone with basic PC skills in less than a day. Any learning developed will seamlessly plug into any Scorm compatible LMS.





ready2comply engaging and interactive legal compliance courses focussing on legal obligations. All courses are developed and maintained by Meridian lawyers' subject matter experts to ensure content is accurate, practical and up-to-date. Our authoring tool allows you to include links to policies and other relevant resources. And you can use our LMS (or yours) to assign courses and

track training completion.



ready2work targets the skill gap of people entering the business world. It includes template courses such as Induction (which you would obviously personalise to incorporate your specific requirements) through generic titles on change, workplace communications, problem solving, customer service, time and stress management, workplace communications and more.



ready4retail introduces skills and knowledge relating to basic retail operational knowledge. The target market for this range is generic retail store settings, including specialty stores, supermarkets, department stores and retail fast food outlets where individuals might work with some autonomy, in a team environment or supervised.



ready4management introduces skills and techniques for supervisors, team leaders and managers focussing on people skills rather than technical expertise.

## Formal Accreditation

We can direct you in seamlessly extending our standard self-paced learning experience to incorporate accreditation at the Certificate IV and Diploma levels by introducing you to leading management consulting firms who place our courseware at the centre of their solution.

Blending InterAction's cutting-edge e-learning with personalised management and supervision learning experiences will deliver the most complete and logical path to optional formalised learning accreditation.

Integra Management Services has a strong professional profile in the training and accreditation of managers and supervisors across a range of industries. Participants are expected to complete and submit assessments along a time line. A consistent focus and an achievable schedule drives engagement, commitment and improved learning outcomes throughout the programme. There is also an option to incorporate professional one-on-one coaching as well as group workshop activities into the learning experience.

## WE OWN THE IP ON EVERYTHING WE OFFER...

So, YOU benefit from our ability – and desire - to be as incredibly flexible as you need us to be!

While all but one or two of the courses in these ranges are ready to go off-the-shelf, you can choose to tailor any of them to your exact needs. Your own SMEs and HR staff will be able to drive the authoring tool to align our generic content with your unique situation. You can edit an image here and there or perhaps, insert links to relevant policy and sign-off documents. You can learn how to do all this in around an hour and you can insert the content in your own LMS or you can use our Platinum Award-winning Pulse system. Either way, it is no big deal to have you up and running today.



## ready2comply off-the-shelf range

ready2comply is a range of customisable, engaging and interactive legal compliance courses that allow you to quickly train your people to be aware of their legal obligations. All courses are developed and maintained by our partner law firm subject matter experts to ensure that the content is accurate, practical, and up to date. Our Adrenaline authoring tool allows everyday SMEs to easily edit the base materials to align with unique objectives and situations as well as to include links to policies and other relevant resources. And you can use our LMS (or yours) to assign courses and track training completion.



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## Business Continuity

In this course, we overview the importance of Business Continuity planning to an organisation and its people. BCP describes a holistic management process that is designed to identify potential threats to an organisation along with the likely impact if those threats are realised. With this knowledge in place, you can plan effective responses. Approximately 20 minutes of learning includes the following topics:

- what is 'business continuity'?
- what is 'business continuity management'?
- workplace health & safety is our first priority!
- business continuity management and risk management are related in the real world: a case study
- your involvement in business continuity management
- what is a 'business continuity plan'?
- the 'business continuity plan' (BCP)
- business impact analysis and assessment
- key BCP roles
- the business continuity cycle
- exercise, review and maintain plans
- finding out more information

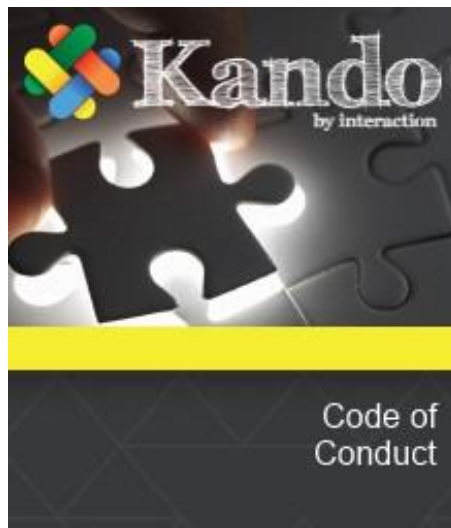


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## Code of Conduct

Our Code of Conduct is a public statement that provides specific guidance on the values, standards, policies and procedures required of our employees. In this course, we investigate the key values that help to develop and maintain harmonious, positive working environments. We will look at enhancing your understanding of yourself and others. Approximately 60 minutes of learning includes the following topics:

- who it applies to, general principles and legal compliance
- organisational and personal liability for unlawful behaviour
- workplace relationships, professionalism and service
- diversity and equal opportunity
- direct and indirect discrimination
- age, impairment, ethnic and religious, sex discrimination
- diverse perspectives and our commitment to EEO
- harassment and sexual harassment
- obvious and subtle bullying and a case for legitimate comment
- prolonged or extreme anti-social behaviour and personal behaviour
- confidentiality, privacy and personal information
- conflict of interest, gifts and favours
- fair marketing, anti-bribery and securities trading
- outside employment and seminars
- environment protection and organisational resources
- intellectual property
- overseeing our work health and safety policy
- substance abuse
- reporting violations
- whistleblowing and the role of the hr contact officer
- the role of the manager





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## Compliant trading

In this course, we will give you an overview of a business' rights and obligations in relation to its suppliers, competitors and customers under the Competition and Consumer Act. Approximately 30 minutes of learning includes the following topics:

- what is the competition and consumer act?
- business rights
- suppliers refusing to supply a business
- unconscionable conduct by other businesses
- anti-competitive behaviour
- avoiding scams
- customer rights
- advertising and promoting business
- door to door sales, telemarketing and spam act
- prohibited sales practices
- safe products
- offering warranties
- pricing
- mergers and acquisitions
- receiving complaints from customers
- dealing with ACCC

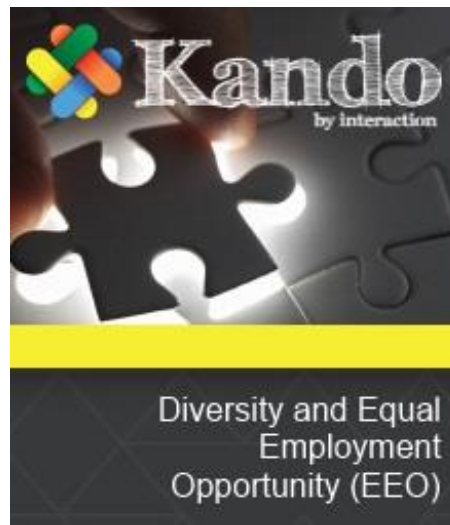


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## Diversity and Equal Employment Opportunity (EEO)

In this course, we will investigate the fundamental and legal right to work in an environment that is free of unlawful discrimination and harassment and provides every individual with an equal opportunity. Approximately 40 minutes of learning includes the following topics:

- diversity and equal employment opportunity (EEO)
- understanding diversity
- a case study of clones
- how to reduce prejudice
- test for hidden bias
- discrimination
- age discrimination and diversity in age
- impairment discrimination
- ethnic and religious discrimination
- sex discrimination
- diverse perspective
- equal employment opportunity (eeo)
- how we optimise the benefits of diversity
- manager responsibilities and your responsibilities?
- avoiding discrimination and harassment / it must stop
- reporting violations
- whistleblowing
- the role of the hr contact officer
- the role of the manager
- relevant legislation and agencies
- summary, access more information and assessment





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## Drug and alcohol awareness

Our organisation is committed to providing a safe and healthy work environment for all employees and for those affected by our operations and activities. We also have an obligation to ensure the safety of our workers and provide support where they have identified the use of alcohol or other drugs to be of concern. This course is designed to assist people leaders and employees in making reasonable decisions about the health, safety and wellbeing of themselves and those around them in relation to the effects of alcohol and the risks associated with taking medications and other drugs. Approximately 30 minutes of learning includes the following topics:

- introduction
- duty of care
- understanding the effects of alcohol
- other drugs
- understanding the risks associated with taking medications and other drugs
- effects of taking medications
- illicit drugs
- code of conduct
- alcohol and other drugs policy and guidelines
- signs and symptoms that an employee may not be fit for work
- responsibilities
- how to get help



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## Employment contract fundamentals

While employment relationships will take a variety of different forms, each form will create certain rights and obligations on the parties involved. There are many aspects an employer should consider when developing an employment contract. In this course, we will take you through the main issues that should be considered in any employment contract. Approximately 35 minutes of learning includes the following topics:

- employment contract
- type of employees
- main provisions of an employment contract
- overview of work relations law
- fair work act 2009
- the national employment standards
- modern awards
- enterprise agreement
- obligations to keep records and provide pay slips
- termination of employment
- workplace rights
- transfer of business
- right of entry

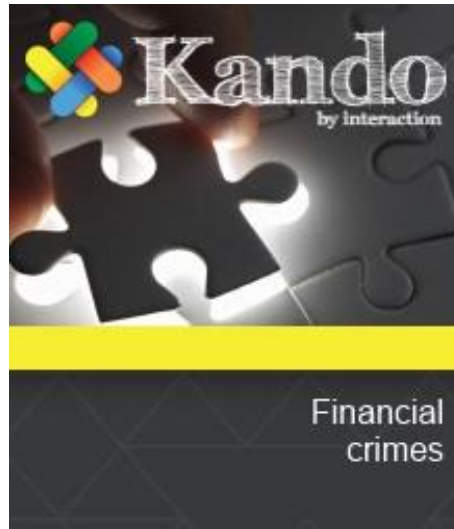


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## Financial crimes, IP and Copyright

Financial crimes such as fraud, manipulation of the stock market, tax evasion, money laundering and cybercrimes cost organisations and the economy billions of dollars every year. In this course, we will overview legislation and procedures designed to protect us all against the financial crimes and we will investigate how you can protect yourself from intellectual property and copyright infringements. Approximately 35 minutes of learning includes the following topics:

- anti-money laundering
- internal fraud
- identity theft
- insider trading
- intellectual property and copyright

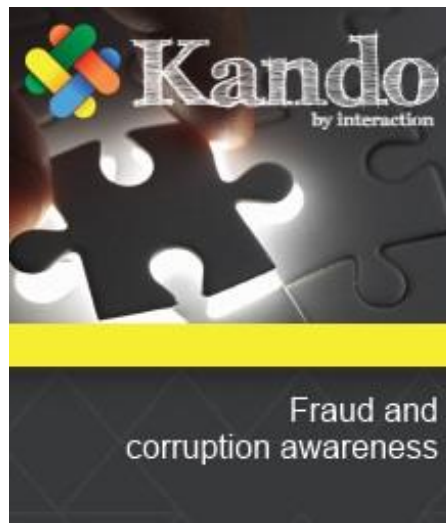


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## Fraud and corruption awareness

This course will provide a thorough understanding of how to detect suspected cases of fraud, corruption, bribery or other illegal or inappropriate behaviour. We need all employees to be able to identify and thus avoid illegal situations, while feeling confident in reporting suspected cases. We will highlight our zero-tolerance position to any form of fraud or corruption and will reinforce any associated policies. We will also overview what will happen in the event of incidents being reported. Approximately 30 minutes of learning includes the following topics:

- corporate misconduct
- zero tolerance
- disclosure and protection
- what is fraud and the consequences of fraud?
- what is bribery?
- misconceptions and our position on bribery
- misconduct procedures and consequences
- the heroes: prevention and detection
- awareness
- personal circumstances
- behaviour and integrity
- reporting
- document your observations
- report your concerns
- inform only those who need to know
- maintain confidentiality
- what the organisation will do
- communication and code of conduct



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## Preventing sexual harassment

To help ensure the safety and wellbeing of our people, all employees and contractors must be familiar with the appropriate standards of integrity and conduct required of them. This course focuses on the importance of preventing, identifying and dealing with incidents of sexual harassment. Of course, we all need to be aware of how our actions affect others and clear on how to react as well as how the organisation will react should such an event occur. Approximately 30 minutes of learning includes the following topics:

- what is 'sexual harassment'?
- hostile environment
- quid pro quo
- identifying sexual harassment
- the effects of sexual harassment
- preventing sexual harassment
- the obligations of employers and employees
- it must stop
- do not ignore it!
- reporting violations
- step 1: report it
- step 2: initial investigation
- step 3: formal procedure
- step 4: determination
- whistleblowing
- the role of the hr contact officer
- the role of the manager
- finding more information



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## Preventing workplace bullying

Workplace bullying occurs when an individual or a group of individuals repeatedly behaves unreasonably towards a worker or a group of workers of which the worker is a member at work and that behaviour creates a risk to health and safety. In this course, we investigate the fundamental and legal right to work in environments that are free of unlawful bullying. Approximately 60 minutes of learning includes the following topics:

- workplace bullying - we just want it to stop
- the fair work commission
- workplace investigations, responding to bullying
- costs to business / costs to your organisation
- the legal context, definitions, consequences and bullying dynamics
- definition of worker and the workplace
- cyberbullying and social media
- the legal consequences of bullying
- identifying high risk workplace cultures and bullying behaviours
- understand workplace policy and our commitment
- employer, manager and worker responsibilities
- standard grievance procedures - informal options and formal options
- worker, manager, supervisor and team leader must do's
- external support services
- understand best practice management (for managers)
- demonstrating legal compliance / best practice approach
- it must stop, reporting violations and roles
- relevant legislation and agencies
- finding more information





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## Privacy and personal information

In today's workplace environments, technology is tasked with finding increasingly seamless methods for collecting, storing and applying information. In this course, we investigate the elements that enforce the protection of that information from privacy breaches, including the promotion of good practice, and the legal responsibilities relating. Approximately 40 minutes of learning includes the following topics:

- your legislation and what personal information is
- confidentiality and privacy, protecting and misuse of information
- collection principles and collection exclusions
- storage and access principles
- storage of personal information
- access to personal information
- requested amendments
- use and disclosure and use and disclosure exceptions
- using inaccurate information and using information for other purposes
- breach
- confidentiality breach
- general exclusions
- investigative agencies
- awards and prizes
- public sector agencies
- access and arrangements
- complaints and reviews
- securing information
- keeping records up-to-date
- finding more information



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## Records awareness

Information and records are a major component of our corporate memory and risk management strategies. They are vital assets that support our ongoing operations. This course will introduce you to the general principles of Records Management and your responsibilities on our behalf. Approximately 30 minutes of learning includes the following topics:

- introduction
- who is responsible?
- what is a record?
- what is an information asset?
- why do we record information?
- business (operational) requirements
- regulatory (legislative/accountability) requirements
- how to store the records, information and correspondences, etc.
- that you accumulate
- information security
- information classification and handling
- disposal
- hazards of incorrect disposal
- personal internet services and security
- infected links and attachments
- protecting your password
- physical security
- monitoring
- security breach – what to do
- records management and the law
- access to more information / legislation





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## Risk management

We encounter some element of risk in the work we do every day and it is Risk Management that provides principle guidelines on how to deal with those risks.

### Risk Management Overview

Approximately 20 minutes of learning includes the following topics:

- terms and definitions
- what is 'risk'?
- what is 'risk management'?
- why do we need risk management?
- risk management is part of your job
- the link between governance and risk management
- the risk management framework
- the risk management process
- core terms and definitions
- overarching actions: consult and communicate
- overarching actions: monitor and review
- the risk management toolkit – the risk universe
- the risk management toolkit – risk matrix
- the risk management plan

### Establish the context / Identify the risk

Approximately 20 minutes of learning includes the following topics:

- useful terms and definitions
- establish the context
- define the criteria
- external and internal environment
- scenario: new project
- consultation and communication
- reference material



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monitor & review  
risk plan objective  
identify risks  
the importance of identifying risks  
the risk universe  
layer 1: governance  
layer 2: resources  
layer 3: operational

## Analyse, Assess and Prioritise Risks

Approximately 20 minutes of learning includes the following topics:

terms and definitions: controls and mitigation  
analyse and assess risks  
scenario - identify existing controls  
scenario - apply a rating  
prioritising risks  
terms and definitions: residual and risk tolerance:  
prioritising risks

## Treating, Monitoring and Reporting

Approximately 20 minutes of learning includes the following topics:

terms and definitions: controls and mitigation  
analyse and assess risks  
scenario - identify existing controls  
scenario - apply a rating  
prioritising risks  
terms and definitions: residual and risk tolerance:  
prioritising risks

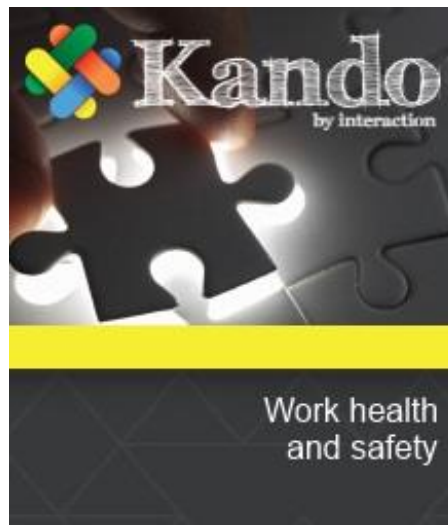


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## Work health and safety

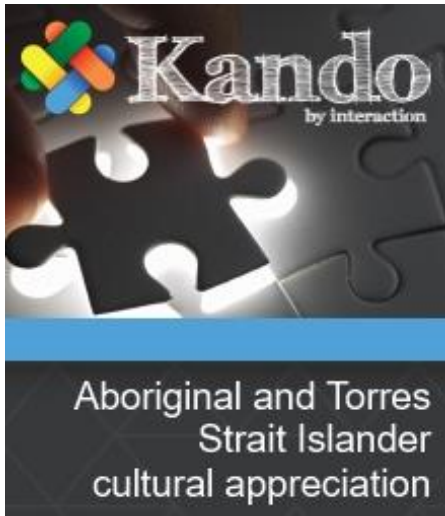
The goal of this course is to guide you through Work Health and Safety (WHS) activities, legislation, policies and procedures designed to protect you and your colleagues from incidents and injury. Approximately 60 minutes of learning includes these topics:

- terminology (PCBU, officer, worker, other persons, hrsrs)
- introduction to WHS policies, procedures and programs
- duties and legislation, penalties
- our values and goals
- communicating WHS policies and procedures
- safe work and consultation
- risk assessment and control
- implementation of a risk register
- core responsibilities
- types of workplace hazards
- ergonomics to work process
- location of commonly used items
- every day safety
- machinery, tools and protective equipment
- safety data sheets (SDSs)
- psychosocial hazards
- work-related mental stress
- bullying, harassment and discrimination
- alcohol and drugs
- evacuation procedures
- job safety analysis
- incident / hazard reporting
- emergency locations, competent persons, whs knowledge
- managing WHS, due diligence and reasonable practicability
- risk management and the hierarchy of risk control
- consultation, attitude and commitment
- health and safety representation and other agreed arrangements
- PCBU incident notification responsibilities
- tort case law study and finding more information

## ready2work off-the-shelf range

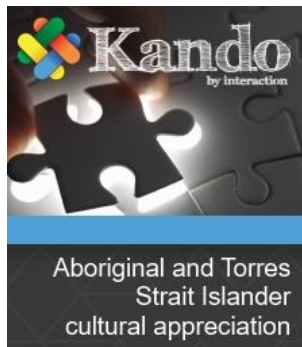
ready2Work targets the skill gap of people entering the business world. It includes template courses for Orientation and Occupational Health and Safety, as well as a series of courses that are ready to run off the shelf including Change in the Workplace, Positive Workplace Environment, Privacy and Health Records, Records Awareness, Workplace Communications, Creative Problem Solving, Customer Service and Consulting, Internet as a Business Tool, Time and Stress Management and Your Personality at Work.





## Aboriginal and Torres Strait Islander cultural appreciation

Interaction would like to acknowledge the traditional custodians of the land on which we live and work. We would also like to pay respect to the Elders of this land, both past and present and extend that respect to the other Aboriginal and Torres Strait Islander people who may be participating in this course.



## Aboriginal and Torres Strait Islander cultural appreciation

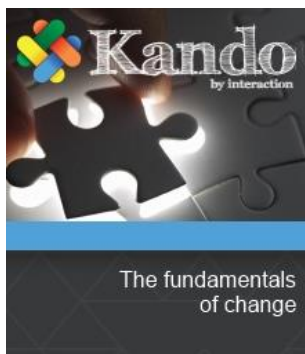
Aboriginal and Torres Strait Islander culture can claim to be the oldest continuous living culture on the planet. Researchers now believe that Indigenous Australians have lived on the mainland for over 60 000 years and on the Torres Strait islands for more than 10,000 years. This course takes you on a 'journey of awareness'. Cultural awareness is a first step towards Aboriginal and Torres Strait Islander cultural competency, which refers to an ability to interact effectively with people of different cultures and socio-economic backgrounds. Approximately 45 minutes of learning includes the following topics:

acknowledgement of country and introduction - Aboriginal and Torres Strait Islander peoples – population - self-knowledge - reconciliation action plan - national reconciliation week - identity and urbanisation - Aboriginal and Torres Strait Islander music - the dreaming / spirituality of land and sea / 'the coming of the light' - elders and kinship - languages and flags - acknowledgement of country - communication cues / asking questions – history - stolen generations - timeline of events - what is the cause of the health equality gap? - closing the gap - employment factors – barriers - career trek - prominent people - cultural events – NAIDOC.



## Change in the workplace

If nothing else, change is constant. Continuous change will force you out of your comfort zone as it challenges your current control over outcomes. There will be uncomfortable adjustment periods that will be better handled by victors than victims and the choice of being one or the other is yours to make. In this course, we look at how the organisation and the individual can work together to embrace change.



## The fundamentals of change

In this course, we introduce the fundamentals of planning and coping with workplace change. Approximately 35 minutes of learning includes the following topics:

organisational change - required leadership skills – risk - culture and power - planning and evolution – timescales - change roles and change principles - change skills - influence and negotiation skills - analytical, people, system and business skills - change management as problem solving - the change process - ending, transition and future state.



## Change management process

In this course, we will investigate the Ending State, the Transition State and the Future State in the change transition process. Approximately 30 minutes of learning includes the following topics:

managing transition - external analysis - internal analysis - factors for success - internal analysis - resource audit - change management steps - choosing the target - getting the green light - planning the change strategy - initiating action - unfreezing, moving and refreezing - consolidating the learning - moving to the next cycle.



## Overcoming resistance to change

Resistance to change is a natural human reaction. A clear understanding of the specific reasons for the resistance will help you to accept change yourself, as well as to support others. Approximately 30 minutes of learning includes the following topics:

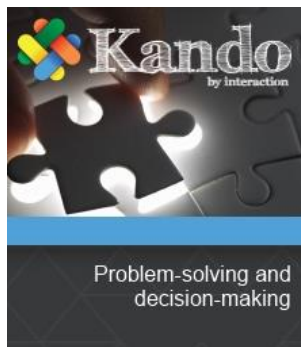
change and culture - observable behaviours – the coping cycle - organisational responses to change - managing change – democracy and collaboration – direction, participation and intervention – coercion - perceptions of the change program.





## Creative problem-solving

Many successful people think from a very rational, positive viewpoint, and this is part of the reason that they are successful. Often, though, they may fail to look at problems from emotional, intuitive, creative or negative viewpoints. This can mean that they underestimate resistance to change, don't make creative leaps, and fail to make essential contingency plans. Put simply, creative problem-solving is about escaping the standard patterns that control thinking so that people can discover options that they previously could not see.



## Problem-solving and decision-making

In this course, we will focus on providing you with a basic framework for problem-solving and decision-making that you can apply in today's workplace. Approximately 45 minutes of learning includes the following topics:

problem solving and decision making - creativity in problem solving and decision making - problem solving - identify the problem - who should be involved? - define and evaluate the alternatives - making a decision - types of decisions - decision-making styles - tips for problem-solving and decision-making - people and time considerations - understanding considerations - information and clarity decisions - situation considerations - conflict prevention and resolution - alternative and acceptance considerations - results and benefits, consistency considerations - decision traps - implementing the solution - measurement techniques - contingency plan - monitoring results.



## Creative problem-solving

Put simply, creative problem-solving is about escaping the standard patterns that control thinking so that you can discover options that you previously could not see. In this course, we will look at a variety of techniques that can help to generate creative ideas. Approximately 20 minutes of learning includes the following topics:

creativity phases - creative techniques - random input - reversal - de bono's thinking hats - mind-mapping - subconscious processing.



## Customer service and consulting

Stakeholders and customers expect interpersonal skills and expertise, with professional, relevant and personalised service and support. In this course, we investigate the benefits of using a consultative approach when dealing with customers and colleagues, and we look at ways of effectively handling customer complaints.



### Introducing consulting and handling complaints

In this course, we investigate the benefits of using a consultative approach when dealing with customers and colleagues, and we will also look at ways of effectively handling customer complaints. Approximately 20 minutes of learning includes the following topics:

perceptions – solutions - introduction to handling complaints - handling complaints - customer complaint process - identify and acknowledge the complaint – investigate - develop solutions – respond – follow-up.



### Knowledge and networks

This course will explore what you need to know and the sources that can help you to define and develop your expertise. Approximately 15 minutes of learning includes the following topics:

developing expertise – knowledge - knowing your industry - the industries you serve - building a network - partnering with customers.



### Consulting communication skills

In this course, we will cover the basic communication skills required when dealing with customers and colleagues. Approximately 20 minutes of learning includes the following topics:

listening skills (comparison, mind-reading, filtering, judging, debating and placating) - body language - active listening - improve your listening skills - questioning skills - building trust - telephone skills – voicemail - answering the phone.



### The consultative service process

In this course, we provide an introduction to the consultative service process. Using a systematic approach will help you to understand how to effectively use each phase of the service process to your advantage. Approximately 30 minutes of learning includes the following topics:

the consultative service process - initial contact and determining need - effective customer meetings - writing proposals - negotiating and closing - follow-up - finding and qualifying prospects - determining need.





## Managing workplace information

Managers have traditionally relied on a combination of office productivity, content, collaboration and portal tools. When information was needed, traditional knowledge workers would approach the subject matter expert (SME) and then interpret their findings within a specific context. In this course, we will investigate the vital nature of information in workplaces today, where the continual gathering, processing and diffusing of new information is vital to the instant decision-making processes that are crucial to organisations.



## Managing workplace information

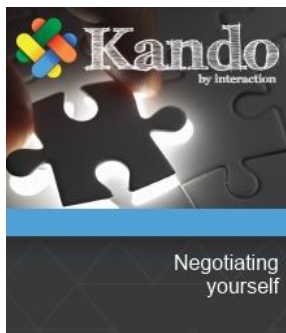
In this course, we investigate the vital nature of information in workplaces today. The continual gathering, processing and diffusing of new information is crucial to instant decision-making processes. Approximately 30 minutes of learning includes the following topics:

introduction - what is information? - what is a record? - your responsibilities - information management - reliable information exercise - sourcing information - organising information - creating records - analysing information - disseminating information – visual, auditory and tactile / kinaesthetic styles - information security – disposal.



## Negotiation

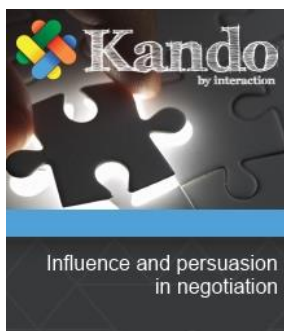
You negotiate and persuade every day, just by living and working with people. Preparation, confidence and persuasion are skills that will help you to obtain as much as is reasonably possible. In this course, you will learn how you can be more influential and persuasive when you negotiate, without resorting to bullying, manipulation or misuse of authority.



## Negotiating yourself

In this course, we investigate the dynamics and skills involved in negotiation and how you can be more influential and persuasive by combining preparation, confidence and persuasion skills. Approximately 30 minutes of learning includes the following topics:

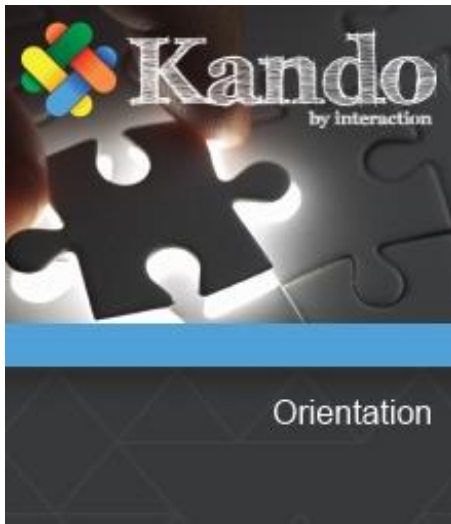
introducing negotiation - influencing, persuasion and negotiation - processing and reacting - self-talk - take time to collect yourself - redefining yourself - being assertive is not being aggressive - don't ignore your 'radar'.



## Influence and persuasion in negotiation

Having the confidence to tell people what you would like them to do is one thing, but being able to convince them why they should do it as well as they possibly can is quite another. In short, this course is about getting people to want to do what you want them to do. Approximately 40 minutes of learning includes the following topics:

influence and persuasion - the 1-2-3 of persuasion - the groundwork - seek views and support - research and gather information - making your case - win what? - do you need to negotiate? - preparing to negotiate - research - rally support - contact fellow negotiators - plan your approach - use your communication skills - building rapport - match the mood - changing course - working toward agreement - confirm agreement - obtain commitment - handling conflict - responding to criticism - side-tracking - pulling rank - being shouted at - collaboration.



## Orientation / Induction

The Orientation series offers a series of template courses that you would personalise to your specific organisational needs and then publish as your introduction for new employees in your workplace. The team at Interaction can assist you in the personalisation process or you can do it yourself.



### Welcome

This course offers an initial introduction to the organisation and welcome from the organisation leadership team. Approximately 15 minutes of learning includes the following topics:

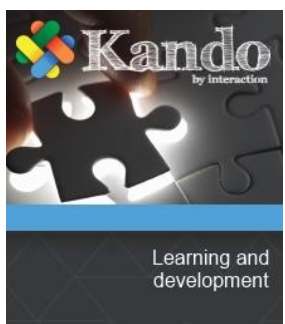
introduction and welcome - first impressions count - philosophy - our history - leadership team – the difference - interaction global - organisation structure - our mission - core values



### Getting started

This course outlines basic information for getting started at (your organisation). Approximately 30 minutes of learning includes the following topics:

basics to getting started - key contacts - hours of work and flexible work arrangements - salary - superannuation - forms - holidays and leave - career breaks - staff benefits - healthy life program - insurance - social club - purchasing procedures manual - delegation manuals - car parking - corporate wardrobe



### Learning and development

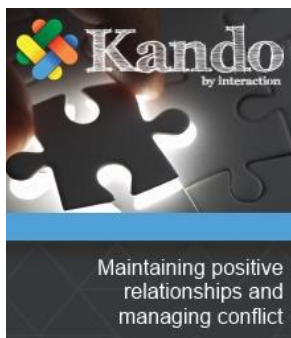
As knowledge workers in a professional services organisation, your career development is critical to your professional success and that of our organisation. Approximately 15 minutes of learning includes the following topics:

learning guide - learning & development vision - training policy - learning contracts - program outlines - external programs - competency model – elearning - what is performance management? - why is performance management important? - how often should reviews take place?



## Maintaining a positive workplace

In this course, we investigate the key values that help to develop and maintain harmonious, positive working environments. We will look at enhancing your understanding of yourself and others. Of course, no situation is perfect, so we will also investigate positive strategies for managing conflict.



## Maintaining positive relationships & managing conflict

In this course, look at enhancing your understanding of yourself and others. Approximately 20 minutes of learning includes the following topics:

key components – communication – collaboration – recognition – positive relationship characteristics – managing conflict – five styles for managing conflict – reflection – collaborative resolution process – general workplace standards.



## Business ethics

We all have a natural moral compass that helps us to identify what is and is not ethical. In this course, we will reflect on the moral codes that underscore sound business ethics and we will touch on how many Organisations today have published Codes of Ethics to help understand your responsibilities. Approximately 20 minutes of learning includes the following topics:

personal ethics – ethics of justice and ethics of care – ethics violations – conflict of interest – payments and gifts – confidential information – conflict of interest – level playing field – compliance with law – company assets – reporting violations – scenario exercises.



## Social media in the workplace

The workplace grapevine has evolved from dialogues in the lunch room to incorporate a series of “Likes”, “Shares” and “Tweets” as the influence of social media in the workplace continues to build. Insights on how an organisation is functioning as well as its products and services help to define the organisation and shape its reputation. These insights spread like wildfire to stakeholders, partners, managers, employees, contractors, job applicants, suppliers, customers, the media, pretty much everyone.



### Social media in the workplace

This module covers the basics of how Social Media. Approximately 25 minutes of learning includes the following topics:

social media: what is it and business benefits - building company brand on social media - choose networks that support your brand image - provide valuable content - engage employees in social media and export your culture as well as your products and services - social media and managing performance - social media and recruitment - social media, data protection and privacy - using social media outside of the workplace.



## The internet as a workplace tool

Knowing how to use the Internet effectively is critical to most facets of your life. In this course, we will introduce the power of the Internet, starting by looking briefly at its three core functions.



### The internet as a workplace tool

Approximately 30 minutes of learning includes the following topics:

communication - email and virtual communication tools and messengers (IM, skype, Whatsapp, etc.) – VOIP - conferencing systems - other collaboration tools - cloud computing - using mobile devices in the workplace - on-line learning - digital copyright - internet security – secure use of email - cybercrime and information security risks - installing unauthorised software - what standard internet policy should include.





## Time and stress management

Employees, contractors, staff and students, we all have responsibilities and commitments extending beyond our work and study that can have a significant impact on employment and educational opportunities. We start this course by looking at how you can achieve a balanced life with ample time for work, relationships, relaxation and fun. In doing so, you will need to think about your family, your friends and other activities that are important beyond the workplace. We will then look at how effective stress management can help build a resilience that will hold up under pressure and allow you to meet your challenges head on.



## Time and stress management

Approximately 40 minutes of learning includes the following topics:

- achieving work-life balance - introduction to time management - you are unique! - defining your core values - your vision and mission statement - your goals and objectives - implementing the plan - efficiency and effectiveness - what is stress? - managing stress - characteristics of success.





## Workplace communications

Workplace communication can range from informal hallway, telephone and online conversations to the delivery of formal written documents, meetings and presentations. In all formats and mediums, different people will communicate in different ways so the message is not always as obvious as the words being spoken or written.



### Non-verbal communication

This course is designed to teach you to combine the actual words with background knowledge and the observation of personal behaviour and non-verbal signals. Doing so will help you to get your message across, as well as decode the communications you receive. Approximately 40 minutes of learning includes the following topics:

communication styles - communication tips - non-verbal communication - body language cues - interpreting non-verbal cues.



### Basic written communication for the workplace

Workplace communications range from a simple hallway conversation to formal written documents, meetings and presentations. These skills will get your message across to others as well as understand the messages being presented. Approximately 40 minutes of learning includes these topics:

the writing process - planning, writing and revising - grammar and punctuation - periods and ellipses - commas, colons and semicolons - quotation marks and parentheses - apostrophes - specific document tips (e-mail, memos, business letters, proposals).



### Verbal communication

In this course, we investigate effective listening, which requires that you actively seek understanding, searching for core ideas rather than pure facts. We then look at core verbal skills in the workplace. Approximately 30 minutes of learning includes the following topics:

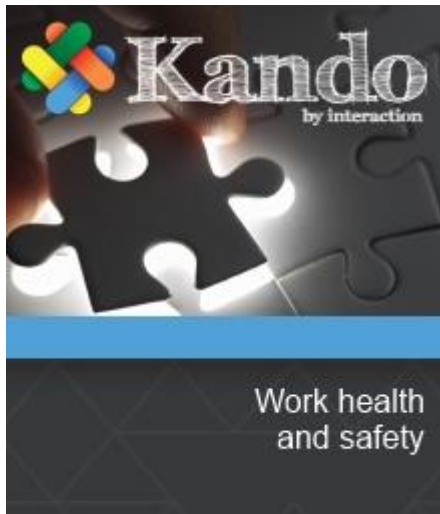
listening skills - comparison - mind-reading, filtering, judging, debating, placating - effective listening - presentation skills - telephone skills - voicemail and answering the phone - business meetings - video conferences.



### Communication Targets

In this course, we concentrate on communicating with specific types of people in the workplace. Approximately 15 minutes of learning includes the following topics:

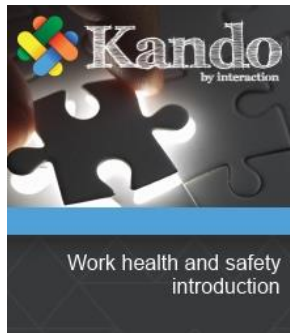
communicating with stakeholders - communicating with colleagues - communicating with management - communicating with your staff.



## Work Health and Safety

Work Health and Safety (WHS) refers to the legislation, policies, procedures and activities that aim to protect the health, safety and welfare of all people at the workplace. WHS recognises that employers have a responsibility to provide a safe system of work for both employees and contractors.

Please note that a basic introduction to WHS policies and legislation is available in the ready2comply range, while elements of interest to managers are included in the Ready4Management range.



### Work Health and Safety introduction (ready2comply)

This course will guide you through Work Health and Safety (WHS) activities, legislation, policies and procedures designed to protect you and your colleagues from incidents and injury. Approximately 60 minutes of learning includes these topics:

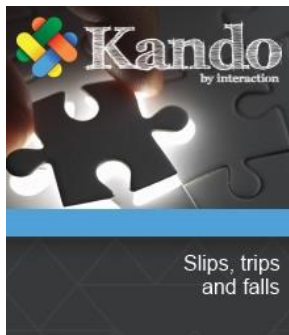
terminology (PCBU, officer, worker, other persons, HSRs) - introduction to WHS - policies, procedures and programs - duties and legislation, penalties - our values and goals - communicating WHS policies and procedures – consultation - risk assessment, control and implement a risk register - core responsibilities - types of hazards (ergonomics to work process) - location of commonly used items and every day safety - machinery, tools and protective equipment - safety data sheets (SDSs) - psychosocial hazards and work-related mental stress - bullying, harassment and discrimination - alcohol and drugs - evacuation procedures - job safety analysis and incident / hazard reporting - emergency locations - competent persons - managing WHA - due diligence - reasonable practicability - risk management and the hierarchy of risk control - consultation, attitude and commitment - health and safety representation - other arrangements - incident notification responsibilities - tort case law study.



### Hazards, controls and safety practices

In this course, we investigate basics of Health and Safety in an Industrial environment. These are generic concepts so be sure to follow local rules and regulations at any site. Approximately 30 minutes of learning includes the following topics:

control measures - air contaminants - chemical and biological hazards - safe use of hazardous substances - safety data sheets (sdss) - ergonomic hazards - equipment, machinery and tools – housekeeping – electrical - confined spaces - the hierarchy of hazard controls - personal protective equipment (ppe) - flammable and combustible objects – monitoring - promoting health and safety - health and safety contact



## Slips Trips and Falls

Too many people reflect on STF as being just embarrassing, but the reality is that any employee, contractor or visitor can have a STF. Approximately 10 minutes of learning includes the following topics:

- what are slips, trips or falls - why worry? - what should you look out for? - self-assessment - what else can you do? - what can you do as a supervisor / manager?
- things to remember.



## Manual Tasks

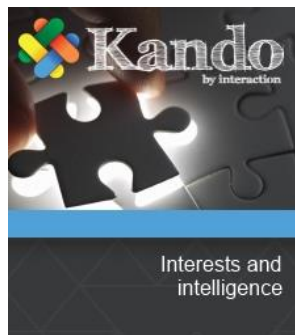
Manual tasks require lifting, pushing, pulling or carrying and it includes any activity requiring the use of force to lift, lower, push, pull, carry, move, hold or restrain an object. In this course, we include in this definition activities related to working with computers. Approximately 40 minutes of learning includes the following topics:

- what are manual tasks? - general guidelines for manual tasks - techniques for manual tasks - techniques for lifting - techniques for pushing and pulling - general guidelines for handling weights - common hazards associated with workstations - take action - risk management approach overview - the five-step risk management approach - reporting safety - procedures if suffering from pain - workers compensation - return to work policy - conclusion and sign-off.



## Your personality at work

Workplace diversity is a people issue, focused on the differences and similarities that people bring to an organisation. Profession, education, parental status and geographic location, for example, are key dimensions that shape the identities and perspectives that people bring. In this course, we will learn how to get the best out of ourselves as well as our colleagues by understanding, appreciating and learning to embrace the key elements that shape people.



## Interests and Intelligence

In this course, we will focus on personality and intelligence. Approximately 30 minutes of learning includes the following topics:

- psychometric testing - psychometric caveats - the career key - riasec inventory - what is intelligence? - iq testing - multiple intelligences - multiple intelligences test - emotional intelligence.



## Assessing Personality Types at Work

In this course, we will investigate different personality types in more detail and look at a personality assessment tool called an Enneagram that can be used to identify personality traits and how they affect behaviour. Approximately 30 minutes of learning includes the following topics:

- your personality - nine personality types – reformers, helpers, achievers, individualists, investigators, loyalists, enthusiasts, challengers, and peacemakers - enneagram test - applying the results - enneagram types at work - combining data - workplace applications - career and job choices – communication - learning styles - where to learn more.



## Advancing Your Career

In this course, we will investigate affirmative action that you can take to advance your career. In a nutshell, this involves combining your skills and knowledge, while being politically savvy. Approximately 15 minutes of learning includes the following topics:

- business etiquette - building a network - finding mentors - workplace learning - professional competence - learning and development - develop new skills.



## ready4retail off-the-shelf range

**ready4retail** introduces skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision...







## Apply point-of-sale handling procedures (SIRXCCS001A)

Operation of the Point of Sale (POS) system is critical to the accurate recording of information within a store. Modern systems record sales as well as stock information that feeds the data that is crucial to functions such as stock replenishment, stock sales, purchasing analysis and financial analysis. Even a basic cash register provides important financial information in terms of balancing and the accounting of money into the business through sales. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 50 minutes of learning covering the following topics:

operate point-of-sale equipment - open and close point-of-sale terminal - clear point-of-sale terminal and transfer tender - handle cash - maintain supplies of change in point-of-sale terminal - attend active point-of-sale terminals - complete records for transaction errors - maintain supply of dockets, vouchers and pos documents - inform customers of delays in the point-of-sale operation - list possible retail workplace numerical problems - collect numerical information and calculate accurately - complete point-of-sale transactions - store procedures for cash and non-cash transactions - perform point-of-sale transactions - apply store procedures in regard to exchanges and returns - move goods through point-of-sale area efficiently and with attention to fragility and packaging - enter information into point-of-sale equipment - state price or total and amount of cash received verbally - tender correct change - complete customer order forms, invoices and receipts - accurately identify and process delivery requirements - process sales or direct customers to point-of-sale terminals - maintain adequate supplies of wrapping and packaging - select appropriate wrapping or packaging material - wrap merchandise neatly and effectively - pack items safely to avoid damage and attach labels - arrange transfer of merchandise for parcel pick-up or other delivery methods.



## Interact with customers (SIRXCCS002A)

It has been found that every person who leaves a store dissatisfied tells five other people about it. This is an enormous amount of negative advertising. In this course, we will investigate the skills and knowledge required to deliver service to customers. We will look at skills that will enable you to interact with customers actively rather than just take orders including how to communicate effectively with them, how to respond to their complaints, receive and process sales orders and identify special customer requirements. These skills can be used in any environment; whether selling a product, a service, an idea or yourself. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 70 minutes of learning covering the following topics:

deliver service to customers - what is customer service? - communicate in a professional, courteous manner - greeting customers - meet needs and reasonable requests or refer to supervisor - record customer details and information where necessary - identify and anticipate possible problems and take action - opportunities to deliver additional levels of service - maintain contact with customer until sale is completed - farewell customer appropriately and courteously - verbal and non-verbal communication to develop rapport - encourage repeat customers - process customer returns or refunds - respond to customer complaints - a positive, helpful attitude when handling complaints - handle complaints sensitively and courteously - confirm nature of complaint through active listening - take action to resolve complaint to customers' satisfaction - refer unresolved customer dissatisfaction to supervisor - turn incidents of dissatisfaction into a demonstration of high-quality service - complete documentation regarding dissatisfaction - take follow-up action as necessary - record customers' details and information accurately - promptly refer customers to appropriate area - provide information in clear, concise manner - process, record and act upon sales orders - identify special customer requirements - identify customers with special needs or requirements - verbally and non-verbally convey willingness to assist - promptly service, refer or redirect customers' needs.





## Organise and maintain work areas (SIRXCLM001A)

Customers would prefer not to shop in a poorly maintained, cluttered or unclean store environment. What they expect is quite the opposite, so don't be surprised when they don't comment on a clean and tidy store. Equally, don't be surprised if they do comment on a dirty one. Maintaining work areas is about ensuring housekeeping policies are adhered to and conducted routinely and consistently. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 40 minutes of learning covering the following topics:

- maintain safe, uncluttered and organised work areas
- maintaining counters
- maintaining the point of sale area and terminals
- maintaining walkways and aisles
- carry out all routines safely, effectively and efficiently with minimum inconvenience to customers and staff
- policy and procedures for tidying work areas and placing items in designated areas
- personal hygiene
- cleaning the work area
- remove and dispose of waste promptly
- epa hierarchy of management
- report or remove spills, waste, or other potential hazards
- promptly display signage in regard to unsafe areas
- maintain and store equipment and consumable materials
- use and clean tools and equipment (including guards).



## Communicate in the workplace (SIRXCOM001A)

Establishing contact with customers starts with the creation of a welcoming external and internal environment that is designed to attract the store's target market. The environment must match the customer expectation and products offered. For example, an exclusive boutique would be likely to feature its stock using spot lighting whereas a bargain outlet is likely to be lit with bright and consistent neon lighting and the fixtures will suit mass merchandising. Both provide an appropriate environment that their customers can relate to and feel comfortable in. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 70 minutes of learning covering the following topics:

- maintaining a welcoming environment
- greeting customers warmly according to store procedures
- creating an effective service environment
- question and active listening to determine customer needs
- confidentiality and the demonstration of tact
- questioning and active listening when using the telephone
- answering the telephone according to store procedures
- making telephone calls according to store procedures
- recording and passing on messages and information
- inform customer of any problems and action being taken
- ensure any necessary follow up action is taken
- working in a team
- demonstrating a courteous and helpful manner
- completing tasks willingly and without undue delay
- assisting team members when difficulties arise
- lines of communication between supervisors and peers
- encourage, acknowledge and act on constructive feedback
- how questioning can minimise misunderstanding
- identifying and avoiding potential workplace conflict
- participation in team problem solving
- maintain neat and tidy personal dress and presentation
- personal hygiene maintained
- follow routine instructions
- instructions received and acted upon
- emergency lines of communication
- effective questioning used to elicit information
- storing information relevant to the particular task
- daily work routine planned and organised
- tasks prioritised and completed without undue delay
- read and interpret retail documents
- use numbers in the workplace
- numerical information collected and calculated accurately.



## Operate retail technology (SIRXICT001A)

From the simplest of processes like pricing using a hand held pricing gun to more advanced functions, equipment plays an important part of the daily operations within a store. The various tools and machinery that we are referring to here can run the majority of retail functions including POS transactions, ticketing, product identification and recording mark-ups and markdowns. Equipment can track stock from ordering to movement within the store to purchasing, wrapping and packing, and waste disposal. It can store all of the necessary staff record information and allows all kinds of instant communication. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 40 minutes of learning covering the following topics:

- identify purpose of equipment used - operate to design specifications and safety requirements - identify equipment faults and report to relevant personnel - identify and apply maintenance program - operate keyboard using typing techniques - enter and edit information accurately - enter data using relevant equipment - operate price marking equipment - enter data accurately and within designated time - operate data entry equipment.



## Work effectively in a retail environment (SIRXIND001A)

Organisational culture describes how a business functions and operates as it seeks to fulfil its goals. While smaller businesses are less likely to have defined all the components, it is important that retail people are aware of the various elements that help them to fit in and align to the requirements of their organisation. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 50 minutes of learning covering the following topics:

- provide notification of shift availability or non-attendance - interpret staff rosters accurately - recognise and describe organisational culture - display non-discriminatory attitudes - use non-discriminatory language - access sources of information on the retail industry - effective work performance - career planning - relevant awards and agreements - analyse role of employee and employer associations - maintain personal dress and presentation - maintain personal hygiene - receive and act upon instructions - assess, comprehend and act upon store information - plan and organise daily work routine - prioritise and complete tasks according to timeframes.



## Perform stock control procedures (SIRXINV001A)

Receipt of stock may happen in a dedicated loading and unloading area commonly called a receiving bay or dock for large stores or within the store itself for smaller stores. For some stores, such as a large department store or supermarket, the receiving bay could be an area at the back of the store where the delivery trucks pull in. For a small store, which may not have a delivery dock, the receiving bay could simply be the shop floor or the store room. Whichever the area, there are many tasks that need to be undertaken which will keep the receiving bay in the best possible condition. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 50 minutes of learning covering the following topics:

- receive and process incoming goods - maintain cleanliness and orderliness in receiving bay - unpack goods using handling techniques and equipment - stock handling - remove and promptly dispose of packing materials - check and validate incoming stock - inspect items received for damage, quality, use-by dates, breakage or discrepancies - record stock levels on store stock systems - rotate and store stock according to the first in first out

(FIFO) principle - dispatch stock to appropriate area or department - apply stock price and code labels when required - carry out stock rotation procedures - perform store code checking and reporting procedures - place merchandise to achieve a balanced, fully-stocked display appearance and promote sales - place excess stock in storage or dispose of - maintain safe lifting, shifting and carrying techniques.



## Apply safe working practices (SIRXOHS001A)

Safety procedures in all retail stores are governed by legislation. On top of this, many stores implement their own safety policies and procedures in line with the legislation to encompass the store's unique circumstances and products. For instance, a car accessory store will have procedures for handling each of a variety of chemical products whereas a footwear store may only have a procedure for using basic cleaning agents. However, both must comply with Manual Handling legislation and the code of practice. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 50 minutes of learning covering the following topics:

- follow and maintain procedures for a safe environment
- identify and report unsafe working practices
- reduction of risks strategies
- manage dangerous goods and substances
- identify manual handling risks and manage tasks
- report work-related incidents and accidents
- demonstrate consultative processes and follow procedures
- follow emergency procedures, including evacuation
- designated people responsible for first aid and evacuation
- accurately identify safety alarms.



## Minimise theft (SIRXRSK001A)

One area that staff must have a good understanding is security. Loss in any form affects a number of areas including a store's profit result and the pricing of goods to the customer. To minimise the chance of loss occurring a range of procedures, systems and equipment are generally in place. These are only as good as the staff's application and understanding, any failure to follow procedures, use systems or equipment appropriately provide an opportunity for loss to occur. Security is about consistent vigilance and compliance. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 40 minutes of learning covering the following topics:

- apply store security systems and procedures
- security procedures checklist
- handling and securing cash
- observing and dealing with suspicious behaviour
- dealing with internal and external theft
- secure storage
- minimise theft by minimising the opportunity
- take appropriate action to minimise theft
- matching merchandise to correct price tags
- maintain surveillance of merchandise
- check customers' bags as required at point of sale
- maintain security of cash, cash register and keys
- regard to customers, staff and outside contractors
- deal with suspected or potential thieves.



## Sell products and services (SIRXSL001A)

Product demonstration and answering customer questions is an integral part of the selling process for salespeople. A thorough knowledge of the products sold and their application is essential to optimise the chances of a successful sale. You would not be likely to make the sale of a camera, for example, without the ability to show its features and discuss when you might use them. Having said so, product presentation coupled with a sound knowledge of the product is equally important in situations where demonstration doesn't occur. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 60 minutes of learning covering the following topics:

- the use and application of relevant products and services - accessing relevant sources of product information - identify and apply effective sales approach - convey a positive impression to arouse customer interest - demonstrate knowledge of customer buying behaviour - apply questioning techniques to determine buying motives - use listening skills to determine customer requirements - interpret and clarify non-verbal communication cues
- identify customers by name where possible - direct customer to specific merchandise - match customer needs to products and services - communicate knowledge of products - describe product use and safety requirements - refer customers to appropriate product specialist - answer routine questions about merchandise - identify and accept customer objections - categorise objections into price, time and merchandise - offer solutions according to store policy - apply problem solving to overcome customer objections - monitor, identify and respond to buying signals - encourage customer to make purchase decisions - select and apply appropriate method of closing the sale - recognise and apply opportunities for additional sales - advise customer of complementary products or services - review personal sales outcomes to maximise future sales.



## Advise on products and services (SIRXSL002A)

Knowledge is power and for retailers, product knowledge can mean more sales. Product knowledge comes in various forms, including how its features map to its intended purpose, what goes with what, and how it works. It is difficult to effectively sell to a customer if you cannot show how a particular product or service will address their needs, so you need to know about it and know how to demonstrate all such features. Having a thorough understanding of the different products on your shelves can allow you to use different techniques and methods of presenting to customers. Organisations can choose to deliver the course 'out-of-the-box' or personalise it to their needs. This course includes approximately 30 minutes of learning covering the following topics:

- develop product and service knowledge - convey product knowledge to other staff as required - research and apply comparisons of products and services - knowledge of competitors' range and pricing structure - evaluate merchandise according to customer requirements - demonstrate features and benefits - apply detailed specialised knowledge of product to provide accurate advice to customers.



## ready4management off-the-shelf range

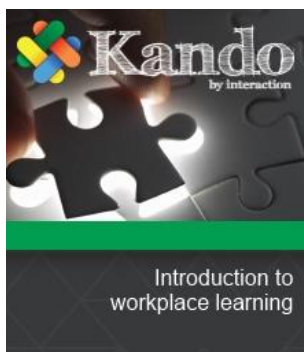
**ready4management** introduces skills and techniques for supervisors, team leaders and managers. Within the course you will find an intentional bias towards people skills that build management rather than technical expertise. Experience shows that people who gain promotions, usually have excellent practical abilities, however the majority of their challenges arise in managing individual and team performance and culture.





## Develop a workplace learning environment

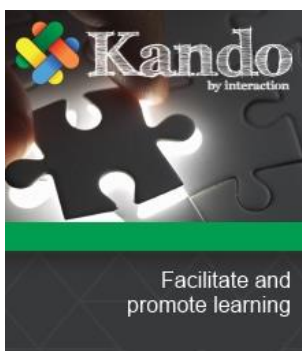
(BSBLED501) This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance. It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision-making strategies.



## Introduction to workplace learning

A global economy, combined with ever-increasing regulatory requirements and technology, has created a workplace environment that constantly develops and refines systems and processes. As a result, the shelf life of existing knowledge has decreased and the learning paradigm has changed irrevocably. In this course, we investigate how leading workplaces build on traditional educational methodologies to create flexible, reactive Workplace Learning Environments. This course includes approximately 20 minutes of learning covering:

introduction to workplace learning - learning resistance - workplace learning forces - globalisation and technology - work-world transformation - customer influence - organisational assets - changing roles and expectations - diversity and mobility - change and chaos - emergence of the workplace learning environment.

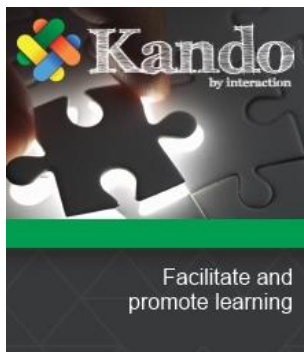


## Facilitate and Promote Learning

While the need for a Workplace Learning Environment is generally accepted, workplaces often struggle with the methodology. In this course, we will introduce the conceptual framework for developing a workplace learning environment, and we will also look at the different learning methods that could be offered. This course includes approximately 60 minutes of learning covering the following topics:

the Marquardt model - organisational aspects - people, knowledge and technology - fostering positive learning cultures - knowledge sharing - delivery considerations and learning styles - classroom-based learning - coaching and mentoring - eLearning - workplace learning roles and responsibilities - building shared vision - co-ordinate task focused teams - test retention, acknowledge and test models - engage in systems thinking - conceptualise and inspire learning and action - encourage creativity, innovation and risk-taking - benefits of the workplace learning environment.

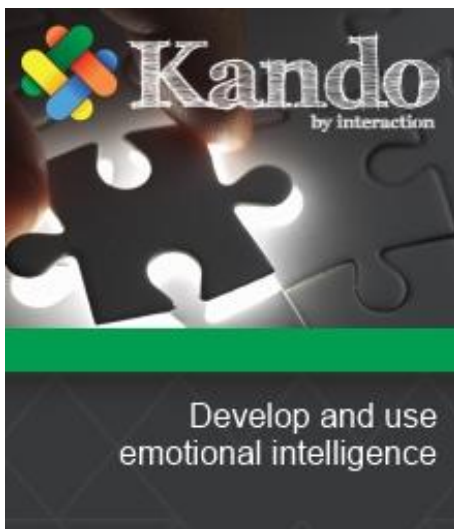




## Monitor and Improve Learning effectiveness

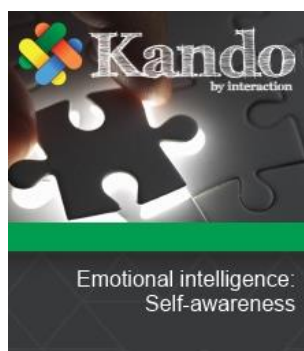
A primary goal of learning and development is to increase workforce capability and by doing so, increase performance and productivity. To increase performance and productivity, a Learning Plan must be designed and monitored with the goal of creating a skilled, dynamic and innovative workforce that is aligned to organisational goals. In this course, we will look at the basic rules for designing and monitoring such a Learning Plan including approximately 30 minutes of learning covering:

- workplace development plans - performance goals and learning objectives -
- defining performance outcomes - balanced scorecard - monitoring and measuring
- recognition and rewards - commitment and communication – culture – survey.



## Develop and use emotional intelligence

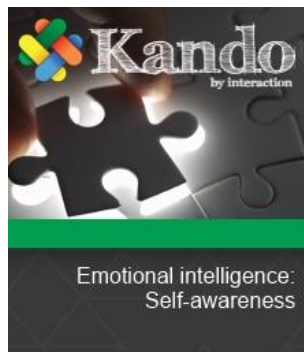
(BSBLDR501) - This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes. It applies to managers who identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.



## Self-awareness

The most important part of becoming a leader is to be the person that others choose to follow. Being aware of your own and others' emotions, being able to manage them and build emotionally intelligent relationships is critical to building a successful workplace environment. A better understanding of your own emotions as well as others will help you to enhance both personal and professional relationships. Approximately 20 minutes of learning includes the following topics:

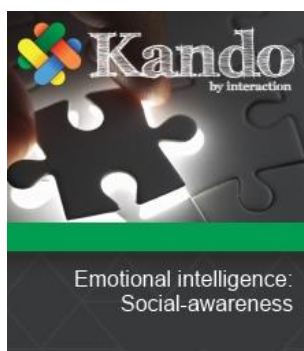
- Goleman's emotional competencies - self-awareness - self-reflection and feedback from others - swot analysis - seeking and using feedback - 360 degree feedback surveys - informal feedback - ensuring developmental feedback is productive.



## Self-management

In this course, we will learn how to handle the stress that has become a pervasive experience in the daily lives of people. Around three of four people have indicated they sometimes or frequently experience stress in their daily lives. In a survey conducted in 2014, the Australian Psychological Society found that three most common sources of stress are financial issues, family issues and issues in the workplace. Approximately 20 minutes of learning includes the following topics:

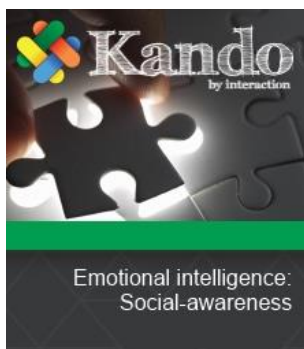
stressors and signs of stress - stress reduction - emotional states and their triggers  
- controlling emotional responses - silence and violence patterns - six step process to regulate emotional responses - modelling emotionally intelligent behaviour.



## Social-awareness

Social awareness is about appropriately considering what people want and then communicating with them in a way that is most likely to fulfil need. In this course, we will focus on Empathy (understanding the other person's emotions, needs and concerns), Organisational awareness (you need to understand the organisation structures and how they affect the people working in them) and Service orientation (understanding and fulfilling the needs of internal and external clients and customers. Includes approximately 15 minutes of learning includes the following topics:

empathy - empathy exercise - organisational awareness - service orientation - cultural differences and cultural knowledge - put cultural knowledge to use - overcome stereotypes.



## Relationship management

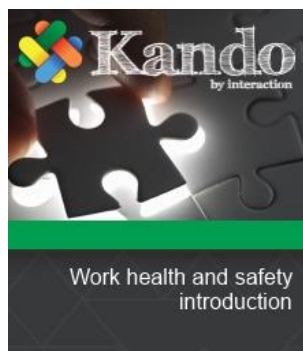
Relationship management is all about your interpersonal communication skills. It's all about your ability to get the best out of others, your ability to inspire and influence them, your ability to communicate and build bonds with them and your ability to help them change, grow, develop, and resolve conflict. In this course, we will underline the need to apply and build on your self-awareness, self-management and social awareness skills to reach this highest domain that Goleman refers to as Relationship management. Includes approximately 25 minutes of learning includes the following topics:

developing social competencies - influence and development - communication competence - managing conflict - inspirational leadership - initiating change and building bonds - teamwork and collaboration - your primary goals - summary of emotional intelligence.



## Ensure a safe workplace

(BSBWHS501) This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, per WHS legislative requirements. This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation. NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace.



## Work health and safety introduction

The goal of this course is to guide you through Work Health and Safety (WHS) activities, legislation, policies and procedures designed to protect you and your colleagues from incidents and injury. Approximately 60 minutes of learning includes these topics:

terminology (PCBU, officer, worker, HSRs, etc.) - introduction to WHS policies, procedures and programs - duties and legislation, penalties - values and goals, policies and procedures - safe work and consultation - risk assessment and the risk register - core responsibilities - types of workplace hazards - location of commonly used items and every day safety - machinery, tools and protective equipment - safety data sheets (SDFs) - psychosocial hazards and work-related mental stress - bullying, harassment and discrimination - alcohol and drugs - evacuation procedures - job safety analysis and incident / hazard reporting - emergency locations, competent persons, knowledge - managing WHS - due diligence - reasonable practicability - risk management and the hierarchy of risk control - consultation, attitude and commitment - health and safety representation - other agreed arrangements - PCBU incident notification responsibilities.



## Risk assessment to accident investigation

Incidents happen at every workplace so it follows that if you can identify the hazards, you can assess the level of risk and determine the required course of action. Approximately 30 minutes of learning includes the following topics:

the risk assessment process - comprehensive survey - change analysis - job hazard analysis - inspections - hazard analysis and risk control - when incidents happen - incident investigation - define the scope - assign a team - inspect the site - interviewing - the summary report - hazard feedback.



## Contractor Safety Management

In this course, you will learn about our Health and Safety Policy and obligations relating to contractors in the workplace. Approximately 50 minutes of learning includes the following topics:

who are contractors and who are employees? - policy and business owner requirements - safety contact officers - recruitment panel contractors – contractor’s duty of care - building and maintenance work - site induction and safety induction – security - storage and deliveries - floor loading - site services - protection of works - underground works - use of hazardous substances and hazardous work - safe work method statements - hazardous substances and dangerous goods - specific chemical risk controls - use of plant and equipment - electrical safety - removal and disposal of waste - parking and amenities - reporting and investigating incidents - conclusion and sign-off.



## Facilitate continuous improvement

(BSBMGT516) This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. This unit applies to managers who take an active role in managing a continuous improvement process to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.



## Quality and Continuous Improvement

In this course, we introduce the basics of continuous improvement, which is an initiative whereby processes and models are constantly evaluated and tested to ensure that optimum performance and customer service is achieved. This course includes approximately 20 minutes of learning covering the following topics:

what is quality? - who defines quality? - goods vs. services - why quality is important - breakthrough and continuous improvement – pdca - quality management - total quality management (tqm) - embracing continuous improvement - pareto principle.



## Tools for Continuous Improvement

In this course, we explore aspects of a modern organisation that will typically be subject to continuous improvement and we will look at specific techniques that should be considered when opportunities for improvement are identified. Of course, you will need to custom-fit the base techniques and methods that we discuss here to your specific environment, people, processes, goods and services, etc. This course includes approximately 45 minutes of learning covering the following topics:

health, safety and environment - customer focus overview - service level agreements - customer focus: customer ratings - customer focus: the pareto principle – feedback – suppliers – technology – operations - high quality, speed, dependability - flexibility and control - tracking quality control - key performance indicators – rubrics - continuous monitoring - assessment and storage - quality control – analysis - capacity planning and control - forecast the demand levels - choosing an appropriate capacity plan - level capacity and chase demand plan - manage demand plan - control capacity through monitoring and review - inventory planning and control - volume timing - inventory planning and control - your inventory - inventory planning and control - your systems.



## Improving Your Organisation

The initial courses in this series provide you an idea of what continuous improvement means, where it will be implemented and how it will be managed. In this course, we will investigate how vital it is to analyse the culture, philosophies and the existing structures that drive your workplace processes and systems - before designing a continuous improvement strategy. This course includes around 45 minutes of learning covering:

your organisation's existing culture - assessment tools - flow charts and scatter diagrams - cause and effect diagrams and swot analysis - quality policy statement - productivity and principles - existing culture unique practices - performance measures - team involvement and job roles - quality circles – resistance - coaching / mentoring – trust – 360-degree feedback - communication, suggestion box and zero defects day.



## Implementing Continuous Improvement

In this course, we look at the process of implementing continuous improvement in your organisation, beginning with planning. We will come to understand that continuous improvement is an ideal that must be individually applied to each part of the workplace. It is not about identifying one-size-fits-all solutions. This course includes approximately 20 minutes of learning covering:

feedback - future planning - setting up an idea bank - communicating adjustments - record keeping - making the most of success.





## Provide Opportunities for Further Improvement

In this course, we investigate the importance of implementing processes to ensure team members are informed of savings and productivity/service improvements by achieving the business plan. We also look at documenting work performance to aid the identification of further opportunities for improvement, including how to manage records, reports and recommendations for improvement within organisation systems and processes. This course includes approximately 30 minutes of learning covering:

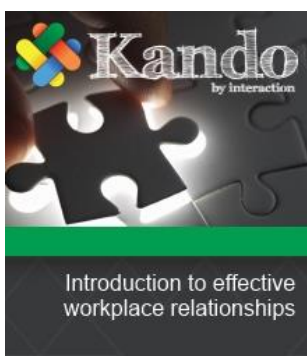
communicating productivity improvements - recognising effort - the recognition system - non-monetary rewards - informal and formal recognition - direct monetary rewards - performance pay - team based rewards - motivating high performers - complicated rewards - considerations for recognition - reward system exercise - documentation, standards and audits - respect and value every individual's contribution.



## Lead and manage effective workplace relationships

(BSBLDR502) This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships considering the organisation's values, goals and cultural diversity. At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision-making strategies.

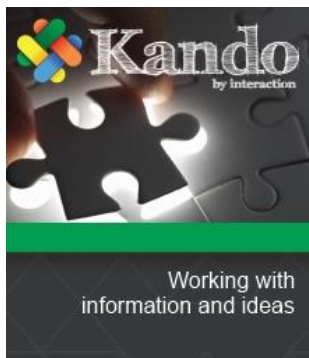


## Introduction to effective workplace relationships

Effective workplaces are supported by internal and external stakeholder networks that have confidence in one another. Once you have completed this course, you will understand what it is that drives the characteristics and attributes of an effective workplace. This course includes approximately 45 minutes of learning covering the following topics:

characteristics of an effective workplace - communication and collaboration - recognition - developing trust and confidence - integrity, respect and empathy - providing leadership - leadership styles exercise - organisational standards - social standards - ethical standards - ethics of justice and ethics of care - business practice / process - optimise your interpersonal style - ensure competent - performance.

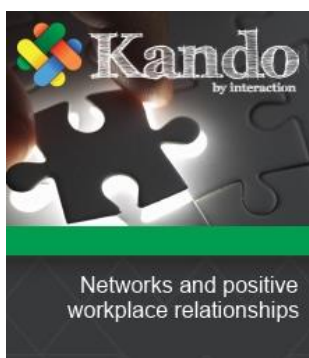




## Working with Information and Ideas

It is vital that the information and ideas that drive today's workplaces are carefully and professionally handled. If people see that their ideas and opportunities are never acted upon, then the source of organisational knowledge will stagnate and people will lose their motivation. In this course, we detail a process for gathering, analysing, presenting and measuring the impact of new information and ideas. This course includes approximately 30 minutes of learning covering the following topics:

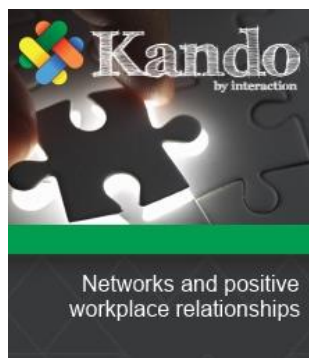
- learning styles – five-step approach - sourcing, analysing and disseminating information - who needs information and when is it needed? - how should the information be presented? - how will the information be used? - testing retention
- building on past success.



## Networks and Positive Workplace Relationships

All kinds of people interact daily to achieve tasks as well as overall team and organisational goals. While interacting with some people comes naturally, the challenge many people face involves interacting with people they feel less comfortable with. This course investigates how people can build and sustain positive workplace relationships using networking, coaching and mentoring, as well as a diverse range of interpersonal skills. This course includes approximately 30 minutes of learning covering the following topics:

- build and maintain networks and relationships – networking - coaching and mentoring - encourage, teach, coach and mentor - identify opportunities - managing diversity – discrimination - indirect and direct discrimination – bullying - avoiding discrimination and harassment - our commitment – responsibilities.



## Manage Difficulties to Achieve Positives

In organisations, opposing ideas can quickly turn into a tug-of-war, with opposing factions doing whatever it takes to win the struggle. A win-lose outcome is seldom beneficial to ongoing workplace relationships. This course will teach you how to drive for win-win scenarios by negotiating solutions to common workplace problems. The goal is that wherever possible, everyone is satisfied. Includes approximately 45 minutes of learning covering the following topics:

- manage to achieve positive outcomes – problem-solving and decision-making - identify the problem - decide who to involve - define alternatives - evaluate the alternatives - make a decision - implement the solution - monitor results - managing conflict - pre, session and post-session - managing change - choosing the target – planning - initiating action - making connections - rebalancing to integrate the change - consolidating the learning - moving to the next cycle.



## Communication Targets

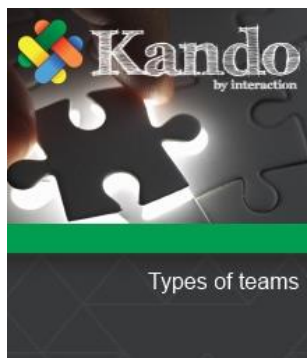
In this course, we concentrate on communicating with specific types of people in the workplace, including internal and external customers, managers and supervisors, colleagues and staff. This course includes approximately 20 minutes of learning covering the following topics:

- communicating with stakeholders - communicating with colleagues - communicating with your manager / supervisor - communicating with your staff.



## Lead and manage team effectiveness

(BSBWOR502) This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation. It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem-solving and decision making strategies.



## Types of teams

This course will investigate how, as a leader and manager of a workplace team, your purpose is to influence effectively. It will underline how you are key in setting the tone of your team through your behaviour, planning, organisation, work and how you relate to others. This course includes approximately 35 minutes of learning covering the following topics:

the importance of teams - when to use a team and benefits of team-work - types of teams / modern teams - cross-functional, global and quality teams - customer - supplier teams - virtual teams and self-managed teams - the work of a team - phases of team development - encouraging development - modelling effectiveness - characteristics of high performance teams - structure and team relationship management - rewards and recognition - external support - review, results and reflection.



## Team roles and relationships

Workplace diversity is about learning from others who are not the same, about dignity and respect for all, and about creating workplace environments and practices that encourage learning from others and capture the advantage of diverse perspectives. In this course, we will learn about how teams operate most effectively when responsibilities and roles are assigned based on recognition of the experience, knowledge and skills that the various team members bring to the table. This course includes approximately 30 minutes of learning covering the following topics:

roles and responsibilities - the champion / sponsor - the team leader - team facilitator - leader role vs. facilitator role - the team recorder and the team member - diversity - roles and responsibilities matrix - leader behaviours - team behaviour - task roles - maintenance - individual roles - effective relationships - case study.



## Plan to achieve team outcomes

Successful completion of projects and tasks directly depends on a productive and successful team that is committed to working together. The success of the team will require commitment, contribution, communication and cooperation. It is important to recognise that no team is perfect, so conflict management and change management strategies are also vital. This course includes approximately 30 minutes of learning covering the following topics:

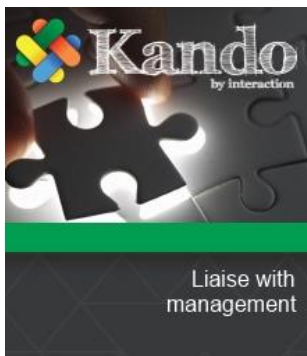
team charter, mission and goals - team boundaries and ground rules - team patterns and resourcing - completion criteria - initial team meeting – empowerment - communication plan – reporting – recognition.



## Facilitate and empower work teams

In this course, we will learn how and why patterns emerge in teams because of group dynamics. We will study the effect that team members have on each other's behaviour, as well as their influence on team patterns and norms. Some will have a positive effect on individual and team output and relationships, while others can hinder performance. This course includes approximately 35 minutes of learning covering the following topics:

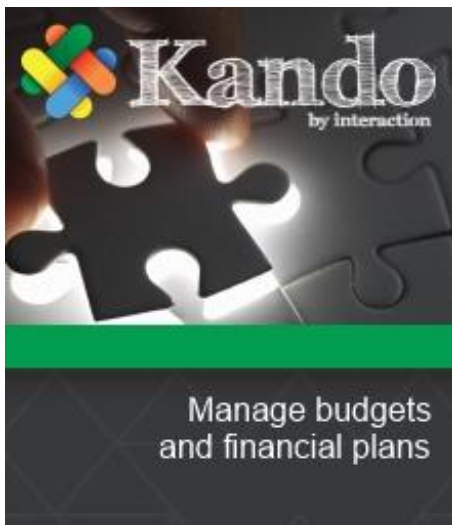
group dynamics - effective team meetings - understanding team members - integrating new team members - team learning - team decision-making - barriers to consensus - decision-making process – decision-making tools - decision-making software - observation and maintenance.



## Liaise with management

While working as a team leader or manager, a key part of your role is to ensure that upper management, your staff and all other relevant stakeholders are constantly informed of what is going on in your organisation. In this course, we examine the flow of team-based information throughout the organisation. This course includes approximately 50 minutes of learning covering the following topics:

managing communication - informal and formal communication channels - downward, horizontal and diagonal communication - communication flow and barriers - type of message – timing - improving your communication - feedback, language and listening skills – comparison - mind-reading, filtering, judging, debating and placating - effective listening - how to communicate a message - communicating with stakeholders - communicating with colleagues - communicating with your manager/supervisor - communicating with your staff - key points.



## Manage budgets and financial plans

(BSBFIM501) This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes. It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.



## Plan and implement financial management approaches

In this course, we will learn about internal and external reporting requirements of organisations and we will introduce the knowledge and skills required to prepare and understand those reports. This course includes approximately 40 minutes of learning covering the following topics:

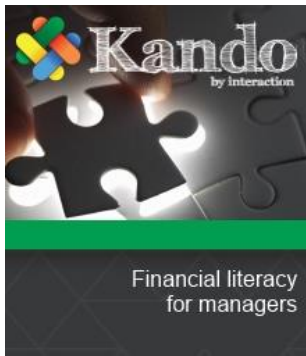
- creating financial acumen within your organisation - business plans and kpis - chain of command - strategic, middle and frontline management - management demands - resources and information management - information needs of different industry sectors - your team's access to budgets - who should see what? - strategies to support staff.



## Financial literacy for managers

In this course, we will investigate how to use various documents to correctly record income and expenditure. We will also look at the range of taxes that apply to Organisations as well as the reporting requirements relating to those taxes. This course includes approximately 45 minutes of learning covering the following topics:

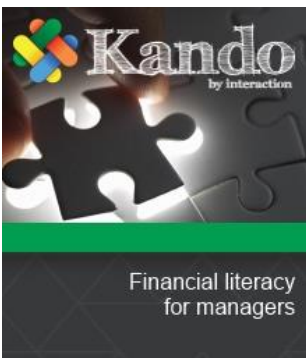
- recording income and expenditure - revenue documentation - cash book - transactions journals - bank reconciliation - tax invoices - business activity statement - income tax liabilities - goods and services tax (GST) - GST adjustments - pay as you go (PAYG) withholding - fringe benefits tax (FBT) - payroll tax - available benefits and allowances - making organisation recommendations - identifying and presenting recommendations - accounting in specific situations - accounting for the initial purchase of an organisation - accounting for owners investment of cash funds - accounting for daily sales - accounting for cost of sales - accounting for expenditure - statement of performance.



## Report on financial activity

In this course, we will investigate the basics of compiling financial information for key stakeholders. We will focus on how financial information is processed and how reports are constructed, including how to identify asset and liability accounts; identify income and expense accounts; complete and interpret a Chart of Accounts and apply a Chart of Accounts coding system. This course includes approximately 45 minutes of learning covering the following topics:

- compiling financial information and data - chart of accounts - collecting and evaluating financial data – classification - asset, liability and owner's equity accounts - income and expense accounts- coding financial data - reading and interpreting financial statements - interpret numbers with care - analysis – storage - the balance sheet - the profit and loss statement (p & l) - cash flow statement - the operating budget - identifying discrepancies and unusual features - analysing financial statements.



## Monitor, control, review and evaluate

Financial planning needs to reflect the strategic direction that an organisation intends to go. It is imperative that the right drivers are measured to ensure the business is on track. While this course is focused on the planning and management of the financial aspect of the business, often non-financial indicators will be used to monitor and control income and expenses in specific areas. This course includes approximately 40 minutes of learning covering the following topics:

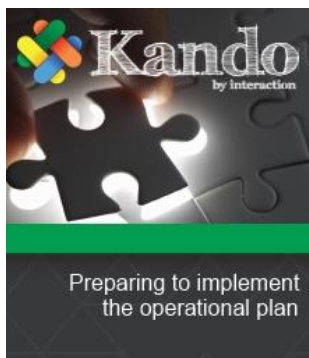
- collecting data from financial reports - defining metrics - balanced scorecard – budgeting - visible accountability - profit ratios - liquidity ratios - finance ratios- efficiency ratios - finance health check - review and evaluate financial management processes - monitoring problems - incorrect kpis - sinister alerts - measurement and clarity of expectations - financial management process improvements.





## Manage operational plan

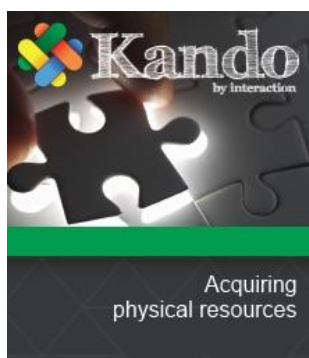
(BSBMGT517) This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.



## Preparing to implement the operational plan

While organisations use long-term strategic planning to outline the overall direction of the organisation and the strategies to achieve stated or desired outcomes, operational plans are often referred to as action plans for a very good reason. Through its operational (or action) plan, each division, section, team, etc. articulates exactly how it will perform specific tasks in order to systematically achieve goals that are aligned to the strategic goals. This course investigates the skills and knowledge required to implement an operational plan in your work environment. This course includes approximately 40 minutes of learning covering the following topics:

- what is operational planning?
- key requirements for implementing an operational plan
- the role of an operational manager
- skills and planning, the three requirements
- setting goals and smart goals
- strategies for goal setting / setting outrageous goals
- getting organised
- capability charts and action planning worksheets
- cpm diagrams
- gantt charts
- pert diagrams
- consultation in the planning process
- the consultation process.



## Acquiring physical resources

As an Operational manager you need to know how resources are obtained in your organisation and the role you are expected to play in that process. In this course, we overview the principles and processes associated with obtaining physical resources. This course includes approximately 40 minutes of learning covering the following topics:

- types of resources
- acquiring resources, identifying the specific requirement, resource priorities, resource costs versus benefits, resource consultation, resource limitations and contingency planning.
- identifying and evaluating suppliers
- comparing performance
- the tendering process
- competitive tendering
- overview of tender documents
- specification of required deliverables
- statement of terms and conditions of contract
- statements of acceptance
- methods and criteria
- processing of tenders
- placing orders and follow up.

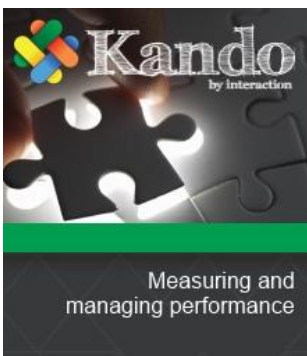




## Acquiring human resources

In this course, we discover that human resource planning is about getting the right number and type of people into the right places, at the right times, and doing the right things in the context of the business objectives of the work unit. This course includes approximately 40 minutes of learning covering the following topics:

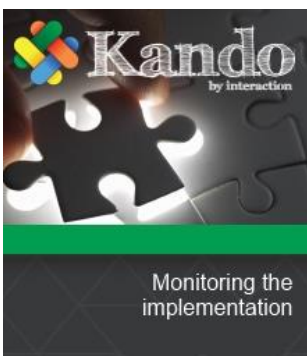
the human resource planning process - job analysis - initial screening of candidates - the interview process - pre-selection interviews - interview preparation - selection interview preparation - principles for conducting interviews - questioning techniques - listening skills - active listening - relevant (and legal) questions - selecting the right people.



## Measuring and managing performance

Once an organisation has analysed its mission, identified all its stakeholders and defined its goals, it needs a way to measure progress toward those goals. Actual performance rarely aligns perfectly to planned performance, so to achieve your goals you need to be constantly & accurately informed on progress. This course focuses on defining and applying performance measures as well as recognising the importance of effectively managing performance. This course includes approximately 45 minutes of learning covering the following topics:

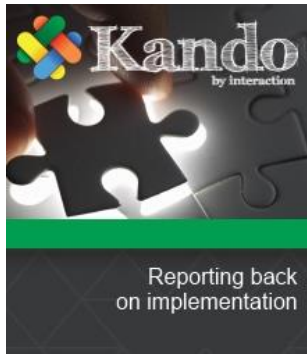
performance measures - key performance indicators (KPIs) - managing performance - characteristics of good feedback - diagnosing the cause of performance problems - managing teams - coaching and mentoring - coaching for performance - what makes a good coach? - creating a learning culture - coaching as part of mentoring - mentoring - characteristics of a mentor - theories of motivation - Maslow's hierarchy of needs - Locke's goal theory - how you can apply these theories - how to get people to want to work for you.



## Monitoring the implementation

Little in your budget will be 100% predictable because there is no such thing as a perfect working environment. There will almost certainly be variance between plan and outcome. In this course, we will learn to anticipate and prepare for a variance in the planning stage and scan for performance problems throughout the monitoring stage. We look at how planning and controlling are linked and we will examine the different types of control mechanisms that are implemented to monitor and measure financial, operational and human resource performance. This course includes approximately 60 minutes of learning covering the following topics:

controlling and monitoring performance - how does control relate to goals? - control methods - the benefits of controlling - implementation - control point identification charts - implementation process control charts - milestone charts - budget control charts - when things go wrong - financial outcomes - review budget performance - poor performance - interpreting budget performance - poor performance variance - taking corrective action - finding budget alternatives - brainstormer exercise - dealing with poor performance - variations - changing plans - contingency strategies.



## Reporting back on implementation

We have investigated in earlier courses how the processes of allocating resources, monitoring budget performance and improving plans and methods all rely on statistical and financial reports. This course will overview the importance of conducting regular interim progress reviews and compiling accurate budget and statistical reports that are distributed to key stakeholders as required. This course includes approximately 30 minutes of learning covering the following topics:

budget and statistical reports - project plans - budget reports - budgets and data - budget focus and layout - regular budget checks - work performance reports and data - resource reports and data - professional reports.



## Manage people performance

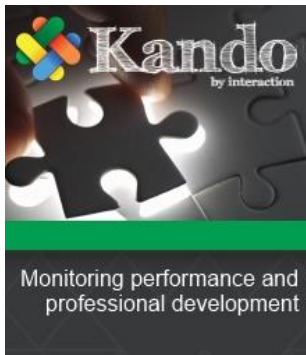
(BSBMGT502) This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.



## Effective work plans

Work planning describes a formalised approach to accomplishing the work of an organisation, as well as to managing the people who perform that work. In this course, we will investigate the importance of preparing formal work plans to manage work priorities. We will see that the work plan itself is a written statement that identifies the work to be accomplished in order to successfully achieve individual, team and organisational goals. This course includes approximately 30 minutes of learning covering the following topics:

preparing work plans and setting goals - stakeholder needs - smart goals - resources and priorities - personal responsibility - goals review - revising and extending - review tools.



## Monitoring performance and professional development

Professional development refers to skills and knowledge attained for both personal development and career advancement. It encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. In this course, we will investigate the process of assessing and improving work quality. We will also investigate the importance of planning professional development, which requires the analysis of past performance to identify strengths and challenges before setting goals and plans for personal improvement. This course includes approximately 40 minutes of learning covering the following topics:

professional development - feedback on performance – listening - constructive feedback - learning from feedback – benchmarking – consistency - personal consistency - product consistency - service consistency - managing performance slippage - competing demands - professional competence - plan your development - records of development.



## Manage quality customer service

(BSBCUS501) This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation. It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision-making strategies.



## Introduction to quality customer service

In this course, we identify the performance outcomes, as well as the skills and knowledge required to contribute to quality customer service standards. We will also look at how to implement customer service standards and systems in your workplace. This course includes approximately 20 minutes of learning covering the following topics:

introduction to quality customer service - what is quality customer service? - change your paradigm - customer expectations - basic, expected, desired, unanticipated.



## The quality customer service process

The simplest way to foster customer loyalty is to adopt an ethos of quality customer service. From word-of-mouth to loyalty rewards programs, it is amazing how quality customer service brings repeat business. Training your team to have superior service skills is the first pillar of loyalty success. In this course, we will embrace that shift as we investigate the Quality Customer Service process, where the first step is to determine who your customers are. This course includes approximately 30 minutes of learning covering the following topics:

identify your customers - identify customer needs - delivering quality customer service - customer – strategy – people – systems - handling complaints - dealing with angry customers - root cause of problems - revisiting the process - monitor and improve results.



## Quality customer service skills

Customer service representatives may interact with customers through several different means. They may have customers approach them in person or contact them by telephone, computer, mail or fax. At times they will also have to deal with difficult or irate customers, which can be challenging. While some people are naturally customer-oriented, many need to learn those skills. In this course, we will investigate the technical and social skills that are crucial to effective customer service. This course includes approximately 30 minutes of learning covering the following topics:

trust and rapport - selecting the right people - interpersonal skills - mutual respect - objectivity, empathy and flexibility - communication skills - effective and empathic listening - body language and feedback - paraphrasing, summarising and reflecting - overcome resistance.



## Promote products and services

(BSBMKG413) This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services. It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

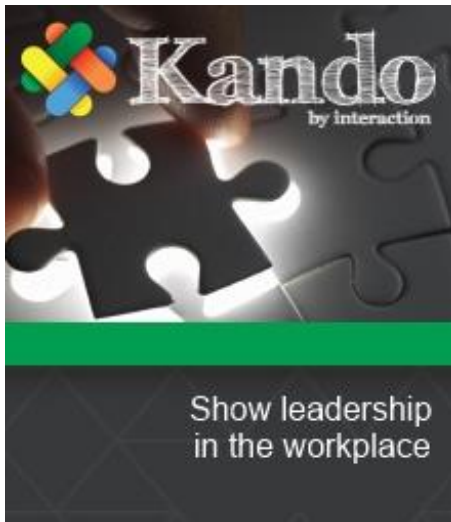


## Promote products and services

In this course, we will be examining promotional activities from the perspective of the seller who is looking to promote goods, services, or both. A good describes something that you can touch, while a service is something that someone does for you normally without a physical item changing hands. This course includes approximately 60 minutes of learning covering the following topics:

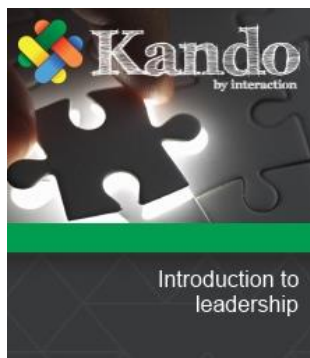
coordinate, review and report on a promotional activity - skills, knowledge and attitude - teams make workplaces - planning promotions - identifying promotional activities - organisational requirement - assessing marketing needs - plan and schedule promotional activities - clarifying objectives with stakeholders - time and budgetary constraints – outsourcing - action plans - coordinate promotions - allocating personnel and resources - the impact of flatter management on implementation - identifying target groups - customer status - implementing promotions through networks - personal communication channels - review and report - collecting data - assessing effectiveness of planning – processes - sharing feedback.





## Show leadership in the workplace

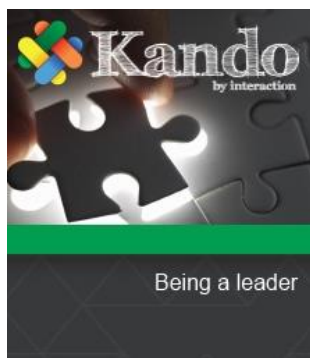
(BSBMGT401) This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values. It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.



## Introduction to Leadership

Leadership is the art of influencing and directing people in such a way that will win their obedience, confidence, respect and loyal cooperation in achieving common objectives. In this first course in our Leadership series, we will overview some basic concepts associated with leadership. This course includes approximately 40 minutes of learning covering the following topics:

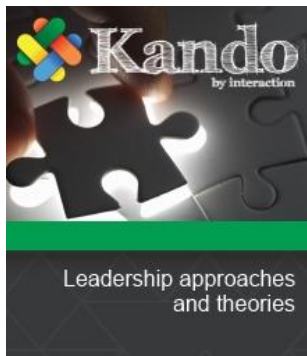
- what is leadership? - leadership goals and roles - leadership vs. management - mission and goals exercise - the psychological contract - managing the psychological contract - psychological contract theories - Maslow's hierarchy of needs - Herzberg and satisfaction - expectancy goal setting and equity theory - identifying psychological contracts - the importance of motivation.



## Being a leader

People's attitudes toward work can be complex, so there can be no single method for influencing their attitude and behaviour. In this course, we will investigate the personal qualities that effective leaders draw on to motivate and influence a variety of people. This course includes approximately 25 minutes of learning covering the following topics:

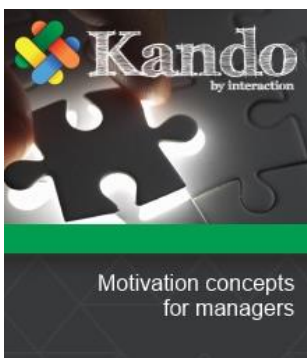
- being a leader - leadership trait checklist – openness - commitment to selfless goals - intelligence and emotional intelligence - perception of current circumstances - vision for the future - track record – passion - leadership trait exercise and action checklist - commit to excellence - make decisions – communicate - personal skills - asking for advice - being humble and proud.



## Leadership approaches and theories

Having looked at generic qualities found in effective leaders, in this course we will investigate the leadership approaches that tend to be most effective. Most approaches can be linked to a theory that reflects a leader's perspective. So that you can identify elements suited to your personality, we will discuss five of the most common approaches to leadership. This course includes approximately 40 minutes of learning covering the following topics:

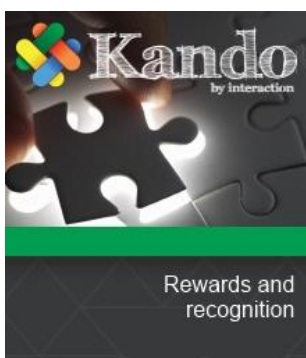
making leaders - leadership approaches - the trait approach - the behavioural approach - the contingency approach - the transactional approach - the transformational approach - your decision - leadership characteristics – authenticity - personal credibility - barriers to authenticity - emotional intelligence – integrity - personal characteristics exercise - leadership theories - situational leadership - situational leadership levels - ethical leadership - benefits for you and for followers - benefits to the organisation - benefits to society and the environment - ethical questions - changing people - changing direction - changing yourself - planning exercise.



## Motivation concepts for managers

Motivation is a complex process that requires an understanding of the needs, wants and expectations of people. It is much easier to lead and motivate if you understand what people's undeniable needs are and can generate the appropriate conditions to suit. In this course, we will investigate those conditions. This course includes approximately 40 minutes of learning covering the following topics:

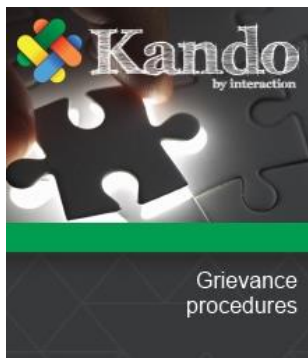
results management - external and internal context - the business and wider economic environment - legal environment - societal, political and technological factors - external and internal context - stability and creativity - attention to detail - human orientation and results orientation – collaboration - internal context exercise - clarifying and re-defining work tasks - analyse and define tasks - generate ideas and evaluate ideas - make a decision - management style - complexity, uncertainty and ambiguity exercise - allocating tasks - job enlargement and enrichment - working with teams - motivation characteristics exercise - improving work conditions - health and safety - work environment exercise – social - fair play and open communication - work enjoyment - personal and employer-staff relations.



## Rewards and recognition

Few would claim that rewards alone are enough to motivate employees. However, dissatisfaction with the level or structure of rewards can detract significantly from productivity. In this course, we will look at building a reward system that combines the monetary and non-monetary elements that are crucial in attracting, retaining and motivating staff. This course includes approximately 15 minutes of learning covering the following topics:

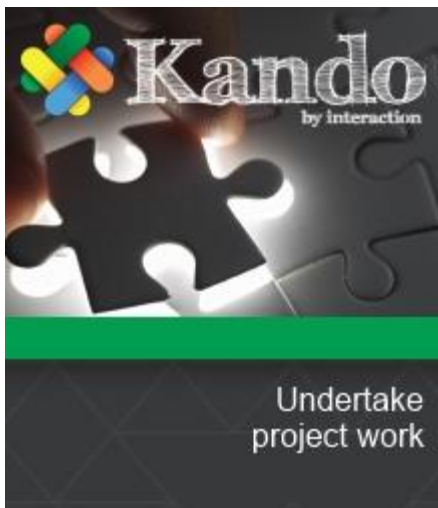
reward system - direct monetary rewards - non-monetary rewards - team based rewards - performance pay - motivating high performers - complicated rewards - rewards in your system.



## Grievance Procedures

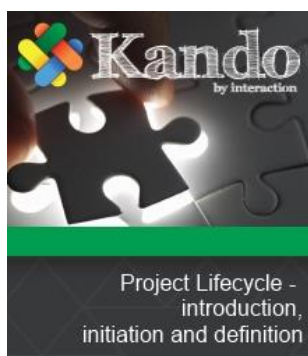
In this course, we will investigate the clearly defined procedures for handling grievances as well as disciplinary options. Grievances are concerns, problems or complaints raised by a worker. The goal of a grievance procedure is to ensure that, as far as possible, grievances are dealt with and resolved informally through discussion between the aggrieved and their manager or supervisor. This course includes approximately 25 minutes of learning covering the following topics:

grievances and disciplinary action - operational grievances - systemic grievances - handling grievances - grievance procedure - formal grievance procedure - reporting, hearing and further action - grievance exercise - discrimination and harassment - harassment - self-discipline - disciplinary procedures - misconduct - gross misconduct - misconduct exercise - formal procedures - taking disciplinary action - informal cautions - disciplinary interviews - information gathering interviews - informal meetings / counselling sessions - hearings - sanctions and warnings - transfer and suspension - demotion, fines and dismissal.



## Undertake project work

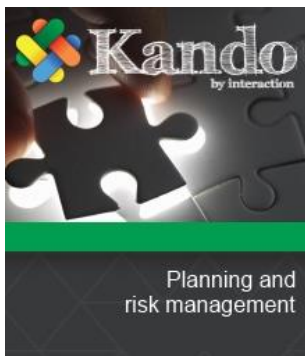
(BSBPMG522) This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects. This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.



## The project lifecycle: introduction, initiation & definition

The drive for greater efficiency requires that today's workplace be organised into flexible teams that are tasked with specific projects. In effect, we can think of a project as being a temporary endeavour that requires a project team to accomplish a sequence of connected tasks. This course investigates the skills required to manage such a team, including how to develop and motivate people, how to generate detailed action plans, and how to monitor progress and report to stakeholders. This course includes approximately 35 minutes of learning covering the following topics:

key players - the project lifecycle and project definition - test feasibility - terms of reference - defining the vision and setting objectives - scoping - risk management and risk level assessment - reducing risk - risk analysis.



## Planning and risk management

You have completed the initiation and definition stage of the project lifecycle and now have a clear vision of the project with agreed objectives and you have identified the project scope and assessed all risks and constraints. In this course, we will focus on planning the project in terms of what activities must be completed and how they will be completed. We will get started by looking at the Work Breakdown Structure which is a very effective tool for completing the specification of tasks in a project. This course includes approximately 30 minutes of learning covering the following topics:

Planning - work breakdown structure - project scheduling - task owners - statement of work - tools to help you manage the project - CPM diagrams and pert charts - resource management - human resources and other resources - financial resources - commitment matrix - budgeting and cost control - preparation is everything.



## People skills in a project setting

We have underlined how important it is to select the right people as key players and resources in the project sphere. In fact, much of your work as a project manager will involve motivating and organising people so, in this course, we will explore the human aspects that are vital throughout the cycle of a project. In doing so, we will touch on human resources, team dynamics and motivational leadership. This course includes approximately 55 minutes of learning covering the following topics:

human resources - team dynamics - motivational leadership, motivating the team - balancing authority and empowerment - setting expectations and empowerment - feedback and coaching - providing rewards and recognition - challenge and development - project metrics and monitoring - project closure.



## Manage and review projects

We have seen that the successful completion of projects and tasks directly depends on a productive and successful team whose members are committed to contributing, communicating and co-operating. In this course, we will focus on setting goals that can be reviewed and measured so that project milestones and completion are clearly identifiable. We will look at how to review project outcomes and processes against the project scope and plan, as well as how important it is to involve team members in the project review cycle and document lessons learnt. This course includes approximately 40 minutes of learning covering the following topics:

team charter - mission and goals - team boundaries - ground rules - resourcing - initial team meeting - empowerment - team patterns - communication plan - completion criteria - reporting - evaluation - what have you learnt? - the final report - recognition.

## Certificate IV in Frontline Management

Within the course you will find an intentional bias towards people skills that build management rather than technical expertise. Experience shows that people who gain promotions, usually have excellent practical abilities, however the majority of their challenges arise in managing individual and team performance and culture.

### Option 1 – Cert IV Web based

This option seamlessly combines our innovative Pulse platform with our ready4management range. Pulse is an Australian built, full-featured Learning Management System that is the cornerstone of learning initiatives in the largest organisations across the world. The content has been developed by InterAction with extensive feedback from clients such as the ANU and caters for diverse learning styles.

While participants find the integrated Pulse platform to be fast to learn and easy to use, technical and academic support will always be available. It can be accessed remotely at any time,

Of course, the cornerstone of this solution is flexibility and to this end, you can work through the programme in your own time, whether you are at home or work. Having said so, the system is designed to help you to maintain focus and progress by encouraging the completion of each unit within a reasonable time frame.

### Option 2 – Cert IV Platinum (supplement web based learning with monthly face to face workshops and one-on-one coaching)

Candidates can extend the web-based learning to incorporate a monthly workshop that focuses on key content areas requiring interaction and 'hands on' training. Integra has designed these workshops to increase the application of knowledge and skills into the workplace. Learners will benefit from interactions with peers and the trainers, as well as role playing and reflection.

Each participant will also be scheduled a monthly one to two hour coaching session with an experienced manager to address current learning and/or professional challenges through capacity building. In addition, there will be an opportunity for group study support to help ensure the quality and timely submission of assessment pieces.

These personal interactions greatly improve personal growth and effectiveness for individuals, and will help to extend learned skills into workplace actions. They might be conducted via Skype, telephone, online meeting rooms or in person.

Includes: **Develop a workplace learning environment (BSBLED501)** ; **Develop and use emotional intelligence (BSBLDR501)** ; **Ensure a Safe Workplace (BSBWHS501)** ; **Facilitate Continuous Improvement (BSBMGT516C)** ; **Lead and manage effective workplace relationships (BSBLDR502)** ; **Lead and manage team effectiveness (BSBWOR502)** ; **Manage budgets and financial plans (BSBFIM501)** ; **Manage Operational Plan (BSBMGT517)** ; **Manage people performance (BSBMGT502)** ; **Manage quality customer service (BSBCUS501)** ; **Promote Products and Services (BSBMKG413)** ; **Show Leadership in the Workplace (BSBMGT401)** ; **Undertake Project Work (BSBPMG522).**



# Diploma of Management

The Diploma of Management course has been developed to build the management and business skills of managers with more experience and responsibility. The focus is building the influence and leverage of leaders within their teams and with other internal and external customers.

## Option 3 – Diploma Web based

This option seamlessly combines our innovative Pulse platform with our ready4management range. Pulse is an Australian built, full-featured Learning Management System that is the cornerstone of learning initiatives in the largest organisations across the world. The content has been developed by InterAction with extensive feedback from clients such as the ANU and caters for diverse learning styles.

While participants find the integrated Pulse platform to be fast to learn and easy to use, technical and academic support will always be available. It can be accessed remotely at any time,

Of course, the cornerstone of this solution is flexibility and to this end, you can work through the programme in your own time, whether you are at home or work. Having said so, the system is designed to help you to maintain focus and progress by encouraging the completion of each unit within a reasonable time frame.

## Option 4 – Diploma Platinum (supplement web based learning with monthly face to face workshops and one-on-one coaching)

Candidates can extend the web-based learning to incorporate a monthly workshop that focuses on key content areas requiring interaction and 'hands on' training. Integra has designed these workshops to increase the application of knowledge and skills into the workplace. Learners will benefit from interactions with peers and the trainers, as well as role playing and reflection.

Each participant will also be scheduled a monthly one to two hour coaching session with an experienced manager. The focus will be in addressing current professional and study challenges through capacity building and implementation of course principles. In addition, there will be regular opportunities for group study support and peer learning to help ensure the quality and timely submission of assessment pieces.

These personal interactions greatly improve personal growth and effectiveness for individuals, and will help to extend learned skills into workplace actions. They might be conducted via Skype, telephone, online meeting rooms or in person.

Includes: **Manage people performance** - BSBMGT502B; **Ensure team effectiveness** - BSBWOR502B; **Manage quality customer service** - BSBCUS501C; **Manage budgets and financial plans** - BSBFIM501A; **Manage diversity in the workplace** - BSBDIV501A; **Facilitate continuous improvement** - BSBMGT516C; **Develop a workplace learning environment** - BSBLED501A; **Manage projects** - BSBPMG510A.

Certificate IV in Frontline Management Course Programme	
BSBWHS401A	Implement and monitor WHS policies, procedures and programs to meet legislative requirements Provide information to the work team about WHS policies and procedures Implement and monitor participation arrangements for managing WHS Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks Implement and monitor organisational procedures for maintaining WHS records for the team
BSBMGT401A	Show leadership in the workplace Model high standards of management behaviour Enhance organisation's image Make informed decisions
BSBMGT402A	Implement Operational plan Implement resource acquisition Monitor operational performance
BSBWOR402A	Promote team effectiveness Plan to achieve team outcomes Develop team cohesion Participate in and facilitate work team Liaise with management
BSBCUS402B	Address Customer Needs - Assist customer to articulate needs Satisfy complex customer needs Manage networks to ensure customer needs are addressed
BSBWOR404B	Develop work priorities Plan and complete own work schedule Monitor own work performance Coordinate professional development
BSBWOR401A	Establish effective workplace relations Collect, analyse and communicate information and ideas Develop trust and confidence Develop and maintain networks and relationships Manage difficulties into positive outcomes
	Identify risk and apply risk management processes Identify risks, analyse and evaluate risks - Treat risks Monitor and review effectiveness of risk treatment/s
	Implement continuous improvement Implement continuous improvement systems and processes Monitor and review performance Provide opportunities for further improvement
	Develop teams and individuals Determine development needs Develop individuals and teams Monitor and evaluate workplace learning

Diploma of Management Course Programme	
BSBMGT502B	Manage people performance Allocate work Assess performance Provide feedback Manage follow up
BSBWOR502B	Ensure Team Effectiveness Establish team performance plan Develop and facilitate team cohesion Facilitate teamwork Liaise with stakeholders
BSBCUS501C	Manage quality customer service Plan to meet internal and external customer requirements Ensure delivery of quality products and services Monitor, adjust and review customer service
BSBFIM501A	Manage budgets and financial plans Plan financial management approaches Implement financial management approaches Monitor and control finances Review and evaluate financial management processes
BSBDIV501A	Manage diversity in the workplace Implement diversity policy Foster respect for diversity in the work team Promote the benefits of diversity
BSBMGT516C	Facilitate Continuous Improvement Lead continuous improvement systems and processes Monitor and adjust performance strategies Manage opportunities for further improvement
BSBLED501A	Develop a workplace learning environment Create learning opportunities Facilitate and promote learning Monitor and improve learning effectiveness
BSBPMG522A	Undertake Project Work Define project Develop project plan Administer and monitor project Finalise project Review project

## Appendix A – About InterAction

Established in the early nineteen-eighties by Managing Director, Ian Smith, InterAction is perhaps Australia's longest serving provider of eLearning solutions. A privately owned Australian organisation, the InterAction team has always been at the forefront of the self-paced learning industry and has exported learning throughout the world in languages including Spanish, French and Long and Short form Chinese.

All of our courseware, our systems and our content IP are developed in-house. As such, everything we offer is 100% owned by Australia's own InterAction.

We have always set the standard. Even in the early eighties we delivered the most interactive Computer Based Training (CBT) available. When Multimedia became the vogue in the late 80's, we integrate our actors into the learning screens rather than simply throwing a video clip into a learning window.

In the early to mid-nineties, Learning Management became an essential element in the training mix. We put together a team to investigate and harness the latest technical capabilities and build a seamless solution that was at once powerful, affordable and capable of running on the standard IT infrastructure of the time.

We never rest on our laurels, always seeking ways to improve the tools and courses our Clients have grown to love. Today's Pulse LMS product, for example, is undoubtedly the most innovative, cutting-edge solution on the market – and we offer it at a realistic price.

The focus shifted from Windows based learning to online learning in the late 1990's. Rather than rush in, we stopped to consider the implications before building a development tool that could deliver an online solution that is as interactive as our Windows based solutions.

As our name implies, we build learning experiences that are extremely engaging. Our audience learns by doing from within in immersive, absorbing platform.

We learned to listen to our clients and perhaps this is the key reason that we have outlasted the many competitors that we have seen come and go over the twenty-five plus years that we have been in business.

We do not believe in a "one size fits all" approach but prefer to offer a "one stop shop" for organisations of all sizes. As a result, we have several hundred Clients worldwide, supplying access to training for millions of individuals every month.

These clients are improving their business performance through the deployment of technology based learning content, performance support systems and enterprise learning management systems that minimise downtime associated with learning, maximise the efficiencies associated with distribution of learning to individual learners and maximise the value and outcome potential of the learning experience. As such, we can guarantee that all of our courseware reflects the highest quality in instructional design and accelerated learning design philosophies complementing state-of-the-art technology in all courseware.

We are a profitable, cash positive entity and hold ESA status at Commonwealth Government level. The ESA process closely examined our financial capacity and our contracts with clients such as AGL, AMP, KPMG, Woolworths, Parliament House Canberra, Family Court of Australia, DIIRD and many, many more. We have been told by many of our Clients that they would be happy to personally confirm the quality of our products and our services.

## Capability

InterAction has designed a family of products that embraces the theory of a learner centred solution - a solution that reflects the needs of different people who learn in different ways and at different rates.

We provide the highest quality, most intuitive solutions for all of your training needs. Our online learning products reflect our appreciation of the benefits and challenges of implementing an enterprise e-learning environment.

As a result we are helping Organisations, in every industry, to achieve new levels of productivity and profitability by developing a progressive learning culture.

The advantage of integrating online based assessment, training, post-training and ongoing support into an overall training solution is compelling. The reward is a workforce that has constant access to the training they need, when they need it. And a better-trained workforce leads directly to increased productivity and increased profitability.

Using our purpose built rapid development tools we have developed an extensive range of off-the-shelf courseware with over three hundred titles in our Desktop IT range and almost one hundred in our ready2work and ready4management H.R. ranges.

Inside 24 hours you can deliver any combination of courses from our Pulse Learning Management System (LMS) or from your own Scorm compliant LMS.

You can also develop your own training courses that are specific to your organisation from a blank canvas in less than one week - or you can adapt our off-the-shelf titles.

InterAction offers the very best product, yet we offer the most realistic pricing. We guarantee to be more cost-effective than any online solution that claims to deliver similar functionality.

The immediate benefit is a more productive team of people that requires less support, with a cost saving of up to 90% on traditional training methods. We invite you to experience the quality and test our affordability today.



**SCORM**<sup>TM</sup>  
Sharable Content Object Reference Model



## ROI Example Scenario



A 10% (productivity increase with training) x 1750 (staff) x 50% (time spent using computer systems) x \$50k (loaded salary) = **\$4,375,000**

A 20% (productivity increase with training) x 1750 (staff) x 50% (time spent using computer systems) x \$50k (loaded salary) = **\$8,750,000.**

These figures relate directly to the salary costs of the target audience, they do not reflect additional return on investment in IT systems etc.

Using e-Learning to achieve an improvement in skills is seen to be efficient, effective, capable of distribution across networks, manageable, measurable and cost effective.

From a cost effectiveness perspective, 1750 staff attending traditional class based training with the attendant costs of facilities, additional time away from the workplace etc. at an industry average (total) training cost of \$200 per person per application, assuming 4 to 5 applications would require a training investment of **\$35,000,000.**

The elapsed time to undertake this based on running 2 classes for 10 staff each day for 200 days per annum will be between 4 and 5 years.

Your organisation is in a unique position to radically improve the competency levels of staff in an efficient and effective manner using e-Learning (see figures above). We cannot re-iterate strongly enough that, to achieve this there needs to be a high level of commitment to the resources, change management and communication strategy on a sustained basis.

We would encourage you to view any pilot as a learning exercise to define your change management strategy and position the e-Learning resources as the first port of call for staff up-skill in IT literacy and applications.

Please remember that we, the developer of these e-Learning resources, are here in Australia, close at hand, to support you. The resources are Australian and any investment will stay in Australia providing jobs for Australians.

## Case Study Department of Veterans Affairs

The Challenge: The DVA mission is to support those who serve or have served in defence of our nation and commemorate their service and sacrifice. DVA offers their distributed workforce continuing education, credentialing and professional development training which needs to be delivered through thin wire connections across Australia. Today's DVA workforce needs to be responsive enough to adapt and thrive in the knowledge economy, yet in many observed instances, the available bandwidth is consistently far less than that offered by dial up modems 15 years ago.



While DVA had many requirements for their new Learning Management System (LMS), critical requirements included the system's ability to integrate with their HRIS as well as the adoption of single sign access for their internal workers.

DVA also had existing learning objects which they hoped to re-purpose for online delivery through Pulse. Therefore, it was equally important that the vendor they selected be skilled in instructional design and custom eLearning course production.

For the mixture of on and off job learning offered, DVA needed a platform that would provide an optimum environment for a structured and personalised learning experience. The core challenge was to set up a learning management system capable of centralising the delivery of training to the various sites and homes of users and external clients using a plethora of devices, and in conjunction with this design and develop various suites of topical learning capable of running across the challenging internal network speeds. At the same time, the solution must be compliant with WCAG 2.0.

The Solution: The solution was delivered under the APSC's original panel contract of which InterAction was an approved vendor. The core principles of the solution are that:

Learning is just in time: learning what you need, when you need it;

Work-based learning should be delivered by use of sensibly blended digital media and real-world environments.

In planning this solution, InterAction consultants visited DVA sites in Canberra, Melbourne and Brisbane to meet with key stakeholders and witness first-hand the challenges involved in the platform and to make preliminary investigations into the organisational culture, the audiences and the required outcomes. A challenging variety of priorities and system capabilities was identified and as a result the planning of the project needed an extensive attention to detail.

It was determined that the most pragmatic solution would be an externally hosted LMS on InterAction's secure colocation. To enable the automated feed of users into the system we built a link between our Pulse (LMS) system and the DVA HRIS such that all users are loaded in a nightly feed and access details passed back where required.

The off-the-shelf Pulse platform was also branded as vetAWARE online (per the screen grab herewith).

At the same time we established a single sign on protocol that allows users to be pushed direct from their internal log in to the DVA system to Pulse, with capability and functionality were employed such that personalised content needing to be auto-assigned based on any combination of the users location, job role, special needs, and other relevant dynamics. personalised learning would be automatically assigned and immediately available to those individuals. Basically, a seamless integration.

In June 2012, InterAction commenced work on the first of three major content development projects. These bespoke ranges combine with our off-the-shelf training to create extended curricula that can be served in a variety of combination to all workers. And because they are developed in our proprietary authoring tool, Adrenaline, DVA has access to the back end source code and have been trained such that they can maintain, update and extend any and all of the learning internally. Of course they can also contract the services of the Interaction team under contract.

While the overall project path was challenging from the outset, the desired outcomes were achieved and the response was highly favourable. As a result of this extension to the access options, InterAction built a public facing registration page to collect and check authenticity of details of external individuals, pass them into the Pulse system, assign the correct learning and send login details to the email address provided by each. Other Federal Departments and Agencies for whom Pulse, Adrenaline authoring and our off-the-shelf learning are currently facilitating similar needs include:

- Attorney General's Department (AGD)
- Australian Bureau of Statistics (ABS)
- Australian Crime Commission (ACC)
- Australian Federal Police (AFP)
- Australian National University (ANU)
- Department of Immigration and Citizenship (DIAC)
- Department of Parliamentary Services
- Department of the Prime Minister and Cabinet (PMC)
- Department of Veterans' Affairs
- Family Court and Federal Circuit Court
- GeoScience Australia
- IP Australia
- National Measuring Institute
- The Treasury

## Case Study Surf Life Saving Australia (SLSA)

The Challenge: Surf Life Saving is Australia's major water safety, drowning prevention and rescue authority. SLSA creates a safe environment on Australia's beaches and coastline through patrols, education and training, public safety campaigns and the promotion of health and fitness. With 165,820 members and 311 affiliated surf life-saving clubs, Surf Life Saving is the largest volunteer movement of its kind in Australia.

The current certification management system required manual application and registration processes, where candidates had to contact Learning staff who would then manually perform administrative tasks for the candidate. SLSA had decided a web-based system would enhance and accommodate streamlined practices related to the various accreditation programs, while maintaining a common application architecture and central database of information. The system must ensure that members would maintain the highest level of training and regulatory compliance.

They required a stable yet flexible training platform to deliver training, compliance, standards and other specialized training to a broad user population across Australia. Managing the administration of training to such a large and geographically diverse network highlighted the need for a flexible method of knowledge sharing.

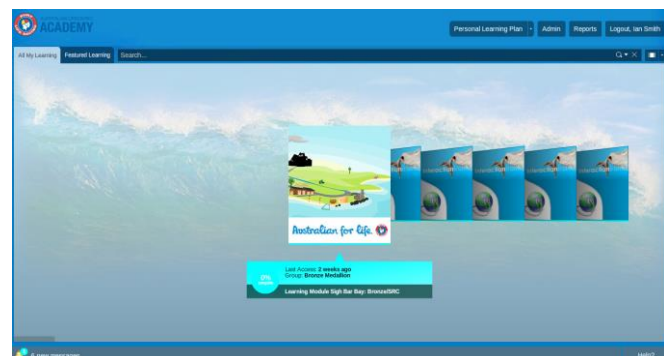
InterAction needed to engage a variety of stakeholders including SLSA management and learning leaders in various state offices and key regional locations. A driver of the system was to maintain consistent branding and content standards across Australia while allowing the various States autonomy to design and develop their own learning experiences. SLSA wanted to track user participation as well as measure performance relative to training. Further, SLSA sought a learning platform with integrated support for content authoring was preferred since the company expected to both create and self-manage development of new learning.

At the same time, they had no efficient means of attendance validation and no verified procedure for certification of course completion. Administration of this training proved to be equally challenging. The result was a time consuming and labour intensive process which required a variety of volunteers to follow a process that was not overtly clear.



The Solution: SLSA ultimately chose InterAction. A hosted Pulse LMS was established to service SLSA members throughout Australia. A link was set up such that members were automatically fed into the LMS seamlessly as they clicked on the learning link on their Surfguard information system or website.

SLSA recognised that InterAction offers an in-house IT and support staff with extensive experience in system integrations alongside expert instructional designers who specialise in creating professional, engaging eLearning. The solution allowed SLSA to deploy a flexible continuing education model that offers seamless ecommerce options.



As an initial content development project, InterAction worked with SMEs at SLSA to convert their First Aid handbook to an eLearning solution. SLSA staff were trained to develop other courses as well as upkeep the First Aid series using the Adrenaline authoring tool. Today, SLSA can sign into Pulse, open any of the learning and assessment courses, find the slide they want, edit text or graphics as they would in a Word or PowerPoint document and confirm their changes by simply hitting the save button. Doing so applies those edits seamless and immediately to the learning experiences delivered to users across Australia. Advanced Simplicity.

Pulse supports SLSA's curricula and certification programs, requiring that courses be taken in sequence with flexible registration and completion rules. Additionally, the system supports blended learning such that process and fact learning in topic areas such Bronze Medallions, First Aid and CPR Accreditation must be achieved prior to obtaining

access to the live accreditation events. Pulse has simplified enrolment and allowed administrators to automatically generate rosters to verify attendance. Those taking training are able to receive credit for attendance. This process has proven far more efficient than previous and has resulted in higher overall attendance rates. Instituting a more formalised enrolment process has added greater credibility to the training programs. By adopting the Pulse LMS, SLISA is now able to:

- Address the educational needs of its ever-growing audience with interactive and engaging e-Learning.
- Deliver and manage learning and assessment online, streamlining processes and reducing site visits.
- Provide professional certification.
- Create courses quickly and easily using professional templates.
- Market related courses to learners using the built-in Suggested Courses and News marketing tools.
- Facilitate collaborative interaction between students and instructors.



## Case Study Goodyear & Dunlop Tyres

The Challenge: Goodyear and Dunlop Tyres Australia has grown into Australia and New Zealand's leading tyre manufacturer, wholesaler and retailer, operating over 400 company owned retail stores and representing some of the most respected automotive brands such as Goodyear, Dunlop, Beurepaires, Goodyear Autocare and Dunlop Super Dealers. The challenge that Goodyear had was to deliver compliance learning centring on safety to its workers in those 400 plus outlets throughout Australia and New Zealand, while recognising that:

- The users accessing the system would come from all walks of life and many could be expected to have very basic computing skills; and
- Connectivity into many of the stores might be quite challenging; and
- The various brands compete in the marketplace and will need to have their own seamless branding and training preferably without the need to replicate the initial development and ongoing maintenance of generic content.

Goodyear wanted to minimize the time owners spent assigning training to their staff and at the same time minimise the time required to locate and schedule the training that would meet their compliance and safety requirements.

The Solution: Goodyear selected InterAction for our specific expertise in implementing flexible and adaptive online learning strategies. During various qualification and planning sessions, stakeholders from across the Goodyear business had the opportunity to test the InterAction team in understanding their business, identifying with challenges and aligning technological solutions to the various scenarios presented.

In the end Interaction's history, exceptional client reputation and robust product features helped them make this choice, plan and launch a customized LMS portal with integrated support for instructor led training.

By developing a customized LMS which addresses their specific organisational needs, Goodyear has been enabled for ongoing training success. They now have the capacity to provide high quality interactive learning experiences that will help foster a collaborative community of knowledge sharing and professional growth.

The various marketplace brands access the same LMS instance through different URL addresses and as a result immediately receive their own branding.

This allows the organisation to setup and maintain a single set of curricula that can be sliced and diced in to brand catalogues, specific job role requirement, various specific interest groups, etc.

Taking branding one step further, we also created the option to set branding at the group level where the users are stored within the LMS and from that setting we can override the default brand attached to the learning items developed in Adrenaline and published to users through Pulse, such that every piece of content can also be individually branded for the various businesses. So Goodyear can build one course, publish it once and seamlessly deliver it to all brands in their own skin.

Result: As a result of the above, one parent organisation's L and D team is seamlessly doing the work of five and all five have their own personalised LMS. Goodyear training programs have demonstrated measurable advancements as well as a perceived improvement in the company culture related to training. In addition, real time data reporting features of the LMS have allowed the company to be more responsive and make more informed learning planning decisions. Key notable benefits enjoyed by Goodyear include:

- Ability to track student progress and course completion to the granular level
- Reduced administrator workload
- Higher rates of user adoption
- High user satisfaction scores for training content and delivery



## Feedback

*Some examples of emails we have received in respect of our products and services - we have excluded names for confidentiality, however reference sites can be provided on request.*

*I heard about InterAction Training through one of the Officers who has signed up as an individual across the web to use the online training. As I was in the process of sourcing an online tool I invited Ian Smith MD to come along and meet myself and our IT Manager. All the other companies we met showed us very involved and expensive systems. Ian presented us with a perfect solution at a reasonable price. The tool does everything it needs to do but Ian and his team have worked hard to provide essentials and not extra as a money-making exercise. We chose InterAction Training to provide our online solution for this reason.*

*During the setup Ian and his team supported us thoroughly and it was a very smooth and easy process. Once we had gone live, again Ian and the team were quick to respond to any questions or requests. Our users were very pleased with the result and it has been used extensively. In addition, I will recommend that the online solution is adopted for repeated iterations of our training calendar. I can't recommend Ian and his team highly enough, if an organisation is looking for an effective solution, with excellent support at a good price then InterAction Training is the best company to provide this. Once we had been working with our online training solution for about 6 months we decided to roll out Certificate IV in Frontline Management using online training and then assessment by an RTO.*

*Both companies worked seamlessly to provide a total solution. Whatever was needed within the courses to ensure they reflected assessments and national standards was provided in the shortest possible time frame, even if additional courses were required. The end result was a perfect combination of online material which reflected the Certificate IV units as we had selected and a series of very relevant and timely job focused assessments. I was very happy with the solution provided by InterAction Training and their partners; it more than provided what we wanted and is now part of further iterations of our training calendar.*

Louise Hinton  
Workforce Planning and Development Manager  
Ambulance Service of NSW

*Jobfind Centre had a need to replace existing content on Version 2.5 of the Aspen LMS, with a new supply of both IT & Soft Skill courses, due to end of previous contracts. Interaction training was found to be the most suitable product to meet our client needs. Our clients are jobseekers, and access the Aspen LMS from various locations around the country, and require highly interactive and easy to use & navigate content.*

Julia Henricks  
Training Services Coordinator  
Jobfind Centres Australia

*I have had fun! My general comments on the courses I reviewed for your interest were: firstly, I liked the voiceover – I was initially concerned about my expectations for the voiceover but was pleased to hear a local accent! I also found it to be very easy to follow and thought that there were clever testing tools throughout. I especially liked that you couldn't just click "next" throughout i.e. you actually had to read/listen to the screen – this caught me out a few times!*

Alex Bryant  
Prime Personnel

*We are lucky enough to have access to this online computer programme training system, which allows the user to get comprehensive training on several commonly used programmes from his/her workstation or from a privately owned PC. Many of my colleagues in NSW have taken advantage of this system and as a unit we have found that the cost savings have been substantial compared to sending our members on courses to achieve the same aims. With the system we not only save unit funds but we are able to retain our members in the unit to carry on their normal duties. Most members using the system do so during their lunch breaks etc or at home as the system is a "work at own pace" training course. As a user of the system I can thoroughly recommend it.*

End user  
Department of Defence

*Please find hereafter some dot points for why I believe this is a good tool for Defence:*

- *Cost effective training at one's own pace.*
- *It suits many the older less experienced people within Defence who still want to learn the software but can't keep up with the young guns.*
- *Can be utilised to provide 'help desk' enquires by providing assistance as required (just in time training) and when required.*
- *Sailors can use the training on the ship or when their ship comes 'along-side'.*
- *Service personnel can access it during down time while on deployment or on exercise.*
- *Reserve service personnel can use it to gain skills that they can readily transfer to their Defence jobs.*
- *Reservists can have the DAT prior to attending courses, especially where the application knowledge is essential.*
- *Allows course managers/supervisors/managers to check to see if the students/employees are completing certain applications.*
- *The requirement is for personnel to know only what they need to know about software applications - no requirement to know the whole software package.*
- *The ability to conduct assessment - enhances the learning process and stimulates retention of knowledge.*
- *The training can be used as a tool to determine whether personnel are ready to do advanced or intermediate levels of face-to-face training.*
- *Can be used as a recruitment tool where PC skills are critical.*

Jack Kiss, DCSO, Department of Defence

*During a recent visit to HMAS Creswell, I met with LEUT Desmond Woods, Instructor, Junior Officer Leadership Course.*

*LEUT Woods was very interested in the product for use by the military members coming to the base for their leadership course.*

*While computer training is not part of the course curriculum it is very beneficial for military to have access to a self paced learning product so they can teach themselves after classes.*

*While not every person in the class needs this training (as some will possess these skills already) it could be offered to the group with a description of the benefits and those who choose, can sign up for access.*

*By offering the product this way, it provides the environment whereby people will not have to openly state their level of competence in front of their peers (some people do arrive and don't have any computer skills).*

MS Ann M Wilkinson  
NSC-DEFPLAZA

*For e learning to become widely utilised, there is a need for software tools that allow learning content to be created easily, without high-level computer language skills.*

*Too often, the end product coming from many current packages is limited and unlikely to involve the student in an effective learning experience.*

*VCB is an important product, which brings closer the opportunity for everyone to be able to create dynamic learning programmes.*

Chairman of the e-Learning Network

