



Workforce Training Curriculum Guide

A facilitator's path for helping people practise better work with AI, with care and good judgment.

WORKS WITH THE ASSISTANTS TEAMS ALREADY USE



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57

AT A GLANCE

A facilitator's path for helping people practise better work with AI, with care and good judgment.

This guide explains how to run the Halden & Company Workforce Training path through four stages: Orient, Practise, Review and Embed. It rests on one belief: people do not need more demonstrations, they need time, context and support to practise. For each stage the guide gives goals, a timed session plan, outputs, facilitation notes, prework, sticking points and signs that learning has landed. It also covers role tracks, written exercises, assessment beyond attendance, a six-week cadence and how to sustain practice after the sessions end.

WHO IT IS FOR Learning leads, managers, team leaders and internal champions who will deliver or sponsor AI training, and the facilitators who run it.

TIME TO USE 50 minutes to read; six weeks to run

What you will have at the end

- A clear view of who the program serves and what to prepare first
- Timed plans for Orient, Practise, Review and Embed with checkable outputs
- Exercises a facilitator can run from the page
- Learning measures that look past attendance and satisfaction
- A routine that keeps practice going once the program ends

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PROGRAM OVERVIEW

Who the workforce path is for and what it assumes

01



The path treats AI skill as practised judgment in real work, not as knowledge of tools.

The Workforce Training curriculum uses live facilitation, guided practice, reflection and role-specific materials. The typical shape is foundation learning for everyone, role labs, practice clinics and manager enablement. It spans five working sessions, which this guide arranges into four stages. Orient covers foundations. Practise covers role and workflow labs. Review covers quality and judgment. Embed covers manager enablement and learning measurement.



Who it is for

- Managers and functional teams in sales, marketing, operations, finance, service and similar roles
- Individual contributors who want to use AI in the work they already do
- Internal change champions who will coach peers
- Leaders who need the workforce ready before or alongside a tool rollout



Prerequisites

Before the first session, the organization needs a short statement of why it is investing in this capability, a basic approved-use position even if it is only a page, and an approved tool or sandbox where people may practise with safe material. Protected time is the most important prerequisite: if participants are expected to learn in the gaps, the program will turn into a webinar series. Aim for two to three hours per week for six weeks.

STARTING POINT	WHAT TO EMPHASIZE	WATCH FOR
Starting from zero	Confidence and safe habits before consequential work	Over-promising what the tools can do
Already experimenting	Role-relevant practice, peer learning, quality review	Individual habits that conflict with each other



STARTING POINT	WHAT TO EMPHASIZE	WATCH FOR
Preparing to scale	Managers and champions who embed practice across teams	Trainers who are not themselves practising

NOT LEGAL ADVICE

Training content on privacy, intellectual property and employment should be checked with counsel and aligned to current law and your own policies.

WORKING QUESTION

Where in the working week will your participants find the practice time, and who has agreed to protect it?

STAGE 1: ORIENT

AI foundations

02

Create a shared language around capability, limits, responsible use and the reason for the change.

Goals

- Explain in plain language what current AI tools do well, badly and unpredictably
- Give a clear, honest reason for the change and say what it does not mean for jobs, as far as leaders can truthfully commit
- Introduce responsible-use basics: information handling, review and who to ask
- Get every participant to complete one safe, useful task in the session

Session plan (120 minutes)

TIME	ACTIVITY	OUTPUT
0-15	Sponsor states purpose and boundaries; open questions are collected	Why and limits
15-40	Short explanation of how tools generate text and why they can be confidently wrong	Shared mental model
40-75	Guided first task using safe sample material, then compare results in pairs	First attempt
75-95	Responsible-use basics: what never goes in, what needs approval, who to ask	Rules of thumb
95-115	Each person writes one task from their week to try before the next session	Personal practice task
115-120	Check-out: one word on confidence	Baseline

Working outputs

- A practical foundation shared by all participants
- A personal practice task for the week
- A list of open questions for leaders
- A confidence baseline for the group

Facilitation notes

Address anxiety directly. Many participants wonder privately whether this is about replacing them. Ask the sponsor to answer honestly, including what is not yet known. Avoid hype and avoid demonstrations designed to impress. A modest live example that fails in an instructive way teaches more than a perfect one. Use sample material, never real customer or employee data, in the first session.

Prework

- Two-question pulse: how confident are you, and what worries you most
- Participants read a one-page statement of purpose and approved use
- Facilitator prepares safe sample documents for the guided task

Common sticking points

- Participants arrive with very different experience. Pair strong with new users and give strong users a stretch task

- Technical terms creep in. Replace each with an everyday word or a one-line definition
- Fear surfaces as cynicism. Acknowledge it and invite specific concerns
- The tool is unavailable or locked down. Test access the day before



How to tell it landed

- Participants can explain, in their own words, why an output might be wrong
- Everyone completed a task and shared one result
- The group can state two things that never go into a tool
- Questions about jobs and fairness were asked aloud, not whispered

WORKING QUESTION

What is the honest answer your leaders will give when someone asks whether this training is a step toward cutting roles?



STAGE 2: PRACTISE

Role and workflow labs

03



Work through meaningful tasks in the participants' own roles, with guidance and time.

Goals

- Practise three to five real tasks per role with structured prompts
- Build role-specific practice prompts and examples that colleagues can reuse
- Learn to give context, examples and constraints to get better first drafts
- Notice where AI does not help and where it slows the work down



Session plan (two labs, 120 minutes each)

TIME	ACTIVITY	OUTPUT
0-15	Share results from the practice task and name what worked and what did not	Shared lessons
15-45	Facilitator models one role task end to end, narrating choices	Worked model
45-90	Participants work on their own task in role groups with coaching	Draft outputs
90-110	Peer review of one output per person against a quality checklist	Reviewed outputs
110-120	Add the best prompt and example to the shared library	Library entry



Working outputs

- Role-specific use cases and practice prompts
- A shared library of prompts with notes on when each works and fails
- A personal log of tasks tried with time and quality notes
- A list of tasks where AI should not be used



Facilitation notes

Role labs fail when the examples are generic. Ask managers to nominate real, recurring tasks ahead of time, and anonymize any source material. Keep groups by role so conversations stay concrete: a finance analyst and a service representative should not share the same lab. Coach, do not rescue. When someone is stuck, ask what the output needs to be useful, rather than typing for them.



Pework

- Managers send three typical tasks per role, with a note on what good looks like
- Participants complete one practice task and note the time taken and quality
- Facilitator prepares a safe version of each task with anonymized inputs

Common sticking points

- Participants write one-line prompts and judge the tool by the result. Show how context changes output
- The best prompt is hoarded. Make library contributions part of the exercise
- Time saved is claimed without checking quality. Require a review step
- Some roles find little use. Validate that and look at adjacent tasks



How to tell it landed

- Each participant has at least one reusable prompt for real work
- Peer reviewers caught an error or gap in someone's output
- People can describe a task where AI was not worth using
- The library has entries from every role in the room

WORKING QUESTION

Which recurring task in your role takes the most effort for the least judgment, and is it safe to practise on?

STAGE 3: REVIEW

Quality and judgment

04

Teach people to evaluate outputs, handle information properly and know when to pause or escalate.

Goals

- Apply a repeatable review routine: check facts, sources, tone, completeness and fit
- Recognize high-risk situations that need a second person or no AI at all
- Handle information by tier, and know what to do after a mistake
- Keep accountability with the human who sends or uses the work

Session plan (120 minutes)

TIME	ACTIVITY	OUTPUT
0-15	Introduce the review routine with a routine short checklist	
15-45	Error hunt: groups review outputs with planted problems	Found errors
45-70	Information sorting: place example inputs in approved, ask first or never	Information rules

TIME	ACTIVITY	OUTPUT
70-95	Scenario discussion: when to pause or escalate and to whom	Escalation habits
95-115	Participants rewrite their own earlier output after review	Improved output
115-120	Agree one habit each person will keep	Commitment

Working outputs

- Quality-review and escalation habits
- A personal review checklist
- A short guide to information handling by tier
- A list of situations that need a second reviewer

Facilitation notes

Prepare the planted-error outputs yourself. Include an invented citation, a subtle number change, a confident claim that conflicts with a source and a tone mismatch. Do not use real examples that could embarrass a colleague. Emphasize that review is a skill and that experts are not immune, particularly when the output sounds fluent. State plainly that the person who sends the work is accountable for it.

Pework

- Participants bring one output they produced since the last lab
- Facilitator prepares four planted-error samples at different difficulty levels
- Risk or legal lead supplies the approved, ask first and never examples

Common sticking points

- Participants skim and approve. Time-box a slow read and require a source check for any figure
- Rules feel abstract. Use scenarios from their own workflows
- Fear of admitting mistakes. Set up a no-penalty route for early reporting
- People assume the tool checks itself. Show that it does not reliably do so

How to tell it landed

- Most groups found the planted invented citation
- Participants can name when they would stop and ask someone
- Each person edited an output materially after review

- Everyone knows the reporting route for a mistake

WORKING QUESTION

What would you want a colleague to check before your AI-assisted work goes to a customer?

STAGE 4: EMBED

Manager enablement and learning measurement

05

Support managers, peer learning and measures that show whether practice is changing the work.

Goals

- Equip managers to give time, set expectations and recognize good adoption
- Set up peer learning through champions and practice clinics
- Agree learning measures that look at confidence, quality, workflow and service
- Plan the reinforcement that continues after the sessions

Session plan (two sessions: managers 90 minutes, all participants 60 minutes)

TIME	ACTIVITY	OUTPUT
M 0-30	Managers experience a short lab,Manager view then discuss what they would now ask of their teams	
M 30-60	Write expectations: protected timeExpectations review standards, what good looks like	
M 60-90	Plan recognition and a weekly 15-minute team habit	Reinforcement plan
All 0-25	Champions present the library andPeer support how to ask for help	

TIME	ACTIVITY	OUTPUT
All 25-50	Teams agree a measure and a review date	Learning plan
All 50-60	Final reflection and commitments	Commitments



Working outputs

- A manager reinforcement guide
- A champion network with a clear role description
- A learning and adoption review plan
- A schedule of practice clinics

Facilitation notes

Managers are the strongest predictor of whether habits stick, and they are often trained last or not at all. Give them their own session and treat their concerns, such as how to evaluate work or handle quality, as legitimate. Define the champion role carefully: it is a coaching role with a few hours a month, not an unpaid helpdesk. Agree measures that cannot be gamed by clicking.



Pework

- Managers review their team's practice logs, not to score people but to see patterns
- Champions are nominated by their teams and briefed on time expectations
- Facilitator drafts measures for confirmation

Common sticking points

- Managers fear looking behind their teams. Offer private practice and a buddy
- Measures focus on tool logins. Replace with quality and workflow signals
- Champions are overloaded. Cap their commitments and recognize the work
- Time is promised and then taken. Put practice blocks in team calendars



How to tell it landed

- Each manager can state what they will do in the next two weeks
- Champions know their hours, scope and who backs them
- Each team has a chosen measure and a review date
- Practice time appears in a calendar



WORKING QUESTION

What will a manager in your business do on Monday to show that practice time is real?

ROLE-BASED TRACKS

Executives, managers and practitioners

06

Everyone learns together at the start, then splits by what each role must be able to do.

ROLE	CORE PATH	EXTRA FOCUS
Executives	Orient, plus a 60-minute briefing review and accountability	Modeling use, setting limits, protecting time, answering job questions honestly
Managers	Orient, Review and the manager session	Expectations, recognition, spotting risky use, coaching
Practitioners	All four stages	Role labs, review routine, library contributions
Champions	All stages plus a short coaching skills session	Peer support, clinic facilitation, escalation

Executive track

Executives influence training outcomes mostly through behavior. If leaders use AI visibly, discuss mistakes and keep to the review standards they set, others follow. If they ask for results without time, training will not stick. Give them a short briefing and one practice task, and ask them to share a real example, including something that did not work.

Manager track

Managers need to know enough to judge the quality of AI-assisted work and to say no to risky use. Their sessions focus on setting expectations, reading practice logs without turning them

into surveillance and having a fair conversation about work that did not meet the standard.

Practitioner track

Practitioners need practice. Keep sessions mostly hands-on and tied to their real tasks. Offer an advanced option for those already confident, such as building shared prompts, testing edge cases or coaching a peer, so that experienced users stay engaged.

WORKING QUESTION

Which group in your plan is getting information but not enough practice?

EXERCISES

Four exercises a facilitator can run as written

07

Each exercise has numbered steps and a clear output.

Exercise 1: Two versions (Stage 1, 30 minutes)

- 01 Choose a task**
Give pairs a short sample task, such as summarizing a safe, fictional customer email thread.
- 02 Try twice**
One person gives the tool a one-line request. The other gives role, audience, constraints and an example of what good looks like.
- 03 Compare**
Place outputs side by side and list the differences.
- 04 Name the lesson**
The pair writes one sentence about what changed the result and shares it.

Exercise 2: Prompt library entry (Stage 2, 25 minutes)

01 Pick
Each person picks a prompt that gave a useful result.

02 Write the card
On a standard card note: the task, the prompt, the information needed, the review steps, a known failure.

03 Test
A colleague uses the card cold on a new input and reports what was unclear.

04 Publish
Revise and add the card to the shared library.

Exercise 3: Error hunt (Stage 3, 30 minutes)

01 Distribute
Give each group a prepared output with five planted problems of rising subtlety.

02 Review with the routine
Groups check facts, sources, numbers, tone and completeness and mark each issue.

03 Reveal
Facilitator shows all five. Groups count what they found.

04 Reflect
Ask which check found the most and which problems a hurried reader would miss.

Exercise 4: Pause or go (Stage 3, 25 minutes)

01 Present
Read a short scenario, such as an AI draft about a customer's contract terms.

02 Vote
Participants hold up go, ask first or stop.

03 Discuss
Ask the minority view to explain. Identify the information tier and the review level needed.

04 Record
Write the agreed rule on a card for the team guide.

ILLUSTRATIVE EXAMPLE

For Exercise 4, a scenario might be: an assistant drafts a reply quoting refund terms. Go requires the drafter to check the actual policy text, and ask first applies if the customer is in a dispute.



WORKING QUESTION

Which of these exercises can you run this week with real material rather than sample material?

ASSESSMENT OF LEARNING

Measuring beyond attendance

08



Training has landed when work changes in quality, confidence or flow, not when seats were filled.



Attendance, completion and happy-sheet scores confirm that sessions took place. To see learning, use four layers: confidence and attitude, skill demonstrated in tasks, behavior in the workflow, and outcomes the team cares about. Measure early so you can compare. Treat self-reported time savings as estimates, and pair them with a quality check.

LAYER	WHAT TO MEASURE	HOW
Confidence	Self-rated confidence and named concerns, before and after	Same two-question pulse each time
Skill	Quality of outputs against a rubric after peer review	Score a sample of tasks, not everything
Behavior	Use of the review routine; information rule breaches reported early	Spot checks and a no-penalty reporting route



LAYER	WHAT TO MEASURE	HOW
Outcome	Cycle time, rework or response quality in one workflow per team	Pick a measure with the manager before the program



Signals worth watching

- Prompts in the library being reused by people outside the author's team
- More questions to champions, and better questions
- Early reports of mistakes rather than late discoveries
- Managers raising quality issues in team meetings
- People opting out of AI for tasks where it adds little



AVOID TOOL-LOGIN METRICS

Counting logins rewards activity. A person who uses a tool less but reviews carefully may be doing better work than a heavy user who never checks.



WORKING QUESTION

For one team, what single workflow measure will tell you in 90 days whether training changed the work?



SAMPLE CADENCE

A six-week schedule

09



Six weeks alternates learning with practice, which is where skill develops.

WEEK	SESSION OR TASK	WHO
1	Pulse survey; Orient session (120 minutes)	All participants
2	Practice task in daily work; peer check-in (30 minutes)	Participants, champions
3	Role lab 1 (120 minutes)	Role groups
4	Role lab 2; practice clinic (60 minutes)	Role groups, champions
5	Review session (120 minutes); manager session (90 minutes)	All; managers
6	Embed session (60 minutes); measures set; final pulse	All participants, managers



Running the cadence

- Put practice blocks in calendars before week one
- Keep groups to 8 to 15 per facilitator for labs
- Send one prompt library update each Friday
- Hold a weekly 15-minute champion huddle to share questions
- Repeat the pulse survey in week 6 and again at 90 days

For large organizations, run cohorts in waves and let early cohorts' champions help the next. Shift the schedule rather than shorten the practice weeks. Skills develop through repeated attempts with feedback.



WORKING QUESTION

If you could protect only one hour per week for your participants, what would you use it for?

SUSTAINING THE WORK

Keeping practice alive

10

Skills fade without use, so build practice into normal team routines.

01 Weekly habit

Teams spend 15 minutes sharing one useful prompt, one failure and one question.

02 Monthly clinic

Champions run an open 45-minute clinic on a real task chosen by the teams.

03 Quarterly review

Managers review learning measures, update the library and retire weak entries.

04 New joiners

Include a short orientation and the review routine in onboarding.

Sustainment checklist

- A library owner who prunes and updates it
- Champions with scheduled time and a backup
- A route for reporting mistakes without penalty
- Manager guide updated when tools or rules change
- A calendar of clinics for the next two quarters

Free assessments are available at halden.company/assessments, and you can reach the team at halden.company/contact if you want help designing or delivering the program.

WORKING QUESTION

Who will refresh the prompt library in six months, and what will they need from you to do it?



30 / 60 / 90

A first quarter that produces evidence

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Within 90 days you can have trained a first cohort, set manager expectations and chosen the measures that matter.

First 30 days: ground it

- Publish a one-page statement of purpose and approved use
- Secure protected practice time with managers
- Run the pulse survey and the Orient session
- Nominate and brief champions

**Days 31 to 60: test it**

- Run role labs with real tasks and anonymized material
- Start the shared prompt library with an owner
- Run the Review session and the error hunt
- Brief managers and agree expectations

Days 61 to 90: decide

- Repeat the pulse survey and compare with the baseline
- Review one workflow measure per team
- Start monthly practice clinics
- Plan the next cohort using champions from the first



GLOSSARY

Terms used in this publication

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TERM	MEANING
Orient	The first stage: shared language, purpose and safe habits.
Role lab	A hands-on session where people work on real tasks from their own role.
Prompt library	A shared collection of tested prompts with notes on use and known failures.
Review routine	A repeatable set of checks on facts, sources, tone, completeness and fit.
Planted error	A deliberate flaw placed in a training sample to practise detection.
Champion	A peer who coaches colleagues and runs clinics with protected time.
Practice clinic	A short open session where people bring real tasks and get help.
Information tier	A sensitivity level that decides what may be put into a tool.
Escalation	Taking a concern or a risky case to a named person for a decision.
Learning measure	A signal showing whether learning changed confidence, quality or workflow.

A note on use

This guide is an educational resource, not legal, technical or financial advice. Adapt it to your organization and confirm legal and regulatory points with qualified advisers.

TAKE THE NEXT STEP

Take the free Halden assessment at halden.company/assessments, or talk to us at halden.company/contact about turning this into a plan for your organization.