

*Module II: Designing Training Programs*

# Training & Development- SESSION 13

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# Topics

*Module II: Designing Training Programs*

The logo of Galgotias University is a stylized, circular emblem. It features a central white space surrounded by three curved, overlapping bands in shades of yellow, blue, and red. The entire emblem is set against a light pinkish-red background.

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# Objectives

Following this presentation you should be able to complete the following objectives:

- *How to design Training Programs*

The logo of Galgotias University is a stylized 'G' composed of three curved, overlapping bands in shades of yellow, blue, and red. Below the logo, the text 'GALGOTIAS UNIVERSITY' is displayed in a large, light grey, serif font, with 'GALGOTIAS' on the top line and 'UNIVERSITY' on the bottom line.

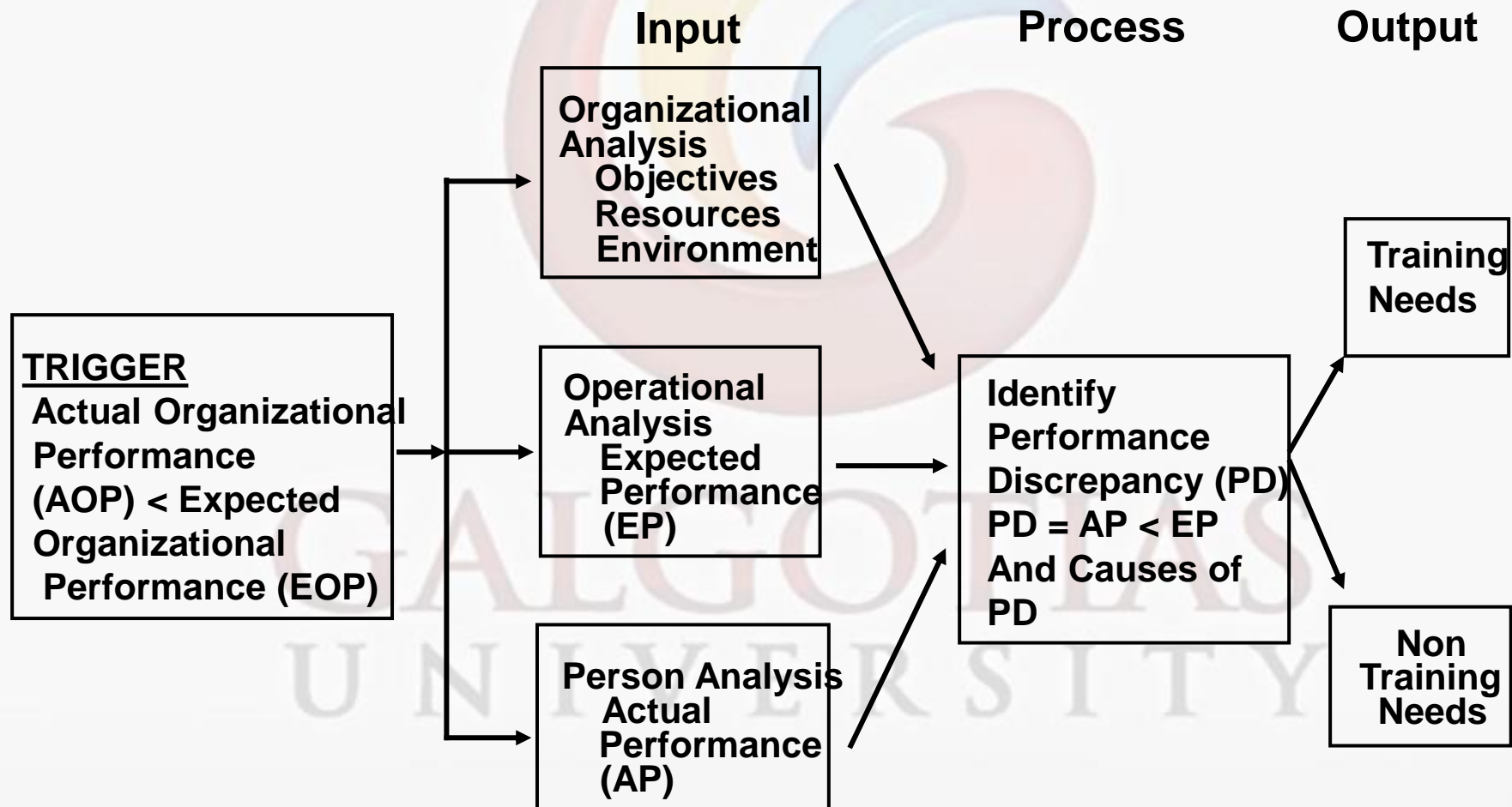
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# Training Design

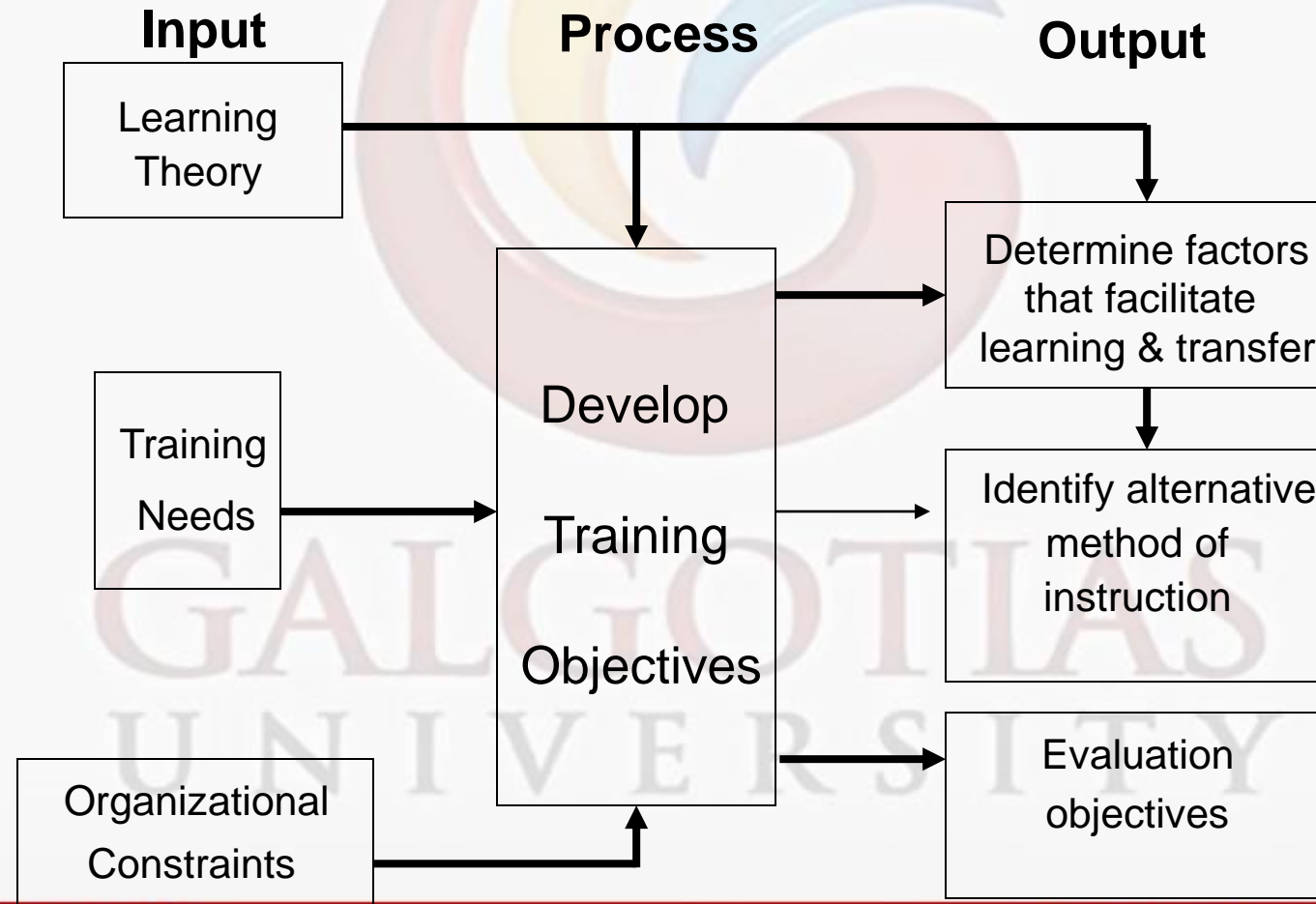
- The design phase of training is a process of identifying the set of specifications that will be used in the development phase for creating the training modules.
  - Why is training needed and Who will be trained?
  - What are the training objectives, and what methods will be used?
  - When and where will training take place?
  - What are the principles that will be used to facilitate the learning of the material and its transfer to the job?

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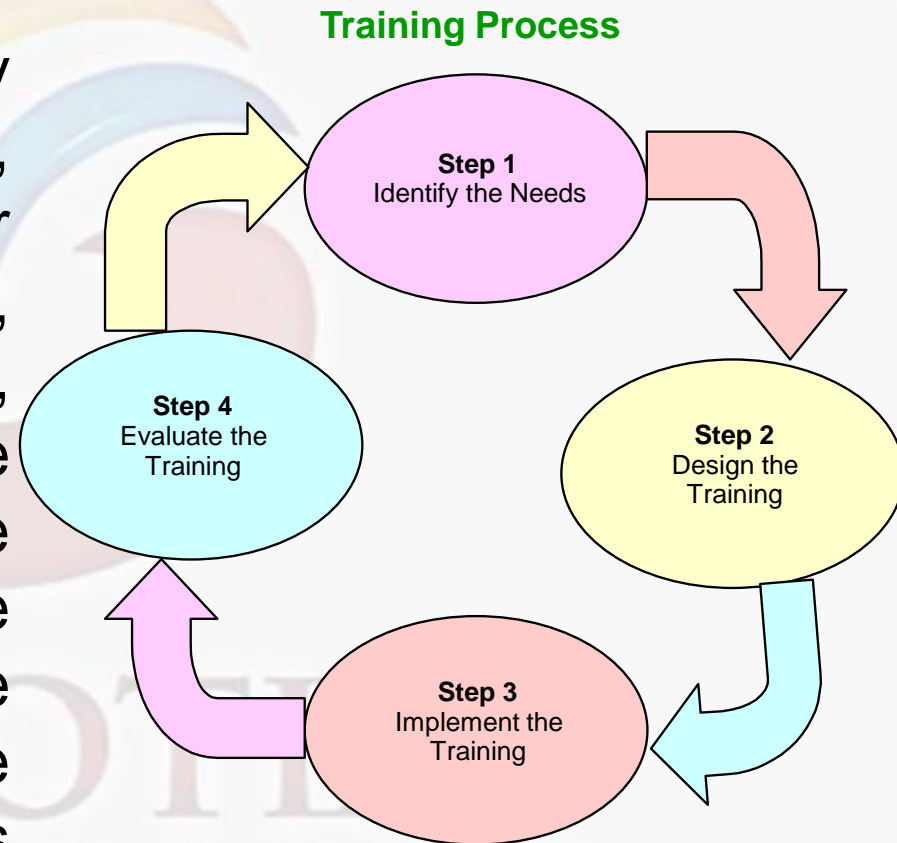
## Analysis Phase



## Design Phase

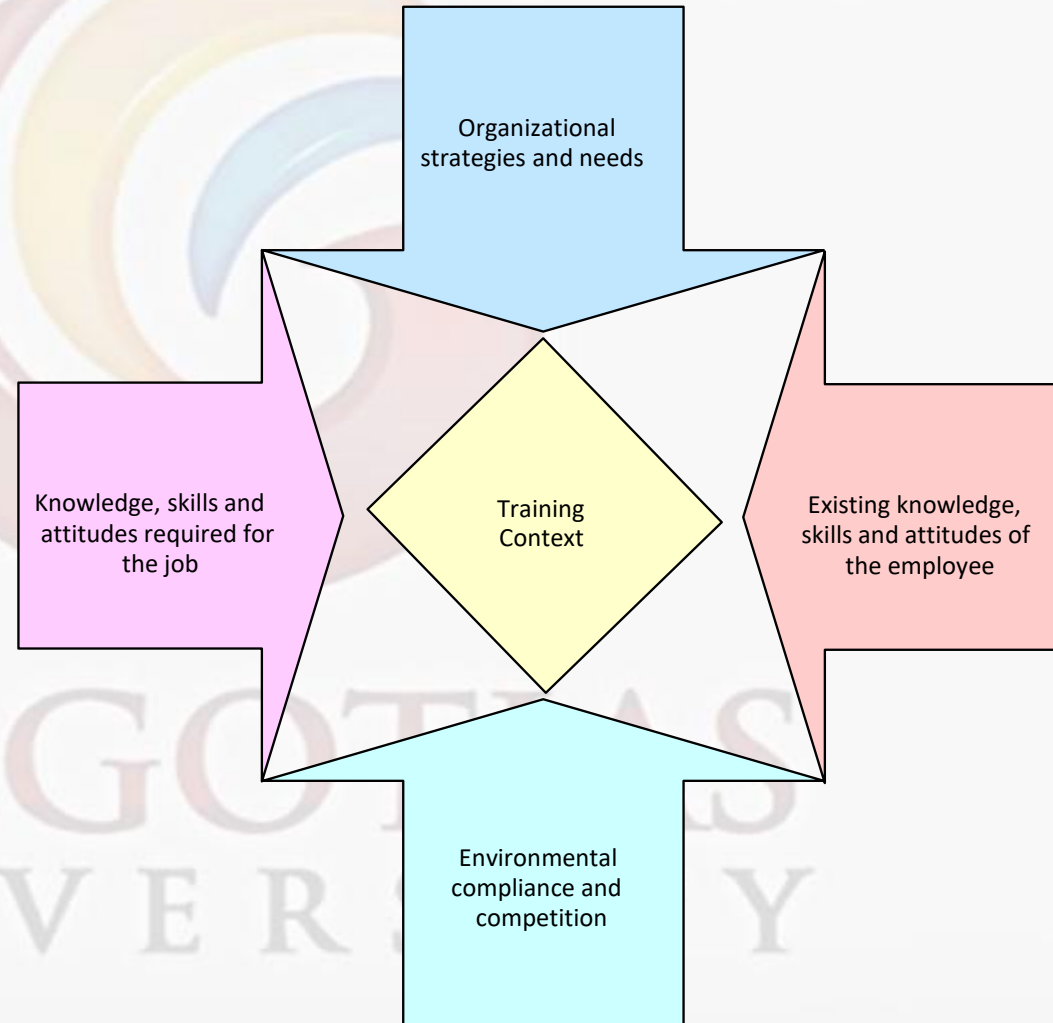


*Design* is a planning activity which in the context of training, refers to the framework for analyzing a training problem, defining the intended outcome, determining how to present the content to learners to achieve those outcomes, developing the training course according to the design, implementing the course, evaluating its effectiveness and devising follow-up activities.



Cont....

Training designers will have to consider certain important factors before designing a programme from three perspectives namely cost, availability and appropriateness. They are (1) What materials will be required to implement the programme in a particular way, (2) what media will be used and (3) what specialized expertise will be required for implementation of this design (Warren, 1969).



Context of training design



## Design Process

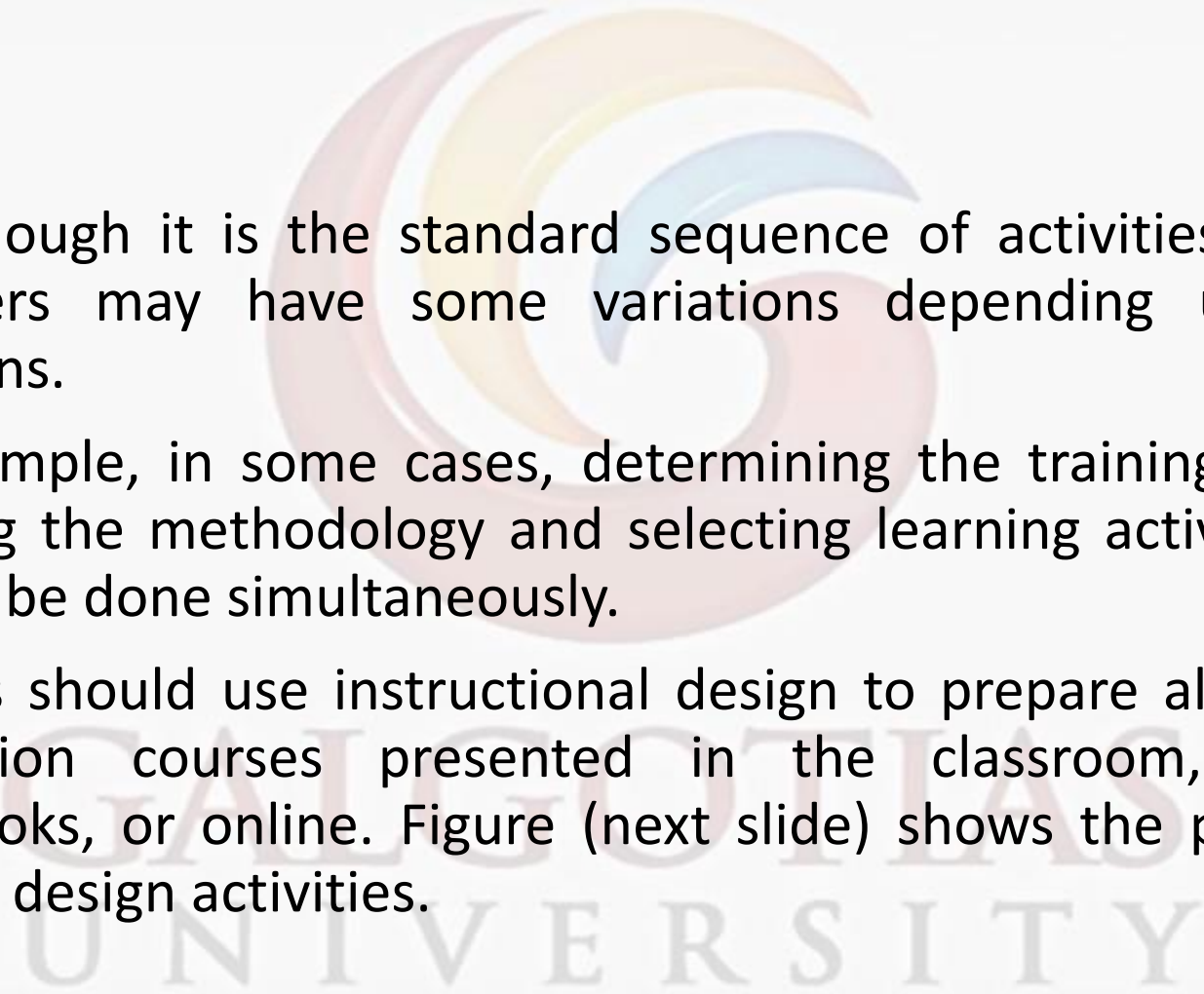
Designing a training programme involves a series of steps from

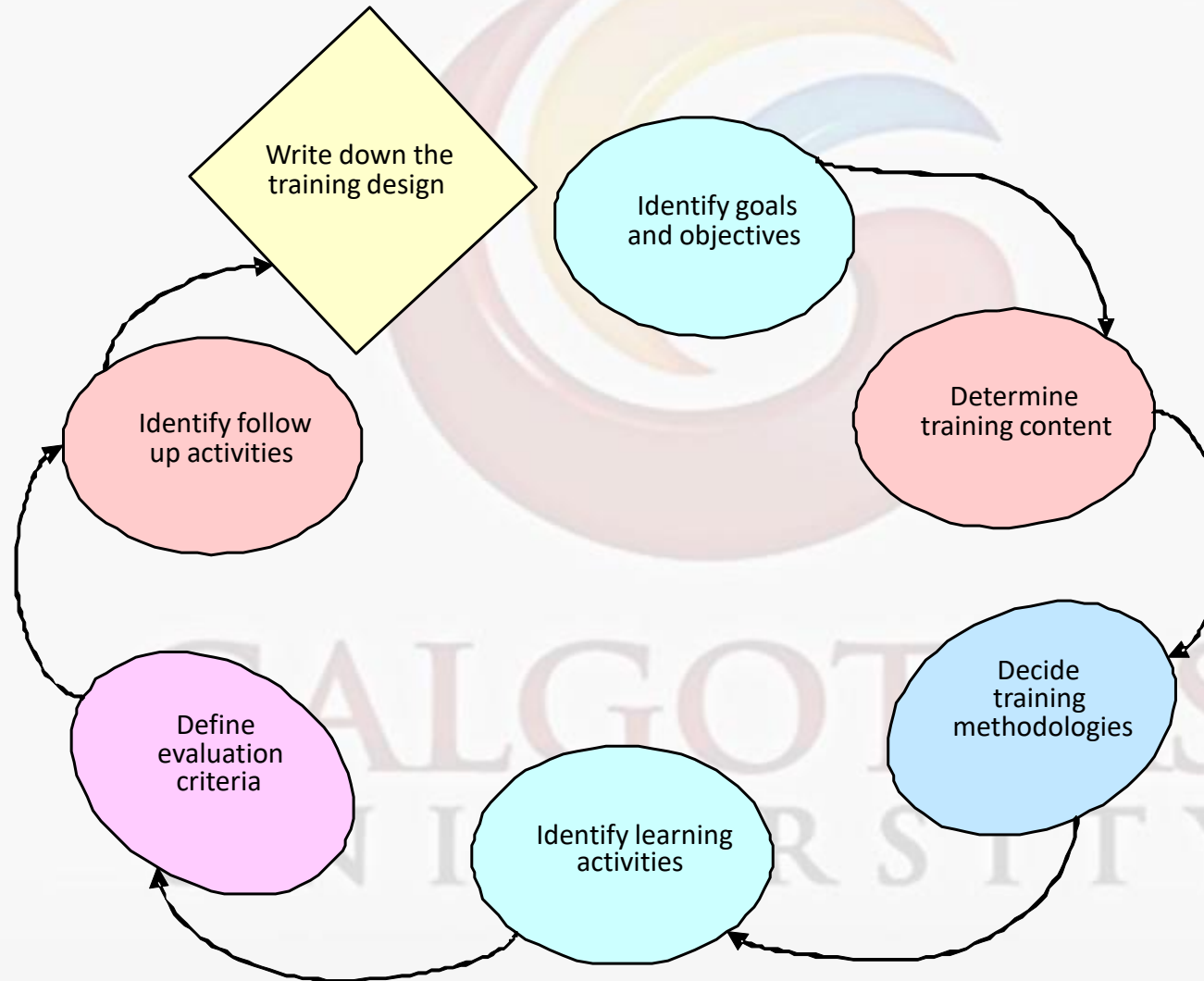
- 1) Identifying the learning objectives,
- 2) Determining the training content,
- 3) deciding the methodologies,
- 4) selecting the learning activities, defining
- 5) evaluation criteria and to specifying follow-up activities.

*Cont...*

## Contd.

- Even though it is the standard sequence of activities, training managers may have some variations depending upon the situations.
- For example, in some cases, determining the training content, deciding the methodology and selecting learning activities may have to be done simultaneously.
- Trainers should use instructional design to prepare all types of instruction courses presented in the classroom, through workbooks, or online. Figure (next slide) shows the process of training design activities.





# Constraints of training

- Instructor Availability
- Time availability
- Training quality
- Budget constraints



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# Some Organizational Constraints and Ways of Dealing with Them

## Part 1 of 3

### Constraints

1. Need high level of stimulation<sup>1</sup>  
because:

Law (fire drills)

Task critical to the job (police  
firing gun)

Mistakes costly (airline pilot)

2. Trainees vary in amounts of  
experience

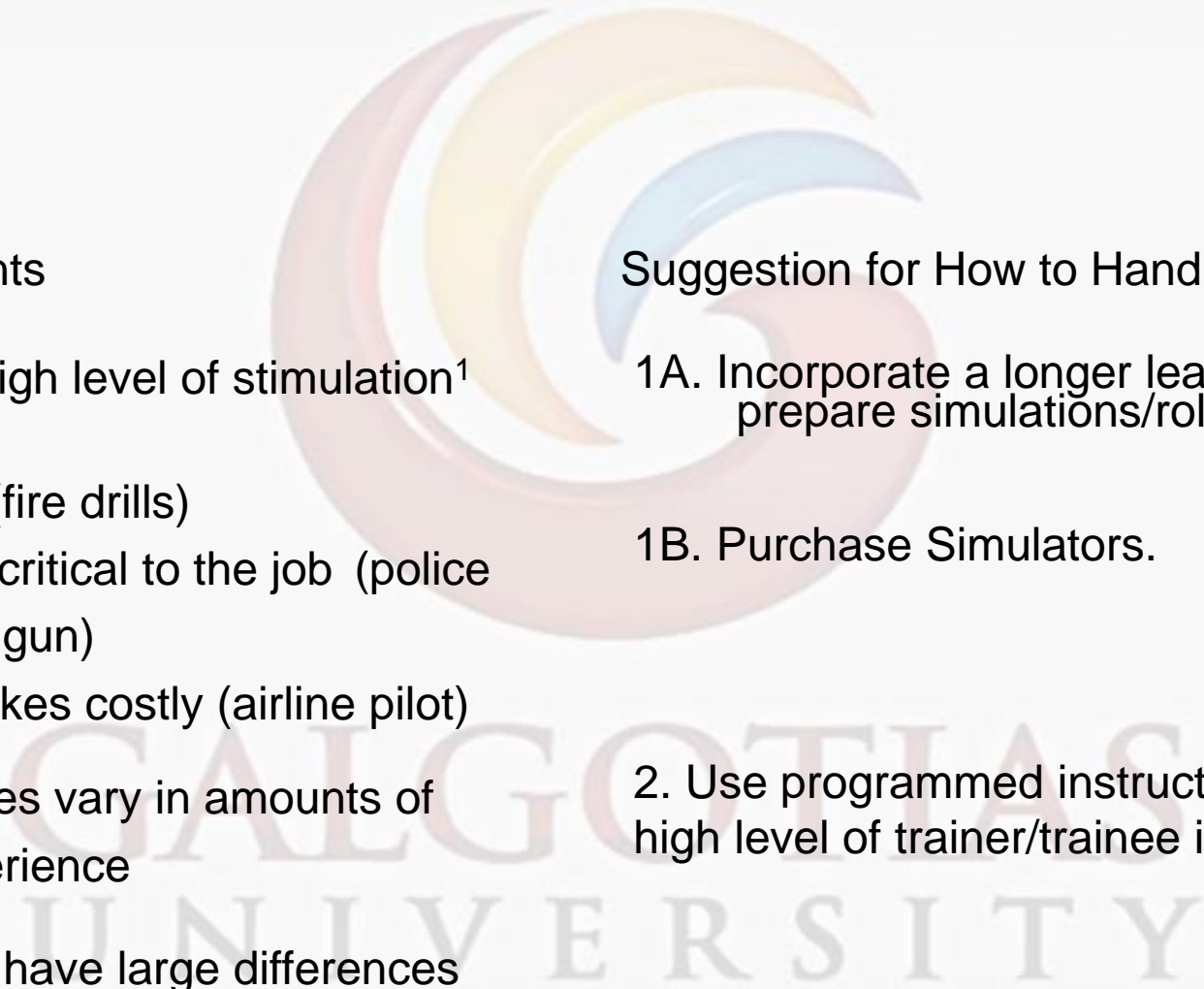
Trainees have large differences  
in ability levels

### Suggestion for How to Handle

1A. Incorporate a longer lead time to  
prepare simulations/role plays.

1B. Purchase Simulators.

2. Use programmed instruction. Have  
high level of trainer/trainee interaction.



# Some Organizational Constraints and Ways of Dealing with Them

## Part 2 of 3

### Constraints

### Suggestion for How to Handle

Mix of employees and new hires trained on a new procedure

Consider different training programs; may be negative transfer for employees but not for new hires.

Long lag between end of training and use of the skill on the job

Distribute practice through the lag.

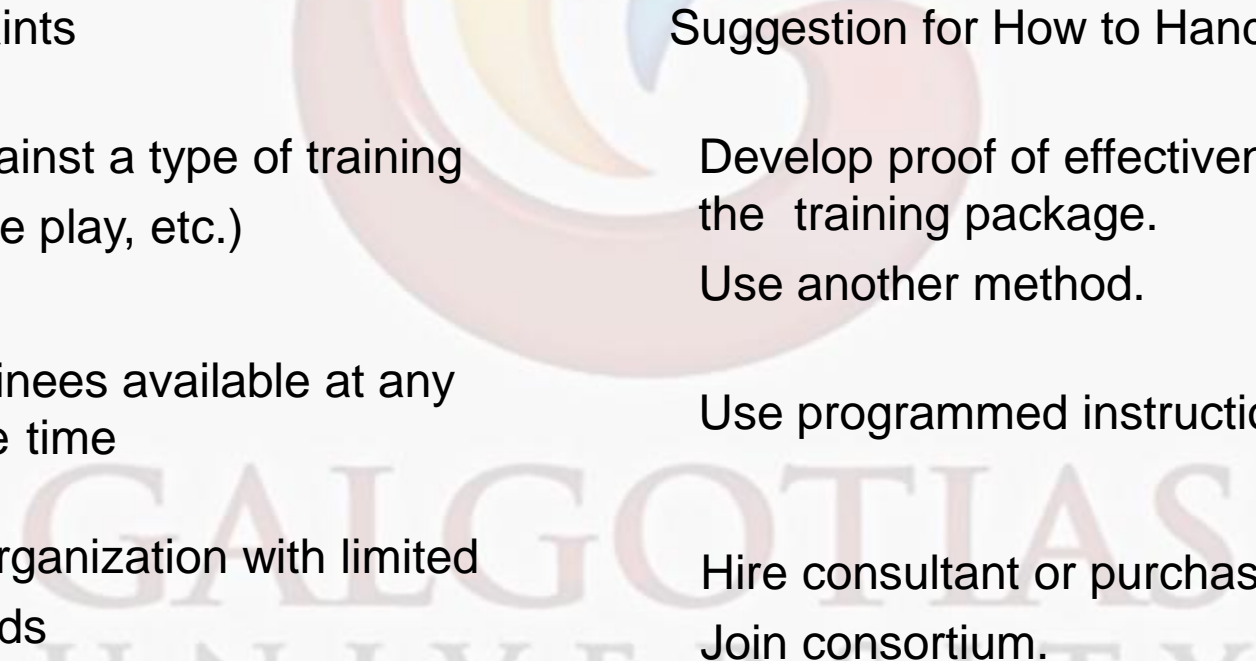
Provide refresher material and/or models for employees to follow.

Short lead time

Use external consultant or packaged training.



Course Code: BBA3015 Course Name: Training and Development  
Some Organizational Constraints and Ways of Dealing with Them  
Part 3 of 3



| Constraints                                       | Suggestion for How to Handle   |
|---|--|
| Bias against a type of training (role play, etc.) | Develop proof of effectiveness into the training package.<br>Use another method. |
| Few trainees available at any one time            | Use programmed instruction.  |
| Small organization with limited funds             | Hire consultant or purchase training.<br>Join consortium.                        |

## Principles of training design

***Gane (1972, p. 30) has suggested six principles of training design as under:***

1. The objectives should be expressed in performance terms as far as possible.
2. Learners should respond pro-actively to the material in a way that is relevant to the training purpose.
3. Learners should receive immediate and unambiguous feedback as to how correct their responses are.
4. Training systems must be validated and then modified if they do not achieve the intended objectives.
5. Training system must adapt to the individual needs of the trainees.
6. Learners must be involved by having the material expressed in a way Cont.... which they see as directly relevant to their interest and needs.



## References

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