*Module II: Designing Training Programs*

# Training & Development- SESSION 12

GALGOTIAS
UNIVERSITY

# Topics

*Module II: Designing Training Programs*

# Objectives

Following this presentation you should be able to complete the following objectives:
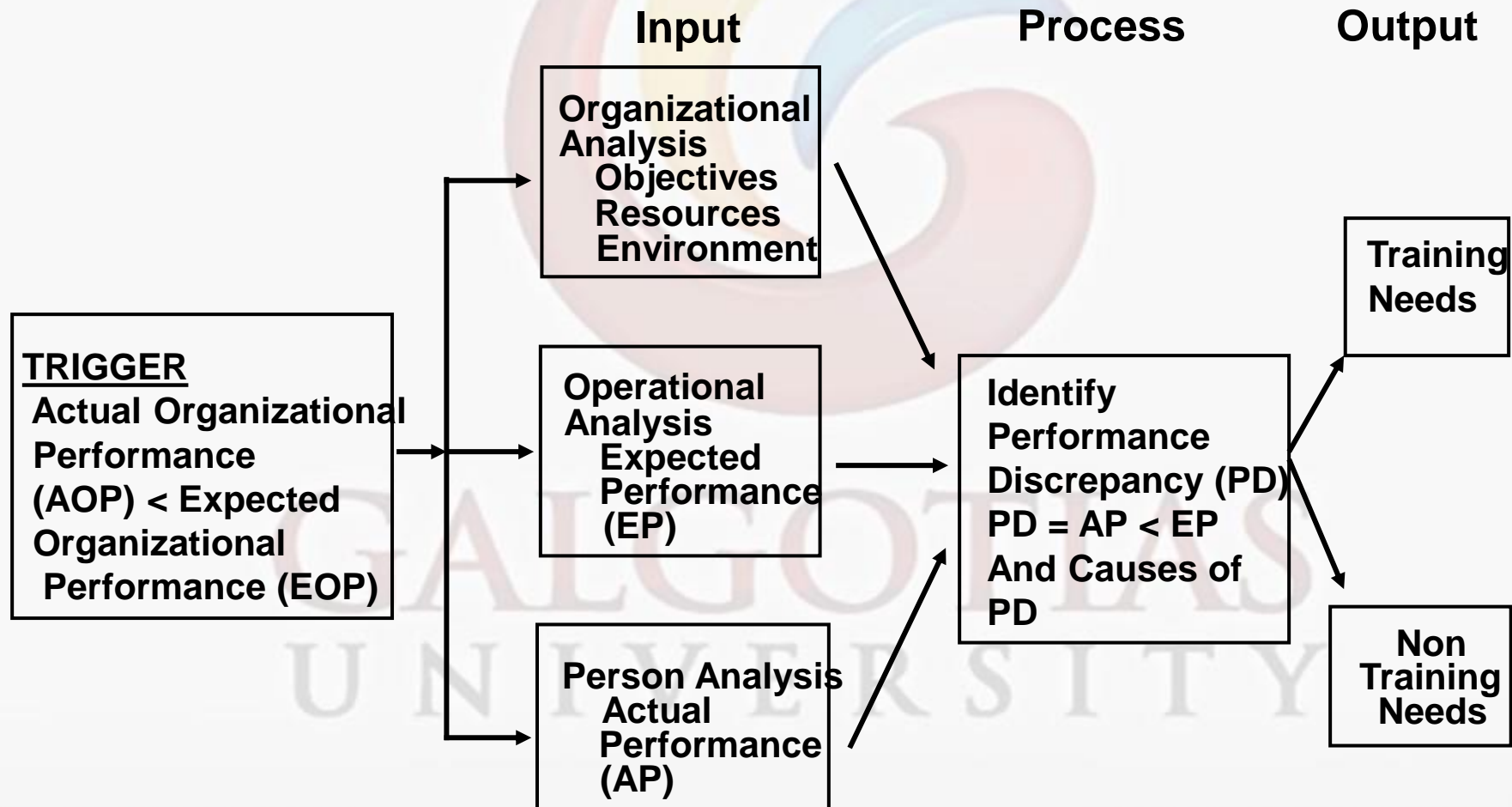
- *How to design Training Programs*

# 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?

# Analysis Phase

**Input**                    **Process**                    **Output**

**Organizational Analysis**
   **Objectives**
   **Resources**
   **Environment**

**TRIGGER**
 **Actual Organizational Performance (AOP) < Expected Organizational Performance (EOP)**

**Operational Analysis**
   **Expected Performance (EP)**

**Identify Performance Discrepancy (PD) PD = AP < EP And Causes of PD**

**Training Needs**

**Non Training Needs**

**Person Analysis**
   **Actual Performance (AP)**

# Design Phase

**Input**      **Process**      **Output**

| Learning Theory |

| Training Needs |

| Organizational Constraints |

| Develop Training Objectives |

| Determine factors that facilitate learning & transfer |

| Identify alternative method of instruction |

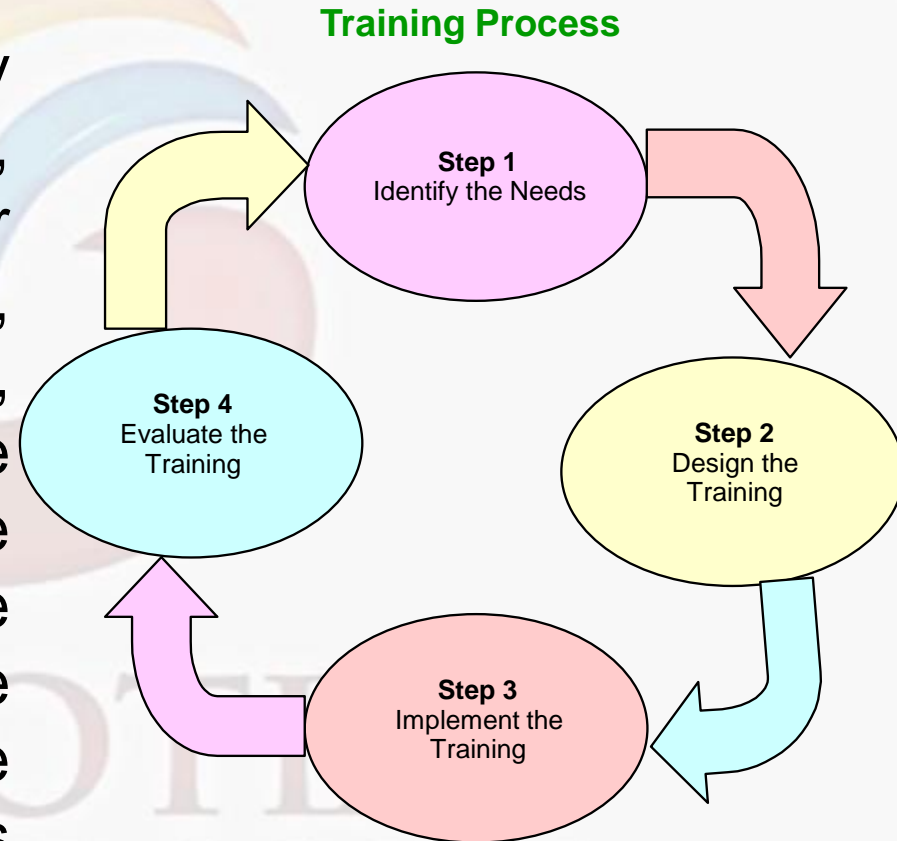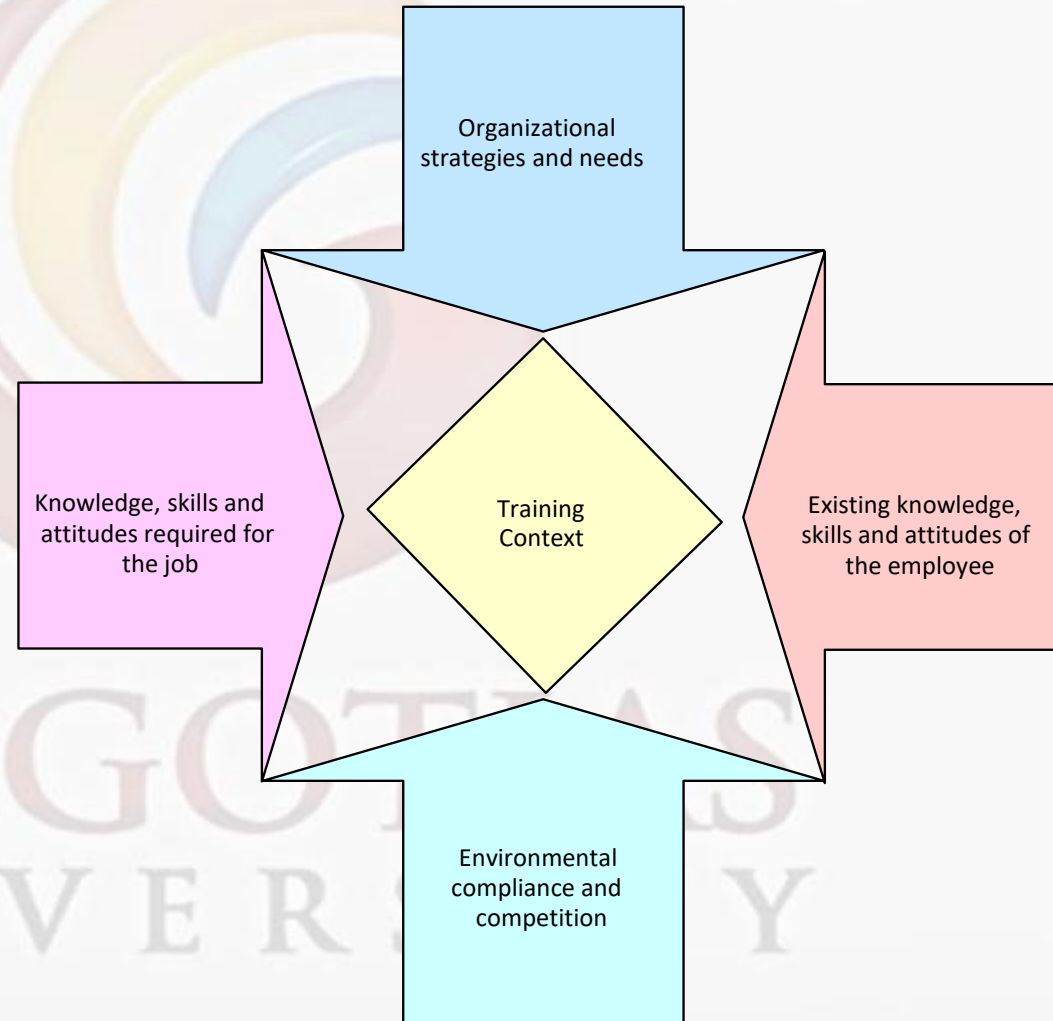| Evaluation objectives |

*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.

**Training Process**

Step 1
Identify the Needs

Step 2
Design the Training

Step 3
Implement the Training

Step 4
Evaluate the Training

*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).

Organizational strategies and needs

Knowledge, skills and attitudes required for the job

Training Context

Existing knowledge, skills and attitudes of the employee

Environmental compliance and competition

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.
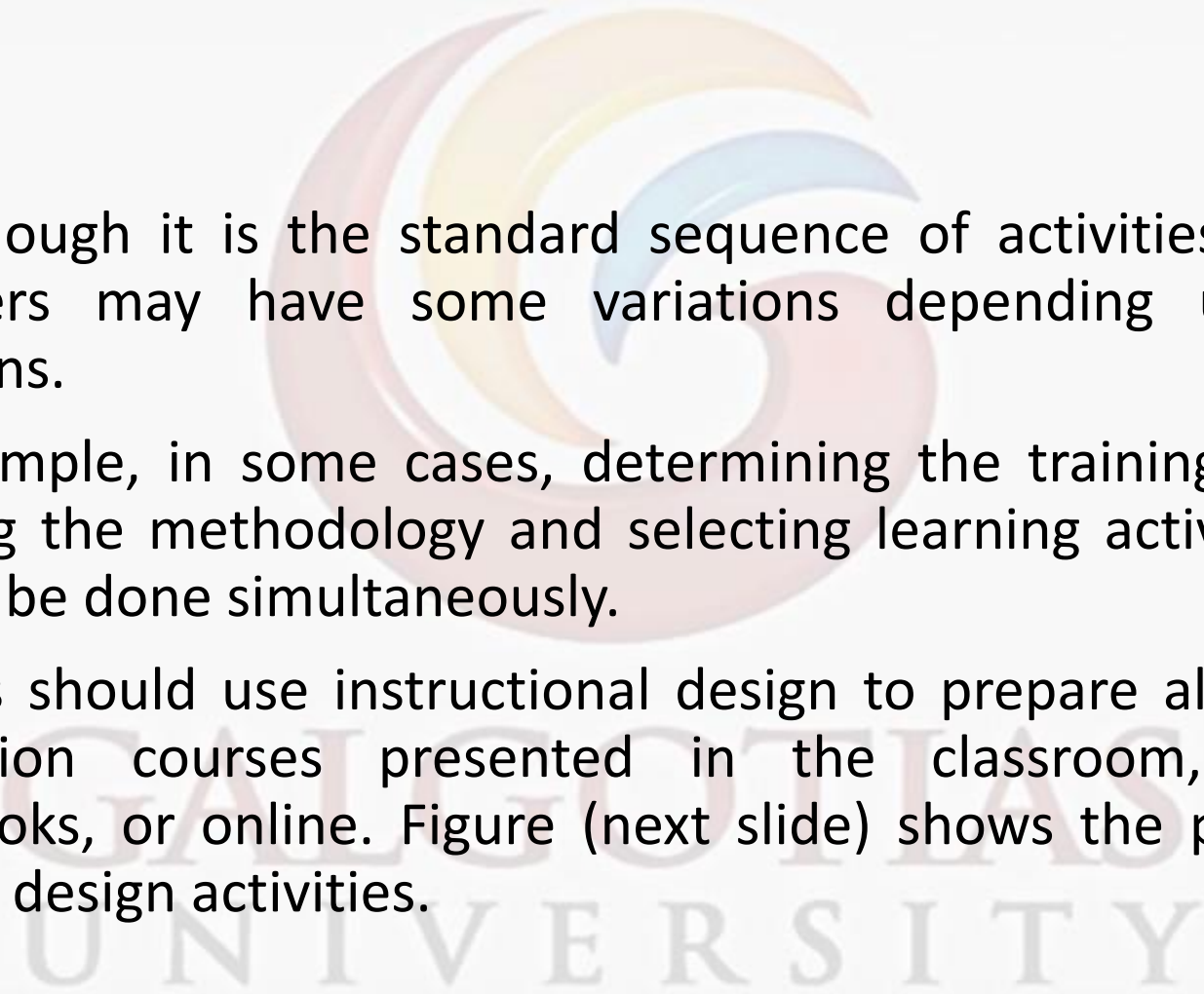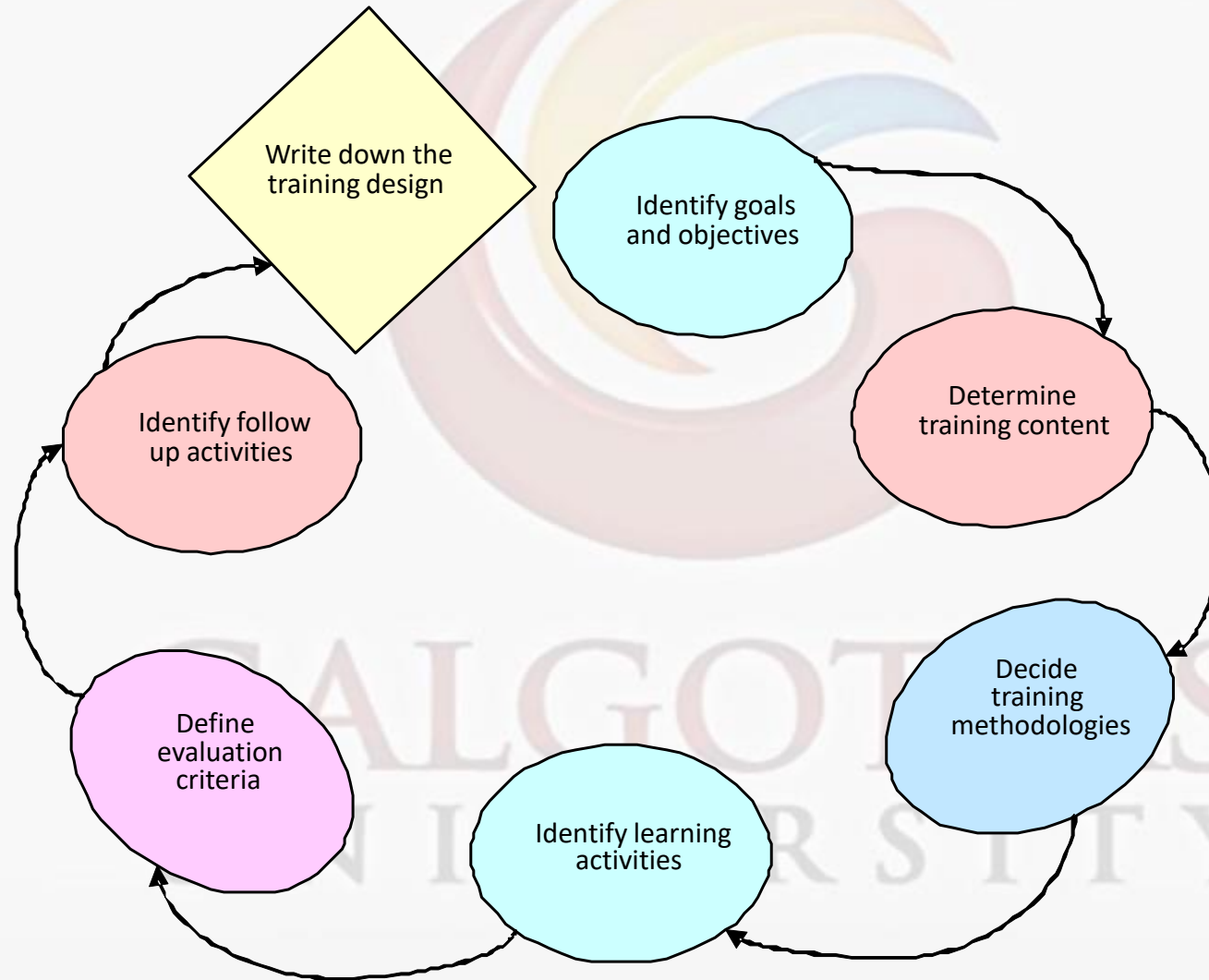
# Constraints of training

- Instructor Availability

- Time availability

- Training quality

- Budget constraints

# Some Organizational Constraints and Ways of Dealing with Them Part 1 of 3

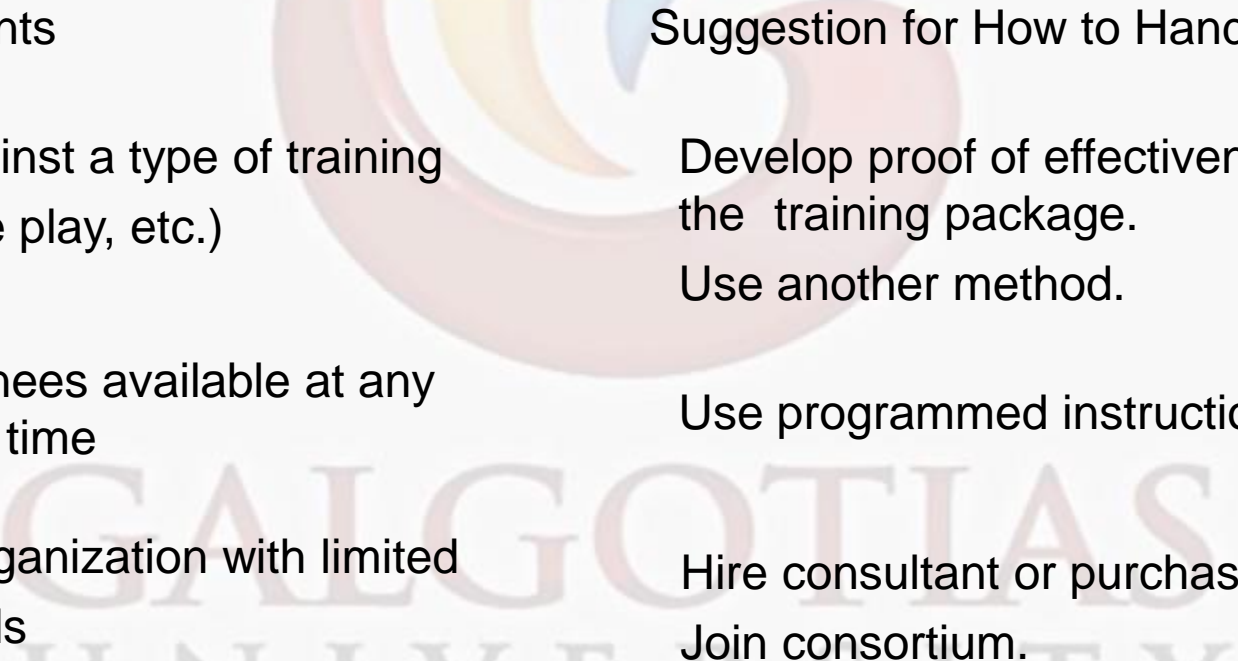| Constraints | Suggestion for How to Handle |
|---|---|
| 1. Need high level of stimulation[1] because: | 1A. Incorporate a longer lead time to prepare simulations/role plays. |
| Law (fire drills) | |
| Task critical to the job (police firing gun) | 1B. Purchase Simulators. |
| Mistakes costly (airline pilot) | |
| 2. Trainees vary in amounts of experience | 2. Use programmed instruction. Have high level of trainer/trainee interaction. |
| Trainees have large differences in ability levels | |
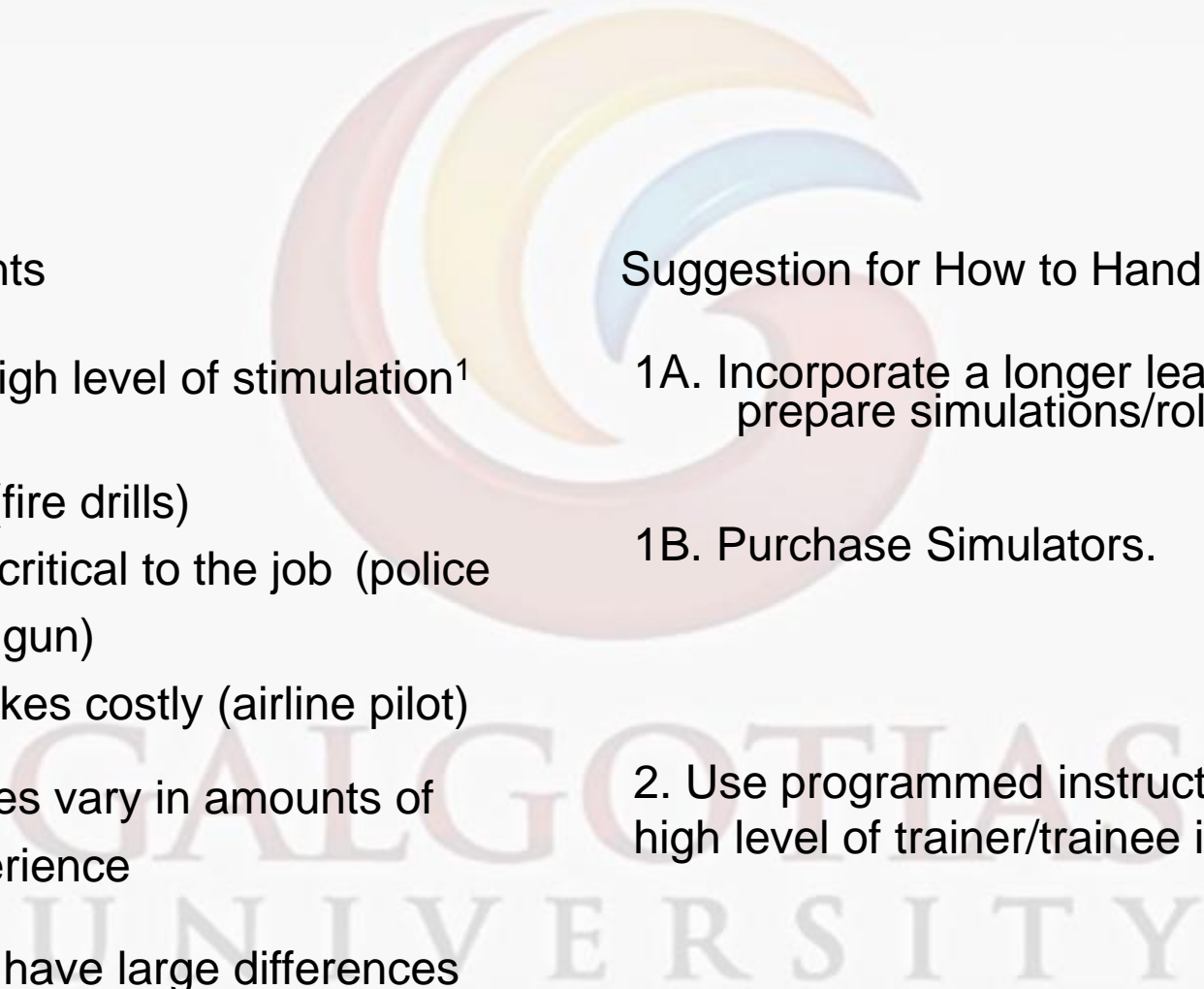
# Some Organizational Constraints and Ways of Dealing with Them Part 2 of 3

| 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. |
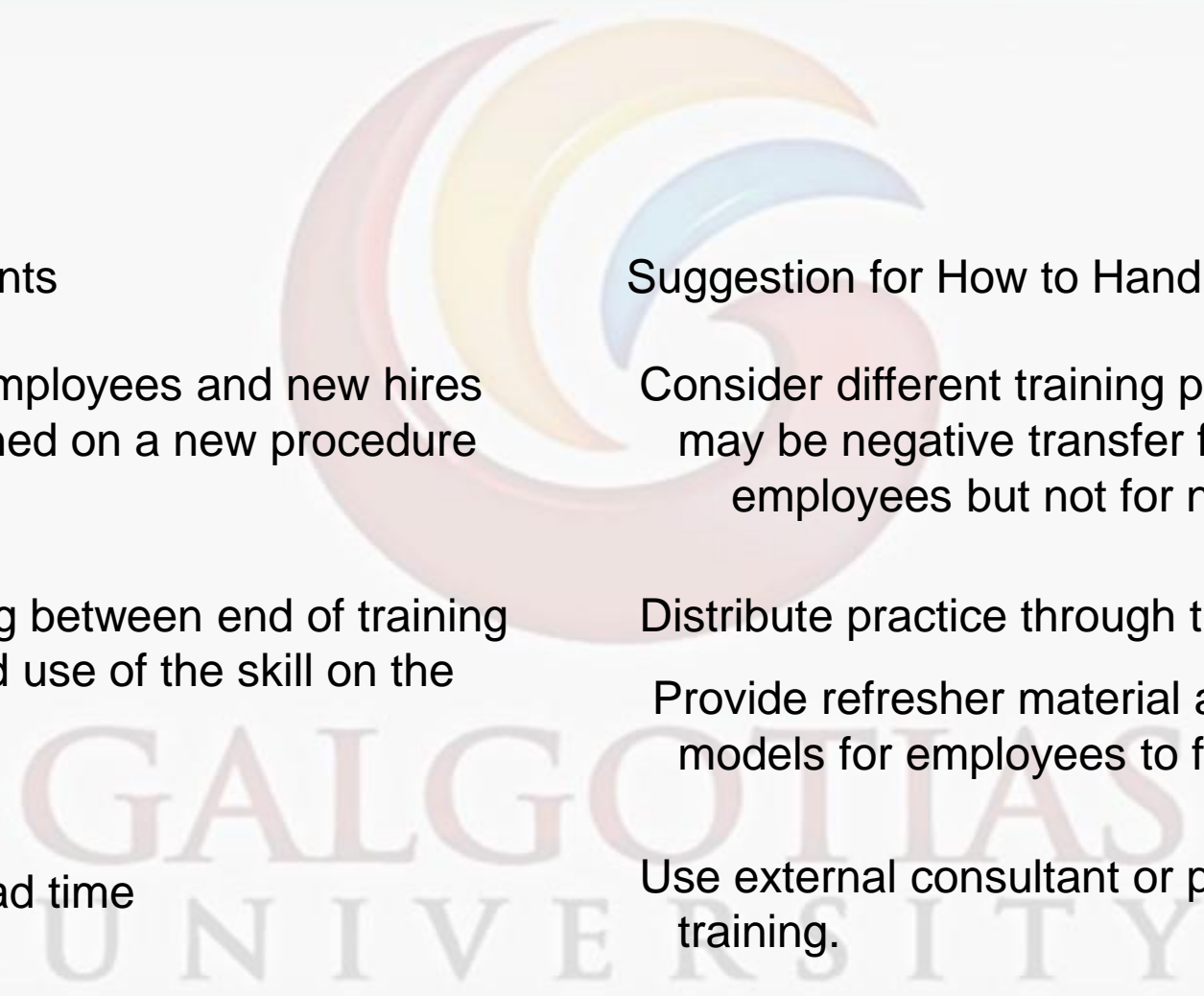
# Some Organizational Constraints and Ways of Dealing with Them Part 3 of 3

| Constraints | Suggestion for How to Handle |
|---|---|
| Bias against a type of training (role play, etc.) | Develop proof of effectiveness into the training package. Use another method. |
| Few trainees available at any one time | Use programmed instruction. |
| Small organization with limited funds | Hire consultant or purchase training. 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 which they see as directly relevant to their interest and needs.

Cont....

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