

WOLLO UNIVERSITY
ITEBS
Department of Educational Leadership and
Management

Reading Material for the Course
Management of Training and Development
(EdPM 3092)

1. Overview of Training, Education and Development

Want to know more about employee training, employee development, and employee education? The information in this course will familiarize you about employee training, employee development, and employee education. Employee learning, training, and development promote employee satisfaction and employee retention. Human resource development (HRD) encompasses education, training and development. All these three components of HRD involve learning in common.

Development

The concept of development refers learning not only for the current purpose but also for the future need of the organization. Development is the growth or realization of a person's ability through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by coaching or counseling facility (Manpower Services commission, 1981: 15). Development program in organizations focuses on growth and movement of individuals to improved situation through career development.

Meaning and Types of Education:-

Education will be taken to mean any long-term learning activity aimed at preparing individuals for a variety of role in society. The focus of education is primarily on the individual and his or her needs, and secondly on the community need as a whole, i.e. on society's needs. Examples of individual needs are the needs to be literate, the need to be prepared for some occupation and the need to make the most of one's personal gifts and talents. Society's needs can include the need for respect for law and order, the need for a variety of talents to sustain economic activities and the need to protect itself from external aggression.

Education in all societies is the process of shaping human behavior. As a result of education, children get concepts, values and skills. Education operates in both formal and non-formal ways.

a. Formal Education:-

Is planned, purposeful, systematic and highly structured form of education. e.g. vocational school education.

b. Non Formal Education:-

It is planned and organized but the program is conducted outside of the school system. It differs from formal education in that it is flexible, specific and task oriented. E.g. seminars, workshop, upgrading courses, radio programs and other short term trainings.

c. Informal Education:-

It is unplanned, unorganized and unstructured type of education. The purpose is also not clear. It may be incidental or learning from the environment. E.g. education from per groups, family, market, religious institutions, and etc.

Education or Training?

Distinguishing between the purposes and methods of education and training is not always possible, for the two overlap. However, education generally deals with broad matters and learning for life whereas training involves learning for particular or specific work. The focus of education on individual or societal long-term needs, whereas the focus of training the job or task.

Education and training differ in the following ways:

1. In the degree to which their objectives can be specified in behavioral terms
2. In the time normally taken to realize learning objectives
3. In their methods and content of learning
4. In the context within which learning materials are used.

A. Objectives

To most observers, a characteristic feature of a training objective is that it can be expressed in behavioral terms. Many trainers specify 'learning objectives' as part of their training plans: those objectives detail the work

behavior required of the learner at the end of the training, i.e. the criterion behavior. In contrast, educational objectives have traditionally been less specific because, as Otto and Glaser argued (1970), they are too complex.

B. Time

Although examples might be quoted to disprove the point, it remains generally true that training plans are shorter than educational plans. For example, a young person entering an office may complete a course in word processing in a matter of months, but it has taken the same person over 10 years to develop a mastery of the language that allows the training to be undertaken.

C. Methods and Content

Some ways of learning appear more appropriate to education than to training, and it is useful to refer to Tannehill's (1970) distinction between mechanistic and organic learning. Mechanistic learning is achieved as a result of stimuli and responses, reinforced by practice; many industrial training programmes are designed with the assumption that mechanistic learning is involved. Initial training of apprentice fitters or plumbers, for example, will typically involve teaching how to handle and use tools in a relatively standardized way. Organic learning, on the other hand, involves a change in the individual rather than in what can be done. For example, a move from a production job into a personnel job may require a new understanding of what the day's work can involve- a new set of concepts-and is much less amenable to external direction because the outcome is much less easy to predict. Hence, a change of this kind might involve following the professional body's education scheme alongside planned work experience.

D. Context

Baron (1981) makes the point that distinction between education and training is at times a function of context within which either is used. He quotes as an example the study of the principles of organization law, which can be a part of an education program in legal studies for law degree students but equally a part of a training course for managers. These examples perhaps serve to confirm that most learning experiences mix educational and training processes, yet these processes will often be described only in terms of their 'majority' usage or purpose. Some education almost invariably exists in training, and vice versa: the common factor is learning.

Training

Objectives of Training

There are three specific objectives for carrying out training in any organization. These are:

- Develop the competence of employees and improve their performance
- To help to grow within the organization in order that its future needs for human resources can be met from within.
- To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

Training is an investment in human resource with a promise of better returns in future. In short; effective training can:

- ❖ Minimize learning costs
- ❖ Improve individual, team and corporate performance in terms of output, quality, speed and overall productivity.
- ❖ Improve operational flexibility by extending the range of skills possessed by employees.
- ❖ Attract high-quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization.
- ❖ Increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization.
- ❖ Help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations.
- ❖ Help to develop a positive culture in the organization, for example, one that is oriented towards performance improvement.
- ❖ Provide higher levels of service to customers.

Alternatives to Training

Many problems may first seem to need training as a solution, but this may not be so. Training should not be considered as a solution to all organizational ills. The following approaches could be equally as effective under some circumstances and possibly cost less.

- Changes in recruitment. Perhaps you should try harder to recruit experienced employees? Should you recruit technical people and train them in sales or recruit sales people and provide them with technical information? Low performance sometimes may be more related to poor motivation than lack of specific skills.
- Movement of staff. Are you avoiding promotion or demotion, which would bring into play expertise already in the organization? It will be good to look at the comparative costs of these alternatives, both in money and morale.
- Salary review. Are you thinking of training as an alternative to part of a salary increase? Careful inquiry into employee attitudes to this would be wise.
- Counseling. Some problems of employee performance can stem from personality conflicts, personal problems or misunderstandings about the goals of the organization. An informal discussion with the employee concerned will give him/her opportunity to talk without feeling of being criticized could reveal aspects of his/her performance which the supervisor may not pick up just from observation.
- New equipment. A cost/benefit comparison between training and new technology is required.
- Job redesign. Where tractor operators seem to be having trouble with the process, it could be a good opportunity to have a fresh look at the way they go about it. Has the operator too much variety of task or too little? Is he/she confused or bored.

Training or Learning? Differences in Perspective

1. Emphasize talking about learning, not training, focus on the person, from the inside out, not the outside in, and offer relevant learning in as many ways as you can.

'Training' suggests putting stuff into people, when actually **we should be developing people from the inside out** - so they achieve their **own individual potential** - what they love and enjoy, what they are most capable of, and strong at doing, rather than what we try to make them be. 'Learning' far better expresses this than 'training'.

Give people **choice** in what, and how and when to learn and develop - there is a world of choice out there, and so many ways to access it all. People have different learning styles, rates of learning, and areas of interest. Why restrict people's learning and development to their job skills? Help them learn and develop in whatever way they want and they will quite naturally become more positive, productive and valuable to your organization. (You may need to find bigger and/or different roles for them, but that's entirely the point - you want people to be doing what they are good at, and what they enjoy - this is what a good organization is.)

2. Training is about the organization. Learning is about the person.

Training is (mostly) a chore; people do it because they're paid to. Learning is quite different. People respond to appropriate learning because they want to; because it benefits and interests them; because it helps them to grow and to develop their natural abilities; to make a difference; to be special. Training is something that happens at work. Learning is something that people pursue by choice at their own cost in their own time. Does it not make sense for employers to help and enable that process? Of course it does.

The word 'learning' is significant: it suggests that people are driving their own development for themselves, through relevant experience, beyond work related skills and knowledge and processes. 'Learning' extends the idea of personal development (and thereby organizational development) to beliefs, values, wisdom, compassion, emotional maturity, ethics, integrity - and most important of all, to helping others to identify, aspire to and to achieve and fulfill their own unique individual personal potential.

3. Learning describes a person growing. Whereas 'training' merely describes, and commonly represents, transfer of knowledge or skill for organizational gain, which has generally got bugger-all to do with the trainee.

No wonder people don't typically enjoy or queue up for training. **Develop the person, not just the skills and knowledge.** Skills and knowledge are the easy things. Most people will take care of these for themselves. Helping and enabling and encouraging people to become happier more fulfilled people is what employers and organizations should focus on. Achieve this and the skills and knowledge will largely take care of themselves.

Obviously do not ignore basic skills and knowledge training, for example: health and safety; how to use the phones, how to drive the fork-lift, etc - of course these basics must be trained - but they are not what makes the difference. Train the essential skills and knowledge of course, but **most importantly focus on facilitating learning and development for the person**, beyond 'work skills' - help them grow and develop for life - help them to **identify, aspire to, and take steps towards fulfilling their own personal unique potential.**

According to Garavan (1997: 42), it is logical to suggest that all four (education, training, development, and learning) are seen as complementary components of the same process, that is the enhancement of human potential or talent.

2. How do People Learn? – Learning Theories

Human Resource Development (HRD)

The three components of HRD are training, education, and development. One common theme that can be found in many of the definitions of training, education, and development is that they contain the word ‘learning’. Nadler and Nadler (1990: 1-18) gathered these terms together and stated that:

- Training – learning related to present job;
- Education – learning to prepare the individual but not related to a specific present or future job;
- Development – learning for growth of individual but not related to specific present or future job.

It might help to consider the following examples:

- A child picking with flowers innocently grasps a nettle and stings his fingers and cries. After having made the same mistake two or three times he recognizes the nettle and avoids it.
- The experienced car driver has learned to recognize the condition of the road surface and potential hazards and monitors her speed accordingly.
- While sitting in his bath, the Greek scientist Archimedes suddenly shouted out ‘Eureka! (I have found it), when he had a flash of inspiration which enabled him to formulate his famous principle concerning the displacement of water.

These examples have at least one common factor: they all involve a change in behavior. How did your own examples compare? Did they support the following definition? (HRD, 2nd ed. Wilson).

What Do We Understand By Learning?

Scholars define learning according to their own perspective. It is defined as the implication of change in behavior as a result of some intervention. It may be viewed as an outcome or as a process. Here, as we can see from this definition, learning has result and that result can be called change of behavior. Similarly, Burns (1995) defines learning as, a relatively permanent change in behavior including both observable activity and internal processes such as, thinking, attitudes, and emotions.

Learning is a relatively permanent change in behavior that occurs as a result of practice or experience. Several aspects of this definition are important. First, the focus of learning is change, either by acquiring something new (the skill in conducting meetings) or modifying some – thing that already exists (like achieving greater accuracy in calculating maths). Second, the change must be long lasting (not easily forgotten) before we can say learning has really occurred. Third, learning outcomes can be physical skills (climbing a utility pole), procedures (applying for a job or grant), or attitudes (becoming more safety conscious). Finally, learning results from practice or experience. Practice is related to events that are deliberately planned while experience may be intentional or occur spontaneously in the natural course of events. Learners must have both the motivation and the ability to learn; if either is lacking, learning may not occur.

Other scholar's Forrester and Tziel (1998) argue that the definition of learning can differ in different times. They further affirm that we are now in a digital era of learning and a transformation in learning is taking place from "broad cast" learning to interactive learning. No longer are today's generation of learners satisfied in being passive recipients of the traditional teaching process, rather, they want to discover it for themselves by becoming interactive with learning.

Why the difference of definitions of the same term occurs? Is that because the scholars or researchers have a differed perspective, for the process of learning? And this leads us to study the theories of learning, which have been studied and stated by a number of scholars at different times.

Learning Theories

According to Forrester and Janitzies (1998) learning theories can be categorized as behaviorism and constructivism and others are under these two categories. At the center of learning theories, their exists the tension and relationship between Pedagogy (the science that deals with children learning) and Andragogy (that revolves on adult learning). Some of the learning theories are:

1. Behaviorist/Stimulus-Response or S-R Theories (Pavlov, Watson, Thorndike, Hull and Skinner)

- Mechanistic view points.
- Concerned with what organisms actually did-how they responded to stimuli, not with what they thought. Animals learned by trial and error..

Classical Conditioning –

- Pavlov presented food (unconditioned stimulus) to the dog & the dog salivated after ringing of bell (conditioned stimulus). The bell elicited the response of salivation even when food was not present. Thus, the dog learnt ringing of the bell with salivation.
- This theory focuses on association between unconditioned stimulus & a conditioned stimulus.

For e.g. in the training of airplane regarding the use of a newly installed warning system, whenever the plane drops below critical altitudes, the warning light is shown & the pilot increases the plane's altitude. Over the period, the pilot learns to adjust the plane's altitude in response to the warning light without the presence of the trainer.

Operant Conditioning –

- Skinner placed hungry rat inside a box, having a lever fitted. The lever is a switch which operates as a food delivery mechanism. After pressing the lever, the rat realizes that it releases & eat the food. Some response may release the food & some may not.
- This theory advocates that learner's response is instrumental in producing a reinforcing stimulus. The behavior which leads to positive outcome will be likely to be repeated whereas behavior which leads to negative outcome will be avoided.

For e.g. whenever students (trainees) perform well in class, teachers appreciate them. This appreciation helps students in strengthening their behavior of performing well in class.

S-R Concepts important for teaching & learning

- There are general reinforcers that can reinforce a variety of different responses- eg. Words like “good” or “well done”, the esteem from colleagues, money.
- There is no need for reinforcement to be regular & consistent: once a link is established, irregular reinforcement is powerful in maintaining behavior than regular reinforcement.
- In order to change behavior one has to seek out how the present behavior is being reinforced, to remove the existing reinforcer and to substitute different reinforcers for more desired behavior. If for e.g. lecture attendance is falling, a) to reduce what is reinforcing non-attendance b) to make the lectures themselves more reinforcing to students & thus increase attendance

Principles from S-R Theory

- **Activity** . Learning is better when the learner is active than passive i.e., - people are likely to learn more if they are actively involved in their learning. “*learning by doing*”
- **Repetition, generalization, discrimination.** Frequent practice, and practice in varied context, is necessary for effective learning e.g. acquiring skill.
- **Reinforcement** -be extrinsic (reward from teacher) or intrinsic (self-reward) is cardinal motivator

2. Cognitive Theories (Wertheimer, Koffka, Kohler, Tolman and Katona)

- Rejected mechanistic viewpoints, learners are not passive organisms. They select out specific information, process it and act upon it, in different ways in different circumstances.
- Stressed effect of prior knowledge & assumptions of new learning and indicated how teachers might help learners to perceive and select information.
- Latent learning - learning something now for future application (learning could take place incidentally & not show itself in performance until some future date. Teachers can introduce at early stage those ideas that can facilitate later acquisition of more difficult concepts.

Principles from the Cognitive theories

- **Learning with understanding.** Understanding is better than rote learning or memorization. For people to acquire something new, it must be meaningful and fit in with what they already know.
- **Organization and structure.** Organized material is easier to learn and remember. **Perceptual features.** The environment in which a problem is displayed to learners is important in helping them to understand it.
- **Cognitive feed-back (Knowledge of result).** Learning is more likely to be effective and efficient if the learners are informed as how well they are doing.
- **Differences among individuals** - in terms of ability, personalities, etc. also affects learning.

What difference you observe between principles of S-R and cognitive theories with respect to their importance for teaching and learning?

2. Social learning theory

- Focuses on the learning that occurs within a social context. It considers that people learn from one another, including such concepts as observational learning, imitation, and modeling. Among others, Albert Bandura is considered the leading proponent of this theory (Ormrod, 1999). The following are general principles of social learning theory:
- Learning can occur without a **change in behavior**. Behaviorists say that learning has to be represented by a permanent change of behavior, in contrast social learning theorists say that because people can learn through **observation alone**, their learning may not necessarily be shown in their performance. Learning may or may not result in a behavior change.
- **Cognition** plays a role in learning. Over the last 30 years social learning theory has become increasingly cognitive in its interpretation of human learning. Awareness and expectation of future reinforcement or punishment can have a major effect on the behaviors that people exhibit.
- Social learning theory can be considered a **bridge or transition** between behaviorist learning theories and cognitive learning theories.

3. Constructivism

It is a philosophical view on how we come to understand or know. It is, in our mind, most closely attuned to the pragmatic philosophy of Richard Rorty (1991). Constructivism is characterized in terms of these primary propositions:

- **Understanding** is the core concept of constructivism and our interactions with the environment. We cannot talk about what is learned separately from how it is learned, as if a variety of experiences all lead to the same understanding. Rather, what we understand is a function of the content, the context, the activity of the learner, and most importantly, the goals of the learner.
- **Cognitive conflict or puzzlement is the stimulus for learning** and determines the organization and nature of what is learned. When we are in a learning environment, there is some stimulus or goal for learning – the learner has a purpose for being there. That goal is not only the stimulus for learning, but it is a primary factor in determining what the learner attends to, what prior experience the learner brings to bear in constructing an understanding.
- **Knowledge evolves through social negotiation** and through the evaluation of the viability of individual understandings. The social environment is critical to the development of the body of knowledge we call knowledge.

The instructional principles deriving from constructivism are as follows:

- Anchor all learning activities to a large **task or problem**. That is, learning must have a purpose beyond. We learn in order to be able to function more effectively in our world. The purpose of any learning activity should be clear to the learner.
- Support the learner in developing **ownership** for the overall problem or task. Instructional programs typically specify learning objectives and engage the learner in a project, assuming that the learner will understand and buy into the relevance and value of the problem.
- Design **learning environment** to support and challenge the learners' thinking (Fogarty, 1998).

4. Adult Learning Theory

Stresses the need for self-learning and need-based training focusing on current problems. It is founded on the facts that adults learn differently from children. Adults learn best from experience, rather than extensive note taking and memorization. The following are some of the assumptions about adult learning:

- **The need to know** - The more adults understand the importance of the "need to know", the more effective and positive the learning experience will be. Without this knowledge of why, resistance would result.
- **Readiness to learn** - The participants must be ready, able and willing to learn before we can ever hope to teach them. Even the best equipped learning facilities do not help in a learning process where the trainees do not find the program to be useful.
- **The need to be self-directing** - Self-directed learning is the process by which adults:
 - take control of their own learning,
 - set their own learning goals,
 - locate appropriate resources,
 - decide on which learning methods to use, and evaluate their progress.
- **Experience** - Experiential learning is based on the philosophy of "experience is the adult learner's living text book" (Lindeman, 1926:7). Experienced people with extensive years of service referred to as "the Walking Encyclopedia". The two pitfalls in experiential learning include:
 - Experience is culturally framed and shaped
 - Length of experience is not necessarily connected to its richness or intensity
- **Orientation to Learning** - While memorization of facts and figures is critical in some sessions, majority of learning situations call for "real world" attitudes and values. Learning is best when closeness to actual job is apparent. Learning to learn should be conceived as a lifelong learning. Adults possess a self-conscious awareness of how they come to know what they know.

Is the assumption, “you cannot teach an old dog new trick” right? Argue for or against the assumption.

Learning Theories (Summary)

Behaviorism (Theorists

include Watson, Thorndike, Skinner)

- Directed instruction
- Standardized curriculum & tests
- Objectivist
- Teacher-centered
- Behavioral observations
- Focus on the individual
- More focused on one approach

Constructivism (Theorists

include Dewey, Vygotsky, Piaget, Bruner, Papert, Resnick)

- Non-directed instruction (self-initiated)
- Customized curriculum & self-assessment
- Constructivist
- Learner-centered
- Cognitive operations
- Group work is emphasized
- More holistic in approach

Which learning theory is the best? Ask also your students (trainees) which approach they prefer? Do they prefer student-centered activity based approach or teacher-centered lecture based approaches?

Constructivism focuses on problem solving using most learning for the least teaching. It is obvious that this can not be attained by merely decreasing the quantity of teaching while leaving everything unchanged. The extent to which this process can naturally occurs without structure and teaching poses challenge. “Imagine the fun revenue Canada would have if every person decided to report their taxes in their own way” (Mergel, 1998: 11-12).

Hence, there is no one best learning theory. Different theories could be applied depending on the learner and the learning environment. It is important to note that some learning problems require prescriptive approach, while others need to be addressed through learner controlled environment. To this end, the principle suggested to address the situation parallels the proverb: “If a man is hungry you can give him a fish, but it is better to give him a line and teach him to catch fish himself” (Papert, 1993: 139).

Maximizing Learning, Learning Pyramids and Learning Strategies

Two major factors contribute in the maximization of learning.

1. Internal Factors - Learners must have both the motivation and the ability to learn; if

either is lacking, learning may not occur. Students’ motivation is a foundation for learning.

Trainability is one of the internal factors in maximizing learning. It is concerned with the readiness to learn, combining trainees' levels of ability and motivation (Maier, 1973) with their perceptions of the work environment (Noe, 1986).

$$\text{Trainability} = f(\text{Motivation} \times \text{Ability} \times \text{Perception of the Work Environment})$$

The formula above illustrates that a trainee must have both the motivation and the ability to learn; if either is lacking, learning will not occur. The equation also shows that a very high level of one cannot completely overcome a very low level of the other (Maier, 1973).

In addition, if employees perceive little support in the work environment (including supervisors & co-workers) for learning new knowledge or skills, they will be less likely to learn and use them (Noe, 1986). Trainability is an important factor in HRD. Placing employees in programs they are not motivated to attend or are not prepared to do well in can waste time and resources. Trainees with less ability take longer to learn, which can increase the length of training period and expenses involved in conducting training. In fact it is possible that these trainees will not learn at all.

2. Factors related to the design and learning environment.

■ Conditions of Practice

- 2.1. Active Practice
- 2.2. Overlearning (practice beyond the point the material or task is mastered)
- 2.3. Massed vs Spaced Practice Sessions
- 2.4. Whole versus Part Learning
- 2.5. Task Sequencing (from general to specific or vice versa, logical sequencing, etc.)
- 2.6. Knowledge of Results or Feedback

■ Retention and Transfer of What is Learned

The following issues contribute to maximize retention:

- **The meaningfulness of material** is the extent to which it is rich in associations for the individual learner. Research shows that the more meaningful factual material is, the easier it is to learn and remember. Overviews of learning topics presented at the beginning of training sessions can help trainees understand the course content as a whole. Using examples and illustrations will also increase meaningfulness by providing more associations.
- **The degree of original learning** also influences learning retention. The better information is learned initially, the more likely it will be retained.
- **Interference** can also affect the extent to which learning is retained. There are two types of interference. First, materials or skills learned **before** the training session can inhibit recall of the newly learned material. Second, information learned **after** a training session may also interfere with retention.

In addition to learning and retaining new material, the learner must also use it on the job to improve performance (could be applied to vocational & college graduates). Transfer can take one of three forms.

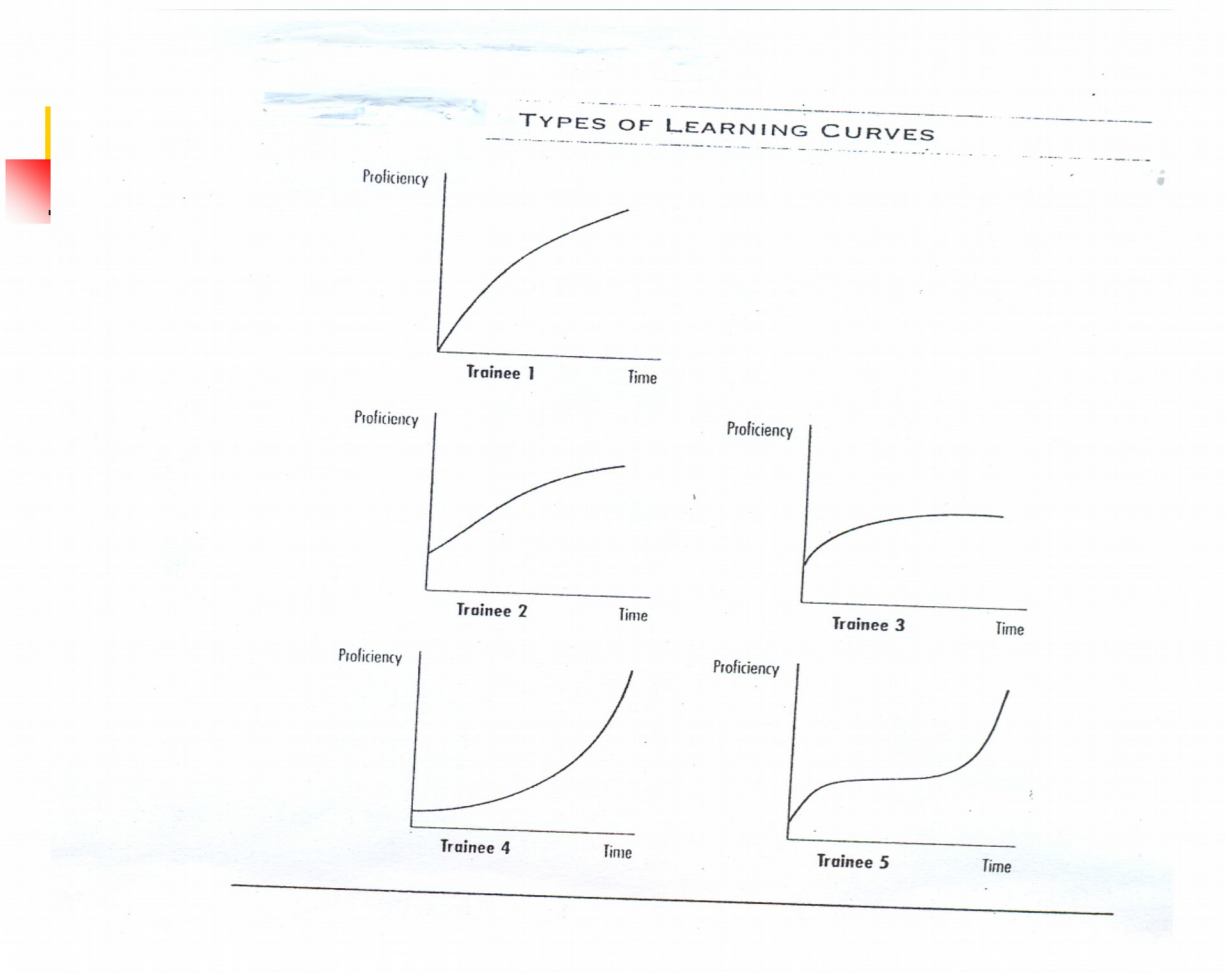
- **Positive transfer** occurs when job performance is improved as a result of education or training.
- **Zero transfer** occurs when there is no change in job performance as a result of education or training
- **Negative transfer** occurs when job performance is worse as a result of education or training.

Learning Curve (Rate of Progress)

Students learn at different rates. Some students progress more quickly than others, and individual learners may even progress at different rates during the same education or training program. For example, a new vocational student learning how to operate a punch press may show little progress at first, making many mistakes, and then suddenly master the procedure and quickly progress to competence.

The following shows rate of learning for different learners.

- The learning curve for Learner (Trainee) 1 shows a very fast rate of learning, taking little time to achieve high performance.
- The curve for Learner 2 shows a slower rate of learning, with education or training ending at a lower level of final performance than Learner 1.
- Learner (Trainee) 3 reaches a moderate level of performance quickly but then makes little further progress despite continued practice.
- This contrasts to the progress of Learner 4, who learns slowly at first but steadily improves to a high level of performance.
- Finally, the S-shaped learning curve with a plateau for Learner 5 shows rapid progress at first, followed by a period of little progress during the middle of learning, and then rapid progress in the latter part of learning.



Learning curves can provide useful feedback to both trainer/tutor and student. For instance, if a trainer notices a plateau (the flat part of a curve indicating no progress is being made), a different approach, encouragement, or some other intervention may be needed for the student to improve.

When implementing a new supplementary program, plotting learning curves can be used as a baseline for communicating expectations of progress to future students and trainers, and as aids in

scheduling; and planning future training and tutorial sessions.

Different Kinds of Learning (Loops of Learning)

Key breakthroughs in helping people understand the dynamics of learning are the concepts of single-loop, double-loop and triple-loop learning. These concepts help you to realize and appreciate the kinds of learning that you and your client can glean during a project. The concepts are largely from the works of Argyris and Schon (1974).

- ***Single-Loop Learning or Adaptive Learning (Following the Rules)***

The conventional example used to explain this concept is the thermostat. It operates in one mode. When it detects that the room is too cold, it turns on the furnace. When it detects that the room is too hot, it turns off the furnace. In other words, the system includes one automatic and limited type of reaction – little or no learning occurs and little or no insight is needed. Experts assert that most organizations operate according to single-loop learning – members establish rigid strategies, policies and procedures and then spend their time detecting and correcting deviations from the “rules.” You might exhibit this kind of learning when you notice that your client has not produced a certain deliverable on time during a project, so you get angry at your client and demand that your client produce the deliverable – without ever really exploring why your client did not produce the deliverable in the first place.

- ***Double-Loop Learning or Generative Learning (Changing the Rules)***

In double-loop learning, members of the organization are able to reflect on whether the “rules” themselves should be changed, not only on whether deviations have occurred and how to correct them. This kind of learning involves more “thinking outside the box,” creativity and critical thinking. This learning often helps participants understand why a particular solution works better than others to solve a problem or achieve a goal. Experts assert that double-loop learning is critical to the success of an organization, especially during times of rapid change. To continue the above example of your client not producing a deliverable, double-loop learning occurs when you engage your client in discussion about their reasons for the absence of the deliverable, and whether your expectations were realistic or not. Results of the discussion might be, for example, that project timelines are changed or that communications between consultant and client are improved.

- ***Triple-Loop Learning (Learning About Learning)***

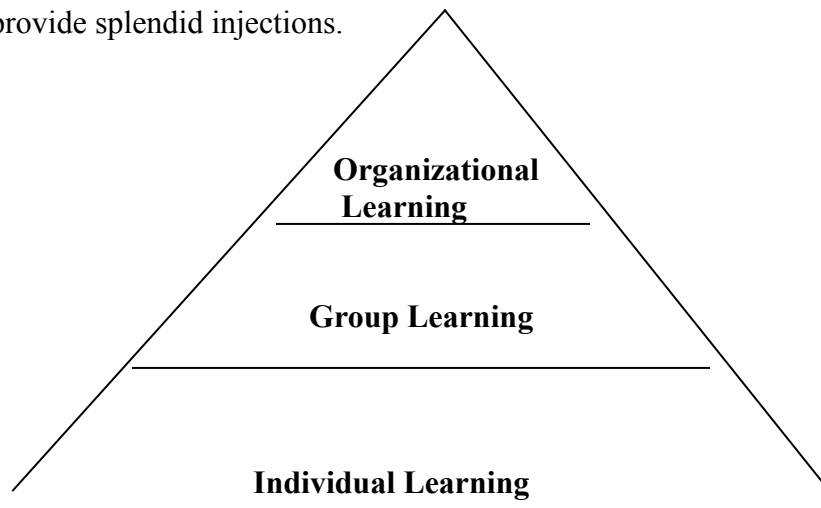
Triple-loop learning involves “learning how to learn” by reflecting on how we learn in the first place. In this situation, participants would reflect on how they think about the “rules,” not only on whether the rules should be changed. This form of learning helps us to understand a great deal more about ourselves and others regarding beliefs and perceptions. Triple-loop learning might be explained as double-loop learning about double-loop learning. To continue the above example, triple-loop learning occurs when, after having engaged in discussion with your client, both of you discuss the dynamics of your conversation, including how it was conducted, what learning was produced from the conversation and how that learning was produced.

Which of these kinds of learning (learning loops) currently exist in your education office or school?

Learning Pyramid (Levels of Learning)

We know at least three things about learning which ought to impact on our approach in trying to create effective learning environments:

- Learning is individual (in schools or workplaces)
- Learning is, however, achieved through interaction with others (in groups).
- Learning also occurs in schools or in and around jobs (in organizations) although courses provide splendid injections.



Explain to your students or trainees that individual learning is the base for group or collaborative learning. Effective individual and collaborative learning will constitute school-wide or organizational learning.

What do we mean by learning organization and how do you see schools as learning organizations?

What are some of the characteristics of learning organizations?

Learning Strategies –

Similar to Kolb's modes of learning, learning strategies represent the “behavior and thoughts a learner engages in during learning” (Weinstein & Mayer, 1986: 315). Learning strategies are the techniques used by the learner to rehearse, elaborate, organize, and/or comprehend new material as well as influence self-motivation and feelings.

Weinstein and Mayer grouped learning strategies into the following five major categories.

- **Rehearsal strategies** (repeating items in a list)
- **Elaboration strategies** (paraphrasing and forming a mental image)
- **Organizational strategies** (grouping or ordering information to be learned)
- **Comprehension monitoring** (self questioning)
- **Affective strategies** (increasing alertness, relaxation, finding ways to reduce text anxiety).

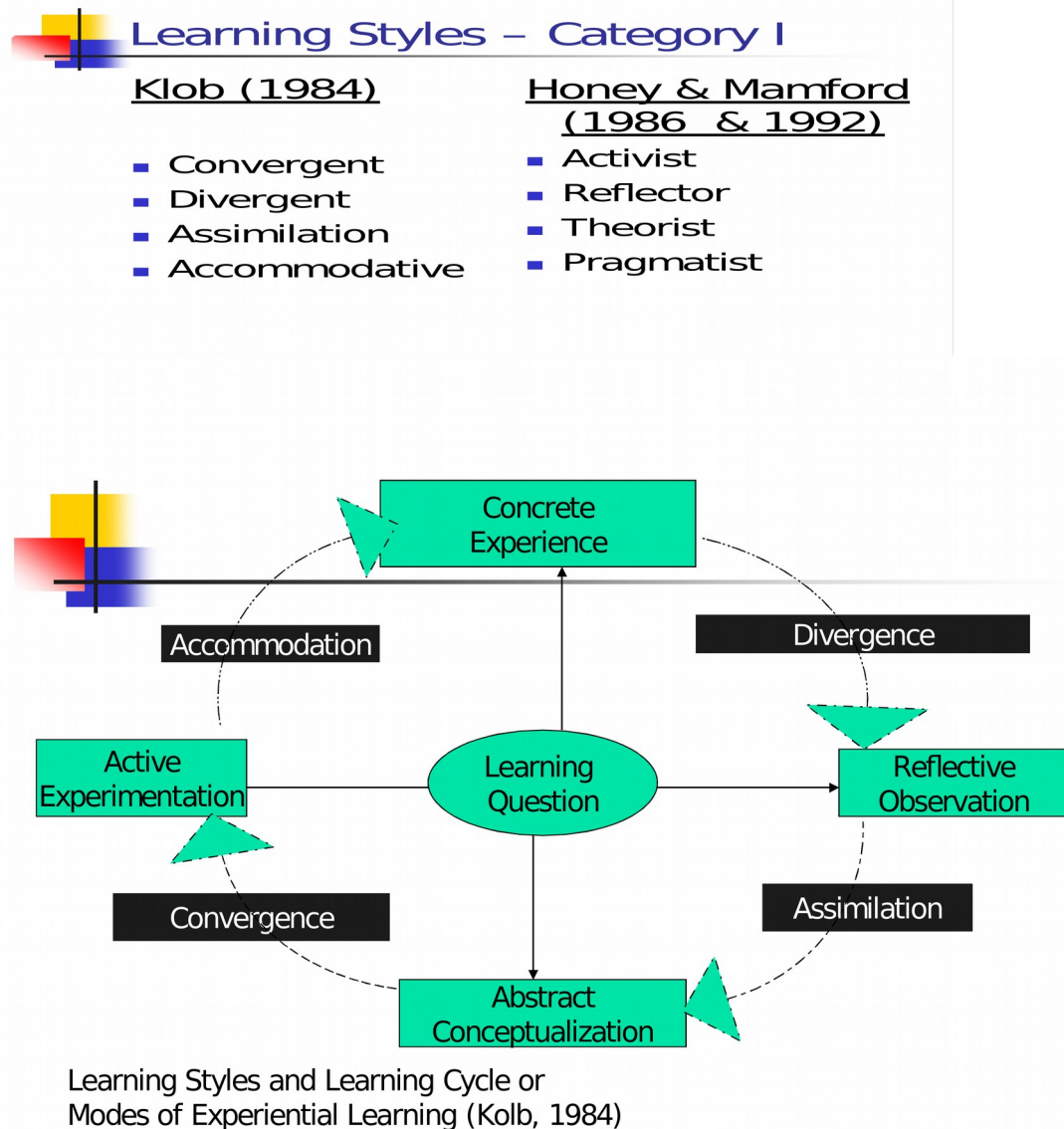
Which of these learning strategies mostly used by learners? How can you help your students or trainees to identify and make use of these learning strategies for better academic performance?

Learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies. Some learning strategies involve changes to the design of instruction. For example, the use of questions before, during or after instruction has been shown to increase the degree of learning (see [Ausubel](#)). A typical study skill

program is SQ3R which suggests 5 steps: (1) survey the material to be learned, (2) develop questions about the material, (3) read the material, (4) recall the key ideas, and (5) review the material.

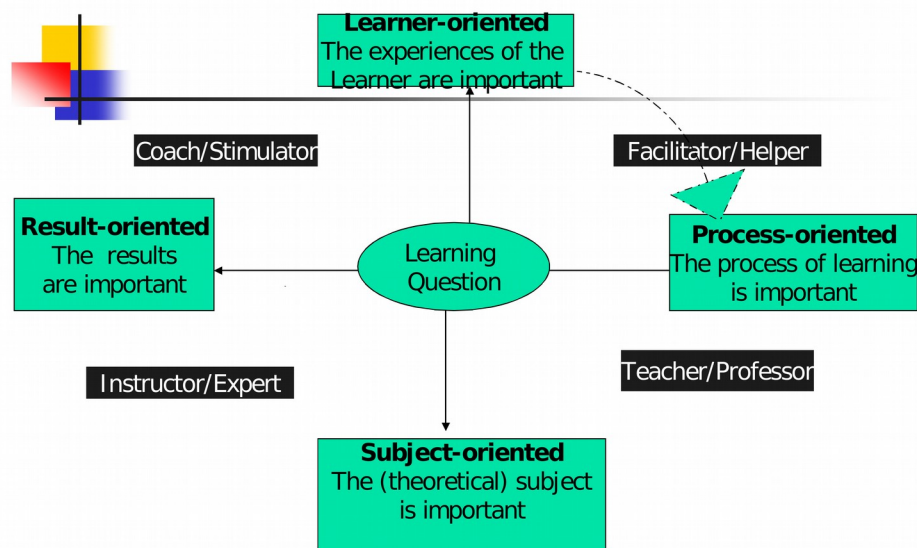
How do People Learn Best? – Learning Styles

Learning styles are closely related with learning strategies. Please inform to your students that if they identify their learning styles, they can learn best. In the following discussion, two major categories of learning styles will be described.



- **Accommodative Learning Styles (resembles Pragmatists).** The greatest strength of this style lies in doing things, change and risk taking. Theories are discarded if they do not fit with the facts. Learners with an accommodative orientation tend to solve problems on trial-and-error basis, relying on the information from other people rather than on their own analytical ability. They are pushy and not tolerate open-ended discussions. Their philosophy is, “there is always a better way and if it works, it is always good.”

- **Convergent Learning Styles (resembles Activists).** The greatest strength of this style lies in problem solving and practical application of ideas through deductive reasoning in to specific problems. Learners with a convergent orientation prefer dealing with technical tasks rather than social and interpersonal issues. They are open-minded (not skeptical) and their philosophy is, “I will try anything once.”
- **Divergent Learning Style (resembles Reflectors).** The emphasis in this orientation is on brainstorming and adaptation by observation rather than action. Those oriented toward divergence are interested in people and tend to be imaginative and feeling-oriented. They are not very active in discussion but they are good listeners. Their philosophy is, “to be cautious.”
- **Assimilative Learning Style (resembles Theorists).** In assimilation, the dominant learning abilities are abstract conceptualization, creation of theoretical models, systems thinking and inductive reasoning. It is less focused on people and more concerned with ideas that are less judged by their practical value. They tend to think first, analyze and then generalize. Hence, their philosophy is, “if it is logical, it is good.”
**Which learning style is best? There is no one best learning style. All styles are used depending the learner, learning environment and training styles.*



Training Styles (Francis Gastmans - Dialogue Learning Center)

- **Learner-oriented Training Style** – A trainer/tutor with an accommodative learning style emphasis on doing. “just jump in the water and learn to swim.” He/she is very close to the trainees. E.g. coach, stimulator, salesman, an enthusiastic friend, father, etc.
- **Result-oriented Training Style** – A trainer/tutor with a convergent learning style emphasis on the technical side of knowledge. He/she puts results of learning in an objective and a single way. E.g. instructor, expert, specialist, engineer, manager, etc.
- **Process-oriented Training Style** – For a trainer with a divergent learning style, reflection on experiences is a most important tool for learning. The way the learner learns and the process of learning are vital for this trainer. He/she uses creative methods and can listen very good, patient and has a trained eye for non-verbal communication. E.g. facilitator, therapist, social worker, priest, anti-authoritarian teacher, a good friend, etc.

- **Subject-oriented Training Style** – A trainer/tutor with assimilative learning style emphasis on thinking, reasoning and synthesizing information. He/she uses theoretical models to gather knowledge and the results of learning can be checked by exams. For this trainer learning means gathering knowledge. This trainer tends to behave more on a distance to the learner. E.g. teacher, professor, doctor, preacher, etc.

**There is a direct connection between the learning style of a person and his/her training style. Trainers' style is influenced by their character, temperament, the subject matter and the context. A trained trainer uses all four styles depending on the situation. As a trainer or tutor, before you instruct students or trainees to identify their learning styles, you need to know your own learning styles so as determine the proper teaching or training style for your students.*

For the exercises on training styles, refer the Trainer Type Inventory (TTI) on page...

In order to assist learners to identify their learning styles, please forward the following questions. Do you sit in the front row of the lecture hall, listening attentively, witting notes, and remembering 80 percent of what you heard? Do you sit in the middle row writing down everything on the board, and then study it? The answer that best deceives you correlates to your learning style. When you understand how you learn best, you will need to spend less time studying because you will be studying in the style that is most comfortable and productive for you.

You will probably have a favorite learning style, or you may combine various learning styles in different situations. In labs you need to be a hands-on, **kinesthetic learner**. In lectures, **auditory learning** skills are crucial. Knowing your learning style and how to use it effectively brings out the best in you. The discussion below, tries to elaborate the three learning styles in order to assist you answer the question *what learning style works best for you?*

1. Visual Learning -

Visual learners read, see, or visually imagine concepts in order to recall them. Seeing concepts creates greater understanding and memory retention. Visual learners prefer instructors who write notes on the board or conduct demonstrations. They would rather study their own notes than listen to a lecture or a study group conversation. This is the type of learners who may even say, "Please write down what you just said, so that I can understand it better. If you learn best visually, you probably enjoy reading and examining graphs, drawings, visual aids, and diagrams.

2. Auditory Learning

Auditory learners grasp and comprehend information extensively through hearing. For example, knowledge levels are increased by reading aloud notes or assignments. Conversations increase the knowledge level of the auditory learner. This is the type of person who will listen attentively in class when the instructor lectures but loses interest when concepts are written on the board with no discussion. If you learn best as an auditory learner, then you probably prefer discussion, lectures, study groups, and recitation.

3. Kinesthetic Learning

Kinesthetic learners master information best through activity or hands-on experience. Handling and touching increase learning. Some kinesthetic learners, for example, cannot tell you a friend's telephone number without first punching out the numbers on an imaginary phone in front of them. The activity of pretending to dial a phone provides memory cues to stored information. For kinesthetic learners, actions stimulate understanding and memory. Kinesthetic learners learn best with tasks that are hands-on (laboratories, mechanics, computers, cooking, simulations). If you are a kinesthetic learner, you probably prefer recording and writing information, and correlating what you learn in class to true-life situations.

Some learners find that they do not have one dominant learning style; instead they rely on all three. Whether you are primarily a visual, an auditory, or a kinesthetic learner, understanding is increased through analysis and critical thinking. Questioning, wondering, pondering, thinking, and rethinking enhance learning in all learning styles.

After identifying your own learning style using this questionnaire, ask your trainees to fill the following learning style questionnaire to find out what kind of learner they might be (let them to answer this questionnaire to gather an introductory understanding of their learning style). Please do not refer the scoring information below the questionnaire before you complete the questionnaire.

Learning style questionnaire - Mark the answer that best describes you.

1. Learn best when
 - a. I can see a diagram or description of the concept
 - b. I hear the concept presented on tape or in lecture
 - c. I can become actively involved in the concept
2. I prefer
 - a. To learn from instructors who use a computer in the classroom to show concepts from the internet.
 - b. To listen to a lecture rather than read the text
 - c. Lab experiments.
3. I like classrooms in which I can
 - a. Sit in the front row so that I can see everything.
 - b. Clearly hear the instructor.
 - c. Maintain my attention level through hands-on-experience
4. I like group activities in the classroom because
 - a. I can see different responses within to the instructor's questions.
 - b. I can hear different viewpoints
 - c. I can become more involved in the learning environment
5. I usually like
 - a. Reading an assignment.
 - b. Listening to my classmates summarize readings rather than being involved in group activities.
 - c. In-class assignments that involve a lot of activities.
6. I like to learn by
 - a. Seeing.
 - b. Hearing.
 - c. Becoming active in the learning process.
7. Test taking is easier for me when I can
 - a. Visualize where the answer to the question was in the text.
 - b. Prepare by studying with others and hear them orally repeating concepts that we need to know.
 - c. Write potential test questions down and answer them in a written format
8. When studying I would much rather
 - a. See a movie or watch a distance learning seminar than hear an audiotape.
 - b. Listen to a lecture or discussion than read a textbook assignment.
 - c. Participate in a lab assignment than read a textbook assignment.
9. My philosophy on learning is
 - a. If listen attentively to a lecture, I will understand it.
 - b. If I see diagram explaining the lecture, my comprehension increases.
 - c. If I can take a concept that I need to learn for class and turn it into a song, learn it better (especially when I sing it repeatedly in the shower).
10. Comprehension is increased when
 - a. The professor writes down an explanation of a difficult subject
 - b. I listen to a study tape that I created while I do the dishes or work in the garden.
 - c. I jump rope and practice the terms for the class at the same time.
11. Learning is a continuous lifelong process that is made easier by.
 - a. Reading
 - b. Lectures.
 - c. Laboratory assignments.

If most of your responses were "a," you may be a visual learner, "b," you may be an auditory learner, "c," you may be kinesthetic learner.

Training and Development

Introduction

Training and development (T & D) focus on changing or improving the knowledge, skills, and attitudes of individuals. Training typically involves providing employees the knowledge and skills needed to do a particular task or job through attitude change may also be attempted. Developmental activities, in contrast, have a long-term focus on preparing for future work responsibilities, while also increasing the capacities of employees to perform their current jobs. T & D activities begin when a new employee enters the organization, usually in the form of employee orientation and skills training.

Training and development -- or "learning and development" as many refer to it now -- is one of the most important aspects to our lives and our work. **Operating in a fast-changing environment organizations need to adapt in order to stay at the forefront – this means their people have to learn or extend their knowledge and skills, and master new ways of doing things in order to continue to provide a high standard of delivery. Organizations also have legal responsibilities concerning certain aspects of training, as well as a general duty of care with respect to the roles and situations in which their staff operate. The overall approach to staff development has historically been very training-focused, with organizations tending to adopt what could best be described as a paternalistic approach to deciding what training should be provided, for whom, and when. The current trend is towards encouraging individuals to take responsibility for their own learning, with organizations offering a range of opportunities and providing support within parameters which fit with organizational strategy and duty to the employee.**

One key factor in employee motivation and retention is the opportunity employees want to continue to grow and develop job and career enhancing skills. In fact, this opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation. Critical factors which can facilitate or hinder this shift towards a partnership approach are organizational culture, local custom and practice, staff expectations, allocation of resources, procedures underpinning the learning process, attitudes towards learning, and perceptions of rewards/benefits. The existence of suitable learning and development opportunities, with appropriate support, has been demonstrated as one of the indicators of high-performing organizations, where staff engagement, satisfaction and effort are closely correlated with organizational effectiveness.

There are also direct impacts on recruitment and retention. An effective learning and development policy should therefore be viewed as a core strand of any HR strategy.

Benefits of Training and Development for Employees and Organizations

Imagine an organization from which a key senior executive decides to resign. If there is no one currently within that organization who can step up into the vacant position, the cost the organization can be formidable:

- ❖ the cost of advertising the vacancy, which could be substantial if there are few people around with the skills and qualifications sought;
- ❖ the cost of approaching an employment agency or “head hunter” to assist with recruitment;
- ❖ disruption to the workflow while a successor is obtained and then inducted into the organization; and
- ❖ the inherent risk of hiring a new “unknown quantity” employee when compared to using an existing with a “proven” record with the organization.

Benefits of Training and Development for Employees

- ❖ The opportunity for promotion and self-development
- ❖ Improved job satisfaction through better job performance
- ❖ A challenge – the chance to learn new things
- ❖ Adaptability – greater ability to adapt to and cope with change

Benefits of Training and Development for organizations

- ❖ Higher productivity through better job performance and efficient use of human resources
- ❖ Goals and objectives most effectively met
- ❖ Reduced costs due to less labor turnover, errors, accidents, absenteeism
- ❖ A more capable “mobile” workforce
- ❖ Existing staff more easily retained
- ❖ Less disruption in event of staff turnover
- ❖ An “insurance policy” – employees are better able to cope with organization “crises” (this is a benefit for employees as well)

Basic Requirements of Learners and Secrets in Training and Development

Basic Requirements of Learners in Training and Development

A. To Learn, Learners Must Be Willing to Grow, to Experience

Learning often involves new skills, developing new behaviors. After many years of classroom education, it's easy for us to take a course where all we must do is attend each meeting, take notes and pass tests -- and call this learning. One can complete a Bachelors in Educational Management, but unless they're willing to actually *apply* new information, they'll most likely end up with an office full of unreferenced textbooks and a head full of data, but little knowledge and wisdom.

B. Growth Involves the Entire Learner

If learning is to be more than collecting new information, then we must involve ourselves completely in our learning experiences. Unfortunately, too many development programs still operate from the assumption that the learner can somehow separate personal development from professional development. So we end up getting a great deal of information about finance and sales, but little help with stress and time management. Then, after schooling, when we enter the hectic world of management, we struggle to keep perspective and we're plagued with self doubts.

C. Growth Requires Seeking Ongoing Feedback

Many of us don't know what we need to learn -- we don't know what we don't know. Therefore, feedback from others is critical to understanding ourselves and our jobs. Feedback is useful in more ways than telling us what we don't know. Feedback also deepens and enriches what we do know. Research indicates that adults learn new information and methods best when they a) actually *apply* the information and methods, and b) exchange feedback around those experiences.

D. Trust Your Instincts to Learn

Learning doesn't come only from other people telling you what you need to know and how you need to learn it! The highly motivated, self-directed learner can make a "classroom of life". Everything becomes an experience from which to learn. You can design your own learning experiences! Think about what you want to learn, how you might learn it and how you'll know if you've learned it.

Training and Development Secrets

Motivation and retention "secrets" relative to employee training and development. These are key factors in multiplying the value of the training and development you provide.

- **Allow employees to pursue training and development in directions they choose, not just in organization-assigned and needed directions.**
- **Have your organization support learning, in general, and not just in support of knowledge needed for the employee's current or next anticipated job. Recognize that the key factor is keeping the employee interested, attending, and engaged.**
- **The development of a life-long engaged learner is a positive factor for your organization no matter how long the employee chooses to stay in your employ. Use these training and development activities to ensure that you optimize the employee's motivation and potential retention.**

Training and Development Job Content and Responsibilities

Training and development specialists or managers can impact training and development significantly through the responsibilities in an employee's current job.

- **Expand the job to include new, higher level responsibilities.**
- **Reassign responsibilities that the employee does not like or that are routine.**
- **Provide more authority for the employee to self-manage and make decisions.**
- **Invite the employee to contribute to more important, department-wide decisions and planning.**
- **Provide more access to important and desirable meetings.**

- **Provide more information by including the employee on specific mailing lists, in organizations briefings, and in your confidence.**
- **Provide more opportunity to establish goals, priorities, and measurements.**
- **Assign reporting staff members to his or her leadership or supervision.**
- **Assign the employee to head up projects or teams.**
- **Enable the employee to spend more time with his or her boss.**
- **Provide the opportunity for the employee to cross-train in other roles and responsibilities.**

Training Managers Responsibilities and Job Characteristics

Training managers, also known as training and development managers, plan, coordinate and direct the training and development activities for employees. They also oversee the training staff members. They work with businesses, government agencies and institutions. Those in training management perform need assessments and training evaluations. Sample job titles include education and development manager, director of education, training and instruction manager, training director, manager of staff training and development, HR or personnel manager, director of educational services, development manager, learning manager, and director of staff development.

Some of the goals of training managers are to improve productivity, develop skills, build worker loyalty to the organization and improve the quality of work. Those in training management often create and direct leadership or executive development programs. The goal of the programs is to develop potential and current executives to replace executives that leave for other jobs or retire. Training programs are also designed to help employees deal with mergers and acquisitions. Often, organizations hire training and development managers due to the fast pace of technological and organizational change and the complexity of work settings. Training managers also assist employees that need to stay current with the latest knowledge in their field.

Responsibilities

- Plan, create and provide training and staff development programs
- Direct orientation sessions and arrange on-the-job training for new employees
- Perform surveys to identify training needs
- Measure training effects
- Improve existing programs
- Evaluate apprenticeship and training programs

- Direct personal development and technical training classes for staff members
- Create training manuals
- Provide training to supervisors and instructors in techniques for training and dealing with personnel

Job Characteristics

Those in training and development management usually work 40 hours a week. Some training managers travel in order to provide training at different organization locations or to training settings such as conference centers and hotels. Training managers should be knowledgeable in the methods and principles for curriculum and training design. They should have a solid foundation in instructional methodologies, teaching groups and individuals, and in adult learning theory. Education and development managers need excellent communications, leadership, presentation, teaching and interpersonal skills. The ability to encourage and motivate others is important for the occupation.

Internal and External Training and Development

Employees appreciate the opportunity to develop their knowledge and skills without ever leaving work or the workplace. Internal training and development brings a special plus. Examples, terminology, and opportunities reflect the culture, environment, and needs of your workplace. Enable the employee to attend an internally offered training session. This session can be offered by a coworker in an area of their expertise or by an outside presenter or trainer.

Especially to develop new skills and ideas, employee attendance at external training is a must. Attaining degrees and university attendance enhance the knowledge and capabilities of your staff while broadening their experience with diverse people and ideas. Training managers need to provide a [flexible schedule](#) so the employee can take time to attend university, college, or other formal educational sessions. Training managers also should pay for the employee to take online classes and identify [low or no cost](#) online (and offline) training.

Two Dimensions for Training and Development Processes

You could describe training and development processes using two dimensions - one for the degree of formality and one for the balance between self-directed and other-directed learning. These two sets of choices result in four overall approaches. That is, one can take an informal approach to self-directed or "other-directed" learning. Similarly, one can take a formal approach to self-directed or "other-

directed" learning. The decision about what approach to take to training depends on several factors. These factors include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and capacity and motivation of the learner.

Other-directed, formal training is typically more expensive than other approaches, but is often the most reliable to use for the learner to achieve the desired knowledge and skills in a timely fashion. Self-directed, informal learning can be very low-cost, however the learner should have the capability and motivation to pursue their own training. Training may take longer than other-directed forms. Highly specific and routine tasks can often be trained without complete, formal approaches. On the other hand, highly complex and changing roles often require more complete and formal means of development, which can be very expensive as a result. If training is needed right away, then other-directed training is often very useful, e.g., to sign up for a training course at a local university, college or training center. Or, a training professional can be brought in. Again, other-directed training is usually faster and more reliable, but more expensive. Self-directed forms of training require that the learner be highly motivated and able to conceptualize their approach to training, particularly in formal training.

4. Training Design and Delivery

Training design produces a training development plan that guides the creation of all training materials and strategies. It is important to design an efficient, effective training program that is based on analysis data and reflects job performance requirements. The techniques for determining training content, sequence, and strategies may vary from highly-formal to less-formal and streamlined. Use of a combination of traditional, table-top, verification, and document/template techniques will usually be most efficient.

Typical Activities Involved in Designing Training

During the design phase (which is usually closely integrated with the development phase), trainers work from learning goals to Design a training system that learners and trainers can implement to meet the learning goals. This phase also typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and the sequence of lessons. The various training media are selected, e.g., instructor-led, computer-based, World Wide Web-based, self-directed, interactive and computer-based, or multi-media. Course content is often piloted during the development phase, or initially tested, to ensure the content is understandable. Therefore, this design phase can also include identifying evaluation criteria to evaluate if course content is understandable by learners.

Some considerations when during this phase are:

- a. How complex is the training that is needed?
- b. How much time do learners have to learn the new knowledge and skills?
- c. How much money is available to pay for the training, whether in-house or using a consultant?
- d. How capable are learners to undertake the training?
- e. What are learner's learning preferences and styles?

Fundamental Elements of Training Design

- Analysis results are used to determine the content of the training program. Learning objectives that are observable and measurable are written from task statements.
- Job incumbents, their supervisors, and line management are involved in establishing initial and continuing training program content requirements and concur with the resulting design. Training programs are designed to ensure initial training provides reasonable assurance that the knowledge and skills essential to job performance are mastered by the trainees after training. Continuing training is designed to maintain and enhance job performance. Elements of continuing training should include facility changes, changes to the scope of tasks, procedure changes, facility and industry operating experience, training to correct observed performance deficiencies, changing regulations, over-train tasks from the job analysis, and other information that requires periodic refresher training (e.g., selected fundamental topics).
- The design of the courses and lessons in the curriculum promotes the application of knowledge and skills to the applicable job performance level.
- Training is designed such that actual job performance requirements, conditions, and standards are replicated to the extent practical.

- Testing and performance evaluation requirements and limitations are determined.

Products of Training Design

The products that typically result from training design include the following:

- A training program description that explains and documents the elements of the training and qualification program. A curriculum outline (structure) for the sequencing of initial and continuing training is used in developing the training program description.
- Requirements (specifications) for each unit of training, including sequencing of learning objectives, designation of training settings and techniques, and associated testing requirements.
- A training development plan.

Elements and Products of Training Development

During development, all training, documentation, and evaluation materials are revised, written, or otherwise produced. As training materials are developed, an evaluation to determine effectiveness, cost efficiency, and applicability to the training needs should be made. Training materials should be piloted (tried on a group of trainees) and modified to correct any deficiencies. Final materials used in training should be reviewed and approved by line management.

The fundamental elements of training development are:

- Training materials are developed or modified using learning objectives derived from analysis information that reflects job performance requirements.
- Review and approval requirements are established and implemented for all training materials prior to their use.
- Training materials are developed with guidance and structure that ensures consistent presentation and evaluation.

Products of training development may include:

- Classroom lesson plans.
- Laboratory and/or simulator guides and evaluation materials.
- Student materials and training aids.
- Self study materials, including workbooks, software, handouts, reading guides, and evaluation instruments.
- OJT materials such as student guides, checklists, qualification standards, and JPMs, or their equivalent.
- Initial and continuing training schedules.
- Test items and examinations.
- Program evaluation materials such as course, instructor, lesson, post-training, etc., evaluation forms.
- Training documentation system, including record systems, attendance forms, and course documentation requirements.

Training Implementation

During implementation, training is delivered and trainee mastery of the learning objectives is assessed. Training should be implemented using written guidance documents (classroom lesson plans, OJT guides, JPMs, written examinations, etc.).

Techniques that are used to implement training include on-the-job training, classroom training, laboratory training, individualized instruction (self-study, CBT, interactive video, etc.), simulator training. **Products of implementation** may include training schedules, trainee records, program in-training evaluation records, and trained employees.

Elements of implementation include:

- Training is implemented in accordance with current, approved training materials and procedures.
- Training activities encourage direct trainee participation in the learning process.
- Instructors use instructional techniques that are appropriate to training content and objectives.
- Trainee mastery of learning objectives is evaluated using performance examinations (OJT, performance demonstrations, and operational evaluations), written or oral examinations, quizzes, role-play, case studies, and/or group exercises

Training Evaluation

A training evaluation program should be implemented at every nuclear facility to determine the program's effectiveness of meeting trainee and management needs. Training activities, employee performance, and subcontractor training should be evaluated on a regular basis to determine the effectiveness of training. Changes to the training program that result from the evaluation process should be approved and documented. There are several activities associated with evaluation. Preparation for conducting evaluations may include development work, planning, scheduling, and identification of evaluators. The actual implementation of the evaluation process includes preparation, field observation, report preparation, and documentation, including resultant corrective action plans. There are a number of evaluation activities that provide information about the effectiveness of a training program. Common techniques include in-training evaluations (examinations), training delivery evaluations, post-training evaluations, and change actions (e.g., job-scope changes, procedure changes, equipment changes, facility modifications, etc.).

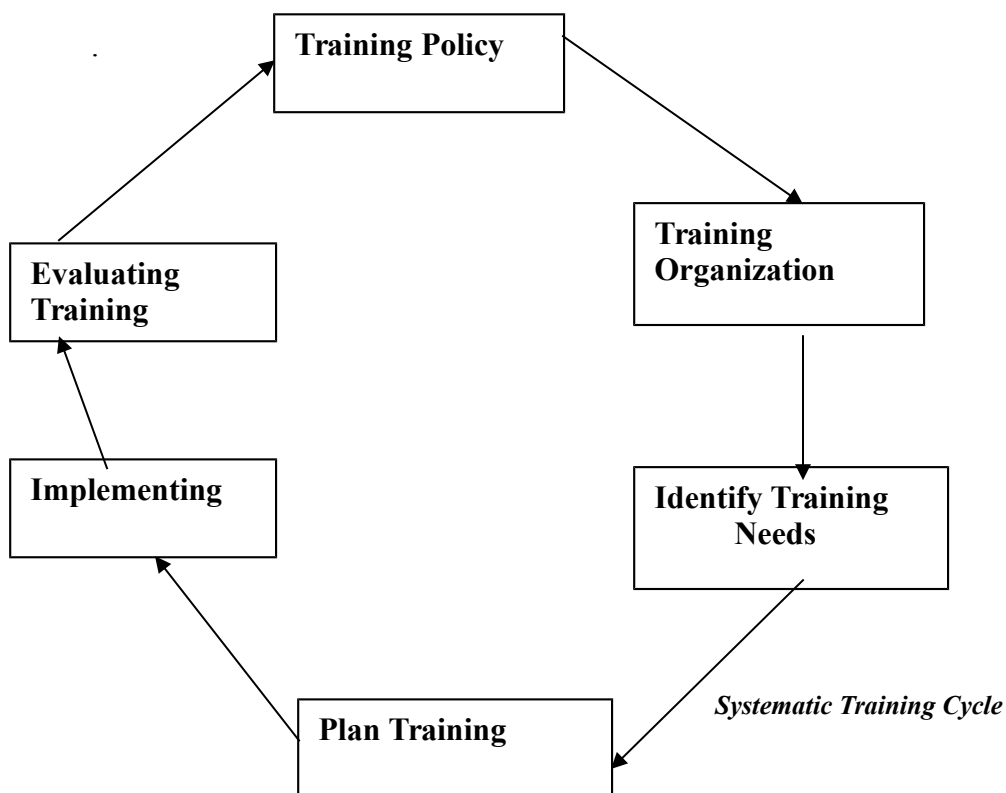
The ADDIE Model of Instructional Design

At Intulogy, we use the [ADDIE model](#) to describe the training design and development lifecycle. In the five-step ADDIE model, the training specialists:

- [Analyze](#) the training need
- [Design](#) the training program
- [Develop](#) the course
- [Implement](#) training through delivery
- [Evaluate](#) the course's effectiveness

5. Systematic Training Cycle Model of Training Design and Delivery

Systematic training cycle is one of the approaches used to design and implement a training program. As depicted in the Figure below, such systematic approach to training generally follows a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed by and assessment of training needs, for which appropriate training is provided, and ending with some form of evaluation and feedback. In this cycle, training design incorporate formulation of training policy, establishing training organization, identifying training needs, and planning the training. The implementation (delivery) and evaluation of the training will be discussed in the next section.



I. Training Policy

Concept and Rationale for Training Policy

Policies are general statements that guide thinking and action in decision making. The word “policy” probably has its roots in the Greek word polis, meaning “city” - a term that in classical times conveyed notions of system, order and enforcement of laws. These ideas survive in our contemporary usage of the word “police”. In a work context, a policy can be thought of as ‘an expression of intention’ which gives general guidance for the conduct of affairs. Thus, an organization’s policy for training and development

establishes the broad framework for its training plan. The plan, in turn, expresses the organization's priority training interventions and the strategies to be followed during a given period of time.

An organization's philosophy towards the training and development of employees is reflected in its policy: this policy governs the priorities, standard and scope of its training activities. All organizations have a training and development policy; it may be explicit or implicit. Some policies are the outcome of a planned human resource management approach; others are reactive responses to requests and problems. Some are written, others not; some are regarded as being semi-confidential; others are promulgated to all staff. Some, where there is no organizational support for training, are negative; some apply only to certain job categories, others concern all employees; some are enforced, others honored more in the breach than the observance.

Training policies could be formulated at national level or specific to a certain organization. The training policy of an organization will usually be included in a range of policies dealing with human resources management. The policy statement sets out what the organization is prepared to do in terms of developing its employees. For some organizations a policy statement is a brief sentence such as:

"The organization will provide the means to ensure that every employee will be adequately trained in the basic tasks of his or her employment."

For other organizations, the training policy statement may be quite lengthy, as in the following example:

- "The organization believes that it is in its own interests as well as in employees' interests that full support should be given to training and development.
- "The organization will therefore establish corporate as well as local training organizations."
- "Systematic assessments of training needs will be carried out before any planned training takes place. "
- "Employees and their immediate manager/supervisor will be consulted about any training identified as relevant to their situation. "
- "All training and development activities will be evaluated on a regular basis, including those provided by outside organizations as well as in-company activities."

The implication of the first, short, example given above is that training will focus on immediate learning needs related to current tasks and duties. The implication of the second, longer policy statements is that training and development will be closely linked to short, medium and long-term organizational plans and will be seen as a vital element in the organizations ability to prove itself with its customers.

Organizations develop training policies for four main reasons;

- ◆ **To define the relationship between the organization's objectives and its commitment to the training function.**
- ◆ **To provide operational guidelines for management** –for example, to state management's responsibilities for planning and implementing training and in particular, to ensure that training resources are allocated to priority and statutory requirements.
- ◆ **To provide information for employees.** For example, to stress the performance standards expected to indicate the organization's commitment to training and development; and to inform employees of opportunities for training and development (including willingness to grant time off, and/or payment of fees for external courses)
- ◆ **To enhance public relations** –for example, to help attract high –caliber recruits; to reassure clients and the public at large about the quality of the products or services.

Training Policy Development

An organization's policy for training and development is influenced by a number of such variables as:

- Aims and strategic objectives of the organization
- Size, traditions and prevailing culture
- Products or services
- Economic and social objectives
- Obligations to provide professional updating (continuing) training e.g. for nurses
- Top management's views on the value of training
- Availability of information about the organization's training needs
- The labor market and the alternative means of acquiring skilled and qualified staff
- Past and current training policies and practices
- Training experience of its managers and caliber of its specialist training staff
- resources that can be allocated to training and legislation
- Expectations of employees and their representatives

There are a number of advantages to be gained from making the training policy widely known in the organization. This approach clarifies the purpose of training and communicates top management's intentions; defines the organization's responsibility for the development of the individual employee; helps those responsible for implementing training; clarifies the role and function of the training specialists; states in general terms the training opportunities available to employees and may indicate priorities. If the contents are progressive, publication enhances employer –employee relationships, but the success of a training policy is likely to be diminished if the 'public relations' element is overplayed or if the employees' expectations are not met . Employee resentment and, as a consequence, the possibility of more difficult problems can result if an organization fails to Honor development opportunities promised in published policy statements.

The fulfillment of an organization's policy can be achieved in a number of different ways. Some organizations have a long tradition of "growing their own" managers and specialists, and provide a substantial internal training organization to sustain all their needs. Thus, most of the training and development program is provided on an in-house basis with little reliance on outsiders. Other organizations, believe in contracting out their training to external providers such as colleges, consultants and private training organizations.

Indicators of Training Policy

1. Organization

The way training is organized is a reflection of training policy. If we analyze the way training units are organized in several organizations and enterprises, we find out that they are differently organized as:

- ◆ departments, divisions, and units
- ◆ affiliated or within other units such as training and organization and management or within the personnel division, and etc.

2. Human Resources

The profile of those involved in training activities can also indicate the training policy of the organization. It demonstrates how that particular organization conceives training. Their criteria for selecting and placing trainers, coordinators or managers can be examined:

- Some organizations think that former school teachers or consultants are the answer.
- Some place one person to handle it all.
- Some require the person to act only as secretary to the scholarship committee.

3. Physical Resources

- Do they provide a space, place for training?
- Do they buy a chalk-board, a video...?
- Do they compile a small reference library?

4. Training Activities

- Content of their training programs can be examined :-
- Learning objectives of their seminars
- Criteria of selection of candidates

5. Financial Conditions

- Do they have a budget for training?
- Is it well planned?
- Do they evaluate training expenditure against return of some kind?

Analysis of Training Policy

At their best training policies may incorporate:

- ◆ Aims: are broad statements of intent. They give overall direction to the proposed activity.
- ◆ Justifications: are reasons given for proposed acts.
- ◆ Priorities: describe in order of importance, those things that must be done.
- ◆ General approaches: express mode of action

But most of the time policy statements do not usually incorporate **aims**, **justifications**, **priorities** **and approaches**, in search of these, we analyze policies.

Example: Organization X's Training Policy

“Our strength is the use of human capital as a strategic resource. We have put aside 11 million dollars to establish our own training centre and \$30 million to run training activities. We want every member of the organization to have the benefit of training, but most of all we want our agricultural engineers and development workers to have the best available training opportunities because our ultimate high technology are our employees. Our motto is to provide the right training to the right people at the right time. Since training has contributed to our goals, we expect top management to give it support. We shall not depend on any outside training organization. Our own training centre will be tailored and expanded to provide all the trainings we need.”

Organization X's Training Policy Analysis

Aim: The right training to the right people at the right time.

Justification: Our ultimate high technology are our employees

Priorities: Most of all our engineers and development workers

- ◆ so much money is provide

Approach: Establish our own training centre....never depend on outside training.

- ◆ own tailored training

Writing a Training Policy

Writing a training policy is a task that requires considerable skill and attention to detail. The starting –point is to clarify the reasons for introducing the policy and the objectives that it is designed to achieve. It is important that the staffs categories to which the policy will apply are clearly stated. Account should be taken of any contingent precedents that may have been established either in a formal way or by custom and practice. Discussion with representatives of those who will be affected is an essential part of the process of drafting a policy statement. It is important that the policy is written in an acceptable style, that the statement is positive (avoid using negatives) and that it contains no ambiguities.

II. Training Organization

The organization of training units mainly depends on the expectations of the organization from the training unit and the role of the training specialists.

Training activities could be organized under personnel department as a staff function or it could be organized as an autonomous line department. In small organizations these individuals are usually in charge of all " People " issues and, therefore, find themselves involved in many diverse matters as hiring, benefits, safety, counseling, and possibly even labor relations. These individuals' function primarily as training program developers, presenters, and in some instances evaluators. Their job description includes discovering the training needs of specific groups, planning new programs and revising new programs to meet those needs, analyzing jobs and operations for teaching purposes preparing course outlines, writing training manuals, furnishing and equipping classrooms, publicizing and selling training within the organization, counseling individual employees on problems that might be solved through training, and measuring and maintaining employees productivity and job satisfaction.

As the size of the organization increases, so does the number of operating problems and the number of people in need of training. To meet these needs, the personnel or human resources department usually establishes a training unit consisting of a training manager an assistant training manager, and one or more full-time trainers.

In some big organizations, however, an independent training department may be established. As the training function expands and its activities multiply, the training manager must direct and control diverse activities. He or she must structure the training operation for maximum productivity, budget skillfully, employ cost control and cost reduction techniques and be aware of costs versus benefits of each training effort, select and train the staff, secure managerial support for the training unit, and ensure the training programs satisfy policy requirements.

In a nutshell, the following six important aspects need to be considered in organizing a training organization:

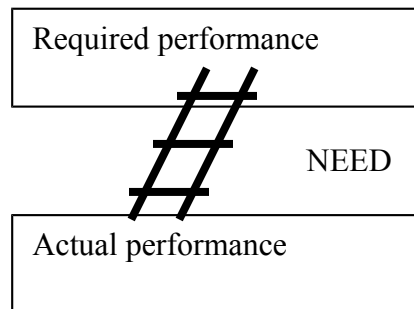
- Considerations in organizing the training unit,
- Financial sources and decisions to training,
- .Selecting the training staff,
- Training the training staff,
- Maintaining ongoing managerial support,
- Ensuring the legal and policy aspects of training and development.

III. Training Need Assessment

Meaning of Training Needs

“Many training efforts are begun with out any reason, continued with no purpose, and end in no result” **McGehee and Thayer**. The term training need analysis is being used more and more each day but unfortunately many people do not fully understand its meaning, so what is a training needs analysis? To answer this question we first need to understand what is meant by a” training need “, a training need exists when there is a gap between what is required of a person to perform their duties

competently and what they actually know that enables them to do so. Training needs analysis is the method of determining if a training need exists and if it does what training is required to fill the gap.



A training needs analysis identifies the gap between required performance and actual performance

Desired Performance (what should be) – Actual Performance (What is) = A problem (gap in skills)

The first step of the training process is diagnosis of a problem. The problem will usually be a discrepancy between current/actual/ job or unit performance and desired/acceptable/ performance. The cause of the discrepancy could be a number of factors, and training may not necessarily be the appropriate solution. But if training is the most suitable strategy for remedying the situation, its aim will be to restore or improve job performance to a satisfactory level. On the other hand, discrepancy may be caused because of the introduction of new technology in which case the aim of training would be to enable employees to cope up with the changes so that performance remained satisfactory and discrepancies do not develop. It is also important to analyze the situation in behavioral terms that is what employees are expected to actually do or achieve. Once the diagnosis is made and training is selected as a means of overcoming the problem, the actual needs of a training program can be determined. The training need can be classified as individual need or group need /organizational need/.

Why Conduct Training Needs Assessment/Need Analysis?

- To determine what training is relevant to your employers' jobs.
- To determine what training will improve performance.
- To determine if training will make a difference.
- To distinguish training needs from organizational problems.
- To link improved job performance with the institution's training goals.
- Training needs provides a realistic basis upon which to plan, budget, direct, and evaluate an effective training program.

In general, training need analysis has the following benefits:

- Investment in training and development will have focus and direction
- Priority training needs throughout the organization will become apparent
- Appropriate methods for meeting these needs will be identified

- Training will be systematic and planned but flexible enough to cope with ad hoc requests
- The benefits of training will be measured against the initial costs.
- The contribution training makes to organizational growth and success will be recognized.

(Bartram & Gibson, 1997: P.4)

Identification of Training Needs

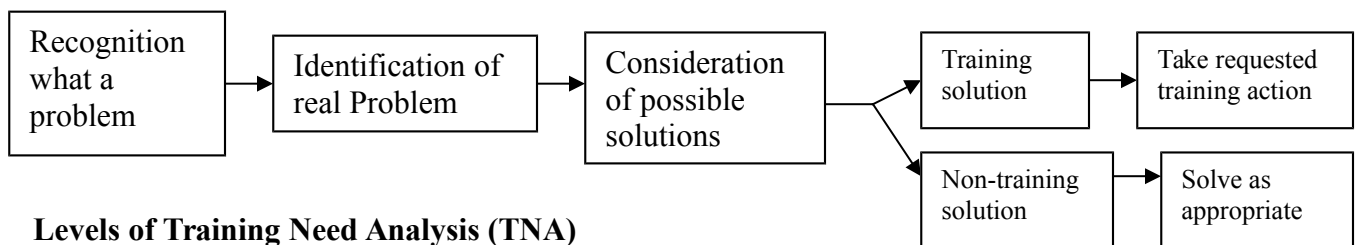
Needs can be identified any number of areas and some of the more common ways for them to be identified are.

- | | |
|-------------------------------------|---------------------------------|
| □ Complaints from staff | □ inadequate recruiting process |
| □ Complaints from customers/clients | □ large staff turnover |
| □ poor quality of work | □ performance dates not met |
| □ frequent errors | □ conflicts among staff |
| □ over handling items | □ new equipment/systems |

This list is not comprehensive and each organization may have different indicators to show a training need. The important thing is that once a training need or gap has been identified, it should be filled. When we carry out a training needs analysis we are usually interested in collecting the following types of information:

- | | |
|-----------------------------|-------------------|
| □ job roles | □ task frequency |
| □ job process and task list | □ task difficulty |
| □ job problems | □ task importance |

Carrying out a training needs analysis is largely a matter of getting information from people. How this information is gathered is up to the person carrying out the survey. They also need to consider the cost and time restrictions. A simple statement that should be applied to any identified performance problem is “if a person’s life depended on them performing a skill and they could do it, it’s a management problem. If they couldn’t do it, it is a training problem. Management problems cannot always be solved by training and may need to be handed back to management to solve.



Levels of Training Need Analysis (TNA)

Boydell (1993) has identified three levels of training needs within organizations:-

1. ***Organizational***
2. ***Occupational; and***
3. ***Individual level***

****All three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective need assessment.***

1. Organization Wide Analysis

- The state of affairs of the organization
- It is working in light of its objectives
- Performance of different categories of employees
- Identifying organization performance gaps
- Identifying sources of these performance gaps
- Results in gross training needs of various categories of employees

What to look for in Organization wide analysis

- Goals and objectives: the starting point of TNA be the business plan. Goals and objectives can have huge training implications.
- New improvements made/to be made
- Performance measures-accident rates, customer complaints, warranty costs and quality costs, etc can give a clue.

For organization analysis (How to Analyze):

- Documents study/ SPM , annual plan, performance reports, customer survey, and etc.
- Interview with the general management, management members, board members, some senior employees
- Questionnaire
- Discussion and consultation with key stakeholders
- Get the opinion of management at all levels & sample of employees from each strata.

2. Needs at Occupational Levels

- At this level, learning needs are expressed as the knowledge, skills and attitudes that are needed to carry out specific duties within a job. They are normally defined through the process of job analysis ways of collecting data.
- To get the job holder to record via diaries, ... or self -description of his work,
 - To undertake job analysis interview with the job-holder,
 - The critical incident technique -incidents that are critical - in performance of the job
 - Detailed checklists, inventories, etc.
 - Sources of information: job description and job specification
- An Analysis of occupation (task) consists of:
 - breaking down the job into component tasks
 - listing the relevant skill and knowledge required to perform each task
 - attitudes are a difficult area to measure hence concentrate on knowledge and skill
- Defining the level of competence for the knowledge and skills needs to be defined.

3. Needs at the Individual Levels

- At this level, the organization is seeking to identify any shortfall in the individual's knowledge, skills and altitudes required to perform his or her job. The difference between the desired level of performance and the current level of performance is the training gap.
- The following are some the causes of an employees training needs:-

- Transfer	- Change in systems and technology
- Promotion	- Change in working environment
- Change in job content	- Change in management approach, etc...

- Individual Analysis is conducted through:
 - Questionnaire and interview
 - Performance appraisal report
 - Observation
 - Discussion with the person on:
 - Self-introspection exercises
 - Inter personal skill analysis
- Get information from supervisor is vital on:
 - What exactly do they expect their employees to perform?
 - How & to what standard of performance?
 - What exactly is the performance deficiency of the employee?
- In case of conflicting information
 - Use observation
 - Discussion with the next higher boss, co-worker or customer
 - An analysis of the gap between standard competency of the job & the existing competency of the individual occupying the job

Types of Needs Analysis

Many needs assessments are available for use in different contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

Context Analysis. An analysis of the capacity needs or other reasons the training is desired. The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the organization has been with regard to employee training and other management interventions.

User Analysis. Analysis dealing with potential participants and trainers involved in the process, the important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning .

Work Analysis. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required . To be more specific a job analysis involves the dissecting of a job or major work event into its component parts (tasks). This helps ensure that the training which is developed will include relevant links to the content of the job.

Content Analysis. Analysis of documents, laws, and procedures used on the job. This analysis answers questions about what knowledge of information is used of this job. This information comes

from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

Training Suitability Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

Cost-Benefit-Analysis. Analysis of the return on investment (ROI) of training.

Job Analysis Form

Job title _____

Task description _____

Knowledge requirements (what the job holder must know and understand)	1.....
	2.....
	3.....
	4.....
	5.....
	6.....
	7.....
Practical skill requirements (what the job holder must be able to do and demonstrate):	1.....
	2.....
	3.....
	4.....
	5.....
	6.....
	7.....
Behavioral skill requirements (how the job holders must conduct themselves with other people)	1.....
	2.....
	3.....
	4.....
	5.....
	6.....
	7.....

Source: Reproduced from Training Needs Analysis – 2nd ed. , Sharon Bartram and Brenda Gibson, Gower, Aldershot

Skills Audit Form

Name _____ Job title _____

Department _____ Date _____

So that we can develop and apply your talents better in our organization, we would like to know more about you.

1. What academic qualifications do you possess?-----

2. What other professional qualifications do you possess?-----

3. Are you currently participating in education or training? If so, what are you studying?-----

4. Have you received any special awards? What are they?-----

Life experience

Do you possess skills that are not being used in your current job? You may have developed these skills from previous employment; in the home; voluntary works, social or community activities. Please describe your skills under these four headings.

Working with information	Working with materials
Working with ideas	Working with people

N.B Please continue on another sheet of paper if necessary

Source: Reproduced from Training Needs Analysis – 2nd ed. , Sharon Bartram and Brenda Gibson, Gower, Aldershot

Need Assessment Process (Phases of Training Need Assessment)

Conducting a needs assessment is a twelve-step process encompassing planning, data gathering, & analysis.

Planning	1 Reiterate issue & audience (people to be trained) 2 Establish planning team 3 Establish goals and objectives 4 Characterize audience(s) 5 Search for information and literature 6 Select data collection methods/instruments 7 select date collection method /instruments
Data Collection	7 Determine audience sampling scheme 8 Design & pilot data collection instrument 9 Gather and record data
Data Analysis and Reporting	10 Analyze data 11 Manage data 12 Synthesize information and create report

Data Collection Methods /Instruments /Techniques of TNA/

There are two sources of data, namely primary and secondary sources. In primary source and individual collects data by using different instruments/ methods such as questionnaire, interview, etc. In secondary sources, the individual gets data from available documents, files, statistical abstracts, memos etc.

There are several methods/instruments or techniques to collect data. There is no single method that can apply to all kinds of situations. The proper strategy would be to combine different methods to reliable information/ data.

Basic needs assessment methods /instruments include:

- ◆ Questionnaires
- ◆ Interviews
- ◆ Focus groups
- ◆ Review of relevant literature
- ◆ - Records and report studies
- ◆ - Work samples
- ◆ - Consultation with persons in key positions
- ◆ - Direct observation of employees on the job

If time and resources allow, we can use more than one method. For example, a questionnaire can be used to collect baseline information about needs. Then, either interviews or focus groups can be used to collect detailed information.

Alternatively, interviews or focus groups can be used to define the issues involved in audience characteristics, and a questionnaire can be used to define the issues. Using as many approaches as possible to collect data is called **triangulation** – that is, getting the data through a variety of different strategies so as to strengthen and verify the research findings (Kane, 1995).

Comparison of Data Collection Methods

Method	Advantages	Disadvantages
Questionnaire	Inexpensive can be confidential or anonymous ; easy to score most items standardized items and procedures	Response rate may be small; cannot probe or explain items; only used by people who can read possibility
Interview	Can probe and explain items; usually high return rate can be recorded for later analysis; flexibility of use	Time – consuming to use; no anonymity; bias of interviewer complex scoring of unstructured items; training needed
Focus Group Discussion (FGD)	Effective in helping respondents deal with complex or controversial issues that one person may be unable or unwilling to explore; can help to develop personal empathy with the audiences	FGD can be time consuming to set-up and carryout; if the members of the focus group vary widely in status and position, there may be a reluctance on the part of some respondents to participate fully.
Observation	Usually unobtrusive examines naturalistic behaviors; tends to provide a true picture of observes	Time consuming and expensive interpretation can be difficult; training needed observers bias and effects
Telephone	High responses rate; quick data collection can reach a wide range of locales and respondents	Requires phone numbers; difficult to get in –depth data; requires training

Source: Gay & Airasian (2000) . Educational Research: Competencies for analysis and application (6th. ed)

Questionnaire Sample

As you probably know, we are developing a new training program about the new information system being designed for this institution. We request your completion of this questionnaire to help us learn more about your training and information needs and references. The information you and others provide will assist us in our continuing effort to provide better training.

Your answers will be handled in the strictest confidence. Your answers will be tabulated to determine information needs, content requirements, format preferences, and overall quality.

Thank you for your time and assistance

1. To help us evaluate your answers, please indicate by checking

- ◆ Your computer experience .- 1 year or less ___ 5 to 9 years ___ 3 to 4 years
- ◆ Your job experience. ___ 1 year or less ___ 5 to 9 years ___ 2 years ___ 10 years or more ___ 3 to 4 year
- ◆ Your primary activity . ___ Salesman ___ Development Worker ___ Field Engineer ___ Professional Services ___ Customer Services ___ Manager ___ Other (please specify)

2. When you receive a new information system, what are your preferences for finding out initial information about it?

Rate the following from 1 = “most preferred” to 8 = “least preferred “.

Leave blank any information source that you do not use at all.

- ___ Audio Cassette Tapes ___ Training Videos
- ___ Printed Documentation ___ on-line Documentation
- ___ On-line Tutorial – Corporate Seminars
- ___ Commercial Advertisements ___ other (please specify)

3. Using the following scale, evaluate the usefulness of the following training programs

Very Useful ----- Not Useful

5 4 3 2 1

Audio Cassette Tapes-----

On-line Tutorial-----

Training Videos-----

Training Seminars-----

Printed Documentation-----

Commercial Advertisements-----

On-line Documentation-----

Other (please specify)-----

4. Consider the training programs that you prefer. What makes them appealing to you?

5. Consider the training programs that you do not prefer. What makes them not valuable for you?

6. Using the following scale, evaluate the training programs that you have had here

Excellent -----Poor

5 4 3 2 1

Accuracy _____

Clarity _____

Completeness _____

Organization _____

Ease of Use _____

7. What are the best aspects of the training offered here?

8. What are the worst aspects of the training offered here?

9. How would you improve the training offered here?

10. What other feedback would you like to provide to training developers?

Here is a sample questionnaire that has designed to gain information on subjects for first line supervisors, i.e.; it is typical of the questionnaires used to collect course content.

Please tick any topic you feel is relevant to our supervisor training	Strong need	Some need	Little need
Principles of supervision			
The role of the supervisor			
Induction of new employees			
Training of new employees			
Training of existing employees			
Appraisal of staff			
Oral communication			
Written communication			
Equal employment opportunities			
Listening skills			
Counseling skills			
Interviewing skills			
Disciplining skills			
Handling meetings			
Time management			
Delegation skills			
Financial control			
Health and safety			
Stress management skills			
Multicultural skills			
Computers			
Handling complaints and grievances			
Handling difficult clients			
Staff selection skills			
Initiating change			
Career development			

Please fill in the following information and return to _____ by the end of this moth.
(This information is confidential and will only be used to assess training needs).

Name: _____

Position: _____

Location: _____

Sample Questions for Focus Group

1. When you obtain a new job what types of training programs are most useful to you?
 - Do you agree with that?
 - What do you do that is different from that person?
 - Do you feel that way too?
 - You look like you disagree with what was just said. Do you?
 - Is that really the way it is?
2. What the most useful types of information in training program?
 - ◆ Do you agree with that?
 - ◆ What do you do that is different from that person?
 - ◆ Do you feel that way too?
 - ◆ You look like you disagree with what was just said. Do you?
 - ◆ Is that really the way it is?
3. How do you really learn a new job or task?
 - Do you agree with that?
 - What do you do that is different from that person?
 - Do you feel that way too?
 - You look like you disagree with what was just said. Do you?
 - Is that really the way it is?
4. How would you improve training as usually provided here?
 - Do you agree with that?
 - What do you do that is different from that person?
 - Do you feel that way too?
 - You look like you disagree with what was just said. Do you?
 - Is that really the way it is?
5. What other information would you like to provide to the developers of training here?
 - Do you agree it that?
 - What do you do that is different from that person?
 - Do you feel that way too?
 - You look like you disagree with what was just said. Do you?

- Is that really the way it is?

IV. Plan Training

An organization's training plan should be a detailed and authoritative statement of the training that will be implemented over a given period. The plan results from a reconciliation of priority training needs, policy for training and development, and available resources, particularly budgets. After identifying the training needs of individuals or groups in organization planning becomes the next step to carry out systematic training. In planning, there are many questions that need to be answered to implement the training program:

- What is the objective of the training?
- Who are the trainees?
- What should be the content of the training?
- Who should develop and conduct the training?
- Where should the training program be delivered?
- When should this training program be delivered?
- How should the training program be run (learning principles, methods, & level of training)?

The answer to these planning related questions will affect the proper implementation of the training program. The training plan of an organization can be prepared as annual plan or in a form of more specific course plan or session plan. In planning individual training programs, it is vital to determine training objectives, program content, and learning experience (means).

Program Content:-

Refers to sum total of facts important concepts, information, skills, attitudes and generalizations. They are essential because they bring desired idea to the students. The content is the realization of objectives in terms of outcomes. It mainly originates from the culture of the society and these different cultural activities are the result of human attempt to secure its basic needs.

In practice, program content decisions include the following:

1. Identifying the topic areas that should be covered to reach the stated objectives
2. Specifying key points and specific concepts and thinking processes that should be learned
3. Determining the emphasis that should be given to each topic & the specifics within each topic.
4. Sequencing the topics so that they fit together in a logical progression and build on one another to form a systematic whole
5. Establishing a learning pace that is stimulating and impactful

Measuring characteristics for selecting the content include:

1. The content that we teach must contribute to the development of problem solving skills, attitudes and abilities.
2. Contents must be selected on bases of appropriateness to the learners ability and needs.
3. The content should match the socio-economic and political conditions of the society.
4. Content must be chosen in terms of cruciality and future demands of the society.

5. The content must be effectively balanced in terms of cognitive, affective and psychomotor learning outcomes. It should help them to change their attitude towards the norm of the society.

Learning Experience

Learning experience refers to an interaction between the learner and the external condition in the environment to which the student can react to the specific phenomena. Learning experience sometimes also known as learning opportunity refers to ideas between the learner and external condition. The learning activities or experiences are means through which the learner learns the content. They are mental and physical operations that trainees employ to internalize or study the content effectively. Trainees learn more effectively when they participate in actual facts.

Criteria for selecting learning experiences include:

1. Provide opportunities to practice the behaviors implied by the objective.
2. The trainee must derive satisfaction from the learning activities. It should not be boring.
3. The learning experience must be challenging and up to his/her level (appropriate). That is, the activities in which the trainee is involved should neither be too easy nor too difficult.
4. When selecting learning experience the program planner or trainer must see that the same objective can be used in different kinds of learning activities.
5. Several outcomes can result from the same learning experience or several results may develop from the same learning experience.

Training Objectives

Objectives are guides for future actions in an organization. It is something towards which an effort is directed. Objectives could be general or specific, societal or institutional and with short-range and long-range performance targets. Consider the following descriptions of objectives.

- Targeted outcomes and desired results. They are yardsticks for tracking an organization performance and progress.
- Explicit, clear and specific statements about a desired accomplishment.
- Push an organization to be more inventive and intentional and focused in action.
- Help guard against complacency, drift and internal confusion over what to accomplish.

Note: the difference between Goal and Objectives is that goal is broader and usually at program or project level.

e.g. ♥ To improve the access for agro technical training in the Oromiya Regional State. This is a goal and one of the objectives to achieve this goal could be:

- ♥ To increase the enrollment rate of agro technical training in the Oromiya Regional State by 10 per cent per annum.

The famous aphorism by manger is often quoted by trainers. He said, **“IF WE DON’T KNOW WHERE WE ARE GOING, WE MAY END UP SOMEWHERE ELSE”**

ACCORDING TO D'HAINOUT, THERE ARE FOUR BASIC FUNCTIONS OF OBJECTIVES SEEN AS EXPECTED RESULTS.

- To serve as reference and criteria for the unambiguous evaluation of the achievement of a given aim
- To serve as a 'guiding light' during the remaining operation and specifically help both trainer and trainee in their approach to the desired aim
- To serve as criteria in the selection of methods, aids and strategies for the training operation
- To serve as aids and criteria in revising of methods and improving operations

TYPES OF OBJECTIVES

Job performance calls for three different types of ability namely those linked with intellectual, manual and attitudinal activities. If the training is to prepare for effective job performance, it would cater for the following three types of objectives.

- (a) **Cognitive Domain:** Having to do with knowledge or thinking.
- (b) **Affective Domain:** Having to do with attitudes, motivation, work ethics, value, and feeling
- (c) **Psychomotor Domain:** Having to do with manual or physical performance, skill or acting.

The outcomes are changes that take place in the students behavior in terms of the above three domains. Consequently, knowledge, values, and skills are organizing fibers (threads) of individual personality. Due to imbalance of these organizing fibers of individual personality, there is difference among people even on the same issue. Some trainers have good knowledge of subject matter (cognitive domain). However, they do not know how and when to present it to the trainee lively. That is, they lack value and appreciation (affective domain).

In order to avoid boredom and monotony, the trainer has to smile, tell stories and should try other means to take the attention of the trainee. Before discussing the subject matter, he/she has to tell to his/her trainees the importance of the subject and thereby raise their interest. As they say "strike the iron while it is hot". Other group of trainers has good knowledge and value system but lack the psychomotor domain (practical skill to interpret the theory into practice).

If these three domains of objectives are not balanced, students and instructors will be in a state of confusion. The balance of these three domains seems not uniform in the content of our training system. Mostly the cognitive domain (knowledge and memorization) is stressed. Furthermore, examination oriented system affected our society. So, this will hinder the trainees' later development. Trainees will be bookish, not going deeper beyond the thing which they have already secured. As a result, the trainees will not be creative and fall in short of the ability for research and development. Besides, they will not have adequate psychomotor domain (practical skill), the skill which is saleable or employable in the labor market. As the authorities stated, " you are what you are today as the result of what happened to the environment of yesterday."

Training objectives can be conveniently classified in to the following two categories. These are programme objectives, which include training objectives for the whole training programme, and, session objectives, which include training objectives for individual training sessions. Of course in long training programmes a third category-unit objectives may be introduced.

CATEGORIES OF LEARNING OBJECTIVES

FIG 1

Domains of Objectives	Frequently used words	Examples
A. <u>Cognitive Domain/ Knowledge</u> Highest Level Last Common ↑ ♦ Evaluation ↓ ♦ Synthesis ♦ Analysis ♦ Application ♦ Comprehension ↓ ♦ Knowledge ↑ Lowest Level Most Common	Appraise, compare contrast, criticize, justify, support, validate, judge categorize, compile, compose, create, design, devise, formulate, product breakdown, deduce, diagram, illustrate, infer, pointout, subdivide, change, compute, demonstrate, develop, modify, relate, transfer, use convert, defend, distinguish, estimate, explain, summarize predict define, describe, identify, label, match, outline, recall, state.	By the end of the training session, the learner (trainee) will: • <u>Describe</u> the major steps in planning without error. • <u>State</u> the advantage of natural fertilizer over artificial fertilizer
B. <u>Affective Domain/ Value</u> Highest Level Least Common ↑ ♦ Characterization ↓ ♦ Organization ♦ Valuing ♦ Responding ↓ ♦ Receiving ↑ Lowest Level Most Common	Display, require, revise, avoid, manage resolve, resist, internalize, exhibit select, decide, balance, formulate, systematize, theorize, abstract, help, debate, argue, act, express, prefer, convince, display, comply, follow, volunteer, discuss, play, applaud, participate, obey, listen, attend, share, notice, be aware, control, look, discern.	1) Given a case study, the learner will: • <u>Argue</u> for or against the concept of money as a motivating factor. • <u>Formulate</u> the reasons why he/she supports labor law legislation • Respect all kinds of people without discrimination. 2) Develop interest in different types of marketing strategies.
C. <u>Psychomotor Domain/skills</u> Highest Level Least Common ↑ ♦ Naturalization ↓ ♦ Articulation ♦ Precision ♦ Manipulation ↓ ♦ Imitation ↑ Lowest Level Most Common	Naturally, with ease, routinely, effortlessly, automatically, professionally harmony, coordination, speed, confidence, stability accurately, independently, with control, errorlessly, type, write, produce repeat, place, step, align, follow, hold, grasp, balance.	After completing the course, the trainee will be able to: • <u>Independently</u> write one page on how to overcome barriers of communication with 90% accuracy. • Based on the guideline in the text book, the trainee will <u>type</u> a memo to an employer using the format shown.

Considerations When Setting Learning Objectives

1. Objectives should state the category of learning
who is the performer? the learner
What the terminal outcome? Change of behavior, achievement and so on.
What is the specific included? Content.
The learner/ will operate/ on a tractor.
Achiever Outcome Content
2. Objectives should be clear and concise. Avoid words liable to misinterpretation. Use words like enjoy, internalize, appreciate, believe, identify, construct, compute, mention, list, understand, label, produce, explain, differentiate write, read, measure, illustrate, demonstrate and so on.
3. Objectives should be realistic and attainable. e.g. The trainee will be able to assemble a thermofax 45 CB copier with in 2 hours.
4. It should be measurable, eg. The learner will type 50 English words in one minute.
5. Set objectives cooperatively. Since "two heads are better than one", involve staff members at various levels in order to make the implementation easier.
6. It must be expressed in terms of what the learner will be able to do after the lesson not what the trainer will teach. The trainer will explain the uses of parts of a diesel engine. Here the doer of the action is the trainer.
7. Stress ends, products or results rather than means, process:
e.g. ♣ The learner will be able to learn electrical technology for two years.
Incorrect-process.
 ♣ The learner will be able to measure the current in AC transformer with minutes. Correct - product.
8. Objectives should not be stated as topics to be discussed in the training class.
e.g: ♣ Safety precautions in the laboratory (wrong)
 ♣ Preparation of business plan (wrong-don't indicate student's achievement)
9. As factual statements.
e.g. "Artificial fertilizers are fabricated " (not necessary to state factual statement).
10. A complete behavioral objective must specify:
 ♣ Behavioral verb
 ♣ End product
 ♣ Conditions of execution
 ♣ Qualitative criteria or quantitative criteria.
e.g. The trainee bricklayer will be able to build (behavioral verb) a wall 50 cm high and 3 meters wide (end product) using concrete blocks and hand tools (conditions of execution) according to the specification contained on a blue print (qualitative criteria) in four hours time (quantitative criteria).
11. Finally, when stating objectives bear in mind that objectives should be:
 ♣ S-pecific
 ♣ M-easurable
 ♣ A-chievable
 ♣ R-elevant
 ♣ T-imed

Two Ways of Writing Objectives

- 1/ Writing full statement of objectives:
 ♣ The learner will prepare a business plan on the basis of the benchmarking analysis
- 2/ Simply writing phrases by using infinitive "to"
 ♣ To prepare a business plan on the basis of the benchmarking analysis

The Pros and Cons of Behavioral Objectives Approach in Training

Pros

1. Form a rational basis for training design
2. Encourage trainers to analyze and plan in detailed and specific terms
3. Provide a sound basis for validation
4. Help determine appropriate learning methods
5. Provide a means of communication between a trainer, trainee and "buyer" of training
6. Limit task of trainee and trainer to job relevant performance
7. Provides an unambiguous basis for running course with different trainers.

Cons

1. Difficult to write objectives around important parts of the job;
2. Limit the training and hinder exploration of interesting areas of potential learning.
3. Trainers have no right to prescribe how trainees should behave as a result of their training.
4. Standards are difficult to set for social and conceptual skills and for attitudes.
5. There are some learning situations where stating desired outcomes is a contradiction in terms, e.g. sensitivity training, self-development.
6. Some training programs are so straight forward that the preparation of objectives creates a great deal of work with little benefit to anyone, e.g. some mechanical, procedural tasks.

Training Material Preparation

Training material should not be conceptually overloaded. Instead, self-explanatory material supported with drawings and case studies is vital. Training materials, such as supplementary handouts, training manuals, reference books, reading exercises, notebooks, and raw materials for practical exercise in the workshop, and etc., should be selected in light of two key considerations: (1) the training objectives of the session for which the material is to be used, and (2) the audience who will be receiving the training. Frequently, trainers are tempted to use only materials with which they are familiar. These trainers neglect to perform a careful search of the plethora of available material, largely because they do not know where to look, which often results in the use of inappropriate materials. Most trainers rely on a training manual or textbook for the basic instructional material, readings, exercises, and self-tests. Some documents are organized into modules that make it easy to organize the training program into sessions. Text books provide a broad treatment of the subject while training manuals are better known for their brevity.

A few questions will guide program planners in their selections of training materials:

1. Will the training exercise or material be accepted by the group? Shop supervisors, for example, are typically pragmatic and are more inclined to respond to exercises or reading material that will assist them in developing skills. They are less inclined to respond to exercises or readings that are heavily conceptual and abstract.
2. Will the exercise of material directly aid in the attainment of the training objectives?
3. Are the case studies written about industries and work settings that the participants can relate to easily? It is a good idea to have shop-supervisor-type cases for groups of shop supervisors, middle-management-type cases for middle-management managers, and executive-type cases for executives. If those receiving the training are skill training or hospital administrators, then case studies should be from skill training or hospital settings.
4. How much can the participants be expected to read? Do not exceed the following limits. Usually, groups will read between 15 and 50 pages of material per day depending on the content and the participants' reading habits. Higher-level managers and better-educated participants tend to read more than lower-level managers and less formally educated participants.
5. Are the readings pertinent to the participants' work and training needs?

The Notebook

Practically every management and supervisory training program has note-books for participants. They are generally three-ring binders, which make it convenient to add or remove items when desired. Notebooks should contain the following:

1. Daily schedule of class and activities
2. Information about conference center and facilities, including maps when necessary
3. Short resumes of biographies of instructors and participants to assist group members in becoming acquainted with each other quickly
4. Outline and assignment sheet for each session
5. Case studies and other materials for class exercises, such as in-basket games, role-playing exercise and instructions, management-game guidelines and materials etc.

Session Plans

What are Session Plans?

Session plans are useful tools for trainers in any field. They ensure that the instructor heads towards the objective/s of the lesson. They also enable the trainer to check in advance that the sequencing of the lesson is correct, the content relevant, and the training methods suitable. The session plan is also a checklist of the resources required for the lesson. A session plan is a set of notes in logical order for the trainer to follow to ensure that the objectives set for the lesson are met. A session plan also includes other relevant information such as the training aids required; references used and identified problem areas.

A separate session plan must be used for each session because they all have their own objectives and each therefore requires separate planning. Generally, it is a requirement that the lesson objectives be reached by the participants before moving on to the next lesson.

Why Use Session Plans?

Why use a road map when going on a driving holiday? A session plan is very similar to a road map in that it shows us a starting point, a finishing point, and all the places we need to pass or explore along the way. Without the road map we would be able *to* start our journey, but we would not know where we were going, or if and when we had reached our destination. As well as giving the trainer a logical list of information to be covered in a session and its appropriate sequence, a session plan also indicates the timing for the lesson. A well-designed session plan allows the trainer to revise the material prior to the lesson without spending time researching the topic again, and also allows another trainer to conduct the same lesson effectively.

In general, two benefits of providing lesson plans for trainers include the following:

Efficient use of resources

Lesson plans encourage an efficient use of resources. They provide the instructor with the necessary information on the process of instruction as it relates to the content of the course. Trainers receive information on the methods, training aids and training used to develop each teaching point and thus saved from lengthy preparation time spent in design issues.

Effective in the achievement of training goals

Having lesson plans for trainers ensure that, the training delivered will be of consistently high quality. The lesson plan is designed to address the identified need of the target population the learning activities suggested in the materials for the trainer and the participants are the result of a pilot test to determine that the level of detail and the methodology are appropriate, i.e. they will be successful in participants achieving the stated training objective.

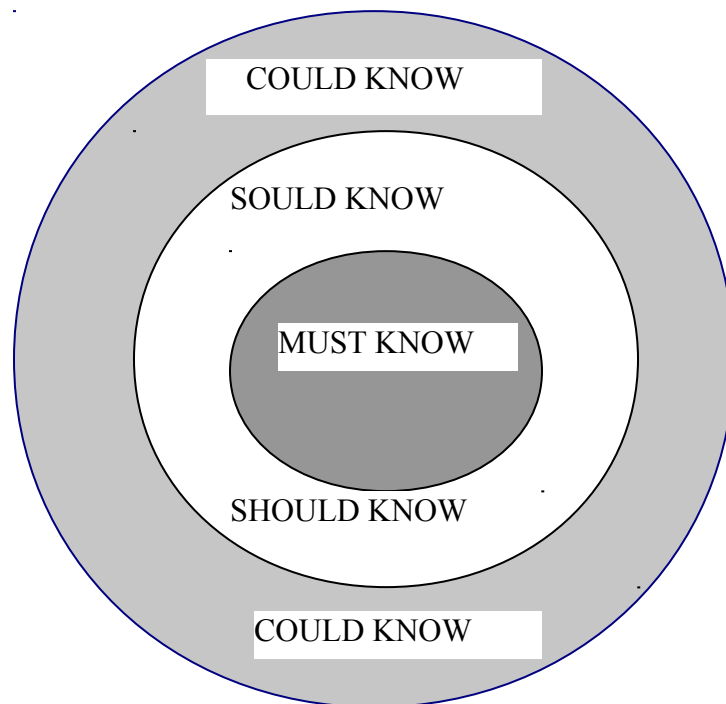
Be that as it may, the proponents of “**effective trainer**” propose to go beyond the lesson plan. They criticize the lesson plan approach for its rigidity and limiting the trainers’ creativity.

What Should a Session Plan Include?

When considering the subject matter, it is important to identify those things that the students '**must know**', '**should know**' and '**could know**'. The 'must know' items are those that the student must know in order to perform the task or duty required. The 'should know' items are the things that *may* be needed if the student is to gain a clear understanding of the essential information. The 'could know' items are the things that may be desirable for clear understanding, but are not essential.

Using this target, our training is aimed at the 'must know' 'area. If time permits let the trainees look in the 'could know' area, but the time would probably be better spent reviewing the 'must knows' and 'should knows'. It is usually better to teach too little well, than to teach too much badly.

A lesson plan allows you to check in advance that the sequencing is correct, that the content is relevant, and that the intended methods of training are suitable. The lesson plan also acts as a resource checklist for the instructor. It also allows the trainer to prepare well in advance for any material and training aids that may be required for the lesson, such as handouts, films, overhead transparencies, videos, slides, projection equipment and samples.



The trainer must keep in mind the learners learning priority

Lesson Structure

1. Introduction

- Establishes context for lesson

- Includes:
 - Link (introduction of topics as it relates to learners and job)
 - Objectives (description of expected performance including conditions and standards)
 - Outline (lesson agenda, description of learning activities and measurement of objectives)
 - Motivation (benefits of lesson as they relate to achievement of course objective and performance on job)

2. Body/presentation – develops knowledge and skills to achieve lesson objectives through learning activities

- Includes:
 - Digestible chunks (i.e. teaching points, sub teaching points.
 - Explanation, demonstration, development of teaching points, with examples and or exercises and appropriate summaries.

3. Test/Performance

Cheek/ Application –evaluates achievements of lesson objectives

- Includes:
 - Final exercise
 - Instructions for administration
 - Feedback/answers

4. Conclusion

- Summary (highlights of important content and its relationship to lesson objective)
- Link (connection between lesson and future job performance lessons)

A session plan should ideally have five columns. They should be titled:

- Timing
- Content (what is to be taught?)
- Training technique
- Trainee activity
- Aids required.

Sample Session Plan (Lesson Plan)

Title-----

Written By-----Date-----

Objectives-----

Sample Session Plan 1				
Timing	Content (what to be taught)	Training technique	Trainee activity	Training Aid required
INTRODUCTION 0-2	Introduction -Topic - Facilitator Link back to previous session Motivator	Lecturer	Listening	Whiteboard
BODY 2-10	Describe natural fertilizers How to identify natural & artificial fertilizers How to prepare natural fertilizers	Lecturer Show & tell Go to the field	Listening Observation Practice	Chalkboard LCD projector Overhead projector Sample fertilizer
CONCLUSION 10-15	Each participant to demonstrate the various types of artificial fertilizers Questions to group - give two advantages to using the natural fertilizers Link to next session	Hands-on Questions	Doing/test Answering verbally	Sample fertilizer

A Sample Lesson Plan Form 2

Organization-----	Date-----
Department -----	Lesson Plan No-----
Title of Lesson plan -----	
Name of Trainer(s)-----	
Trainees/Audience -----	
Where/Place -----	
Training Objectives-----	

Teaching Points-----	

Training Methods-----	

Training Aids and Equipment-----	

Trainee Handouts and Supplies-----	

References-----	

V. Training Delivery and Evaluation

Implementation (Training Delivery)

The ultimate aim of the proceeding activities need to be followed by proper program implementation, if one fails to implement the plan properly all the efforts made before will turn out to be futile exercises. Proper organization to carry out the training requires due attention. In carrying out the training, trainers should always try whether the training is inline with:

- the set objectives and addressing the selected target group,
- the desired skill, knowledge or attitude to bring the expected change or meet the set standard,
- enabling people to exercise what they have acquired in the near or far future, and
- trainees satisfaction.

According to Robinson (1981), learning will be fruitful when certain conditions are fulfilled. In order to be able to acquire knowledge and skills, individuals need to have:

- motivation,
- capacity to learn and perform,
- skilled guidance, and
- opportunities and facilities.

The first two prerequisites may be satisfied if incentives and selection procedures are satisfactory. The last two, however, entail investment and curtail the training if inadequate.

Once the training programme has been designed it needs to be implemented. Programme implementation involves action on the following lines

- A. Deciding the location and organizing training and other facilities.
- A. Scheduling the training programme.
- B. Conducting the programme.
- C. Monitoring the progress of trainees.

Training program implementation consists of three main activities. These are:

- ❖ Planning program implementation
- ❖ Preparing and organizing program activities, and
- ❖ Executing the program.

Training Aids and Physical Facility

At times, there is confusion and some degree of overlap among training materials, training aids, training facility, and training approaches. Training materials include basic handouts, reference books that are directly related to the training and supplies for training including notebook, pen, and etc. But training aids are aids such as overhead projector, LCD projector, and etc that assist or facilitate the training. Training facility incorporates the equipment, machines, and training rooms. For instance, a case study is essentially a training approach (method). If it is written and provided to the trainees for practical exercise together with the handouts, it might be considered as a supplementary training material.

Training Aids

General Tips on Training Aids

Training aids assist learning and it should be relevant to the level of the trainees. Training aids can fill the gap between training and learning (Goodman, 1967). Training aids also make the session easier (in terms of facilitation, not content wise) for both the trainees and the trainers. Trainers should make use of training aids that involve many senses in order to create a conducive learning environment and thereby maximize learning.

In general, training aids:

- are aids to learning
- arouse trainees' interest
- simplify the process of learning for both the trainees and the trainer but trainers do not have to become presenters of training aids
- increase student's power of recall by 250-400% (Kroehnert, 1995). However, training aids "will never conceal a poorly designed training course" (Faller, 1967: 410).
- accelerate learning as more senses are involved
- assist comprehension and retention

Training aids also:

- Trainees remember 10% of what is said, 35% what they see, but 70% what they do
- Average trainees will remember 50% of what they hear & see
- Trainees will also remember nearly 90% what they say & do

We Learn:

1% through taste
1.5% through touch
3.5% through smell
11% through hearing
83% through sight

We Remember:

10% of what we read
20% of what we hear
30% of what we see
50% of what we see & hear
80% of what we say
90% of what we say and do (Rigg)

Audio Visual Aids (AVA's) as a Component of Training Aids

Although audio-visual aids are an integral part of training methods, the nature of the materials, equipment, technique task force and organization necessary for their realization warrants a separate description and analysis on their own. There are materials, equipment and techniques that are used by the trainer to communicate training message. They are variously referred to as: training support, training aids, audiovisual aids or media. Their main role is effective communication.

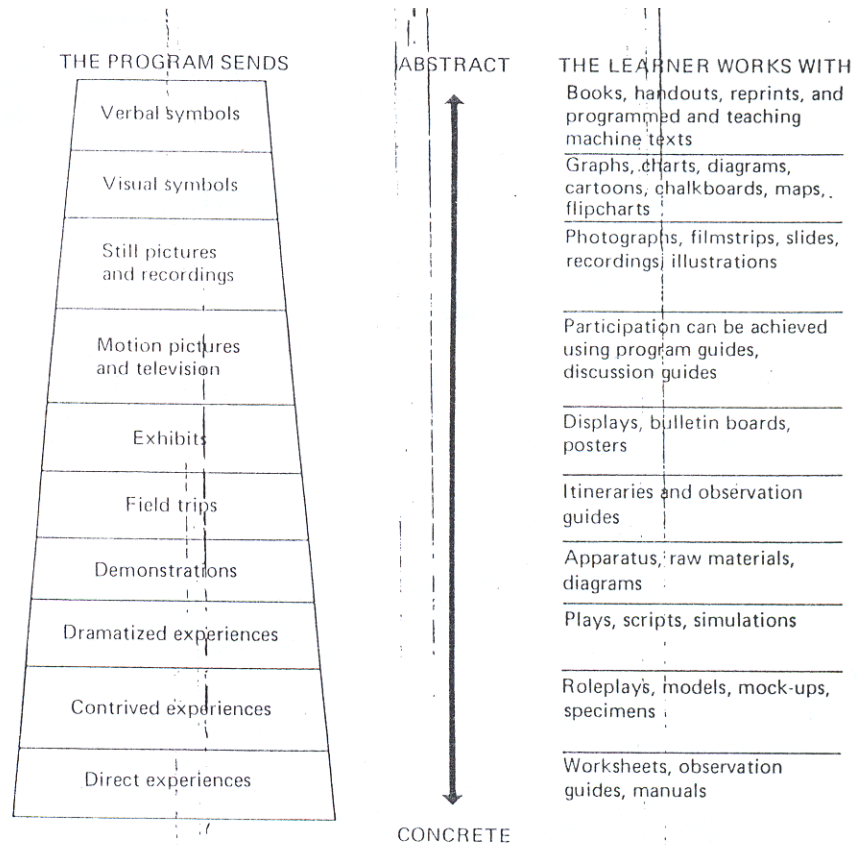
List of Common Audio-Visual Materials and Equipments

No	Method and Techniques	Advantage	Limitation
1	Overhead Projection	-Focuses trainees attention on specific material -Permits trainer eye contact with trainee while writing on a transparency. - Easy to operate -Complex concepts can be reduced to a series of simple steps	-Preparation of a pattern in transparency is not that easy -Trainer may tend to put unnecessary printing on the transparency due to lack of training. -Costly to purchase -Bulky to transport
2	Opaque Project	- Materials can be projected on the screen without copies, chemical, slides or transparencies.	- It is a heavy equipment - Bulk of projector obscures trainer from trainees.
3	Slides	-Permanent presentation & easy to set pace -Trainee can watch as much as needs be & it has high entertainment value -Intimacy of project easily achieved.	-Preparation may not be easy (time consuming) -Can not show motion -Requires darkened room
4	Sound slides	-Same as above -More explanation through the accompaniment of words	-Same as above
5	Film strips	-Same as above -More objects per strip	-Same as above
6	Film	-Actual things are made intimate to the trainees -Dynamic & portray action	Note taking is difficult because of darkened room -Expensive & quickly outdated
7	Video Film	-Same as above - Used under normal lighting condition	-Films may be costly -Requires special equipment
8	Graphics -drawing -engravings -painting	-Elucidates ideas - Simplifies concepts - Stimulates interest	-Choose of subject for graphic representation demands in depth knowledge of subject matter
9	Model	-Brings about an intimate knowledge of subject	-May not be always applicable

List of other Training Aids

No	Method and Techniques	Advantage	Limitation
1.	Chalkboard	-Use of it can rivet attention to key words & ideas -Inexpensive to purchase -Consumables easy to obtain -Can use a variety of colors	- Not good for large group. Preferably, use another media for more than 20 people -Difficult to see from a distance of more than 15 feet -Not easily transportable & needs more prework -Tends to get messy on hands & cloths
2.	Whiteboard	-Potable & use a variety of colors -Consumables easy to obtain	-Expensive to purchase & pens dry out quickly -Slippery to write on
3.	Demonstration boards (Cork, hook, flannel, magnetic, boards, & flash cards)	-May hold heavy 3 dimensional real objects -Materials for demonstration boards can be vivid & colorful - Demonstration boards & materials can be constructed by the trainer	-The boards may be bulky to transport - Presentation must be prepared in advance - The adhesive quality of the boards must be checked in advance
4.	Flip Chart	-By flipping the page, the trainer can control the presentation of material -The material can be prepared in advance or at the spot as is the case of a chalkboard -Like a chalkboard it can be used to answer spontaneous questions from the trainees -Variety of shapes & colors can be used	-Flip chart material is difficult to see beyond 15 feet -Flip chart is not usually good for groups of trainees exceeding 20. -Pages are occasionally difficult to flip, causing embarrassment during presentation

In the Modern Practice of Adult Education, Malcom Knowles identifies an A-V “Experience Cone” As this adapted version indicates, some media are inclined toward abstractions, concepts, and generalities, others toward concrete experience. The continuum between these two points represents the “scale of sensory experience” for the learner.



Continuum of A.V experience. (Adapted from the “Experience Cone” in Malcolm S. Knowles. The Modern Practice of Adult Education. Used by permission of Association Part 1

Guidelines for Selection of Audio-Visual Materials

1. Objective, communication, and content: If you expect a result from the learner after instruction, you should give him opportunities for feedback during instruction. Use the most appropriate sensory channels for communicating the message.
2. Cost and availability: At this stage you already have prepared your training objectives and the training methods that are to be used on your instructional plan chart. It will therefore be easy to estimate the cost involved in the selection of media
3. Particularity, time, resources and facilities: Do you have the time to produce the materials on time? Do you have the resource? Do you have the facilities?
4. Human factors: Is the trainer capable of using the chosen media? Are the trainees ready to accept it? Have you considered these two questions? Do you have the AVA people who could realize your plans?
5. Effective versus Non-Effective Communication: Often trainers reflect images, pictures, diagrams... etc on the screen. They show films. They show slides. Their transparencies are loaded with drawings, slogans, passages...etc. Yet the trainee's are puzzled, amused, and sometime irritated. Why? The reason for effective communication lies in their planning stage. Useful communication materials must be able to bring about better understanding of training objectives or change attitudes or behaviors.

Physical Facility

The physical atmosphere and set-up in which a training program is conducted will have a strong impact on the learning that occurs and, hence, its overall success. Thus, the location, setting, and layout of the training site and the training facilities used are extremely important aspects of the physical facility.

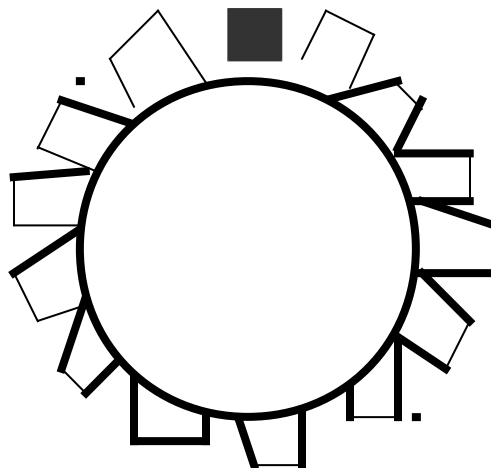
1. Location and Setting

The training site should be situated in a location that is convenient to as many participants as possible for two basic reasons. First, the cost of travel should be held to a minimum. Second, traveling time for participants and faculty should be held to a minimum. A location that is well serviced by air transportation is most desirable. This will prove to be a welcome convenience to busy participants.

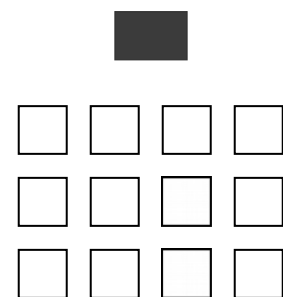
The physical setting and layout of the training site or conference center will affect the outcome of the training. The training facility (room) should be located in a setting which is free from the pressures, annoyances, and distractions that are typically encountered in the course of a busy workday. It should provide an atmosphere conducive to serious study and reflection. For programs of a week or more in length, a retreat (outdoor based training) type setting is most desirable. In such a setting, trainees can escape from the everyday pressures and worries that take their attention and energy so that they can devote themselves to examining their own values and management practices in light of other methods or newer approaches, which they study and learn about from others.

It is possible to have a setting that is too isolated. While the setting ought to be conducive to study, there should be some sources readily available for entertainment and recreation during the evenings and days off when rest and relaxation is scheduled. Large resorts and universities typically have adequate recreational facilities for swimming, tennis, golf, bowling, and the like, which provide needed diversion, relaxation, and relief from the strain of day of learning. The location, or training venue, is of major importance to both the trainer and the trainee. For learning to take place effectively, we need to create a comfortable learning atmosphere. Listed below are the items that we need to think of.

VENUE CHECKLIST	
Number of participants (A crowded venue will not set the proper learning atmosphere similarly , a large room for just a few people can also cerate a barrier to learning .	-----
Size of room (determined by what the room is being used for and the number of people it has to accommodate. If the room is being used in a classroom setting allow 2 to 2.5 square meters per person. If it is a conference room allow 2.5 to 3.5 square meters per person.	-----
Lighting (should not be too much or too low) – For note-taking, 30 – 50 footcandles are minimum	-----
Noise (Distractions in the room and distractions outside)	-----
Ventilation (keep the temperature between 20c and 25c)	-----
Access (consider availability of transportation, parking areas, & access for the disabled	-----
Facilities (coffee service, recreational facility, access to telephone, toilet, etc.)	-----
Power outlets	-----
Whiteboard and markers	-----
Video and monitor	-----
Projection equipment (LCD and overhead projector)	-----
Arrangement of room & chairs (Rooms should look tidy & chairs & tables have to be comfortable but firm. The method of training among other things depends on the seating arrangement. As illustrated below, if participants see the chairs set in a circle, they should expect group discussion. If they see the chairs set in rows, they could expect the trainer will be doing most of the work (lecture).	-----
_____	-----
_____	-----
_____	-----



Layout for Group Discussion



Layout for Lecture

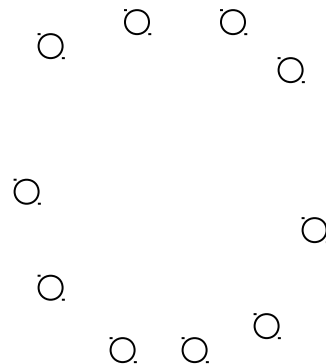
Seating Arrangements should be Suitable for the Intended Training Method

2. The Training Room

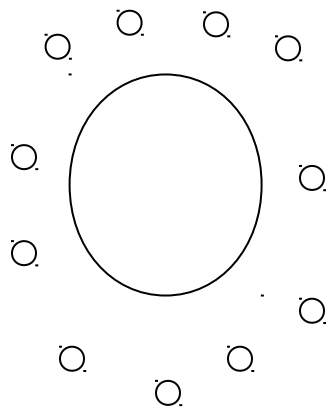
Since in most training program the participants spend approximately six hours each day in the meeting room, it should be obvious that this room must meet specific conditions to assure a good and comfortable learning environment. If training is conducted in industrial setups or workshops, it should be furnished with appropriate equipment. Many will be tempted either to under-value or ignore one or more of the features listed here, which have been found, through experience, to be absolutely necessary. To neglect any one of these features, invites trouble and discomfort to participants.

1. **Room too small:** Participants crowded too closely together. No ample space between outside edge of U-shaped table arrangement and walls of room. Not enough space in front of room for chalkboards. No room for visitors. Participants feel cramped.
2. **Room too large:** 60 ft by 80 ft and larger. Auditoriums, ballrooms, and recreation areas are frequently too large to be used as meeting rooms. These rooms usually have 18 to 22 ft ceilings. Large rooms have acoustic problems. It is difficult to hear speakers and other participants in these rooms.
3. **Room too long and narrow:** Makes it difficult for those at the base of the long, skinny U to see and hear others at the top of the U and the front of the room, where the speaker or discussion leader is located. It also causes the tables that compose the two sides of the U to be too close together (10 ft or less).
4. **L-shaped room:** Makes it difficult if not impossible to arrange tables into U-shaped configuration. May block the vision of some participants.
5. **Room with supporting columns:** Such rooms are frequently found in basements. The columns obstruct the participants' vision and make it difficult to arrange tables in the most desirable configuration.

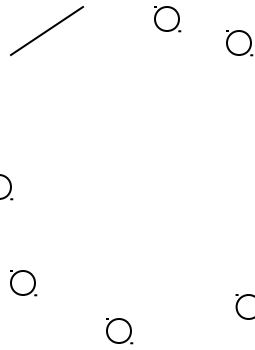
What should Training Room be Like



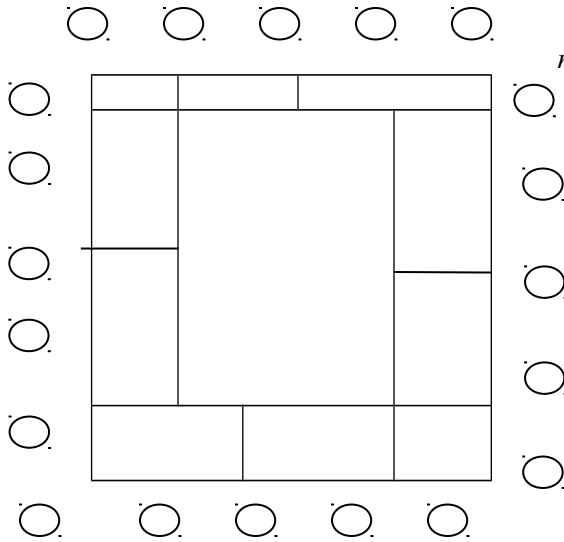
The un-furnished circle is the most democratic & unencumbered of all arrangements. There is no status symbol denoting a leader. E.g. T-groups



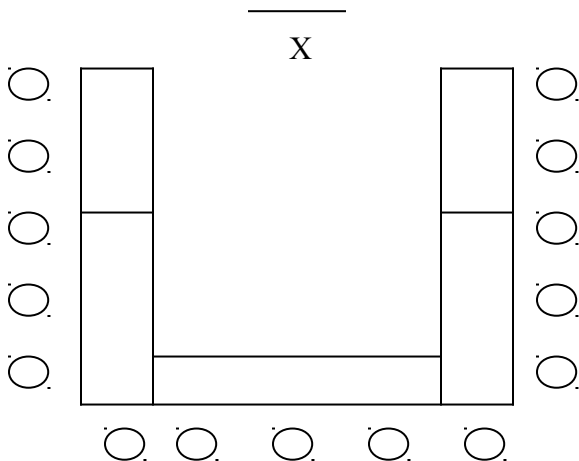
When a circular table is used, participants have direct access to each other, including facial non-verbal communication like peace talks.



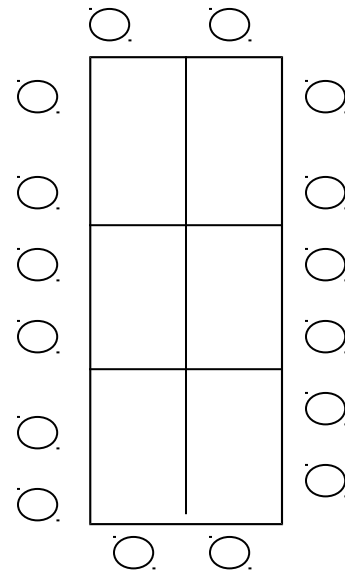
It is uncluttered arrangement but with a leader.
Consider this as a grouping for a brainstorming session.



In square arrangement, participants seated in rows (as opposed to arcs). It is the first step toward formality & nobody can see the faces of the other participants



Management development conferences use U arrangement. It has a sense of the senate (formality) with equality of membership



In rectangular arrangement, fewer people communicate face-to-face with their peers. The short dimension of the table often identified as leadership seats.

Training Approaches (Methods)

A training method is a coherent series of teaching and learning activities designed to achieve a collection of pedagogic objective by means of a collection of coherent and appropriate techniques and procedures. A method determines the process through which trainees pass in one or more training sessions and which transforms them from their initial (untrained) state to their final (trained) condition.

Training approaches are the philosophy of training held by the organizations with which the general structure of training is conceived and applied. Each approach has its own inherent characteristic, mode of operation and method. One approach may not be better than the other, but organizations must be faced with the choice and mix in regard to their particular conditions.

Value of a Method

A method is considered useful if it:

- allows feedback to trainee/trainer
- encourages transfer of information
- provides trainer initiative
- encourages trainee motivation
- relates to the learner's real life
- provides the learner with the chance to perform meaningful operations
- provides for the checking of individual mastery of objectives,
- encourages interpersonal communication
- used with limited resources (economical)
- used by the average trainer (not complex)
- suitable to the learning objectives
- suitable to the profile of the participants.

Mistakes Made by Trainers

Many trainers believe that they can select and use ' training methods before identifying and analyzing the conditions for learning. They fail to consider learning factors such as:-

- Learner involvement
- Feedback
- Motivation
- Knowledge of objectives
- Mastery of pre-requisites. Thus, they inadvertently put the cart before the horse.

On top of this,

- trainers often fail to base methods on learning factors, resources and conditions;
- trainers believe that there are ideal methods for all training situations;
- trainers tend to follow some trend or fashionable method just to be impressive;
- trainers tend to use a trend method even if the ' method is not up to their skill and knowledge level.

Selecting Appropriate Training Methods

Given such an array of choices, how does the HRD professional go about choosing which is most appropriate for a particular program? Several factors should be considered:

1. As we discussed, some methods are more appropriate for achieving particular objectives than others. For example, if the objective is to improve interpersonal skills, then methods such as videotaping, role playing, or behavior modeling would be better choices than the lecture or CAI methods.
2. In an ideal world, we would have all the time and money we need to accomplish our goals. Unfortunately, in many organizations managers often ask the HRD department to implement programs immediately while spending as little money as possible.
3. Trainee characteristics and Preferences. The issue here focuses on both trainee readiness and the diversity of the target

Classification of Training Approaches

There are various ways of classifying training methods.

1. Formal, Nonformal, and Action Training

Formal training – encompasses lecture, discussion, case studies, and etc.

Nonformal training – includes retreats, visits, interrogation of experts, informal discussions, and etc.

Action training – has the following features:

- The aim of training is the improvement in organization performance and concrete are expected.
- The particular work project brings about various problems (situation emergent) and those knowledges, skills and attitudes related to the work are analyzed and learned.
- It integrates training, research and consulting.

2. Basic Verbal Training and Simulation Techniques

Basic verbal training techniques - involve lecture, group discussion, demonstration, seminar, etc.

Simulation Techniques – includes the case method, educational games, role playing, and etc. In role playing, for instance, skills such as sales personship, human relations supervision ... can be mastered by initiation which we do in our work places.

3. On-site Training versus Off-site Training Methods

Off-site methods classified according to goals and strategies:

		Self-awareness	Goals & Job Skills	Motivation
Strategies	Cognitive	Career development	Orientation Training and socialization of new employees job aids	
	Behavioral		On-the job training Apprenticeship training Monitoring computer based training	Coaching
	Environmental			Job rotation

On –the – job training has advantages and disadvantages

CATEGORIES	GOALS		
	Self-Awareness	Job Skills	Motivation
		Lecture Audiovisual techniques Programmed instruction Teleconferencing Corporate Classrooms	
		Computer-assisted instruction Equipment simulators	

Advantages

- It is clearly a beneficial method of skill transfer and enhancement. Since trainees are actually applying their knowledge, transfer of training from a classroom to the work place is not a concern
- Trainees may be more attentive and motivated since it is easier to see a direct relationship between training and job performance
- No special equipment is required
- These methods have some cost advantages since trainees produce while learning and a full time trainer does not have to be hired.

Disadvantages

- Sometimes coworkers or supervisors acting as trainers do not have the motivation or the capability to provide trainees with worthwhile learning experiences.
- Individuals who are trained on the job may not be able to devote their full time to learning since there will be some pressure to fulfill job requirements
- The cost of errors in this type of training is considerably higher and it may lead to products or services of inferior quality as well as machine damages.
- Trainee learning may be retarded due to reluctance to ask questions before knowledgeable peers.
- It will not allow the trainees to be trained by competent external resource people in a setting away from the day-to-day job pressures such as company operated training centers, hotels, conference centers, and university facilities.

Incident Case:

You are acting as the trainer and are at the midway point of a week's course. This course is known for its demand on participants to take responsibility for their learning. So the first couple of days can be 'uneven' as the group adjust to this unusual requirement. Typically some find it difficult when asked at first to say what it is they specifically want to develop, and what roles they expect each other and the trainers to play to help them achieve these goals. On Wednesday you begin the day by outlining a task you want them to undertake when one of them interrupts. Are we going to do all the work again today?. Don't you ever lecture us?

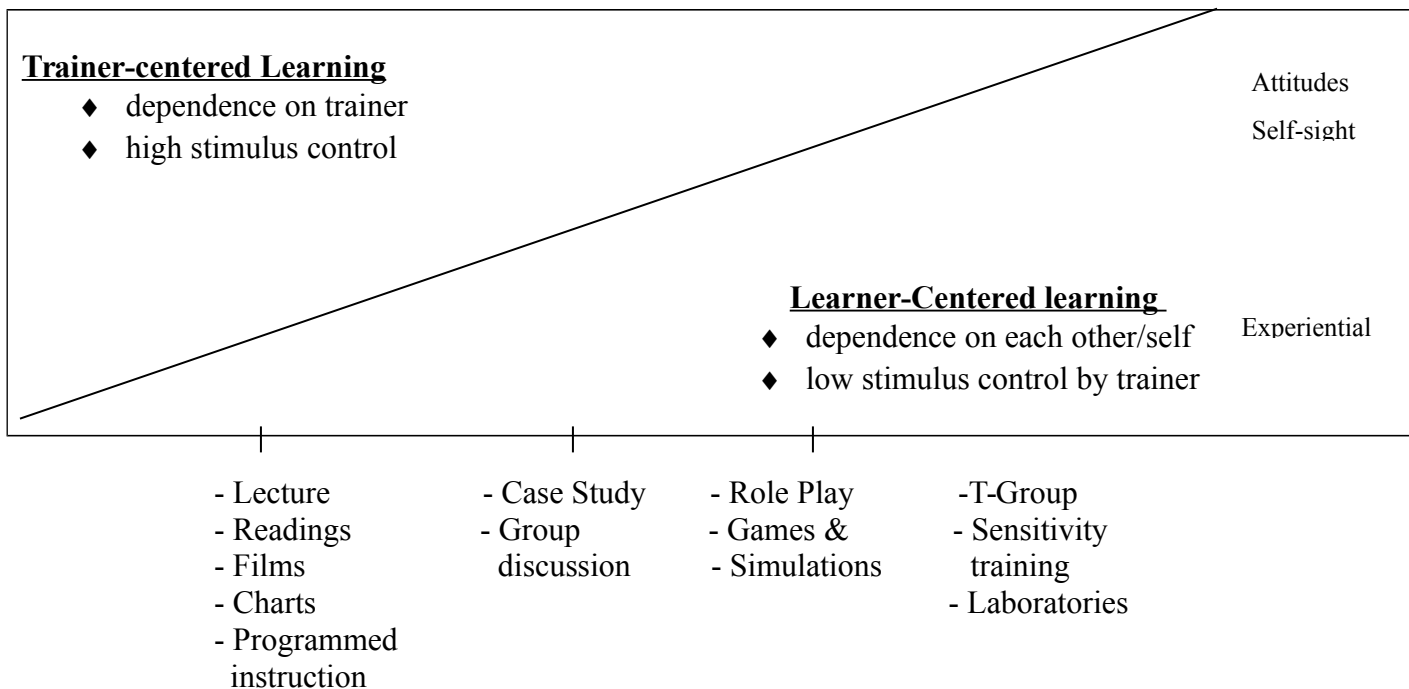
WHAT DO YOU SAY NEXT? WRITE DOWN YOUR EXACT WORDS BELOW:

Common Types of Training Methods

No	Training Methods	Advantage	Limitation
1	Lecture	<ul style="list-style-type: none"> -Direct, clear & economic in time -Large groups can be handled -No elaborate equipment required. -All preparation can be done by instructor -A large amount of material can be presented 	<ul style="list-style-type: none"> -Can be dull and boring -Lack of group participation -Requires speaking ability -Attention span of average person limited, resulting in 50% or more of the material being forgotten. -Feedback may be poor, resulting in lack of interest and contribution of the individual learning by the trainee.
2	Group discussion	<ul style="list-style-type: none"> -Contributes to the learning environment -Promotes better exchange of ideas -Encourages individuals to work as a team -Helps trainees develop self-confidence -May require less preparation by the instructor 	<ul style="list-style-type: none"> -Suitable only for 5 to 20 persons -Requires study of topic before meeting -Easy for one or two trainees to dominate -Requires topic which lends themselves to discussion -When the group deviates from the topic due to fruitless discussion, it could be beyond the trainers ability to control
3	Demonstration	<ul style="list-style-type: none"> -Seeing is believing and understanding -The interest of the trainees is aroused relatively easily -Large numbers of trainees can be handled. -Easier to visualize steps than if presented orally or in writing 	<ul style="list-style-type: none"> -The preparation takes time. -Trainees can watch one thing at a time. -Equipment may not be readily moved -Lack of trainee opportunity to practice due to class size
4	Case Study	<ul style="list-style-type: none"> -Promote group interaction & critical thinking -Encourage learners to develop a systematic approach to problem-solving & decision making -Promote transfer of learning of principles, concepts and practices 	<ul style="list-style-type: none"> -Time consuming to prepare the material - Require specific skills in handling the case -Use of names may evoke feelings -can be frustrating to the learner because one assumption is that there is no best solution.
5	Educational Games	<ul style="list-style-type: none"> -Teach interdependence of the same elements & people -Provide learner opportunity to test assumptions – solutions -Motivate learner to be interested in related principles 	<ul style="list-style-type: none"> -Learners' attitude that they know the answers -Mainly quantitative problems; overlook the qualitative skills Do not teach decision making as such
6	Buzz Session	<ul style="list-style-type: none"> -Applied during group presentations to allow small group feedback to the full group (large group divided into small groups of 5 to 15 members each for a total meeting time of 15 – 20 minutes) -Peer pressure is reduced encouraging a greater willingness on the group members to contribute. -A greater exchange of ideas usually occurs 'because of the volume of ideas and the variety of experience. 	<ul style="list-style-type: none"> -Unfamiliarity with this method may prevent the full benefits being obtained. -Buzz group leaders may not be capable of providing direction and co-ordination resulting in wasted effort.
7	Computer-based Training	<ul style="list-style-type: none"> -Takes advantages of the speed, memory, and data manipulation capabilities of the computer for greater flexibility. - The increased speed of presentation and less dependence on an instructor 	<ul style="list-style-type: none"> -Some trainees object to the absence of a human facilitator. -Another primary disadvantage is the cost of software.

METHODOLOGY CONTINUUM

Behavior



Trainer Type Inventory (TTI) - Mardy Wheeler and Jeanie Marshal

Instructions:

There are twelve sets of four words or phrases listed below. Rank order the words or phrases in each set by assigning 4 to the word that most closely applies to your training style, 3 to the word or phrase that next best applies to your training style, a 2 to the one that next applies to your training style, and a 1 to the word or phrase that is least descriptive of your training style. Be sure to assign a different ranking number to each of the four choices in each set. Be assured that there are no right or wrong answers; the purpose of the inventory is to describe the style in which you train most often, not how effectively you train.

1. In class, I most often use:

- _____ Subgroups /
- _____ Lectures
- _____ Readings
- _____ Lecture-discussions

2. I see myself:

- _____ Showing
- _____ Perceiving
- _____ Helping
- _____ Hearing

3. **Mostly, I involve learners in:**
 - a. _____ Symbols
 - b. _____ Actions
 - c. _____ People
 - d. _____ Instructions
4. **The process I use emphasizes:**
 - a. _____ Small-group discussion
 - b. _____ Free expression
 - c. _____ Little participation
 - d. _____ Time to think
5. **I generally evaluate learners with:**
 - a. _____ Immediate personal feedback
 - b. _____ Objective tests
 - c. _____ Subjective tests
 - d. _____ Personal evaluation
6. **I prefer to be seen as:**
 - a. _____ Expert /
 - b. _____ Scholar /
 - c. _____ Advisor /
 - d. _____ Friend /
7. **I like to emphasize:**
 - a. _____ Theory
 - b. _____ Practice Skills
 - c. _____ Application to real life
 - d. _____ New ways of seeing things
8. **I prefer to take the role of:**
 - a. _____ Coach
 - b. _____ Listener
 - c. _____ Director
 - d. _____ Interpreter
9. **I focus the class on:**
 - a. _____ Seeing who
 - b. _____ Telling how
 - c. _____ Finding why
 - d. _____ Asking what
10. **I tend to engage in:**
 - a. _____ Processing
 - b. _____ Generalising
 - c. _____ Doing
 - d. _____ Publishing
11. **I aspire to:**
 - a. _____ Lead them to understand it
 - b. _____ Leave them to do it
 - c. _____ Leave them to enjoy it
 - d. _____ Get them to think about it
12. **My attitude toward this learning venture is:**
 - a. _____ It's yours
 - b. _____ It's ours
 - c. _____ It's mine
 - d. _____ It's theirs

Trainer Type Inventory Scoring Sheet (TTI)

Transfer your rankings to the score table below compute your scores.

	L	D	I	C
1	a _____	b _____	c _____	d _____
2	d _____	a _____	b _____	c _____
3	c _____	d _____	a _____	b _____
4	b _____	c _____	d _____	a _____
5	a _____	b _____	c _____	d _____
6	d _____	a _____	b _____	c _____
7	c _____	d _____	a _____	b _____
8	b _____	c _____	d _____	a _____
9	a _____	b _____	c _____	d _____
10	d _____	a _____	b _____	c _____
11	c _____	d _____	a _____	b _____
12	b _____	c _____	d _____	a _____

Total: _____
(toplam)

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Each of the four training styles identified by the TTI is characterised by a certain training approach, way of presenting content, and relationship between the trainer and the trainees. The following are the primary characteristics of the trainer for each of the four training types.

Listener (L)

- Creates an effective learning environment.
- Trains the 'Concrete Experiencer' most effectively.
- Encourages learners to express personal needs freely.
- Ensures that everyone is heard.
- Shows awareness of individual group members.
- Reads non-verbal behaviour.
- Prefers that trainees talk more than the trainer.
- Wants learners to be self-directed and autonomous.
- Exposes own emotions and experiences.
- Shows empathy.
- Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
- Does not seem to worry about the training.
- Stays in the here and now.
- Is practical (goes with the flow)

- Appears relaxed and unhurried.

Director (D)

- Creates a perceptual learning environment.
- Trains the 'Reflective Observer' most effectively.
- Takes charge.
- Gives directions.
- Prepares notes and outlines.
- Appears self-confident.
- Is well organised.
- Evaluates with objective criteria.
- Is the final judge of what is learned.
- Uses lectures.
- Is conscientious (he/she sticks to the announced agenda).
- Concentrates on a single item at a time.
- Tells participants what to do.
- Is conscious of time.
- Develops contingency plans.
- Provides examples.
- Limits and controls participation.

Interpreter (I)

- Creates a symbolic learning environment.
- Trains the 'Abstract Conceptualizer' most effectively.
- Encourages learners to memorise and master terms and rules.
- Makes connections (ties past to present, is concerned with the flow of the training design).
- Integrates theories and events.
- Separates self from learners, observes.
- Shares ideas but not feelings.
- Acknowledges others' interpretations as well as own.
- Uses theory as a foundation.
- Encourages generalisations.
- Presents well-constructed interpretations.
- Listens for thoughts; often overlooks emotions.
- Wants trainees to have a thorough understanding of facts, terminology.
- Uses case studies, lectures and readings.
- Encourages learners to think independently.
- Provides information based on objective data.

Coach (C)

- Creates a behavioural learning environment
- Trains the 'Active Experimenter' most effectively.
- Allows learners to evaluate their own progress.
- Involves trainees in activities, discussions.
- Encourages experimentation with practical application.
- Puts trainees in touch with one another.
- Draws on the strength of the group.
- Uses trainees as resources.
- Helps trainees to verbalise what they already know.

- Acts as a facilitator to make the experience more comfortable and meaningful.
- Is clearly in charge.
- Uses activities, projects, and problems based on real life.
- Encourages active participation.

Presentation Skills

Getting Started

Having all of the elements needed to implement a training program with a viable lesson plan, materials and audiovisual equipment on hand, and physical environment ready on the other, the final step is to do it. It is important for the trainer to get the program off to a good start and maintain it. If there are to be multiple sessions, the first session sets the tone for the remainder of the program. A trainer can establish clear expectations by preparing a course outline or syllabus that explains the purpose, objectives, topics, requirements, and establishes class norms for relevant issues (punctuality, participation, participant interaction, and so on). The course outline should be handed out and explained in detail during the first session and, if needed, restated and reinforced periodically throughout the training program.

In addition to establishing expectations, the trainer should try to determine each trainee's capacity and motivation to learn if they have not already done so prior to the session. One way to do this is to conduct an initial exercise or pre-test to assess initial ability. Many training programs include some sort of ice-breaker exercise to help participants get to know each other and establish rapport with each other and the trainer. The following are some general tips for the trainers in this regard.

Tips for Trainers

1. Listen and acknowledge ideas
2. Praise people as they learn
3. Direct questions back to people
4. Ask for examples from the trainers' experience
5. Share your experiences with the trainees
6. Admit to not knowing the answer let participants help you
7. Avoid disputes and making "right" and "wrong" judgments
8. Spend additional time with trainees when necessary
9. Focus on the participants' concerns rather than your own
10. Express confidence in the trainee
11. Ask some questions initially that the trainees can answer
12. Make notes, and follow up on them
13. Create positive behavior through reinforcement
14. Use participants' words when writing on the flip chart or board
15. Use participants' words when writing on the flip chart or board
16. Put people at ease

Reasons for Presentation

- A) Giving information about a course**
- B) Reporting on your actions**
- C) Motivating people to take action**
- D) Instructing people in a new process**

Expectation of Audience and Speakers

Why Audience are coming

- A) To be entertained
- B) Attendance is compulsory
- C) They are interested in subject
- D) They need information (influential)

Why Audience Stop listening

- A) When the audiences are bored
- B) If they don't get relevant information
- C) If they are distracted or threatened
- D) When speakers going overtime (none stop)

The Question Speakers Need to Ask

- A) When and where?
- B) What and why?
- C) How?
- D) Who?
 - Level (status) of participants
 - Background (prior knowledge)
 - Interest of the participants
 - Values and prejudice of audience

Types of Speakers

- A) Well-organized speaker
- B) Apprehensive speakers / less experienced
- C) Confident under - Prepared speakers
- D) Aggressive Vs Passive speakers

Preparation for presentation

Pre-event information

- A) Notification of starting date, Location
- B) Name of the presenter
- C) Contact address
- D) Copy of the program
- E) Pre-course suggestions

Immediately Before Presentation

1. Take fresh air/deeper breathes
2. Clench and unclench your fists
3. Accept that you may feel nervous
4. Avoid fear (remember your presentation & the participants are people like you)
5. Have a sip of water

6. Check for training aids
7. Assume a relaxed position
8. Look at the audience not the notes.

Specific Types of Openers

- | | | |
|-------------------------------|---|-------------------------------------|
| A) Quotations, Stories, Jokes | A) Starting with complex, unknown ideas | 5. Get some feedback for revision |
| B) Question at start | B) I have been told to speak | 6. Keep in mind you voice problem |
| C) Be yourself, natural | C) You know more about..... than I do | 7. Gestures, platform habits, dress |
| D) Topical reference | D) I want to say few words | |
| E) Icebreakers | E) I want to tell you good story | |
| F) | | |
- Principles of Effective Presentation**
1. Detailed preparation and rehearsal
 2. Define objectives your presentation
 3. Develop the major points
 4. Decide illustration, stories, aids
 5. Get some feedback for revision
 6. Keep in mind you voice problem
 7. Gestures, platform habits, dress

Rehearsal

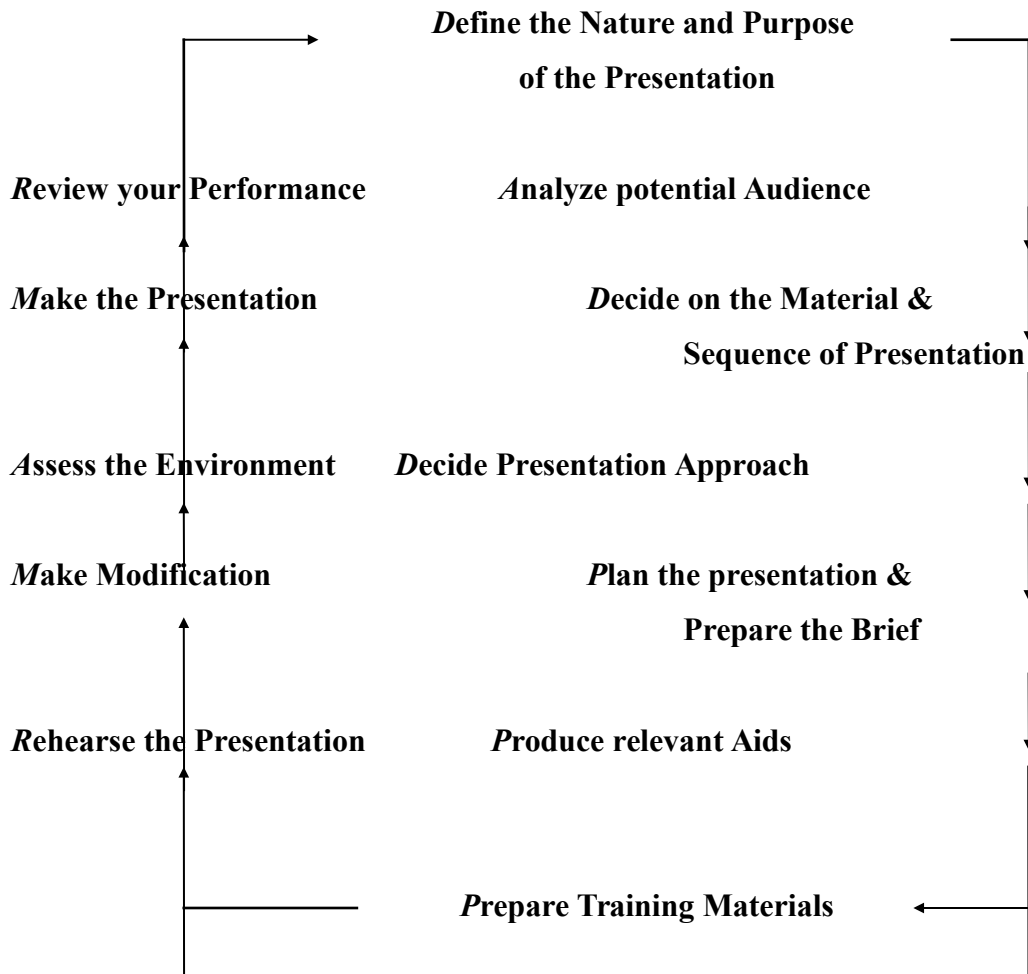
1. In front of a full length mirror
2. Using audio & video recorder
3. Speaking to a live audience (colleagues)

Hopes/ Need	Fears

- Expectation Chart**
2. Define objectives your presentation
 3. Develop the major points
 4. Decide illustration, stories, aids

What not to say at the Start

The Presentation Development Process



Incident Case: Read the scenario and then immediately write down what you would say in response to the learner's question.

You are acting as a trainer with a group of managers whom you are meeting for the first time in what will be a three day workshop. You have decided to spend some time on the opening morning. Checking out peoples' assumptions as to why they are there and what they hope to get out of the workshop. After a few exchanges – which reveal a wide range of expectation – an experienced manager reflects: “This is useless. We have completely different starting points for being here. How can training possibly be provided for such distinct purpose?”.

WHAT DO YOU SAY NEXT? WRITE DOWN YOUR EXACT WORDS BELOW:

Presentation Skills

- I. Keep the Audience Listening**
 - A. Learning and Accepting (Training Aids)**
 - Tell me and I forget
 - Show Me and I remember
 - Let me do and I understand
 - B. Attention Span - 20 minutes**
 - C. Reviews / Summaries**
 - D. Memory Aids**
 - 1. Analogy, humor, example, illustration
 - 2. Acronyms
 - Kiss - keep it short & simple
 - WYS/WYG - what you see is what you get
- II. Persuasion**
 - A. Logical Argument**
 - B. Values - Treating People**
 - C. Credibility - honesty, desire to help**
- III. Speaking (Verbal Mannerism)**
 - A) Voice too low-participants sleep**
 - B) Voice too high-they can't follow**
 - C) Ask from back if they hear**
 - D) Don't frequently clear your throats**
 - E) Avoid verbal mannerism - you know,**
 - F) Remember the Four Ps;**
 - Project your voice
 - Pronounce your words carefully
 - Pause frequently
 - Pace should be varied
- IV. Non Verbal Mannerism**
 - A) Don't overdress - distract attention**
 - B) Keep gestures to a minimum**
 - C) Eye contact is essential**
 - D) Don't smoke & chew gums**
 - E) Avoid fiddling with pens, rings**
 - F) Avoid frequent wondering**

G) Relax and be yourself

V. Skills in Handling Difficult People and Questions

A) HANDLING DIFFICULT PEOPLE

1. THE KNOW-IT ALL
2. THE HOSTEL MEMBER/COMPLAINER
3. THE EARLY BIRD-ATTENTION SEEKERS
4. THE INTERRUPTER-AGGRESSIVE TONE
5. THE DOMINATOR
6. THE IRRELEVANT QUESTIONER

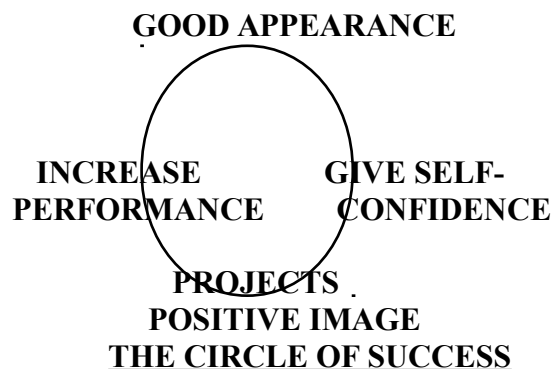
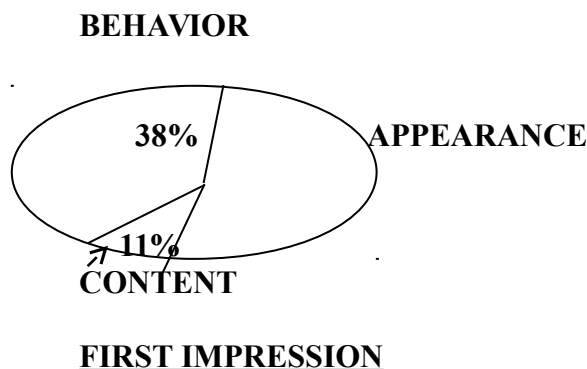
B) HANDLING QUESTIONS & ANSWERS

1. LISTEN TO THE QUESTIONS CAREFULLY
2. WHEN RESPONDERS GIVE CORRECT ANSWER
3. WHEN QUESTION RECEIVED WITH SILENCE
4. WHEN ANSWER IS INCORRECT/INCOMPLETE
5. WHEN THE RESPONSE ASKS YOUR VIEWS
6. IF THE QUESTION IS AGGRESSIVE, ACKNOWLEDGE DIFFERENCES.

VI. When Presentations Go Wrong

1. BACK TRACK
2. STICK TO INFORMATION
3. WATCH YOUR BODY LANGUAGE
4. RELAX: BREATH!
5. THE AUDIENCE ARE ALLIES

VII. PRESENTING YOURSELF EFFECTIVELY



PRESENTATION APPROACHES

What you say last is remembered first.

Presentations are like aero-planes at their most dangerous – when taking off and landing.

There are two parts in the process of giving talk:

- Careful preparation of your material (your message) – Session Plan (could be in form of lesson plan, headline/brief, patterned notes, etc)
- Presentation of your message – putting it across

FACTORS IN SELECTING APPROPRIATE APPROACH

THE CONTENT

KNOWLEDGE
SKILLS
ATTITUDE
TECHNICAL
OPERATIONAL

THE AUDIENCE

LEARNING STYLES (KNOWN?)
KNOWLEDGE OF THE SUBJECT
EXPERIENCE OF THE SUBJECT
NUMBERS
NEEDS IDENTIFIED

THE ORGANIZATION

ORGANIZATIONAL EXPECTATIONS
PREFERRED METHODS
DIRECTIVES
TRADITIONAL ATTITUDES
PROGRESSIVE ATTITUDES
EVALUATION REQUIREMENTS

AVAILABLE RESOURCES

YOUR EXPERIENCE OF THE SUBJECT
OTHER PRESENTER SUPPORT
AIDS AVAILABILITY
TIME AVAILABLE
ENVIRONMENTAL FACTORS

PRESENTERS TOOL KIT

- PAD OF PAPER (A4, A5 ETC.)
- INDEX CARDS
- PENS, PENCILS, MARKERS MASKING TAPE
- STAPLER, CLIPS, POST-IT PAD
- CALCULATOR, SCISSORS, RULER, ERASERS
- DAIRY, ADDRESS LIST
- OTHER TRAINING AIDS

ENDING PRESENTATION & PRESENTATION LOG

A) ENDING PRESENTATION

- REMIND THEM KEY POINTS
- ASK THEM TO DO EXERCISES/CASES
- LET THEM THINK ABOUT PRESENTATION
- LEAVE THEM WITH CHOICES

B) PRESENTATION LOG

- IS A PERMANENT RECORD OF YOUR PROGRESS
- IS A REMINDER FOR FUTURE INTENTIONS

- GIVES KEY IDEAS YOU WANT TO RETAIN

Training Evaluation

Evaluation of training programs tends to be poorly understood. It is often subjective and not strongly held and based on little empirical evidences, but is a matter of concern to trainees. There are three reasons for program evaluation:

- To ascertain whether the program should be run or not.
- To find out how it could be improved.
- The process of evaluation can have a number of useful by-products.

Moreover, training evaluation is conducted to determine if they are accomplishing specific training objectives. To ensure that any changes in trainee capabilities are due to training program and not due to any other conditions. Training program should be evaluated to determine their cost effectiveness. Evaluation is useful to explain program failure. Credibility of training and development is greatly enhanced when it is proved that the organization has benefited tangible from it.

The questions that need to be answered in evaluating a particular training program are as follows:

1. Why is the evaluation required?
2. Who should do it?
3. What aspects should be evaluated and when should this be done?
4. What kind of measurement will be used?
5. When will it be done?

Principles of Evaluation

Evaluation of the training program must be based on the following principles.

1. Evaluation specialist must be clear about the goals and purposes of evaluation.
2. Evaluation must be continuous.
3. Evaluation must be specific.
4. Evaluation must provide the means and focus for trainers to be able to appraise themselves their practices, and their products.
5. Evaluation must be based on objective methods and standards.
6. Realistic target dates must be set for each phase of the evaluation process. A sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation.

Criteria for Evaluation

There are many factors which can have a significant bearing on the way training works, and on its consequences. The context in which the training is taking place; outcomes, administration, process and training input are some these factors affecting on the way training works.

Let's examine each of them one by one.

1. Context: refers to the organization, the institution, or the domestic setting from which the individual trainee has come. Relevant contextual factors to investigate might include:

- ❖ Why has the individual been sent on the course (reward, punishment, skill development, etc)?
- ❖ The wider culture and expectations of the organization itself
- ❖ The needs that the individual perceives her/ himself to have (and domestic pressures and expectations can be major elements in this too).

2. Outcomes: it is within the broader context that any context from a training program or process needs to be evaluated and judged.

The following are the major training outcomes you may evaluate:

- ❖ What has changed as a result of the training?
- ❖ Does the person feel different, does he/she know something new, has he/she acquired new skills, has it resulted in changed relationships or new personal strategies?

3. Administration: can be seen as acting as a kind of membrane around the course as a whole. The following are major factors that you may consider in evaluating administration of training:

Nomination procedures, joining instructions, accommodation and meals, availability of handouts access to telephones, etc. may have a considerable influence on the way courses are actually run in practice.

4. Inputs: the formal part of the course is the input. The main training inputs refer to the lectures, discussions, exercises, projects, or study periods that are initiated by the tutors and course designers, and which therefore are embodied in the formal course timetable.

4. Process: finally, there is the process, or experiences, of the participant going through the course. This refers not only to the things that they learn and do, but also the things that they are thinking about and feeling both within and outside the formal course structure.

Methods/Techniques of Evaluation

The following are some of the major methods of evaluating training programs:

- Questionnaires
- Interviews
- Panel Discussions
- Experts opinion - etc. can be used to evaluate training programs.

SELF CHECK EXERCISE ON LISTENING HABIT

As a listener how frequently do you engage in the following listening behaviors? Place a check in the appropriate column, and determine your rating based on the scale at the bottom of the page.

Listening Habit	Very Seldom 10	8	6	4	Almost Always 2
1. Faking attention, pretending to be interested when you're really not.					
2. Being passive - not asking questions or trying to obtain clarification, even when you don't understand.					
3. Listening mainly to what a speaker says rather than his or her feelings					
4. Putting yourself in the speaker's shoes					
5. Not being aware of the speaker's facial expressions and nonverbal behavior.					
6. Tuning out material that is complex or contrary to your own opinion.					
7. Drawing conclusions, having your mind made up before hearing the speaker's full line of reasoning.					
8. Allowing yourself to daydream or wander mentally.					
9. Feeling restless, impatient, eager to end the conversation.					
10. Interrupting the speaker, taking over the conversation to get in your own side of things					

Scoring 90 - 100 ____ 80 - 89 ____ 70 - 79 ____ 60 - 69 ____ 50 - 59 ____ 40-49 ____

Test Yourself: What is your style of speaking?

For a clue to your own speaking style that is, either thinker, feeler, intuititor, sensor, write the number (4) on the line next to the word/Phrase that best describes you; write (3) next to the one that relates often to you; then (2) next to the one that relates somewhat to you; and (1) on the line next to the phrase least descriptive of you.

1. I like to think of my self as
_____a) a doer _c) rational
_____b) sympathetic _____d) creative
2. I want my career to be
_____a) result oriented so that my time and energy will be justified.
_____b) concerned with working with and helping other people
_____c) oriented towards giving my organization a sense of direction
_____d) designed towards contributing something new.
3. My time is important, so that I want to make sure that
_____a) something gets accomplished today
_____b) my employees have a fulfilling experience
_____c) I have a well developed plan for everyone.
_____d) can develop a new idea no one else has considered.
4. I feel satisfied when I
_____a) can accomplish more than I had planned
_____b) can be a help to a friend
_____c) can logically think a problem
_____d) can develop a new idea no one else has considered.
5. When I am promoted, I think it will be because I
_____a) get things done
_____b) know how to delegate and emphathize
_____c) keep accurate records before making decision
_____d) can develop new ideas.
6. When asked to make a decision I am likely to
_____a) react immediately
_____b) make an intuitive decision
_____c) ask for plenty of time to make the correct answer
_____d) want to make my decision without the advice of others.

The total in "a" refers Sensor The total in "b" refers Feeler
The total in "c" refers Thinker The total in "d" refers Intutitor

Scoring: The highest score indicates _____
The second highest score indicates _____

Assignment for the Course Management of Training and Development (25%)
Read All Questions Carefully and Attempt 8 of them. Please Work on these 8 Questions Supported by Examples, Illustrations, and Your own Experience

- 1– Discuss and illustrate the different influences or different pressures that affect a learner’s willingness to learn
- 2 – ‘Always remember,’ declared Blyth, ‘that children’s learning is more important than teacher’s teaching (1988, p.1). Blackle (1963, pp.51-53) captures a not too distant past when he asked, ‘What do we as teachers give children? Elaborate these statements supported by examples and real-life-situations from your education office or school.
- 3– Shipman (1990, p.1) expresses, “Schools exist to promote learning. That is the end of (educational) management... learning is individual and children are a varied lot. We know little about how they learn or the best way to help them. Discuss this statement by relating to your experience in your education office or school.
- 4 – Training and development activity of education organization is line or staff function? Justify the reason for either case.
- 5 – Assume a certain regional, zonal or woreda education office and mention some of the roles of training expert or training manager.
- 6 – What is the difference between coaching and mentoring? Discuss by providing examples from education sector.
7. Discuss the difference between active learning and self-directed learning?
8. What is the difference between the roles of a trainer and a facilitator in training?
9. Are you aware of your organization’s training policy? If yes is the answer, write down the main points. If no is the answer, write a training policy that will be related to the training project that you have planned to design. Make sure whether you incorporated the four essential components of training policy.
10. What is a T – group technique? In what situations it is recommended? Discuss also role play technique
11. Training aids will never conceal a poorly designed training course. Elaborate this statement.
12. What is the reason why many training programs are not effective?
13. Describe the advantage and limitations of case study. Develop your own case study from your experience and encounters (preferably cases from real-life-situation)
14. Briefly describe the difference between on –the – job and off –the – job training. Elaborate their advantages and limitations in training

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