

Developing a Training Program



Developing a Training Program Setting Goals and Objectives

- What Do You Want to Accomplish
 - Knowledge (general v. expert, narrow v. Broad)
 - Skill (what level of proficiency?)
 - Motivation (How much and for how long?)
 - Appreciation (e.g., diversity)

Developing a Training Program Setting Goals and Objectives

- Goals should state
 - What learners are expected to do
 - The conditions under which they are expected to do it
 - The level at which they are expected to do it
- Goals should be
 - Concrete
 - Attainable
- Can you accomplish your objectives?

Developing a Training Program Setting Goals and Objectives

- Properly written objective statements include (Kroehnert, 2000):
 - Action word
 - Item
 - Condition
 - Standard

Example

By the end of this training session, you will be able to

answer / customer questions about loan rates/
(action word) (item)
without asking others / 90% of the time
(condition) (standard)

Example

By the end of this training session, you will be able to

balance / the teller drawer / without assistance /
(action word) (item) (condition)
in 30 minutes with no errors.
(standard)

Example

By the end of this training session, you will be able to

compute / adverse impact levels / using a calculator /
(action word) (item) (condition)

with no errors.
(standard)

Developing a Training Program Setting Goals and Objectives

- Objectives need to meet the needs of the
 - Organization
 - Direct supervisor
 - Employee
 - Legal department

Developing a Training Program Motivating Employees

- To attend training
- To perform well in training
- To use their training on the job



Motivating Employees to Attend Training

- Require attendance on the clock
- Voluntary
 - On the clock
 - Just in time rather than just in case
 - Make training interesting
 - Focus on core competencies
 - Increase employee buy-in
 - Choice
 - Help develop
 - Provide incentives (food, certificates, college credit, pay increase)
 - Provide food
 - Reduce stress associated with attending



Motivating Employees to Perform Well in Training

Provide Incentives

- Basis for the Incentive
 - Completion and degree based
 - Knowledge based
 - Skill based
 - Job performance based
- Type of Incentive
 - Self-improvement/esteem
 - Job security
 - Money
 - Advancement



Motivating Employees to Perform Well in Training

Provide Incentives

- Important Principles
 - Timing
 - Contingency
 - Type of incentive
 - Expectancy theory
 - Motivation = E * I * V
 - E = Expectancy
 - I = Instrumentality
 - V = Valence



Motivating Employees to Perform Well in Training

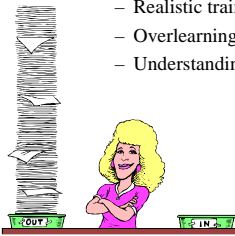
Maintain Interest

- Maintain Interest
 - Relevance
 - Activity
 - Fun
 - Variety
 - Interaction
 - Expertise sharing
- Provide Feedback



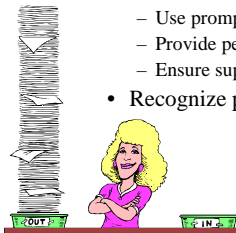
Motivating Employees to use their Training on the Job

- Ensure ability to transfer training
 - Realistic training environment
 - Overlearning
 - Understanding principles



Motivating Employees to use their Training on the Job

- Provide an opportunity to use newly learned skills
 - Use promptly after training
 - Provide performance assistance
 - Ensure supervisory support
- Recognize performance improvement



Choosing the Best Training Method

- Classroom Training
 - Lecture to acquire knowledge (live or video)
 - Case studies to apply knowledge
 - Simulation exercises to practice new skills
 - Role play and behavioral modeling to learn interpersonal skills
- Distance Learning
 - Books
 - Videos
 - Interactive video
 - Programmed instruction
 - Web-based instruction (e-learning)
 - Computer-based instruction

Choosing the Best Training Method

- On-the Job Training
 - Modeling
 - Job rotation
 - Apprentice training
 - Coaching
 - Mentoring
 - Performance appraisal

Ensuring Transfer of Training

- Practice in similar conditions
- Overlearning
- Allow training to be used on the job



Conducting Classroom Training Initial Decisions

- Who will conduct the training?
 - In-house trainers (\$750 per seminar hour to develop)
 - External trainers (\$100-\$500 per seminar hour)
 - Videos
 - \$200 - \$900 to purchase
 - \$2,000 per finished minute to produce
 - Local universities
- Where will it be held?
 - On-site
 - Off-site
 - Local hotel
 - Resort area

Conducting Classroom Training Initial Decisions

- How long should the training be?
 - Considerations
 - Efficiency
 - Attention span
 - Time away from work
 - Massed vs. distributed practice
 - Options
 - 1-2 hours
 - Half day
 - Full day
 - Several days

Conducting Classroom Training Preparing

- Adjusting for the Audience
 - Considerations
 - Size
 - Demographics
 - Ability
 - Readiness
 - Options
 - Amount of discussion
 - Types of multi-media
 - Types of exercises

Conducting Classroom Training Supplementing Lecture

- Case studies to apply knowledge
 - Actual situations
 - Living cases are best
- Simulations to practice new skills
- Role play to practice interpersonal skills
 - Regular role play
 - Behavior modeling
 - Teach technique
 - View videos of good and bad performance
 - Critique videos
 - Have audience role play
 - Provide feedback on role play

Individual Training Through Distance Learning

- Concept of programmed instruction
 - Self-paced
 - Trainee is actively involved in the learning
 - Material is presented in small units
- Formats
 - Books
 - Video
 - Interactive video
 - Computer based training (CBT)
 - Web based (e-learning)

On-the-Job Training Modeling

- Characteristics of the model
 - Successful
 - Status
 - Similarity
- Characteristics of the observer
 - Attention
 - Retention
 - Reproduction skills
