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)

• 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 with no errors.

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

• 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