

LESSON 14

DESIGNING TRAINING PLAN

Dear Friends,

Now we know that clarity of learning objectives is very first and crucial step in training program. It helps in conducting the entire program successfully. After reading this lesson you will be able to

1. Design training programs
2. Write learning objectives
3. Practice systematic method in designing training process

Basic Guidelines (and Examples) for Writing Learning Objectives

Description of Learning Objectives and Their Purpose

Training programs should be designed by trainers and/or learners to achieve certain overall goals for the learner. Programs should also include various learning objectives that when reached culminate in the learner achieving the overall goals of the training program. Learners implement one or more learning strategies/methods/activities to reach learning objectives.

When designing a training plan, each learning objective should be designed and worded to the extent that others can clearly detect if the objective has been achieved or not. From reading the learning objective, readers should be able to answer the question: "What will the learner be able to do as a result of the learning activities/methods/strategies?"

As much as possible, learning objectives should also be written to be SMART (an acronym for **s**pecific, **m**easurable, **a**ceptable to you, **r**ealistic to achieve and **t**ime-bound with a deadline).

Examples to Convey Nature of Well-Written Learning Objectives

To help learners understand how to design learning objectives, the following examples are offered to convey the nature of learning objectives. The examples are *not* meant to be offered as examples to be adopted word-for-word as learning objectives. Trainers and/or learners should design their own learning objectives to meet their overall training goals and to match their preferred strategies for learning.

Here are some examples for you to understand how to write learning objectives.

The topic of the learning objective is included in bolding and italics. Learning objectives are numbered directly below.

Topic: Communication

1. explain four basic principles of communication (verbal and non-verbal) and active, empathetic listening.
2. outline four barriers and bridges to communication
3. list at least four ways communication skills which encourage staff involvement will help create a positive work environment.

Topic: Mentoring

1. explain basic job duties and standards from job description to staff
2. outline at least five specific learning goals with staff by comparing performance with job duties
3. develop a yearly plan with staff to accomplish learning needs, supervision plan and rewards

Topic: Effective coaching

1. state at least three job expectations for staff that focusing on meeting resident's needs
2. plan five strategies to give frequent verbal and non- verbal encouragement and rewards
3. identify specific performance concerns with staff asking for possible solutions and decide together methods of measuring successful outcomes

Topic : Cultural Diversity

1. plan workable strategies for incorporating new staff into the work team
2. select their own means to exhibit an appreciation of how values and perceptions affect communication
3. make available for staff a series of learning opportunities for increased world knowledge and cultural information

Topic: Time Management

1. list job expectations of staff
2. provide tools to use in prioritizing tasks of resident care
3. create with staff a tentative schedule for cares based on these facts

Topic: Conflict resolution

1. explain at least five basic principles of empathetic communication to handle conflict
2. develop policy that gives current front-line leaders the permission and expectation to work with other staff on conflict resolution
3. develop policy for progressive discipline and explain how this works to current front line leaders

Topic: Stress Management

1. list and recognize major symptoms and behaviors related to too much stress
2. outline three to five stress management strategies
3. list quick strategies staff can use during work shift as well as at home to reduce stress

level

4. educate staff about basic guidelines to build support work teams

Topic: Communication skills/Cultural Approaches

1. teach each other and staff about different cultural approaches and living styles
2. identify three steps to foster a climate where differences in cultures are reviewed as positive and additive
3. learn at least three methods of problem solving when cultural differences and practices interfere with necessary resident care.

Topic: Job expectation/Coordination including authority and responsibility

1. learn three approaches to problem solving which includes identification of the underlying problem
2. make staff assignments based on input from staff
3. evaluate approaches and make corrections based on outcomes

Topic: Team work/Positive work environment/Positive Rewards

1. identify characteristics of an effective team
2. describe four skills leaders can use to foster commitment and collaboration
3. develop at least five guidelines to treating staff with respect and helping staff learn from each other

Topic: Goal Setting/Performance Reviews

1. develop guidelines to set specific goals with staff and help them plan to meet these goals
2. develop policy that encourages staff to seek education goals through career ladders
3. develop guidelines for effective observation and feedback toward goal achievement (by staff)

Topic: Constructive Criticism/Consequences

1. establish clear standards of behavior, and that recognize and reward staff when they meet the standards
2. list ways to approach staff whose performance is a concern (with a win-win frame of mind)
3. describe how learning empathetic communication will help front line leaders handle conflict/constructive communication and help plan for solutions

Designing Training Plan

Dear Friends,

After reading this lesson you will be able to will understand what are major factors of designing training plan and design a training plan with its minute details and.

Self-directed learners can use these guidelines to develop their own training plan. Whether their training goals involve learning certain topics and/or skills, learners can start their learning by starting their planning.

NOTE: Do not be intimidated by the length of this framework. If you looked at a list of all of the steps necessary to go grocery shopping, you'd likely stay at home! You can complete these guidelines without being an expert. All you need is to make a commitment and take a few hours of your time -- time during which you'll be learning, too!

To understand training plan you need to understand following categories of information :

- I. [Directions to Use "Complete Guidelines ..."](#)
- II. [Preparation for Designing Your Training Plan](#)
- III. [Determining Your Overall Goals in Training](#)
- IV. [Determining Your Learning Objectives and Activities](#)
- V. [Developing Any Materials You May Need](#)
- VI. [Planning Implementation of Your Training Plan](#)
- V. [Planning Quality Control and Evaluation of Your Training Plan and Experiences](#)
- VI. [Follow-Up After Completion of Your Plan](#)

D).

Directions to Use "Complete Guidelines ..."

If you are designing a training plan to enhance introductory understanding and/or skills in management, leadership or supervision, then follow the directions in the appropriate topics Management Development, Leadership Development or Supervisory Development.

In this document, the term "supervisor" is used to refer to the position to whom the learner directly reports, for example, a chief executive reports to a board of directors.

Design your training plan by

1. Proceeding through each of the following numbered steps in this document and
2. You will be guided to write your training plan by writing certain information in the Framework to Design Your Training Plan.

Framework to Design Your Training Plan

(Directions for Learners to Complete This Training Plan)

Complete this training plan by following the guidelines in the document Complete Guidelines to Design Your Training Plan. Learners may modify this framework to suit their nature and needs.

Name of Learner _____

Approval (if applicable) _____

Time Frame

This plan will be started on the following date _____

The plan will be implemented by the following date

Funding Requirements

(See budget at the end of the training plan)

Comments: _____

General Comments

Overall Training Goals

What do you want to be able to do as a result of learning achieved from implementing this training plan? As much as possible, design your goals to be "SMARTER".

1. _____

2. _____

3. _____

How Were These Training Goals Selected?

Results of performance review?

Result of self-assessment?

Reference to current job description?

Reference to strategic or other organizational goals?

Other(s)?

Learning Objectives

What new capabilities do you want to have? What do you want to be able to do as a result of your new knowledge, skills and/or abilities? You may need several learning objectives for each of your overall training goals. As much as possible, design your learning objectives to be "SMARTER".

1.

2.

3.

4.

5.

6.

7.

- 8.
- 9.
- 10.

How Were These Learning Objectives Selected?

- Results of performance review?
 - Result of self-assessment?
 - Reference to current job description?
 - Reference to strategic or other organizational goals?
 - Other(s)?
-

Learning Activities/Strategies/Methods

What activities will you undertake to reach the learning objectives? Learning activities may not match learning objectives on a one-for-one basis..

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

II).

Preparation for Designing Your Training Plan

Don't Worry About Whether Your Plan is Perfect or Not -- The Plan is Guide, Not Law

Don't worry about whether you completely understand key terms in training or whether your plan is "perfect" or not. The key is to get started. Start simple, but start. Do the best that you can for now. There is no perfect plan. You're doing the plan according to your own nature and needs.

Also, it's not important to stick to the plan for the sake of the plan. The plan will likely change as you go along. That's fine, as long as you've notice that it's been changed and why.

Remember that Training and Development is a Process

So often when we design a plan, the plan becomes the end rather than the means. The plan is a general guide -- the real treasure found from implementing your plan is the learning you achieve. Learning is an ongoing process. Look at learning as a process and you enjoy the long time during the journey rather than the short time at the destination.

Get Some Sense of These Basic Terms

You don't have to be expert at the following terms -- just get a general sense about them.

training goal	learning objectives	learning methods/ activities	documentation/ evidence of learning	evaluation
overall results/capabilities you hope to attain by implementing your training plan, eg., 1. pass supervisor qualification test	what you will be able to do as a result of the learning activities in this plan, eg, 1. exhibit required skills in problem solving and decision making 2. exhibit required skills in delegation	what you will do in order to achieve the learning objectives, eg, 1. complete a course in basic supervision 2. address a major problem that includes making major decisions 3. delegate to a certain employee for one month 4. etc.	evidence produced during your learning activities -- these are results that someone can see, hear, feel, read, smell, eg, 1. course grade 2. your written evaluation of your problem solving and decision making approaches 3. etc.	assessment and judgment on quality of evidence in order to conclude whether you achieved the learning objectives or not

The following documents can greatly improve the quality of your training plan

Basic Requirements of Learners

Basic Requirements of Learners in Training and Development

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 Masters in Business Administration (MBA), 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. For the learning process to succeed, the individual must be willing to take risks. Stick your neck out, including by telling the instructor when you're confused or disappointed in the course. Don't wait until the course is over when nothing can be done about it.

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. True learning involves looking at every aspect of our lives, not just what's in our heads. So include courses, e.g., in Stress Management and Emotional Intelligence, in your training and development plans.

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. However, we're often reluctant to seek advice and impressions from others, particularly fellow workers. We're sometimes reluctant to share feedback with others, as well. The Giving and Receiving Feedback might be useful to you.

The courage to overcome our reluctance and fears is often the first step toward achieving true meaning in our lives and our jobs.

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.

Suggestions to Enrich Any Training and Development Plans

Suggestions to Enrich Any Training and Development Plans

This includes following steps:

- a. Introduction
- b. Planning -- Some Considerations for Developing the Training and Development Plan
- c. Goals -- Selecting the Training and Development Goals
- d. Methods -- Remembering Some Basic Principles About Adult Learning When Selecting Methods
- e. Methods -- Some Basic Mistakes to Avoid When Selecting Methods
- f. General Suggestions for Building More Learning into the Plan
- g. General Suggestions for Building More Learning into Our Lives
- h. Summary of Above Suggestions to Enrich Training and Development

Introduction

The following considerations are meant to round out the vast advice offered in the section Overview of Training and Development. These considerations do **not** replace information in that section. This framework should not be used without having first read that section.

As previously noted, training and development can be initiated to address a "performance gap" (learning needed to meet performance standards for a current task or job), "growth gap" (learning needed to achieve career goals) or "opportunity gap" (learning needed to qualify for an identified new job or role). The following considerations apply to any of these situations.

The information frequently references supervisors and employees/learners. However, information also applies to learners wanting to develop their own training and development plan.

The terms "employee" and "learner" are used interchangeably in the following.

Planning - Some Considerations When Developing the Plan

Be Sure to Document a Training and Development Plan (Goals, Methods and Evaluation)

Carefully consider using some form of a training and development plan, even if thinking about informal means of training and development. Sketching out a plan with goals,

intended methods and evaluation, will at least give you a sense of what you want and how you'll recognize if you've gotten it or not. Don't expect perfection in the plan or the learner. Start simple, but start. Then update the plan as you go along.

Don't Worry About Whether Your Plan is Perfect or Not -- The Plan is Guide, Not Law

The key is to get started. Start simple, but start. Do the best that you can for now. There is no perfect plan. You're doing the plan according to your nature and needs.

Also, it's not important to stick to the plan for the sake of the plan. Deviations from the plan are to be expected. It's important that deviations are recognized and explained.

Remember that Development is a Process

Often, the ongoing reflection and discussions between supervisor and learner are far more important than results produced by learners during the training and development process. Appreciate this interaction as much as reaching any objectives in the plan.

Goals - Selecting Training and Development Goals

Select 2-4 Goals to Get Started

Each of these goals will be associated with, e.g., 2-4, learning objectives that when reached by the learner will result in the learner reaching the overall training goal. (More about learning objectives later in a basic framework for developing a training and development plan.)

Determine the Goals Yourself -- Don't Adopt Them from Another Program, Writer, etc.

It's very tempting to get a copy of a formal training program's goals and make them your own. It's very tempting to read a writer's suggestions about what a leader should be and adopt those suggestions as requirements in your program. Almost everyone wants to have more character, be charismatic, be more visionary, work well with groups, be more communicative, support followers, etc.

But you may very well have already have met those goals! Because writer's suggestions sounds very virtuous, e.g., to have more character, does not mean that you don't already have a great deal of character that already incorporates the values needed for strong and effective leadership in your organization.

Therefore, give careful thought to your training and development goals. Ultimately, you and your supervisor are the best judges of what you should aim to learn.

Set Realistic Expectations

As explained in previous information about Training Analysis, learning goals should be established based on needed areas of knowledge and skills. These needs are established by referencing relevant strategic goals, competencies lists, job descriptions, job analysis, tasks analysis, etc. Be sure these goals are realistic.

There is a vast amount of management literature today, much of it asserting the need for continued change among organizations and employees. Often, we're expected to achieve

total quality and total integrity. We're encouraged to transform ourselves and our organizations. These expectations can serve as powerful visions to provide direction and purpose. However, as these expectations become strong requirements in the workplace, they must be carefully considered and planned. Otherwise, they can spawn a great deal of despair and cynicism.. Consequently, be realistic about training and development plans. Particularly regarding development efforts such as leadership development, it can be very seductive to have goals such as "total integrity". If you want "total integrity" as a goal, know what behaviors will depict total integrity and then identify those behaviors in your training and development plan.

Don't Forget the Most Important Sources of Suggestions Supervisors and Subordinates

When selecting training and development goals, ask your supervisor for feedback. For example, if you're planning a leadership development program for yourself, ask your supervisor for suggestions about how you could improve. He or she may be the best person to give you ideas for goals and methods. He or she has had to develop leadership skills and also has watched you over the years. Also, don't forget to ask your subordinates for suggestions. They often have impressions about you that you'll never find out about, unless you ask for them.

Integrate Results Expected from the Learner with Goals in the Performance Plan

Include the training and development goals in the performance review planning and discussions. This affords ongoing tracking and discussion to ensure that training and development results are actually carried over into the results in the workplace. If the supervisor and employee have been conducting the employee performance management process and perceived a "performance gap", then the performance review process already includes the goals needed by the training and development plan. "Growth gap" and "opportunity gap" training goals should also be included in the performance review process as career development goals to ensure ongoing tracking and discussion. However, be very careful about evaluating the employee on whether they achieved career goals or not. Many variables can occur which hamper the employee from achieving career goals. Instead, focus performance evaluations on achievement of performance standards.

Methods - Remember Basic Principles About Adult Learning

Adults Learn Best by Applying Information to Current, Real-World Needs

Therefore, select training and development methods that include the learner's actually applying new information and methods in the workplace to a real-life problem. It's often difficult for learners to translate discussion about simulated situations (e.g., case studies) back to the workplace. On-the-job training can be very powerful when complemented with new information and methods, and time for reflection.

Adults Learn Best by Exchanging Feedback About Experiences

Learners benefit a great deal from ongoing feedback around their experiences when applying new information and materials. Ideally, training and development experiences afford learners the opportunity to describe the results of applying new information and

methods, what they thought would happen, what actually happened and why, and what the learner gained from the experience.

Methods - Some Basic Mistakes to Avoid When

Particularly after 12 to 16 years of classroom education, we tend to fall prey to several common myths about training and development. The following advice is geared to help learners avoid those myths.

1. *Don't mistake data and information for knowledge and wisdom*

Too often, when we want to learn something, we take a course, carefully analyze the material and consider ourselves as having learned the information. Yet how much of the material from our courses have we really practiced? Paulo Freire, who is probably responsible for educating more human beings than anyone in history, asserts that “without practice, there is no knowledge”.

2. *Don't mistake entertainment for enlightenment*

Go to your library, look at the hundreds, maybe thousands of books there. How many did you really need? How much of the authors' advice did you actually follow? How many books met the strong promise you felt when you first read the title?

3. *Don't mistake analysis for learning*

Assignments over the years ask us to “analyze the content and then write a paper”. Yet, Eastern philosophies that have existed thousands of years before ours, remind us of the role of intuition, and of the role of reflection on our experiences (on our practices). Use more than your brain, use your intuition and your heart.

4. *Don't mistake education to occur only in classrooms*

Yet research indicates that adults learn best when they apply information to meet current, real needs in their lives, that is, when they ground their theories in practice. And they learn best when exchanging ongoing feedback around these practices.

General Suggestions to Build More Learning into the Plan

1. *For every learning method, answer “How will this learning effect the real world?”*

Have your supervisor or best friend hold you accountable to answer that question. It may be the most important question in your plan and its answer may leave you feeling the most fulfilled when the plan has been implemented.

2. *Include learning activities that go well beyond the safety of reading and writing papers*

Take some risks. Have your spouse or close friends suggest what you most need to learn and how. Ultimately, ensure that you're not engaged in extended arguments about “How many angels will fit on the head of a pin -- come the New Millennium?”.

3. *Take advantage of real-life learning opportunities in the workplace*

Your life and job afford you numerous opportunities from which to learn. For example, if you're designing a plan to develop leadership skills, then select learning methods that

involve leading efforts in your community. Volunteer to a local nonprofit or professional organization.

4. Practice principles of unconventional educators, such as Paulo Freire and Myles Horton

Freire and Horton taught people to read, not just for the sake of learning, but to meet real and current needs in the lives of their learners. Horton, who didn't write any scholarly papers in his life, started the Highlander Folk School. The school had no classrooms, no expert lecturers. Yet, Martin Luther King said that Highlander probably had more to do with addressing desegregation than he did. In another case, after leaving Highlander, a young black learner refused to go to the back of the bus -- Rosa Parks.

General Considerations to Build More Learning into Our Lives

Many of us give far more attention to the learning we glean from our classrooms than we do from the rest of our lives. Many of us come to realize this situation only after we've graduated. Again, some suggestions:

1. Write Down Ten Most Important Things You've Learned -- How Did You Learn Them?

It's ironic that, considering the thousands of exercises we've been assigned in our lives, this exercise is never among them! Yet it's probably one of the most important. Next to each thing you learned, note what you did to learn it. Do you know? Did it occur in a classroom? What theory spawned that learning?

2. Once a Week, Write Down a Key Learning Experience -- What Did You Learn?

You will learn far more from your real-world experiences (or practices), including from your intimate relationships with others, than you will from all of the classrooms and all of the books in the world!

3. Involve Yourself in Community Service -- Great "Classroom" in Life!

These services are powerful "practices" that soon spawn rich, deep learning in our lives!

4. For One Minute, Stare At Yourself in the Mirror: Ask "How Do I Feel About Myself?" Update your training and development plan to address any concerns you have about the person staring back at you in the mirror. As with any successful therapy or managing or teaching, you must first start with yourself.

Summary of Above Suggestions to Enrich Training and Development Some Basic Requirements of Learners

Learners Must Be Willing to Grow, to Experience

Growth Involves the Entire Learner

Growth Requires Seeking Ongoing Feedback

Some Basic Requirements of Supervisors

Include Learners in Development of Training and Development Plan

If Available, Have Human Resources Representative Play Major Role

Provide Ongoing Feedback and Support

When Assessing Results of Learning, Maximize Feedback About Performance
Budget Necessary Funds for Resources Learner Will Need
Set Aside Regular Times for Supervisor and Learner to Meeting

Developing the Training and Development Plan

Document a Training and Development Plan (Goals, Methods and Evaluation)
Don't Worry About Whether Your Plan is Perfect or Not -- The Plan is Guide, Not Law
Remember that Development is a Process

Selecting Training and Development Goals

Select 2-4 Goals to Get Started
Determine the Goals Yourself -- Don't Adopt Them from Another Program
Set Realistic Expectations
Don't Forget the Most Important Sources of Suggestions: Supervisors and Subordinates
Integrate Results Expected from the Learner with Goals in the Performance Plan

Basic Principles About Adult Learning When Selecting Methods

Adults Learn Best by Applying Information to Current, Real-World Needs
Adults Learn Best by Exchanging Feedback About Experiences

Basic Mistakes to Avoid When Selecting Methods

Don't Mistake Data and Information for Knowledge and Wisdom
Don't Mistake Entertainment to Be Enlightenment
Don't Mistake Analysis to be Learning
Don't Mistake Education to Occur Only in Classrooms

Basic Considerations to Build More Learning into the Training and Development Plan

For Every Method in Your Plan, Ask "How Will This Learning Effect the Real World?"
Go Well Beyond the Safety of Reading and Writing Papers
Take Advantage of Real-Life Learning Opportunities in the Workplace.
Consider Principles of Unconventional Educators, Such as Paulo Freire and Myles Horton

Basic Considerations to Build More Learning into Our Lives

Write Down Ten Most Important Things You've Learned -- How Did You Learn Them?
Once a Week, Write Down the Key Experiences Over Past Week and What You Learned
Involve Yourself in Community Service -- Great "Classroom" in Life!
Finally, Take Five Minutes to Stare in the Mirror. Ask "How Do I Feel About Myself?"

Might any of the following topics be useful to you at this point in designing your training plan?

Determining Your Overall Goals in Training

This section helps you identify what you want to be able to do as a result of implementing your training plan, for example, qualify for a certain job, overcome a performance problem, meet a goal in your career development plan, etc. Learners are often better off to work towards at most two to four goals at a time.

1. *Optional: You may want to re-review some of the following information:*

Goals -- Selecting the Training and Development Goals (refer to the above suggestions to enrich training and development plan)

2. *Are there any time lines that you should consider in your plan?*

Do you have to accomplish any certain areas of knowledge or skills by a certain time? If so, this may influence your choice of learning objectives and learning activities to achieve the objectives. (Record your time lines in the Framework to Design Your Training Plan.) (refer to the above matter)

3. *Are you pursuing training and development in order to address a performance gap?*

A performance gap is usually indicated from the performance appraisal process. The performance appraisal document should already include careful description of the areas of knowledge and skills that you must learn in order to improve your performance. To understand performance gaps, Know more about Employee Performance Management

4. *Or, is your plan to address a growth gap?*

If so, carefully identify what areas of knowledge and skills are needed to reach your goals in your career. Consider referencing job descriptions, lists of competencies or even networking with others already in the positions that you want to reach in the near future. The following more information will help you
Job Descriptions | Competencies | Networking | Career Planning | Job Searching

5. *Or, is your plan to address an opportunity gap?*

If so, carefully identify what areas of knowledge and skills are needed to perform the job or role that soon might be available to you. Again, consider job descriptions, lists of competencies or even interviewing someone already in the job or role that may soon be available to you.

The following more information will help you.

Job Descriptions | Competencies | Networking | Career Planning | Job Searching

6. *Get feedback from others*

Ask for advice from friends, peers, your supervisors and others. They can be a real treasure for real-world feedback about you! For example, you (and your supervisor, is applicable) could work together to conduct a SWOT (an acronym) analysis, including identifying the your strengths, weaknesses, opportunities and any threats to reaching the your desired goals.

7. *Should you conduct a self-assessment?*

For example, you (and your supervisor, is applicable) could work together to conduct a SWOT (an acronym) analysis, including identifying the your strengths, weaknesses, opportunities and any threats to reaching the your desired goals.

8. *Is a list of competencies, job descriptions or job analysis available to help you identify your training and development goals?*

A competencies list is a list of the abilities needed to carry out a certain role. The list can be very useful to you when identifying your learning objectives in your training and development plan.

9. *Begin thinking about how much money you will need to fund your plan.*

You might need money, e.g., to pay trainers, obtain facilities and materials for training methods, pay wages or salaries for employees during attendance to training events, etc. Begin recording your expected expenses in the "Budget"

10. *Identify your training goals.*

By now, you should have a strong sense of what your training goals are, after having considered each of the above steps. It's important that goals be designed and worded to be "SMARTER" (an acronym), that is, **s**pecific, **m**easurable, **a**ceptable to you, **r**ealistic to achieve, **t**ime-bound with a deadline, **e**xtending your capabilities and **r**ewarding to you.

Determining Your Learning Objectives and Activities

The purpose of this part of your planning is to design learning objectives that ultimately accomplish your reaching your overall training and development goals. You will also identify the learning activities (or methods) you'll need to conduct to achieve your learning objectives and overall training goals.

1. You may want to re-review information in the sections:

Designing Training (identifying learning objectives, methods to use, etc.)

Methods -- Remembering Some Basic Principles About Adult Learning

Methods -- Some Basic Mistakes to Avoid When Selecting Methods

Methods -- Building More Learning into the Training and Development Plan

Various Ideas for Ways to Learn

2. Identify some preliminary learning objectives for each new area of knowledge or skills that you need to learn.

Carefully consider each of your training goals. What specifically must be accomplished (that is, what objectives must be reached) in order for you to reach those goals? Which of these objectives require learning new areas of knowledge or skills? These objectives are likely to become learning objectives in your training plan. Similar to the nature of training goals, learning objectives should be designed and worded to be "SMARTER".

3. In what sequence should the learning objectives be attained?

Usually, learning builds on learning. It may be useful to learn certain areas of knowledge and skills before learning new areas.

4. Carefully consider -- When you have achieved all of your learning objectives, will you indeed have achieved all of your overall training goals?

Now you're ready to write down your learning objectives in the

5. What are the best learning activities (methods) for you to achieve your learning objectives?

Do the methods match your particular learning style, e.g., reading, doing or listening? Do the methods stretch your styles, too? Are the methods readily accessible to you? Do the methods take advantage of real-life learning opportunities, e.g., use on-the-job training opportunities, real-life problems that occur at work, use of projects and programs at work? Note that learning activities do always match learning objectives on a one-for-one basis.

6. Do your learning activities include your ongoing reflections about your learning?

You (and your supervisor, if applicable) will benefit from regularly taking time to stand back and inquire about what is going on in your training, what are you learning and how, if anything should be changed, etc. Skills in reflection are critical for ongoing learning in your life and work.

7. What observable results, or evidence of learning, will you produce from your learning activities that can be reviewed for verification of learning?

For ideas about what results to design into your plan, Now you're ready to write down your evidence of learning in the Framework to Design Your Training Plan.

8. *Who will verify that each of your learning objectives were reached?*

Ideally, your learning is evaluated by someone who has strong expertise in the areas of knowledge and skills required to achieve your training goals. Now you're ready to write down your evaluator in the Framework to Design Your Training Plan.

9.. *Now that you know what activities that will be conducted, think again about any costs that will be needed, e.g., for materials, facilities, etc.*

You may want to update the "Budget" section in the Framework to Design Your Training Plan.

10. *How will you handle any ongoing time and stress management issues while implementing your plan?*

Professional development inherently includes the need for self-development, as well. Therefore, you must know about

Stress Management | Time Management | Work-Life Balance | Self-Confidence | Emotional Intelligence | Maintaining a Positive Attitude

Developing Any Materials You May Need

The goal of this phase of your planning is to obtain or develop any resources you need to conduct the activities you selected in the previous phase of the plan.

1. ***You must be able to*** Developing Training Materials (developing facilities, documents, graphics, etc.)

2. ***Consider if you need to obtain, or start:***

Enrolling in courses, buying books, scheduling time with experts, getting a mentor, scheduling time with your supervisor, etc.

3. ***Now that you've thought more closely about learning methods and associated materials, think again about any costs that will be needed, e.g., for materials, facilities, etc.***

4. ***Should any of your planned learning methods be pretested?***

Should you have anyone else use the methods and share their impressions about the methods with you? Have you briefly reviewed the methods, e.g., documentation, overheads, etc? Did you experience any difficulties understanding the methods?

Planning Implementation of Your Training Plan

The goal of this phase of your planning is to ensure there are no surprises during the implementation phase of your training.

1. *You must be able to implement the training plan.*
2. *During your training, how will you be sure that you understand the new information and materials?*
Periodically conduct a short test, e.g., everyone once in a while, try recall the main points of what you have just learned, test yourself, etc. If you are confused, tell your trainer now.
3. *Will your learning be engaging and enjoyable?*
4. *Are you sure that you'll receive the necessary ongoing feedback, coaching, mentoring, etc., during your training and development activities?*
Information on following will help you [Sharing Feedback](#) | [Coaching](#) | [Mentoring](#) | [Motivating Employees](#) | [Counseling](#) | [Sustaining Morale](#) |
5. *Where will you get necessary administrative support and materials?*
6. *During implementation, if any changes should be made to your plan, how will they be tracked? How will the plan be redesigned? How will it be communicated and to the right people?*

Planning Quality Control and Evaluation of Your Training Plan and Experiences

The goal of this phase of your planning is to ensure your plan will indeed meet your training goals in a realistic and efficient fashion.

1. *You Must know about evaluation of training process and results*
2. *Who's in charge of implementing and tracking your overall plan?*
How will you know if the plan is on track or needs to be changed?
3. *Consider having a local training expert review the plan.*
The expert can review, in particular, whether
 - your training goals will provide the results desired by you (and your organization, if applicable),
 - learning objectives are specific and aligned with your overall training goals,
 - the best methods are selected for reaching your learning objectives, and
 - your approach to evaluation is valid and practical..

4. *Are approaches to evaluation included in all phases of your plan?*

For example, are your methods being pretested before being applied? Do you understand the methods as they're being applied? Are regularly providing feedback about how well you understand the materials? How will the you (and your supervisor, if applicable) know if implementation of the plan achieves the training goals identified in the plan? Are there any plans for follow-up evaluation, including assessing your results several months after you completed your plan?

Follow-Up After Completion of Your Plan

This is often the part of the plan that gets neglected. In our society, we're often so focused on identifying the next problem to solve, that few of us have the ability to acknowledge successful accomplishments and then celebrate. The design and of this plan has probably been a very enlightening experience for you -- an experience that brought a perspective on learning you can apply in a great many other arenas of your life. Congratulations!

1. *Are follow-up evaluation methods being carried out?*

2. *Did you (and your supervisor, if applicable) complete a successful experience to develop and implement a training and development plan? Is this accomplishment being fully recognized?*

Consider information in the section

Various Ideas for Learning Activities and Documentation of Results

There are numerous types of activities which learners can conduct to reach their learning objectives -- arguably the best activity is life itself. The learner can conduct one type of activity below or several. The list actually comprises what might be called types, modes and methods of learning and even some learning aids.

Note that conducting any of the following activities (or types of activities) will not by themselves necessarily generate learning. Ideally, the following are selecting during the systematic design of a training and development experience, whether self-directed or other-directed.

Information includes

Some Typical Ways of Learning

Some New Ways of Learning in the Workplace

Some Tangible Results that Can Be Used to "Document" Learning

On-Line Learning

Continuous Learning

Distance Education

Some Typical Ways of Learning

Training methods are either on-the-job, implemented outside the organization or a combination of both. The following is a brief overview of rather typical methods of development (in alphabetical order):

Apprenticeships

For centuries, apprenticeships were the major approach to learning a craft. The apprentice worked with a recognized mastercraftsperson. Particularly during times of low unemployment, businesses are eager to get any kind of help they can find. Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill.

Career Counseling

Hopefully, learners have the opportunity to work with their supervisors to develop career plans which identify areas for improvement or advancement, how those areas can be addressed and when.

Coaching

Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

Continuing Professional Development

Many professions require verification of ongoing training to retain certification, e.g., social workers, some fields of law, nurses, etc. Professionals must stay up-to-date in the views and practices necessary to lead and manage in today's organizations. There seems to be an increasing number of universities, colleges and training centers associating continuing education units (CEU's) with their courses and workshops.

Courses

Universities, colleges and training centers often have a large number of courses in management, professional and personal development. If the learner is looking to build a skill, then he or she must actually apply new information from these courses -- otherwise, the learner is collecting information (hopefully, knowledge), rather than building skills.

Distance Learning

This typically includes learning by getting information and / or guidance from people who are not face-to-face with the learner, e.g., learning via satellite broadcast, broadcast over the Internet, e-mail or postal mail correspondence, etc. Some people consider on-line learning (e.g., information, tutorials, etc., available on diskette, CD-ROM, over the Internet, etc.) to be distance learning, as well.

Internships

Internships are offered usually by organizations to college students wanting to find work experience during the summer months. The internships offer precious, real-life job

experience and the organizations often get skilled, highly dedicated service. Many times, interns go on to be hired by the organizations, as well.

Job Assignments

Job assignments are wonderful opportunities from which to learn. We just aren't used to thinking of them that way. To cultivate learning, consider having employees write short reports, including an overview of what they did, why they did it, what areas of knowledge and skills were used, how the job might have been done better, and what areas of knowledge and skills would be needed to improve the job.

Job Rotations

This can be one of the most powerful forms of development, allowing learners to experience a broad range of managerial settings, cultures and challenges.

Lectures

Lectures, or focused presentations by experts on subject matter, are held in a wide variety of locations, not just in classrooms. Professional associations often bring in speakers. Guest lectures are often sponsored by local universities, colleges and training centers, and announced to the public. Many times, the lectures are repeated over local radio and television.

Management Development Programs

Local universities, colleges and training centers usually offer these programs. Carefully review their program content and design to ensure that training includes real-life learning activities during which learners can develop skills for the workplace.

Mentoring

Hopefully, learners find experienced managers in the workplace who are willing to take learners "under their wing" and provide ongoing coaching and mentoring.

On-Line Training

There are now numerous sources of on-line training (learning information from computer diskette, CD-ROM, the Internet, etc.). This form of learning is sometimes called Web-based-training. Various forms of distance learning involve learning over the Internet as well.

On-the-Job Training

This form helps particularly to develop the occupational skills necessary to manage an organization, e.g., to fully understand the organization's products and services and how they are developed and carried out.

Other-Directed Learning

This includes having someone other than the learner identify the training goal, methods to achieve the goal, and approaches to evaluating the training and progress toward achieving the training goal.

Orientation to New Jobs or Roles

A carefully developed procedure for orienting new employees is very helpful for getting employees "off on the right foot" when starting their jobs.

Peer-Based Methods

This includes formats where peers focus on helping each other learn, e.g., by exchanging ongoing feedback, questions, supportive challenges, materials, etc. Perhaps the best example is the action learning process, originated by Reginald Revans.

Professional Organizations

A wide variety of professional organizations often offer courses, seminars, workshops and sessions from conventions.

Self-Directed Learning

Highly motivated learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives and how to verify they've met the objectives, as well.

Television

Various television networks often have a wide variety of very enlightening shows about basic job skills, such as computer basics, business writing, etc.

Tutorials

Tutorials includes guidance to proceed through learning some technique or procedure, e.g., a tutorial on using a computer software package. There are an increasing number of on-line tutorials (tutorials available on diskette, CD-ROM, over the Internet, etc.).

Training Courses and Workshops

Workshops, seminars, convention sessions, etc. are useful, in particular, for highly focused overviews of a particular subject or training about particular procedures.

University and College Programs

It seems there is an exponential number of management development programs in universities and colleges.

Workshops

Workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure.

Some Tangible Results that Can Be Used to "Document" Learning

If you or others are seeking to verify results from your training and development, it helps to produce tangible items that can be evaluated to discern if you've achieved your training goals and objectives. The following list comes courtesy of The Union Institute, which suggests the list to learners when developing their own learning agreements.

- annotated bibliographies
- audio recordings
- case study analyses
- certificates of achievement
- commendations from employers
- computer software
- conducting a series of peer days
- conducting Socratic dialogues
- conducting workshops
- creating course handouts
- creating works of art
- designing a questionnaire
- developing training manuals
- dialoguing with committee members
- formal written papers
- gallery exhibitions of one's work
- giving a lecture
- grades received for courses completed at other institutions
- journal entries
- notebooks validated by adjunct professors
- notes prepared regarding non-UGS sponsored seminars
- others yet to be identified
- performance in the creative arts
- photography
- poems written
- preparing testing protocols
- presentations
- receiving professional verification
- results of literature searches
- sculptures
- teaching a course
- transcribed learning from other institutions of higher learning
- video productions
- written and oral examination by committee members, mentors or consultants
- written notes from museum visits

On-Line Learning

There are an increasing number of approaches to on-line learning. www plays a crucial role in this.

Continuous Learning

Continuous learning is learning how to learn. Typically, this involves developing skills in reflection, which is the ability to continually inquire and think about experience to draw conclusions and insights. It also involves the ability to conceptualize the learning process. Continuous learning is often associated with the concepts of systems thinking and organizational learning. See

ACTIVITY AND ASSIGNMENT

1. Design a training plan / orientation program for 8 Receptionists working in various shifts in a software company.
2. Design a training plan for Marketing executives in a FMCG.

CASE

. PSYCHOLOGICAL PROBLEMS IN TRAINING

Mr. Vijay Kant joined the S.C.Railway five years back when he was 21 years old. He proved himself as an efficient steam engine driver. He bagged the Railway Minister's Best Driver's Award this year. He was asked to undergo training in diesel engine driving due to massive dieselisation in South Central Railway. But he was reluctant to take up training. The head of the loco staff was quite surprised to know the reluctance of Mr. Vijay Kant when a number of drivers of steam engines have volunteered themselves to undergo training in diesel engine driving.

QUESTION

1. As an industrial psychologist identify important psychological problems in this case.