

Course Learning Outcomes for Unit V

Upon completion of this unit, students should be able to:

5. Outline the importance of creating learning outcomes for the trainee and the training unit.

Reading Assignment

Chapter 5: Training Design

Unit Lesson

Perhaps one of the most important aspects of effective training is the creation of an effective training design. Research should be conducted to determine the W's of training: who, what, when, where, and why. Specifically, the trainer needs to determine why training is needed foremost. This would entail speaking at length to the employer about what problems may be occurring at the job site as well as other employee issues that are affecting performance overall at the organization.

Then, the trainer will need to determine who will be trained, what the goals are for the training, how best to meet those goals through methods of instruction, when and where the training will be held, and basic guidelines for the training. This research is conducted in order to allow the knowledge to transfer back to the organization via employees successfully completing training.

Issues that the organization will have to determine include time allotted for training, timing of the training (regular work or overtime), voluntary or mandatory training, location of training, budget allowances for training, and number of trainees to be trained at one time (Blanchard & Thacker, 2013).

Critical to the success of any training is the development of objectives or outcomes of the training. What skills, goals, and competencies does the training desire to accomplish? What behavior does the trainer want to obtain as a result of training? The subject matter will determine most of the objectives in training. For example, if one is training new officers the correct method of using a Taser, then hands on training is vital. As well as an understanding of how the Taser functions, to include cleaning and reloading.

In comparison, if the subject matter regards a new requirement for search warrants being served on individuals, then the objectives would tend to be more along the lines of acquiring knowledge to be used in the field, perhaps with various scenarios presented to illustrate understanding of the new requirement.

Trainers must be aware of the various learning styles and knowledge levels of trainees as well. In today's workplace, there are younger, technologically savvy employees as well as older workers who are not as "plugged in" to technology. There may be various ethnicities, levels of disabilities, and various educational levels among the trainees. Some trainees are visual; others are auditory learners. Thus, the material must be offered in several manners to reach all trainees involved.

What about motivation? Were you ever in a training environment as a trainee and kept wondering, "Why am I here?" Most likely, the material was not being presented in an effective manner or the reasons for training were not fully explained by administration. This is where pre-training communications are vital for any successful retention of training by learners.

Administrators must communicate the needs and goals of training before any training takes place. Training can invoke anxiety in some people. The thought of not being about to pass a test or achieve a new skill can be very traumatic for some employees. Thus, supervisors should speak to employees and assure them that they are confident in their abilities to master any skills to be taught in training. Employees should speak to

other coworkers who have completed the training successfully. Supervisors should also allow employees to ask questions freely before any training in order to decrease any anxieties on the employees' behalf (Blanchard & Thacker, 2013).

During the training, one of the first mandates of the training is to gain the trainees' attention. This is a crucial time to introduce the material in a positive and interesting manner. This should also be a time that trainers provide comments and/or examples in order to try to create a relaxed atmosphere. Perhaps ask a question which allows the groups to begin to speak up about possible solutions to be discussed. Get the trainees involved early in dialogue.

During the presentation of the new material, trainers should tie any new knowledge or skill to previous learning or trainings, offer numerous examples, ask many questions of the trainees to determine if learning is indeed occurring, and provide activities, group work, scenarios, or games to get the trainees involved to enhance learning. The trainer should provide abundant feedback when these activities are occurring among trainees.

At the conclusion of the training, there should be some type of assessment offered to determine if learning occurred. This could be written or oral, depending on the type of material and trainees involved. Objectives should be reviewed again with the trainees and discussion of how these objectives can be carried over to the workplace. Again, the trainer should allow for numerous questions from the trainees at this point.

Successful training of employees begins with a needs assessment and research of problems affecting performance on the job. Once training has been completed, periodic evaluations should be conducted on trainees to determine if they are indeed retaining the information from the training.

Reference

Blanchard, P. N., & Thacker, J. W. (2013). *Effective training: Systems, strategies, and practices* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Learning Activities (Nongraded)

Nongraded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions, contact your instructor for further guidance and information.

Review the case analysis in the textbook titled "Strategic Planning at Multistate Health Corporation" on pages 50-52. Answer question #2 a-c, on page 198.