

**WELCOME  
TO  
SESSIONS ON  
DESIGN OF TRAINING  
FOR  
OFFICIALS OF  
C.P.W.D.**

# **INTRODUCTION**

- **NAME**
- **DESIGNATION**
- **ORGANISATION**
- **TRAINING OF TRAINERS' COURSES**
- **TRAINING BACKGROUND**

# ASSUMPTIONS

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- **HAVE DIRECT TRAINER'S SKILLS**
- **FAMILIAR WITH TRAINING TERMINOLOGY**
- **SOME EXPERIENCE IN TRAINING**
- **INVOLVED IN DESIGN**
- **UNDERSTAND ROLE OF TEAMWORK**

# FEATURES

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- **LEARNING BY DOING**
- **TEAMS AND CONSULTANCY**
- **INTENSIVE INVOLVEMENT**
- **EXTENSIVE TRAINING MATERIAL & CHECKLISTS**
- **SELECTION, DEVELOPMENT & PRESENTATION**

# **RE-INFORCEMENT (EXERCISE)**

# **DEFINITION OF `TRAINING'**

- **A PLANNED PROCESS**
- **TO MODIFY ATTITUDE, KNOWLEDGE OR SKILL**
- **THROUGH LEARNING EXPERIENCE**
- **TO ACHIEVE EFFECTIVE PERFORMANCE**
- **IN AN ACTIVITY OR RANGE OF ACTIVITIES ....**
- **TO SATISFY ... NEEDS OF ORGANISATION'**

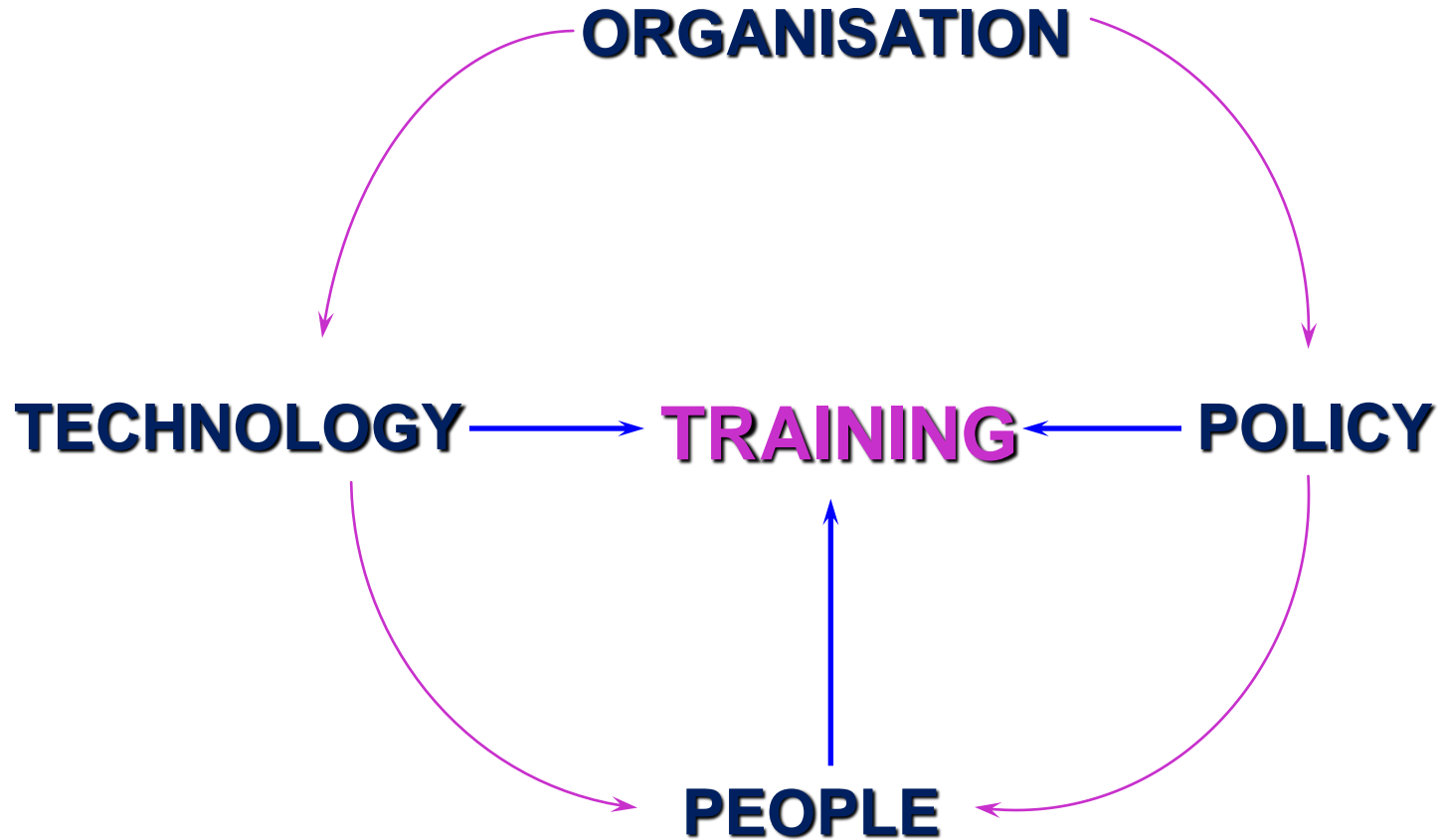
**Glossary of Training Terms**

# WHY TRAIN ?

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- **MORE RAPID DEVELOPMENT**
- **INCREASED OUTPUT**
- **IMPROVED QUALITY OF PRODUCTS AND SERVICES**
- **LESS WASTE - TIME, MONEY, MATERIALS, PEOPLE**
- **BETTER UTILISATION OF RESOURCES**
- **FEWER ACCIDENTS**

# WHEN TRAIN?





# DESIGN

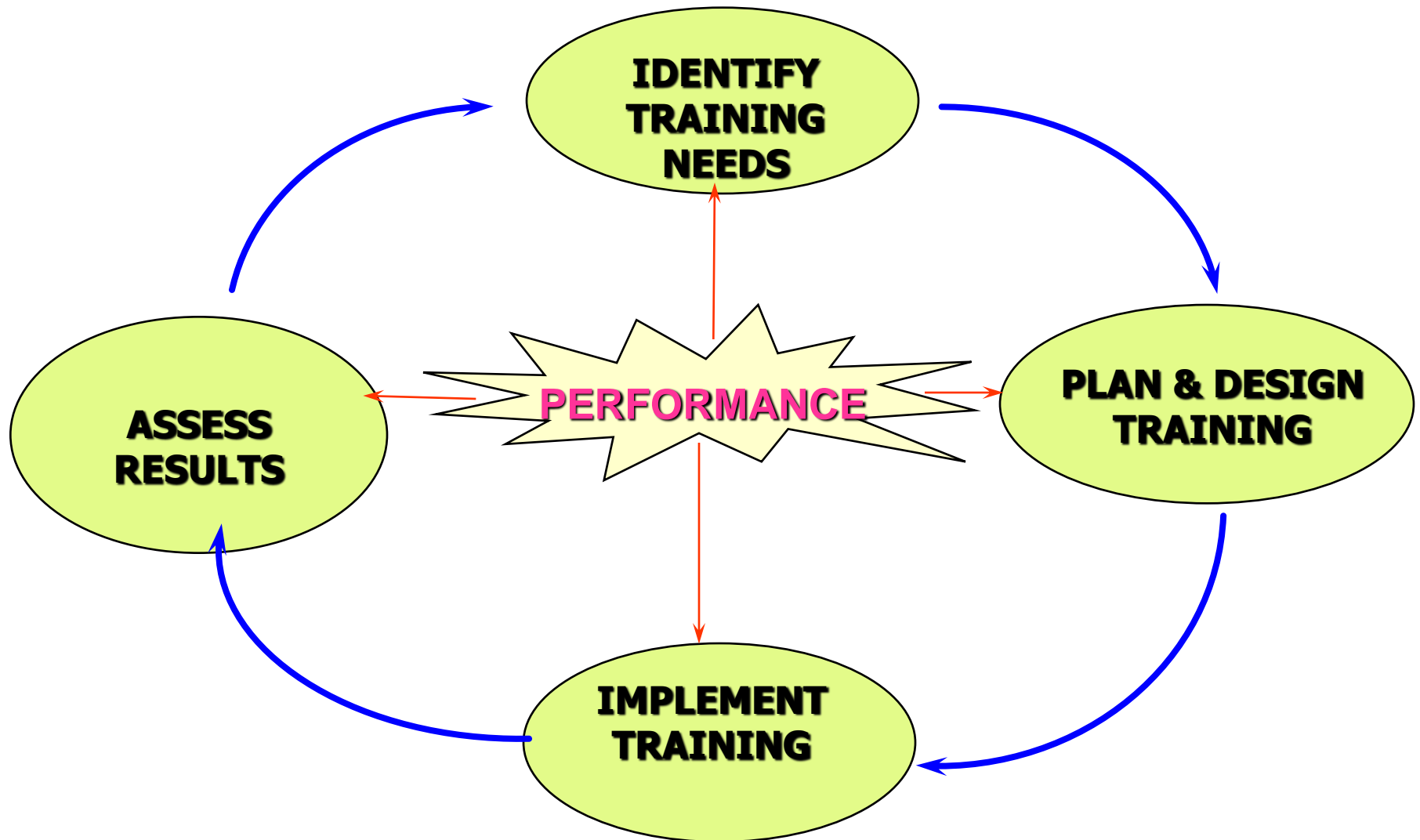
**A PLAN OR SCHEME CONCEIVED IN THE MIND OF SOMETHING TO BE DONE ; *THE PRELIMINARY CONCEPTION OF AN IDEA THAT IS TO BE CARRIED INTO EFFECT BY ACTION.***

Oxford English Dictionary

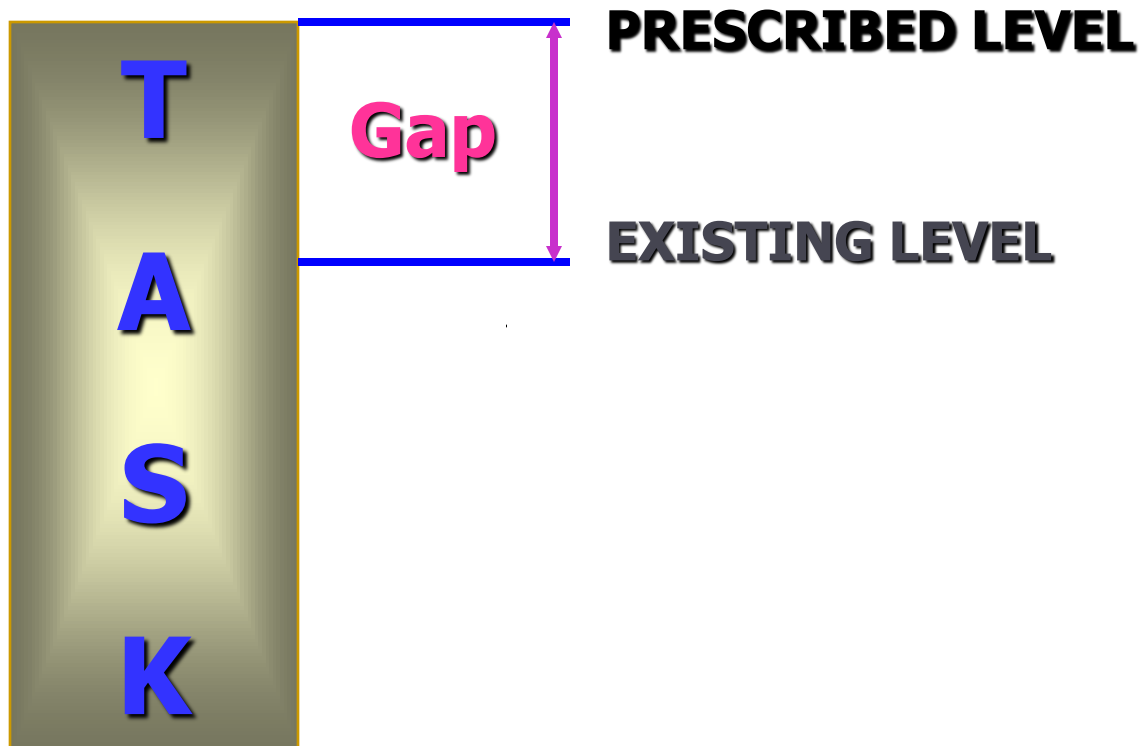
# WHY DESIGN?

- **PROCESS STANDARDISATION**
- **UNIFORMITY IN IMPLEMENTATION**
- **OPTIMUM /EFFECTIVE UTILISATION OF RESOURCES**
- **BETTER CLIENT UNDERSTANDING**
- **TAKING CARE OF THE CONSTRAINTS**
- **PLAN ASSESSMENT PROCESS**

# SYSTEMATIC APPROACH TO TRAINING



# PERFORMANCE



# PERFORMANCE PROBLEM

- A PERFORMANCE PROBLEM IS A GAP BETWEEN DESIRED PERFORMANCE AND ACTUAL PERFORMANCE
- A DIFFERENCE BETWEEN “WHAT IS” AND “WHAT SHOULD BE”
- AN INDEX OF DISSATISFACTION WITH THE WORK BEING DONE.

## **PERFORMANCE PROBLEM {Contd}**

- **TRAINING IS A POSSIBLE SOLUTION,  
OF A PROBLEM**
- **TRAINING IS NOT ALWAYS THE IDEAL  
SOLUTION FOR EVERY PROBLEM**

# PERFORMANCE PROBLEM

INDIVIDUAL EXERCISE

- **WRITE THREE PERFORMANCE PROBLEMS RELATING TO YOUR ORGANISATION / CLIENT HAVING TRAINING SOLUTIONS**
- **WRITE ON THE SHEET OF PAPER**
- **WRITE YOUR NAME ON THE SHEET**

# ROLE OF DESIGN TEAMS

FC

- **SHARING PROBLEMS**
- **USING IT FOR DESIGN**
- **WORKING TOGETHER**
- **WILLING TO COLLABORATE**
- **SHARED VIEWS / RESPONSIBILITIES**
- **AVOID PRECONCIEVED SOLUTIONS**
- **ACT AS CONSULTANT**

# ROLE OF CONSULTANT

FC

- **COMMENTS FOR IMPROVEMENT**
- **AVOID NEGATIVE STATEMENTS**
- **PROVIDE SUGGESTIONS.**
- **NO FAULT FINDING**

# GIVING FEEDBACK

<b>Observation</b>	<b>NOT</b>	<b>Interpretation</b>
<b>Description</b>	<b>NOT</b>	<b>Evaluation</b>
<b>Specific</b>	<b>NOT</b>	<b>General</b>
<b>Share ideas</b>	<b>than</b>	<b>Give advice</b>
<b>Ask Questions</b>	<b>than</b>	<b>Make statements</b>
<b>Behaviour</b>	<b>than</b>	<b>Personality</b>
<b>Provide as soon as possible</b>		
<b>Of value and use to receiver</b>		

# RECEIVING FEEDBACK

- **BE POSITIVE - VALUE THE HELP GIVEN**
- **LISTEN - DON'T REACT**
- **TRY TO SEE IT FROM THE GIVER'S POINT OF VIEW**
- **CLARIFY AND CHECK YOUR UNDERSTANDING**
- **COMPARE WITH FEEDBACK FROM OTHERS**
- **ASK FOR DETAIL NOT GIVEN**
- **EXPLORE OPTIONS**
- **DECIDE FUTURE COURSE OF ACTION**

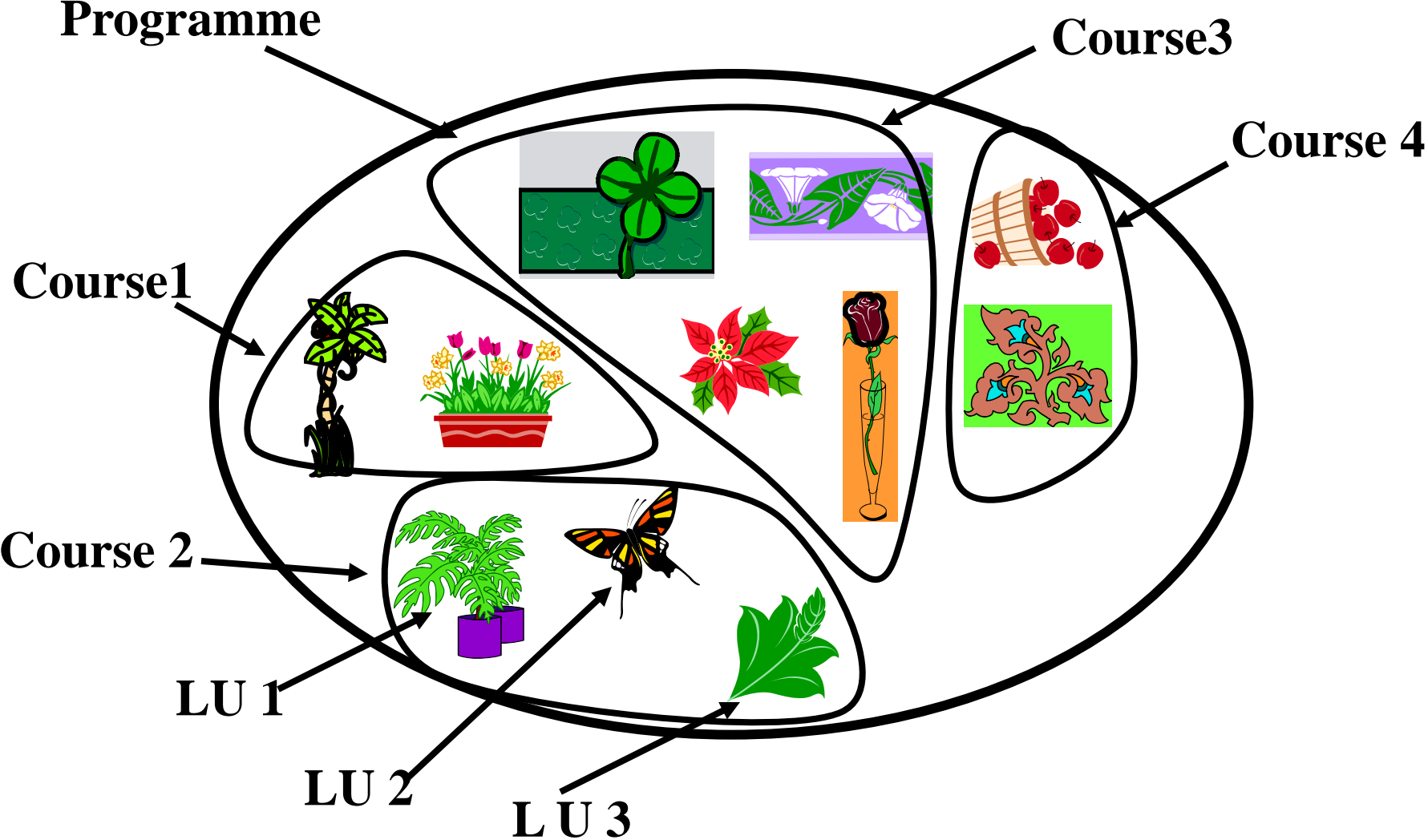
# PERFORMANCE PROBLEM EXERCISE

- **DESIGN TEAM TO SELECT A SUITABLE PERFORMANCE PROBLEM FOR DESIGNING TRAINING**
- **CONSULTANTS TO CLARIFY THE PERFORMANCE PROBLEM**
  - **CHALLENGE / QUESTIONS/ IDEAS & ASSUMPTIONS**
  - **GIVE FEEDBACK TO ENSURE THAT THE TEAM HAS SOUND BASIS FOR TRAINING**

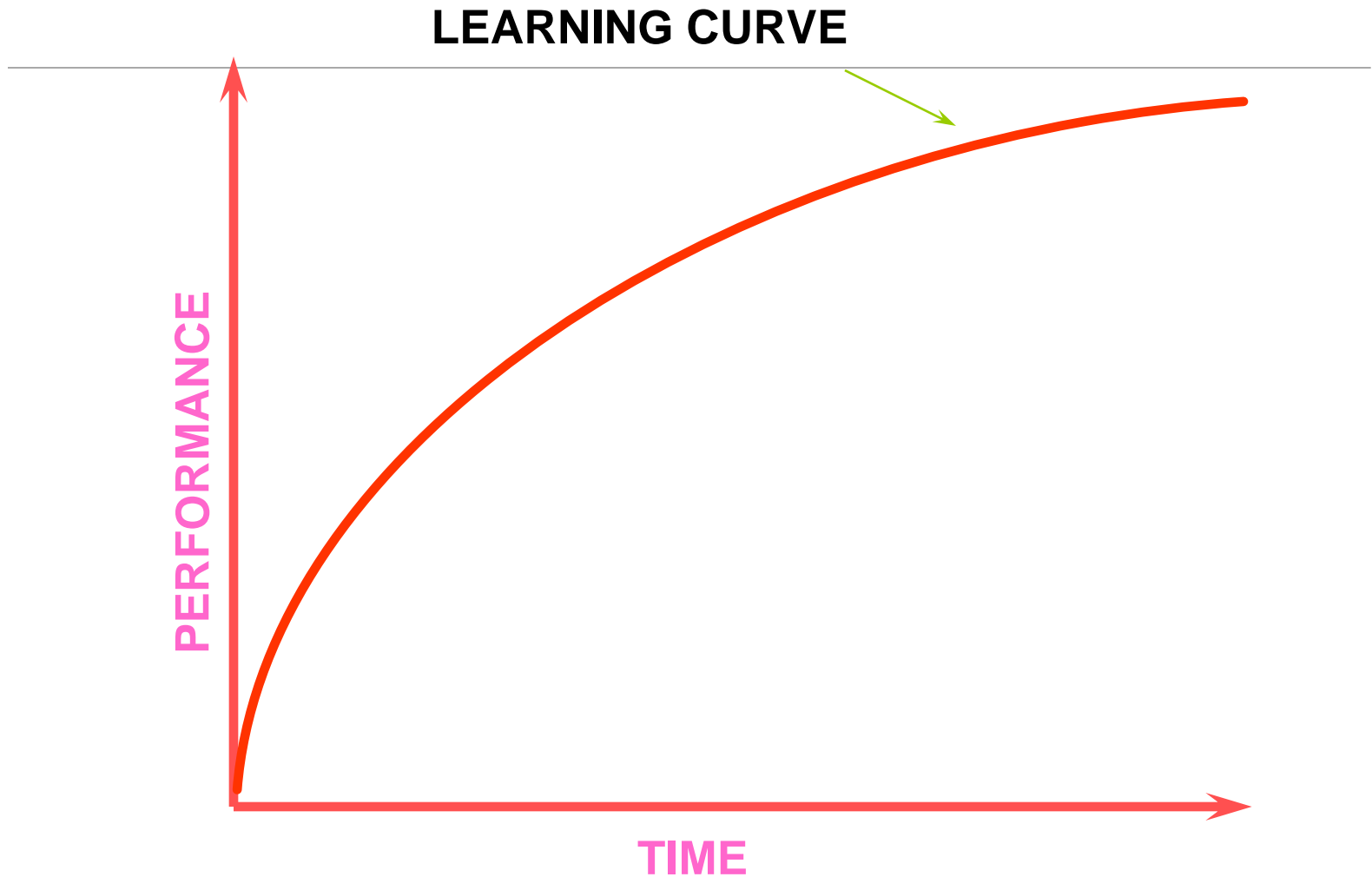
# DESIGN PERSPECTIVES



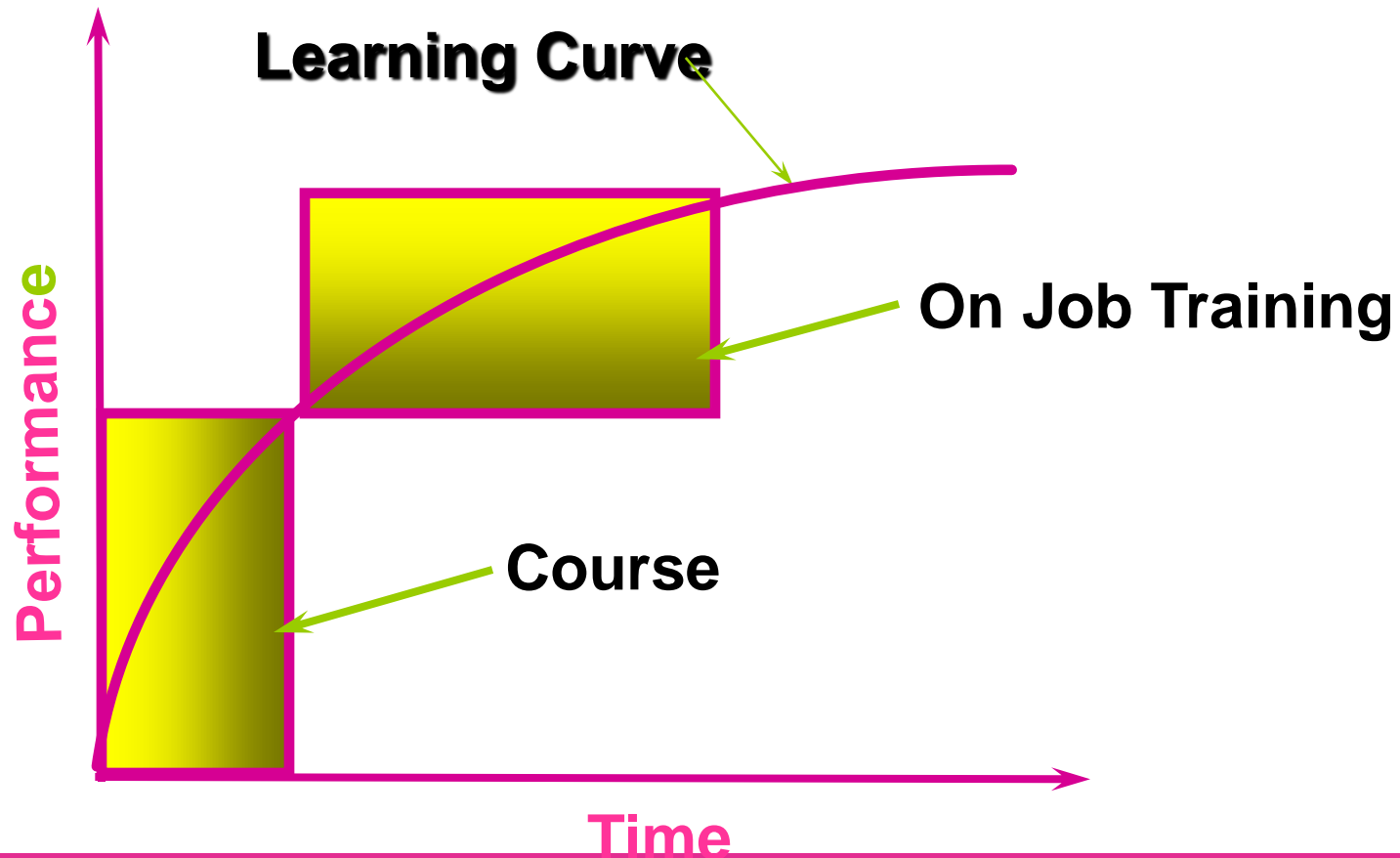
# Programme, Course & Learning Unit



# LEARNING CURVE



# LEARNING CURVE & TRAINING STRATEGY



# DESIGN CONSTRAINTS

- POLICY
- PRIORITY
- BUDGET
- TRAINEES
- TRAINERS
- RESOURCES
- LOCATION
- TIME
- TIMING

# COMPONENTS OF DESIGN BRIEF

- **TITLE or TOPIC**
- **CLIENT or ORGANISATION**
- **PERFORMANCE PROBLEM**
- **TRAINING NEED**
- **TARGET GROUP**
- **CONSTRAINTS**
- **AIM OF TRAINING**
- **BENEFITS**

# DESIGN BRIEF EXERCISE

- IDENTIFY CONSTRAINTS INFLUENCING YOUR DESIGN
- COMPLETE DESIGN BRIEF COVERING FOLLOWING POINTS :
  - TITLE or TOPIC
  - CLIENT or ORGANISATION
  - PERFORMANCE PROBLEM
  - TRAINING NEED
  - TARGET GROUP
  - CONSTRAINTS
  - AIM OF TRAINING
  - BENEFITS
- CONSULTANTS TO REVIEW & GIVE FEEDBACK
- DESIGN TEAM TO PRESENT DESIGN BRIEF

# CONCEPT PAPERS

- **STUDY THE CONCEPT PAPERS INDIVIDUALLY**
- **DISCUSS WITH THE MEMBERS OF THE TEAM :**
  - **YOUR VIEWS ON THE CONCEPT**
  - **IMPLICATIONS ON YOUR DESIGN**
  - **APPLICATION IN DESIGN WITH EXAMPLES**
- **PREPARE FOR:**
  - PRESENTATION [25 MIN.]**
  - DISCUSSION [15 MIN.]**

# **DISTINCTION BETWEEN AIM AND OBJECTIVE**

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## **AIM**

**INTENTION OF ORGANIZATION/TRAINER**  
**GENERAL**  
**LONG TERM**  
**IMPLICIT**  
**DIFFICULT TO ACHIVE**  
**DIFFICULT TO ASSESS**  
**MANAGEMENT PRESPECTIVE**

## **OBJECTIVE**

**OUTCOME OF TRAINING**  
**SPECIFIC**  
**SHORT TERM**  
**EXPLICIT**  
**ACHIEVABLE**  
**MEASURABLE**  
**TRAINERS/TRAINEES**  
**PERSPECTIVE**

## **OBJECTIVE**

**It should be in learners terms**

**Should have an action verb**

**Relate to single specific task**

**May/May not have Terms and Conditions**

## **CONDITIONS**

**Specifying circumstances**

**Range of Learning**

**Tools, Equipments, Clothing**

**Perf Aids, Manuals**

**Environmental Conditions**

**Special social/Physical**

**demand**

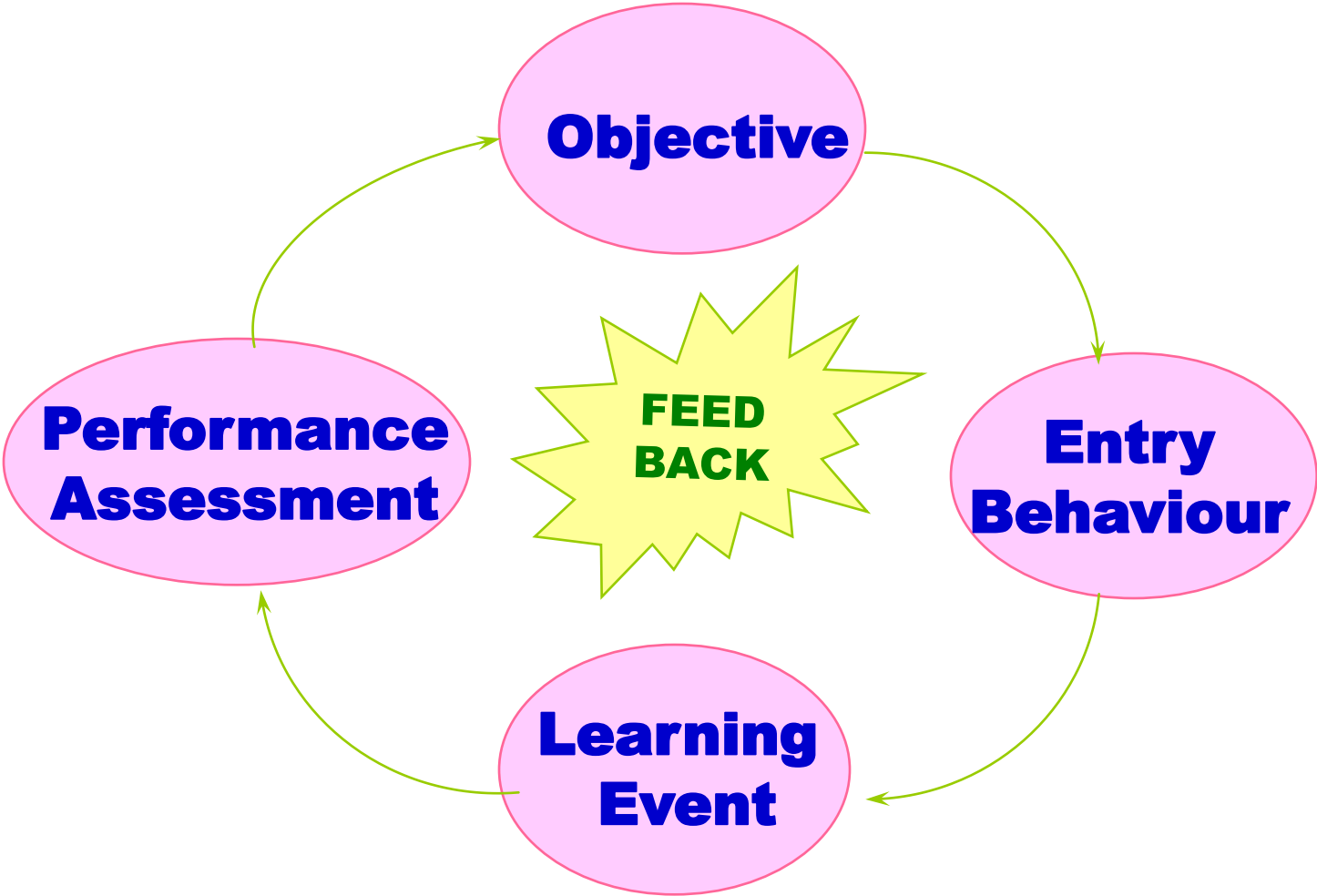
## **STANDARD**

**Minimum level od acceptable performance**

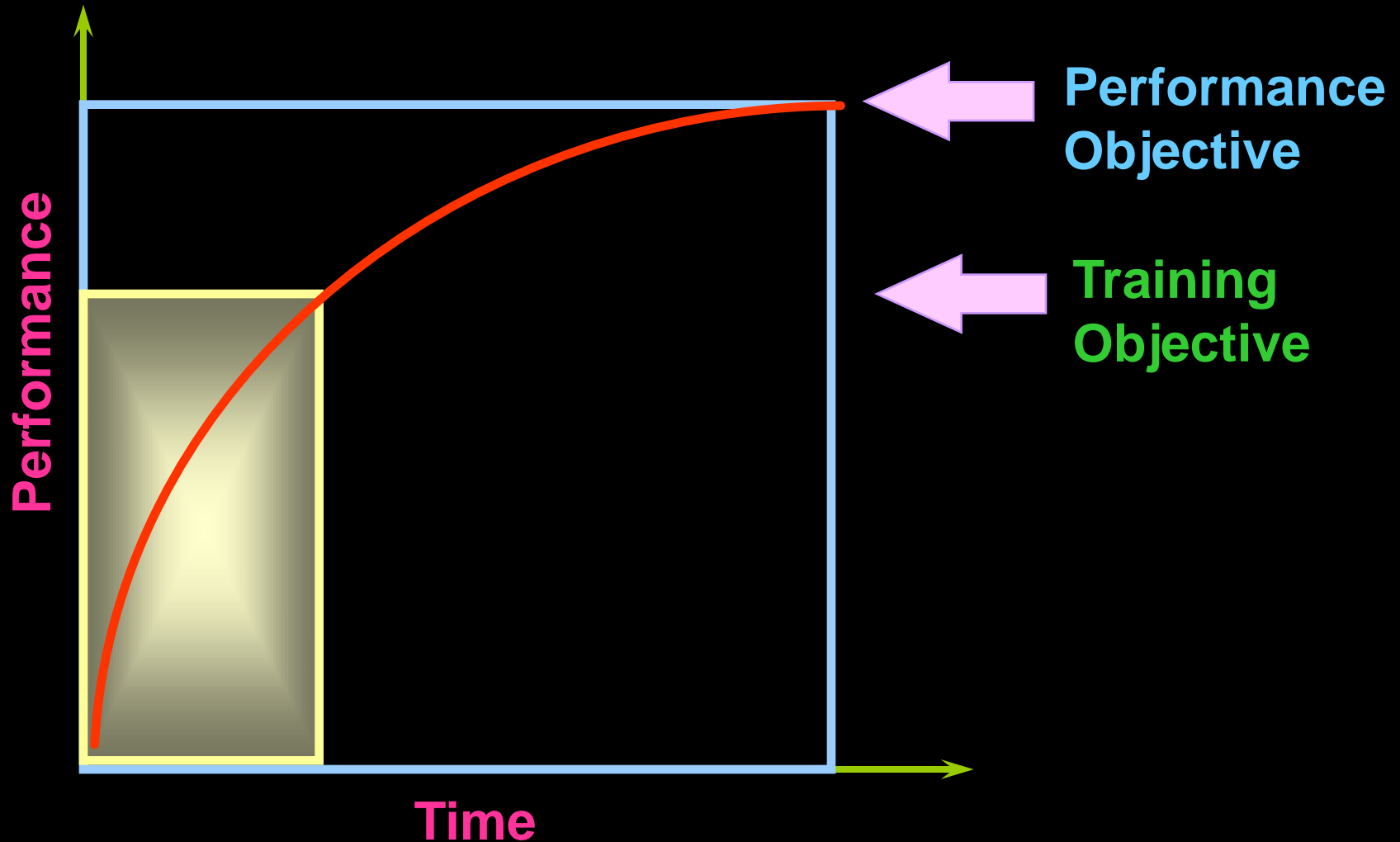
**Accuracy: Without error, 14 out of 18, not more than 3 errors**

**Speed: Complete in 10 mts, type 40 words/mts**

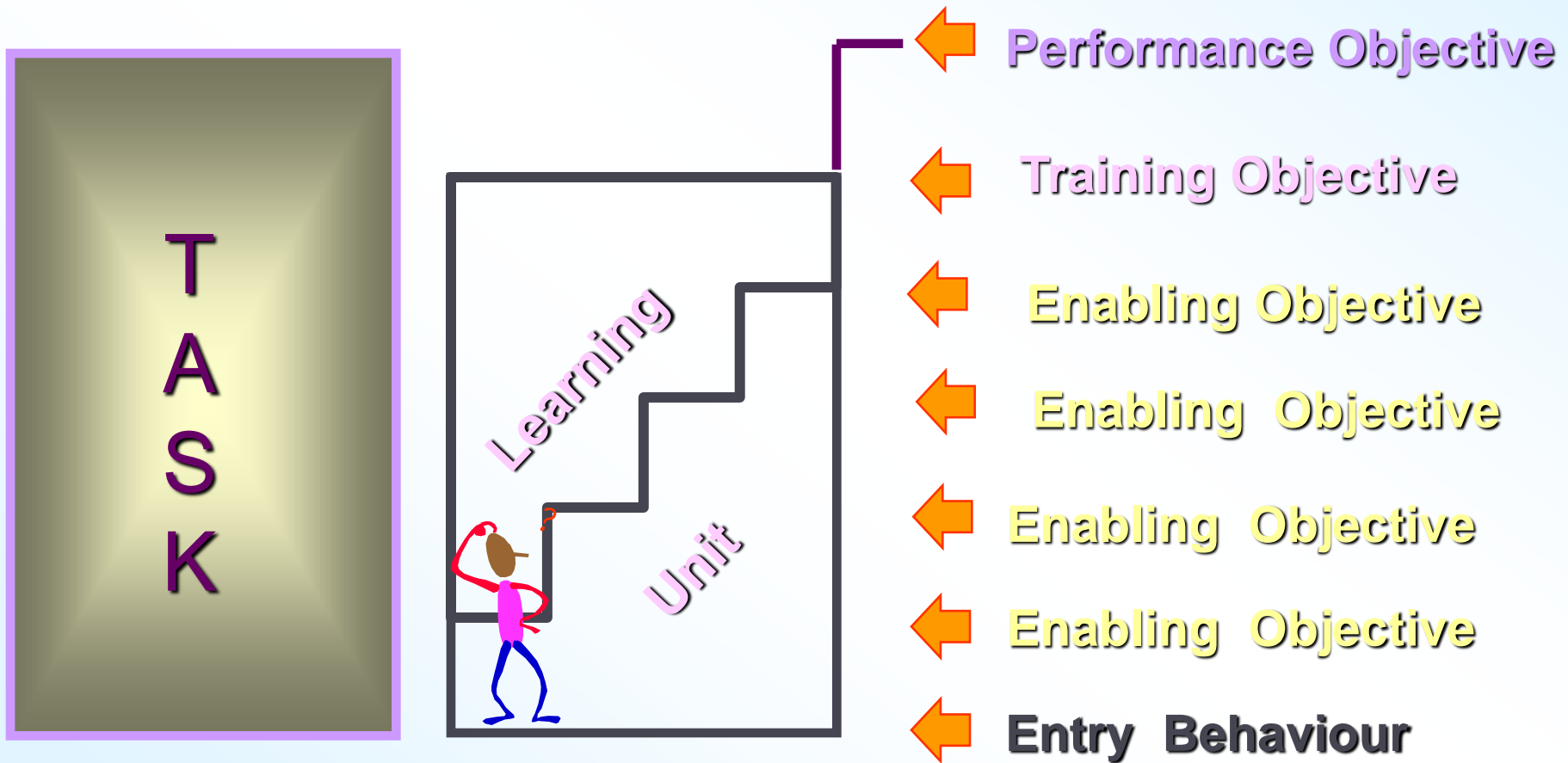
# The Learning Unit



# Time Vs Objectives



# Relationship Between Objectives



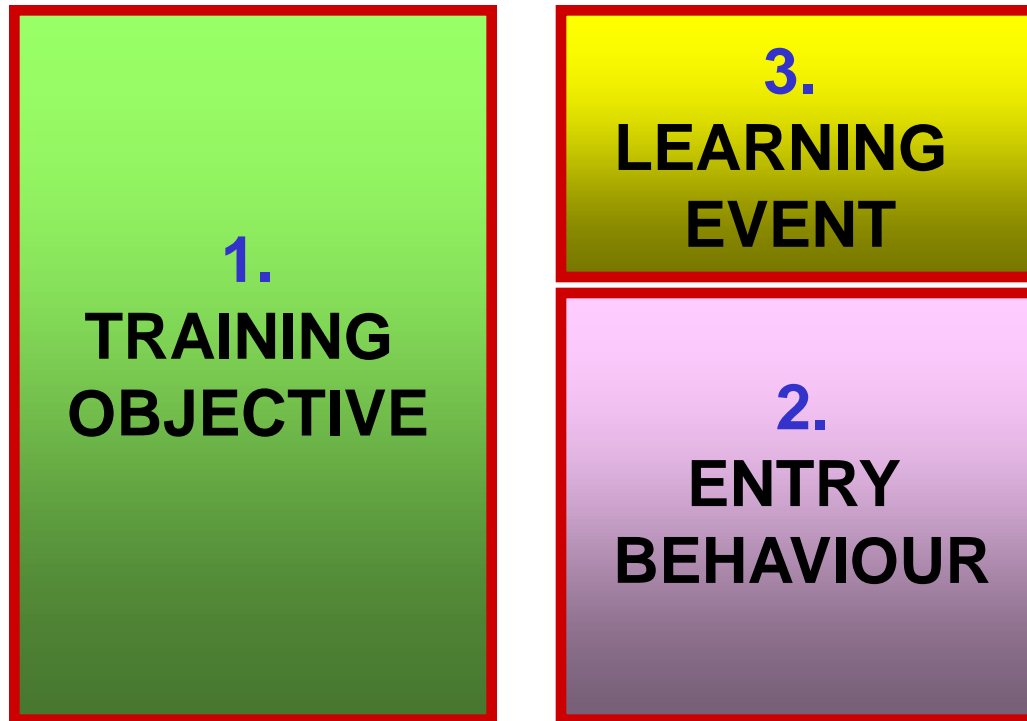
# WRITING TRAINING OBJECTIVES

FLIP CHART-D2/1

## EXERCISE:

- DETERMINE THE LEARNING UNITS OF YOUR PROPOSED DESIGN CLIENT or ORGANISATION
- WRITE TRAINING OBJECTIVES FOR THE LEARNING UNITS
- WRITE ENABLING OBJECTIVES FOR ONE OF THE LEARNING UNITS
- CONSULTANTS TO ASSESS AND GIVE FEEDBACK
- FINALISE AND DISPLAY

# ENTRY BEHAVIOUR & LEARNING EVENT



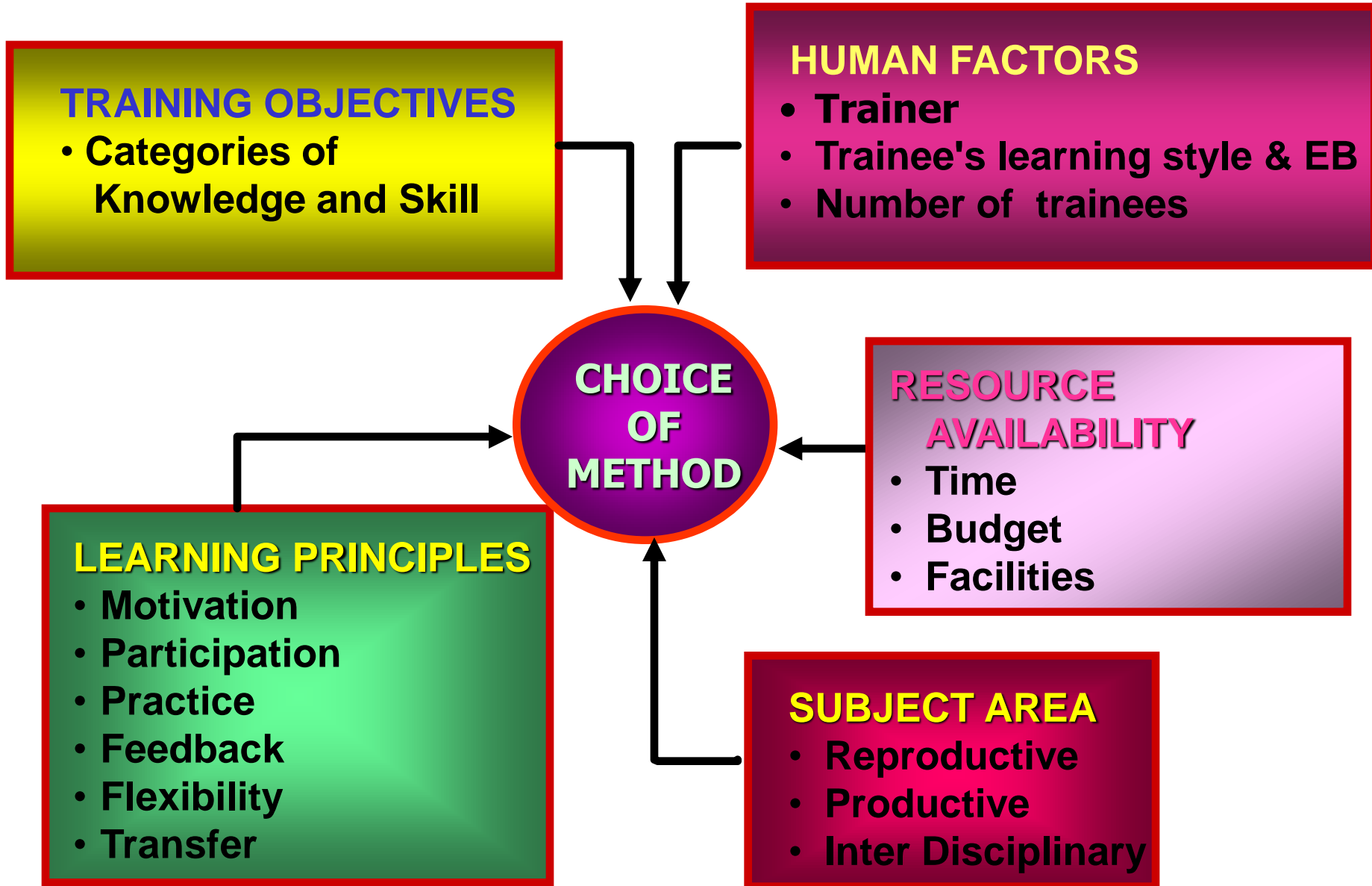
# ENTRY BEHAVIOUR

- **WHAT IS EB**
- **RELEVANCE OF EB**
  - TO = EB + LE**
- **SIGNIFICANT FACTORS**
  - AGE, EXPERIENCE, QUALIFICATION, WEIGHT**
- **ASSUMPTIONS**
- **HOW TO COLLECT INFO ABOUT EB**
  - SERVICE RECORDS, NOMINATION FORM, QUES**
- **HOW TO OVERCOME VARIATION IN EB**
  - BY DESIGNER : PRE-ENTRY TRG, SEPARATE COURSE, PRE-COURSE READING MATERIAL**
  - BY TRAINER : HOMOGENOUS GROUPS, MORE ATTENTION PARTICIPATIVE METHOD**

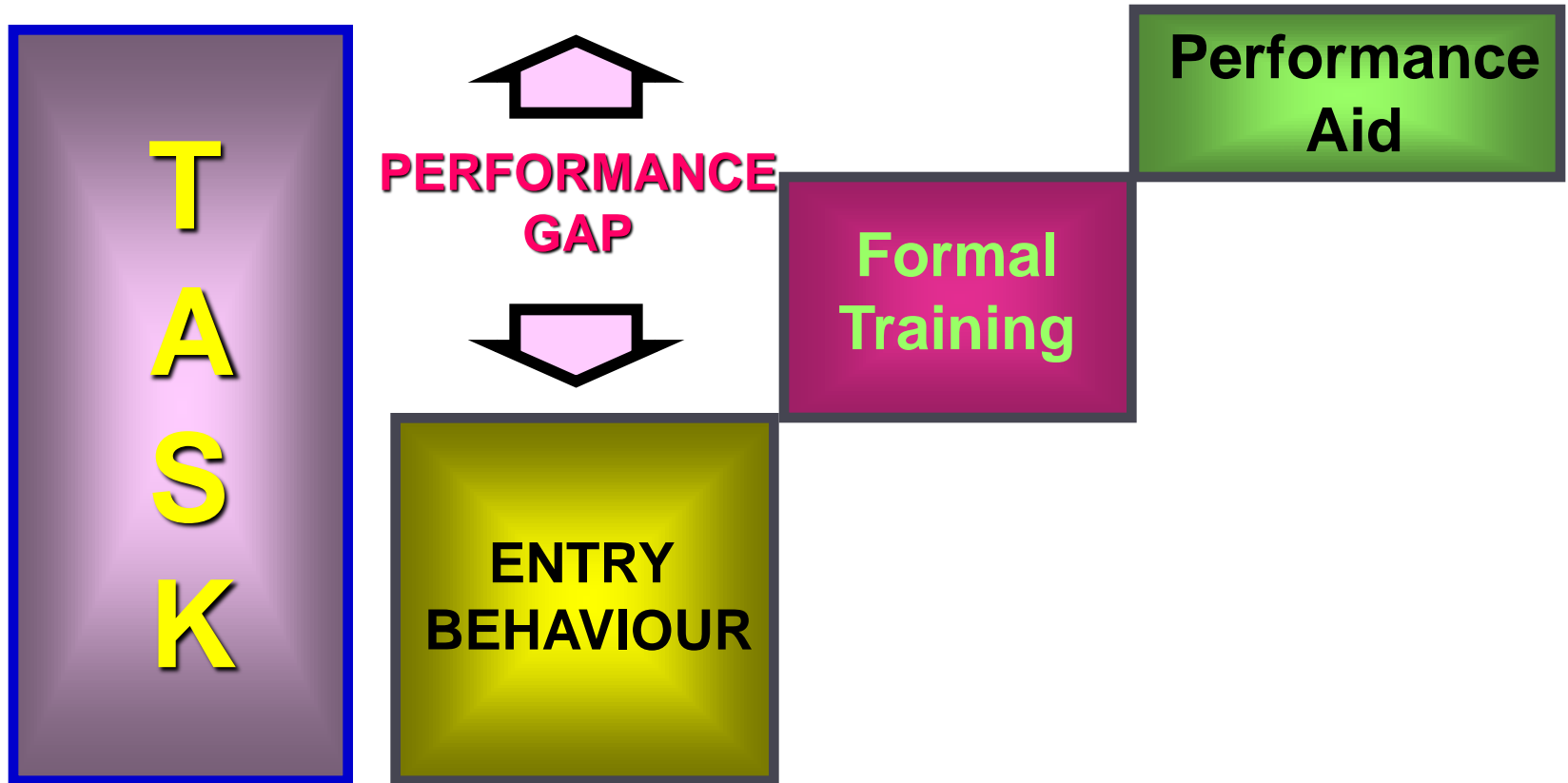
## **EXERCISE ON ENTRY BEHAVIOUR**

- **IDENTIFY SIGNIFICANT FACTORS IN THE ENTRY BEHAVIOUR OF YOUR TRAINEES**
- **WHAT ASSUMPTIONS DO YOU INTEND TO MAKE?**
- **HOW WILL THE ENTRY BEHAVIOUR BE ASSESSED?**
- **PLAN TO COPE WITH THE CONSEQUENCES OF DIFFERENT ENTRY BEHAVIOUR**

# DETERMINING FACTORS

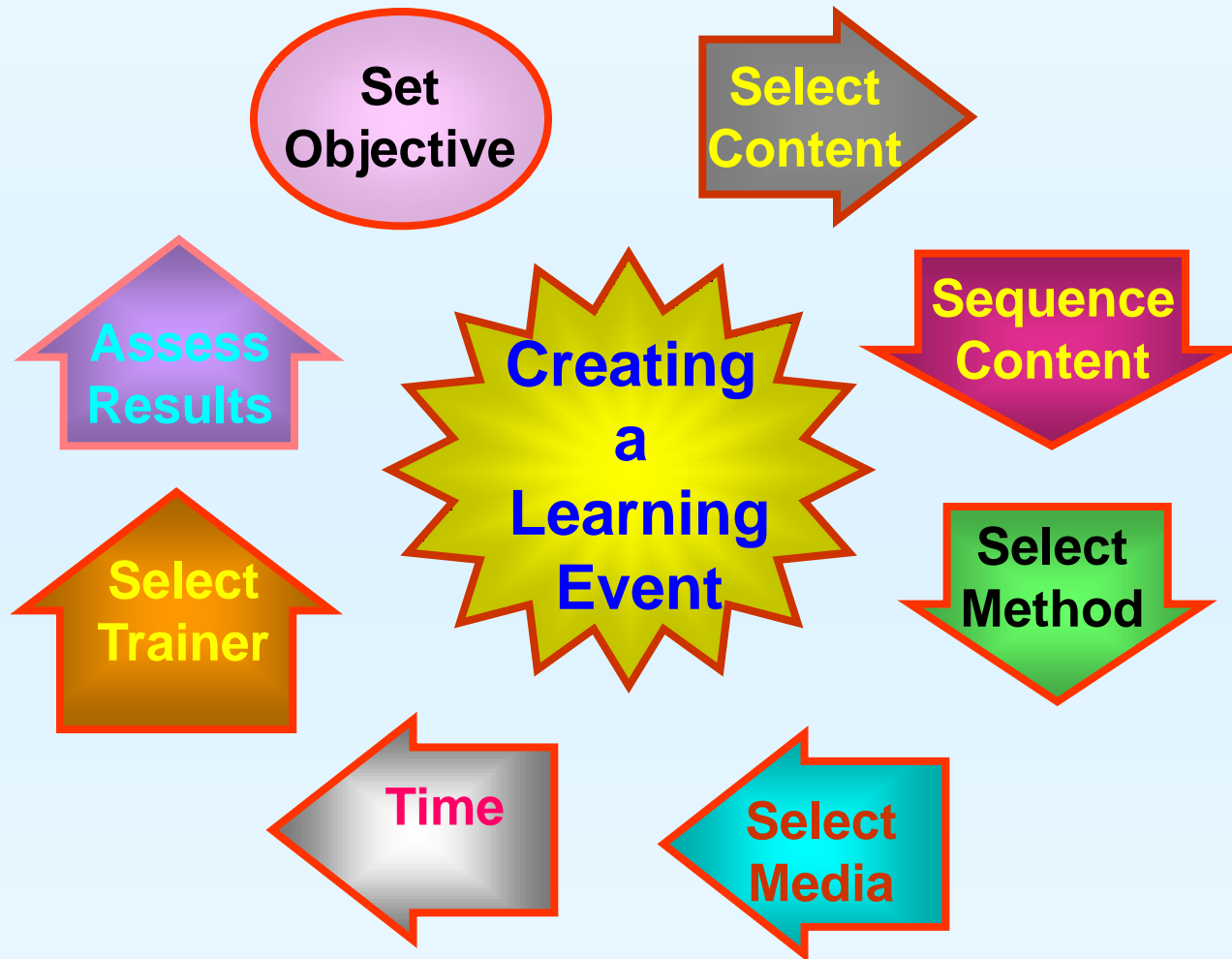


# PERFORMANCE AID

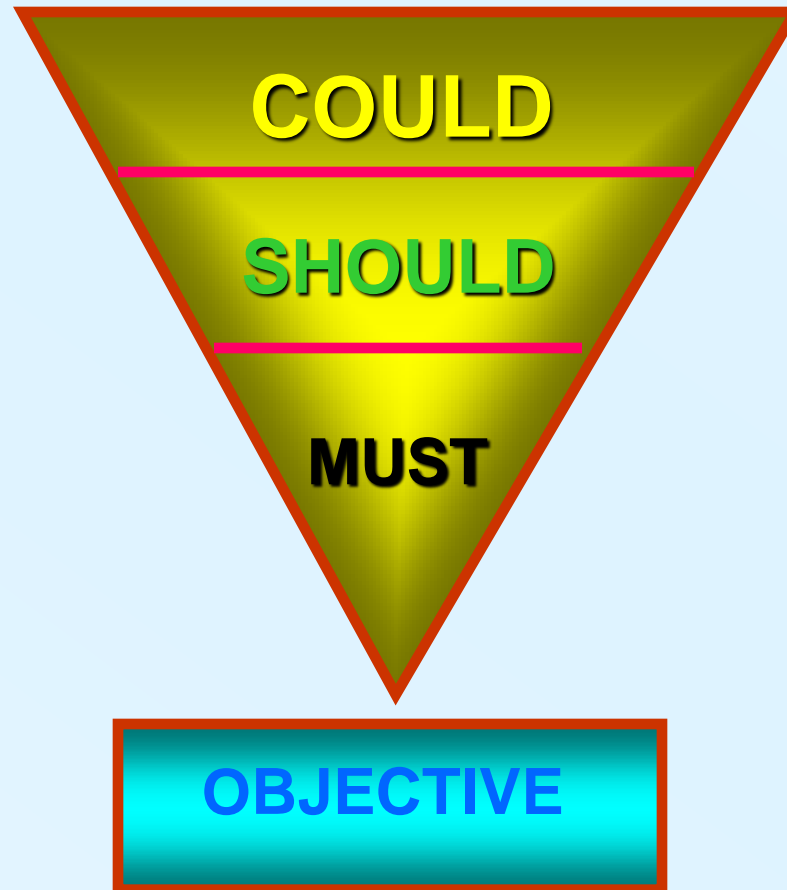




# STEPS IN CREATING A LEARNING EVENT



# DECIDING CONTENT



# **EXERCISE ON CREATING LEARNING EVENT**

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**CHOOSE ONE LEARNING UNIT ALONG WITH ITS TRAINING AND ENABLING OBJECTIVES**

- **SELECT AND SEQUENCE CONTENTS**
- **SELECT TRAINING METHODS**
- **DECIDE MEDIA REQUIREMENTS**
- **SELECT TRAINERS**
- **DECIDE TIME**

**CONSULTANTS TO REVIEW AND ADVISE**

**DISPLAY ON FLIP CHART**

**PRESENT IN PLENARY**

# ASSESSMENT

**TRAINEE : WHETHER LEARNING TAKEN PLACE**

**FORMATIVE ASSESSMENT  
SUMMATIVE ASSESSMENT**

**-NATMATIVE**

**-CRITERIAN BASED**

**TRAINER/INSTITUTE : WHETHER OBJECTIVES  
ACHIEVED**

**INTERNAL VALIDATION**

**LINE MANAGER : WHETHER PERFORMANCE ENHANCED  
EXTERNAL VALIDATION**

**TOP MANAGEMENT : BENEFIT TO ORGANISATION  
EVALUATION**

# INTERNAL VALIDATION

## SOME QUESTIONS :

- **HOW WAS THE ASSESSMENT CARRIED OUT ?**
- **WERE OBJECTIVES ACHIEVED ?**
- **DID THE LEARNING EVENT SUIT THE LEARNERS ?**
- **WAS SUFFICIENT TIME ALLOWED ?**
- **WAS THE TRAINING MATERIAL, CHECKLISTS ETC. SATISFACTORY ?**
- **WERE THE SUPPORT FACILITIES SATISFACTORY ?**
- **WHAT ARE THE AREAS OF IMPROVEMENT ?**

# External Validation

## SOME QUESTIONS :

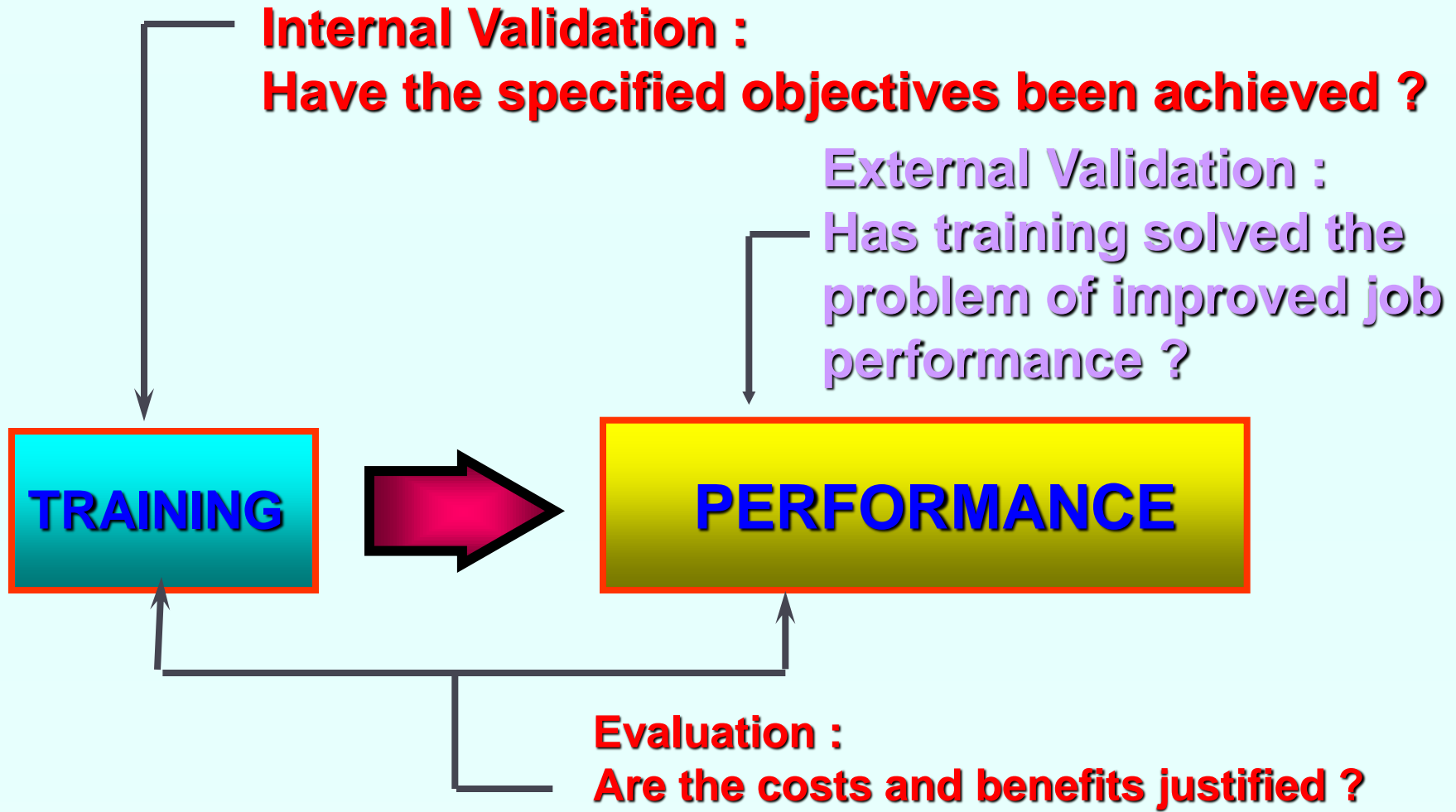
- **WAS TRAINING LINKED TO PERFORMANCE ?**
- **IS THERE EVIDENCE OF IMPROVED PERFORMANCE ?**
- **CAN THIS IMPROVEMENT BE ATTRIBUTED TO TRAINING ?**
- **DID LEARNERS EXPERIENCE ANY PROBLEMS IN TRANSFER OF LEARNING?**
- **HOW CAN TRAINING PROVISION BE MORE EFFECTIVE ?**

# EVALUATION

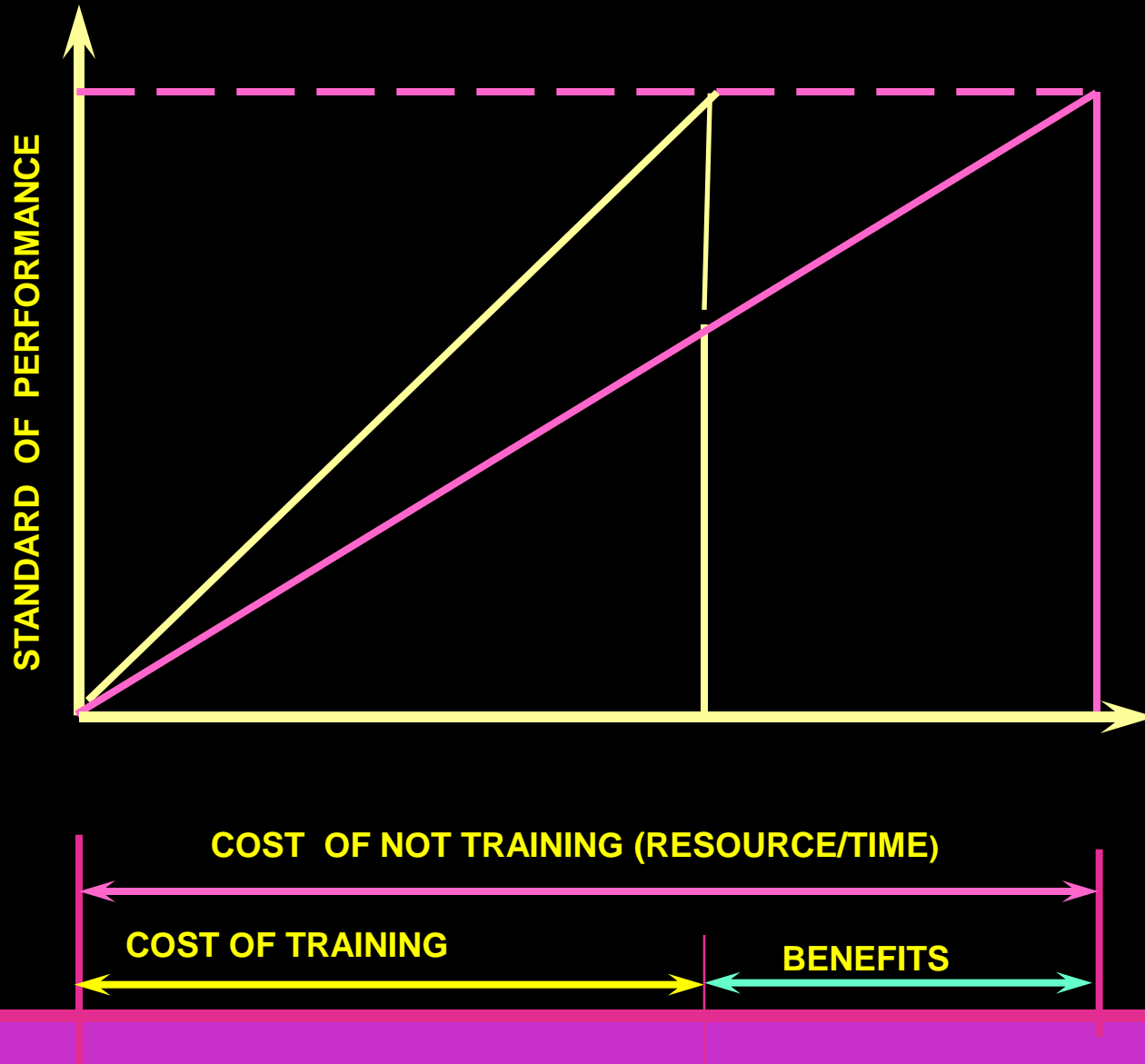
## SOME QUESTIONS :

- HOW MANY PEOPLE NEED TRAINING?
- HOW MANY PEOPLE HAVE BEEN TRAINED?
- WHAT COSTS WERE INCURRED?
- CAN THESE COSTS BE JUSTIFIED?
- WHAT WAS THE IMPACT OR BENEFITS?
- HAS THERE BEEN EFFECTIVE USE OF RESOURCES?
- ARE THERE OTHER MORE IMPORTANT NEEDS ?

# VALIDATION AND EVALUATION



# TRAINING-COST AND BENEFIT



# **ASSESSMENT & VALIDATION EXERCISE**

**CHOOSE CRITERIA FOR ASSESSING THE LEARNING IN YOUR DESIGN**

**SUGGEST INTERNAL VALIDATION AND EXTERNAL VALIDATION MEASURES**

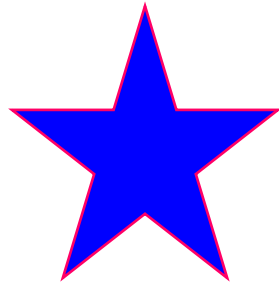
**PRESENT TO YOUR CONSULTANTS AND GET FEEDBACK**

# DESIGN PRESENTATION PARAMETERS

- **BE POSITIVE TO THE FEEDBACK - VALUE THE HELP GIVEN**
- **LISTEN - DON'T REACT**
- **TRY TO SEE IT FROM THE GIVER'S POINT OF VIEW**
- **CLARIFY AND CHECK YOUR UNDERSTANDING**
- **COMPARE WITH FEEDBACK FROM OTHERS**
- **ASK FOR DETAIL NOT GIVEN**
- **EXPLORE OPTIONS**
- **DECIDE FUTURE COURSE OF ACTION**

# DESIGN PRESENTATION PARAMETERS

- ☞ **TITLE OR TOPIC**
- ☞ **NEED**
- ☞ **ENTRY BEHAVIOUR**
- ☞ **KEY CONSTRAINTS**
- ☞ **AIM OF THE TRAINING**
- ☞ **TRAINING AND ENABLING OBJECTIVES**
- ☞ **PROPOSED TRAINING STRATEGY**
- ☞ **PROPOSED VALIDATION MEASURES**
- ☞ **OUTLINE TIMETABLE**
- ☞ **BUDGET**
- ☞ **ACTION PLAN TO DEVELOP DESIGN**



THANK YOU

