Design steps for a training program

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Eight Steps

Step 1. Define purpose of the training and target audience

Step 2. Determine participants' needs

Step 3. Define training goals and objectives

Step 4. Outline training content

Step 5. Develop instructional activities

Step 6. Prepare the written training design

Step 7. Prepare participant evaluation form(s)

Step 8. Determine follow-up activities for the event

Step 1. Define Purpose of the Training and Target Audience

➤ Become clear about what your training needs to accomplish.

➤ Purpose and audience will be clear—determined by funders or well-established professional development needs.

➤ You may need to sort through and prioritize a spectrum of training needs before determining a training focus.

➤ Once you have a clear sense of the training's purpose and target audience, write it down! Then use this description to promote your program to prospective participants.

Step 2. Determine Participants' Needs

- ➢ Several ways to find out about the needs
  - ✓ A brief, written survey as part of their registration packet all participants to collect general information from all participants. pre-training assessment form
  - ✓ Survey a random sample of registrants by phone. This will allow you to collect detailed information from a few participants.
  - ✓ Review evaluation and feedback forms from past-related training events.

Step 3. Define Training Goals and Objectives

- ➤ Clarifying expected outcomes
- ➤ Outlining training content
- ➤ Planning specific training activities
- ➤ Selecting/developing materials
- ➤ Designing evaluation procedures
- ➤ Communicating program intent to the training participants and others (such as program administrators and supervisors)
- ➤ Ensuring that the training is realistic and appropriate for the purpose intended

Samples of Goals and Objectives

- **Sample Goal:** To increase knowledge of HIV/AIDS among health educators in Philadelphia

- **Sample Objective:** By the end of the training, participants will be able to identify three ways that HIV is transmitted.

- **Sample Objective:** By the end of the training, participants will be able to list five ways to decrease the risk of becoming infected with HIV.

Step 4. Outline Training Content

➢ Introduction: establishes a positive learning environment

➢ Learning components: participants engage in activities designed to accomplish the training objectives.

➢ Wrap-up and evaluation component: should help bridge the gap between training and implementation and promote a positive feeling of closure.

"rules of thumb":

- Fill in "known" elements—such as meals and breaks
- Start with simple concepts and proceed to more complex.
- Proceed from less "threatening" to more sensitive topics.
- Schedule activities which require the greatest concentration when people will be focused and energetic
- Give yourself—and the participants—a break!
- Build in time for reflection, discussion, and Q&A.
- Introduce the day's events at the beginning,
- Schedule 8–10 minutes at the end of each day for feedback,
- Review your plan with a critical eye.
- Be flexible! Although your design is a detailed road map, you may encounter detours along the way.

Step 5. Develop Instructional Activities

➢ An effective training design incorporates a variety of training strategies, taking into account:

- ✓ Participant learning style
- ✓ Principles of adult learning
- ✓ Group size
- ✓ Prior experience and/or education level of participants
- ✓ Type of skill or information to be presented
- ✓ Trainer's style

When deciding which activities to use, consider these questions:

➢ Do we know that this activity is effective?

➢ Have we used it before? Are we comfortable with this technique? Do we have the expertise to use it effectively?

➢ Does the activity require prior knowledge or skills on the part of participants?

➢ Will we have the time, space, and resources needed to accomplish the activity?

➢ Will the activity encourage learning without confusing participants?

Step 6. Prepare the Written Training Design

➢ Create a written document that provides a detailed plan of the training session, including your goals and objectives

➢ Consider the skill, expertise, training style, and comfort level of each of your trainers in making this designation.

➢ Also consider identifying specific trainers who will take the lead in "fleshing out" different sections of the training and creating the necessary supporting materials.

➢ Use your written training design to stay on track during the training event, make mid-course corrections, and document training details.

Step 7. Prepare Participant Evaluation Forms

- ➢ Some issues to address through the evaluation form:
    - ✓ Did the participants acquire the knowledge and skills that the training was supposed to provide?
    - ✓ Were the trainers knowledgeable about training content?
    - ✓ Were the activities interesting and effective?
    - ✓ Was the training format appropriate?
    - ✓ Is more training on this or related topics needed to support participants in their work?

Step 8. Determine Follow-up Activities for the Event

- Some follow-up strategies include:
- *Newsletters and Web site postings;*
- *Peer observation and coaching*, in which individuals observe one another performing a newly acquired skill,
- *Mentoring*, in which individuals receive on-site, personal support and technical assistance from someone with experience in the method being learned;
- *Study groups*, in which individuals meet regularly to support one another during the implementation of a new idea or practice;
- *Booster sessions,* in which training participants are brought together two to three months after the training event to reinforce the knowledge and skills acquired during the training; and
- *Ongoing communication* between participants and trainers via phone or electronic mail

Active Learning Strategies

➢ *Brainstorming*

➢ *Games*

➢ *Mini-lectures*

➢ *Small group work*

➢ *Cooperative group work*

➢ *Role-playing*

➢ *Case.*

➢ *Simulations*

What do you think we forgot

?