



# DESIGNING A TRAINING PROGRAM

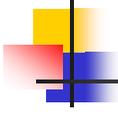
By Dr K I Sudderuddin  
Singapore International Foundation

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01 of 13

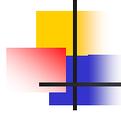


## Designing a Training Program

A training design is a detailed plan for what you will do, why you will be doing it, and the best ways to reach your objective. The Eight Steps to an effective training program are:

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| Step 1: Define purpose of training and target audience | Step 5: Develop instructional activities             |
| Step 2: Determine Participants' needs                  | Step 6: Prepare the written training design          |
| Step 3: Define training goals and objectives           | Step 7: Prepare participant evaluation form          |
| Step 4: Outline training content                       | Step 8: Determine follow-up activities for the event |

02 of 13



## Designing a Training Program

### Step 1: Define purpose of training and target audience

- Be clear about what your training needs hopes to accomplish; prioritize
- Be clear who your target audience will be.

Write down clear purpose of training and target audience

03 of 13



## Designing a Training Program

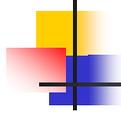
### Step 2: Determine Participants' needs

The more accurately you know the needs of your participants the better your training design will be. Find out their needs and expectation by:

- Get participants to complete a brief, written survey
- Survey a random sample of participants by phone to collect more detailed information. Ask them:
  - current roles and responsibilities
  - previous training on this topic
  - reasons for attendance
  - specific needs and expectation of event
- Review past evaluation and feedback forms

Collect information early and use it to design your training

04 of 13



## Designing a Training Program

### Step 3: Define training objectives

Clearly defined objective provide criteria for:

- Clarifying expect outcomes
- Outlining training content
- Planning specific training activities
- Selecting/developing material
- Designing evaluation procedures
- Communicating program intent to participants & others
- Ensuring training is realistic and appropriate

Develop overall and segment (lesson) objectives and present them to participants at start of each segment.

05 of 13



## Designing a Training Program

### Step 4: Outline training content

Trainings gave 3 components: an introduction; a learning component and a wrap-up and evaluation component.

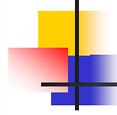
Introduction: Establish a positive learning environment; stimulate interest; reduce anxiety and build bonds. Include some content into introductory activities.

Learning component: Concepts and ideas taught and explored; skills demonstrated, practiced and discussed. Activities should actively involve participants in acquiring knowledge or practicing skills.

Wrap-up and evaluation component: Here 'pull it all together'. Highlight essential learnings; summarize central concepts and themes; describe next steps. Open up for questions, concerns, feedback.

Remember to repeat stated objectives and outcomes to guide program content and remind you of your purpose.

06 of 13



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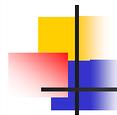
### Step 5: Develop instructional activities

- Organize activities so that outcomes identified are achieved. Activities should have an introduction, a main segment and a wrap-up segment.
- Select training strategies that meet objectives, e.g., skill development is best achieved through modeling, practice and feedback while information is achieved through discussion and collaborative group work.
- Effective training design takes into account principles of adult learning; group size; participant learning style; prior experience/education level of participants, type of skill or information to be presented, and so on.

Strategies that promote active learning include brainstorming, games, mini-lectures, small work groups, simulations, role-playing, case studies, etc.

Remember you need to develop resource materials, e.g., handouts, case studies,, questionnaires, etc.

07 of 13



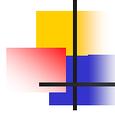
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### Step 6: Prepare the written training design

- Write a detailed plan of the training session, including goals and objectives; the sequence of specific learning activities and time allotted to each; directions and key points to cover for each activity, and the trainer who will be responsible for the activity.
- Consider the skill, expertise, training style, and comfort level of each trainer and who will lead in 'fleshing out' different sections.

Use the detailed plan to stay on track, make mid-course adjustments and document training details

08 of 13



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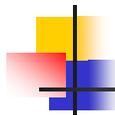
### Step 7: Prepare participant evaluation form

Evaluation determines if the training has achieved its objectives and to identify what needs to be improved.

The evaluation form should ask the following:

- Did participants acquire the skills and knowledge they were supposed to?
- Were the trainers competent?
- Were the activities interesting and effective?
- Was the training format appropriate?
- Was the training on this topic adequate?
- Etc.

09 of 13



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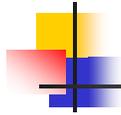
### Step 8: Determine follow-up activities for the event

Follow-up activities provide continued support and feedback. Prepare follow-up activities as you develop your training design and these activities should make participants reflect on what they have learned and the process of implementation. Some activities include:

- Newsletters and website postings
- Peer observation and coaching
- Mentoring
- Study groups
- Ongoing communication between participants and trainees

Follow-up activities require more resources but increase the likelihood of significant learning occurring.

10 of 13



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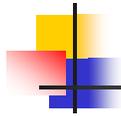
## Guidelines for Training of Trainers

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### Planning/preparation checklist for facilitators

- List qualities of your best trainer/facilitator; identify your weak points and try and improve
- Work as a team and assign roles: presenter, facilitator, note-taker, logistics person, etc.
- Arrange for a suitable venue and ensure you have all visual materials, e.g., paper, pens, flipchart, etc, needed and check your audio-visual aids
- Ensure fieldwork dates convenient for people
- Prepare well and rehearse

11 of 13



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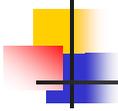
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### Good techniques/practices for training

- Relax and energize participants and facilitate name-learning; use an 'ice-breaker'
- Ensure everyone knows aims and objectives of workshop
- Get a sense of participants level of knowledge and expectations
- Agree to 'rules' of workshop: mutual respect; one speaker at a time; no mobile phones; punctuality, etc.
- Use a variety of communication methods and visual aids
- Start everyday with a recap of the previous day
- Always build in an evaluation of the training for future improvements

12 of 13



# Designing a Training Program

## Guidelines for Training of Trainers

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### Attitude/behavior as facilitator

- Be open and honest; stay relaxed and calm
- Be a good listener; observe, record, etc.
- Do not judge e.g., this is bad, this is good; or humiliate people
- Be aware of language barriers; sensitivities
- Do not let arguments dominate discussion; re-focus on key topic
- Have eye contact, speak slowly and clearly; move around
- Try and involve all participants
- Use humour, stories, examples, words that capture interest
- Address questions, concerns while sticking to your message