

TRAINING DEVELOPMENT PROCESS

UCLA HEALTHCARE TRAINING | AUGUST 2006

DESIGNING AN EFFECTIVE TRAINING COURSE

Training design in many ways can be compared to architectural design. With architectural design, you start by determining the needs of the tenants and guests, then plan your project based on those needs. Floor plans are developed to show how the structure will be built and those plans are approved by stakeholders. The crew is then secured and the construction of the building begins. When planning a training project you begin by determining the learning needs of the audience and of the business, then plan a course based on those needs. The design structure determines the *what* and *how* training will be delivered which drives the construction of course materials.

To support the training development needs of BRITE training courses, UCLA Healthcare Training will be following the highly regarded ADDIE instructional design model. The ADDIE design model revolves around the following five components: Analysis, Design, Development, Implementation, and Evaluation. These five stages encompass the entire training development process, from the time someone first asks, "What do people need to learn?" all the way to the point where someone actually measures, "Did people learn what they needed?"

The Design Cycle encompasses the ADDIE model and helps direct the efforts of the project team by breaking down the design model into six project tasks.

Plan Project—includes determining the learning needs, identifying approach and any constraints in course design, establishing deadlines and subject matter experts, and identifying course subjects.

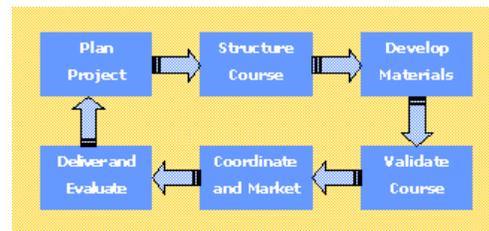
Structure Course—involves analyzing learners, listing tasks/topics for each subject, writing learning objectives, designing tests, selecting learning methods, and identifying materials needed for development. During this stage the training schedule is typically secured and facilitators for course delivery identified.

Develop Materials—is the process of creating materials that support adult learning. Includes the development of learning exercises, visual aids, job/class reference materials, and facilitator directions.

Validate Course—allows the class to be tested with a live audience before it is rolled out to ensure it meets the needs of the learners and stakeholders. It also helps prepare the facilitators for class delivery. A sample audience from each target group is usually commissioned to participate and to provide feedback.

Coordinate and Market—ensures the course is properly advertised and provides time for training delivery preparation such as material production, enrollment, and other related logistics.

Deliver and Evaluate—is the process of providing training and



The Design Cycle

gauging success. It involves evaluating the learner reaction to the class as well as review of test scores and job performance improvement data. Results feed back into the design cycle to allow for a continuous process of training design.

UCLA Healthcare Training will oversee project tasks as defined by The Design Cycle. The support team of subject matter experts (SMEs) will be assembled during the Plan Project stage for each course and UCLA Healthcare Training will work collaboratively with the team throughout each stage of the cycle. Tasks will be assigned early in the process to help each area plan for workload management.

The training development process is a team-driven activity that requires dedicated efforts from many resources to ensure a successful training outcome. Together we will help UCLA Healthcare staff Begin Right with Instruction and Thorough Education. ▶



ADULT LEARNING PRINCIPLES

Results

Adults see learning as a means to an end rather than an end in itself. They must know what there is to gain and they must see progress being made. They want to know *What's In It For Me?*

Real-Life

Adults want courses that focus on real-life problems and tasks rather than academic material. A strong how-to focus is desired. They become restless if their time is being wasted.

Active

Adults are accustomed to being active. They should be given an opportunity for active participation in an instructional setting that is safe, welcoming, and comfortable.

Experience

Adults bring considerable experience with them. Therefore, they wish to speak, participate, and contribute to the proceedings. They dislike long lectures and one-way communication.

Self-Esteem

Adults have something to lose. They have a strong need to maintain their self-esteem. Therefore, they should be listened to and the training course should be set up so they will be successful. Instructors must consult and work with adults rather than be too directive.

Here-and-Now

Adults have a here-and-now viewpoint and wish to focus on current issues rather than material that may be useful in the distant future.

During training, the learners should work harder than the facilitator.

—Langevin Learning Services

