Welcome!

Improving Training Effectiveness

Loren Haagenson

Loren.haagenson@Minnesota.edu

M|State

Improving Training Effectiveness

- Snapshot of Training in the Workplace

- Definition of Training Effectiveness

- Why Training Design?

- Training Design Model (ADDIE)

Snapshot of Current Workplace Training

Quiz Time!

www.kahoot.com

M|State

Training Effectiveness Defined:

- The benefits that the company and the trainees receive from training.

- Company benefits can include increased sales, more satisfied customers, reduced workplace accidents, etc.

- Trainee benefits include learning new skills or behaviors, improved engagement and moral, etc.

The "Why" for Training Design

- Training may be incorrectly used as a solution.
- Training may have the wrong content, objectives, or methods.
- Trainees may be sent to programs they are not prepared for.
- Training may not deliver the desired outcomes.
- Money will be spent on training that may not be necessary.

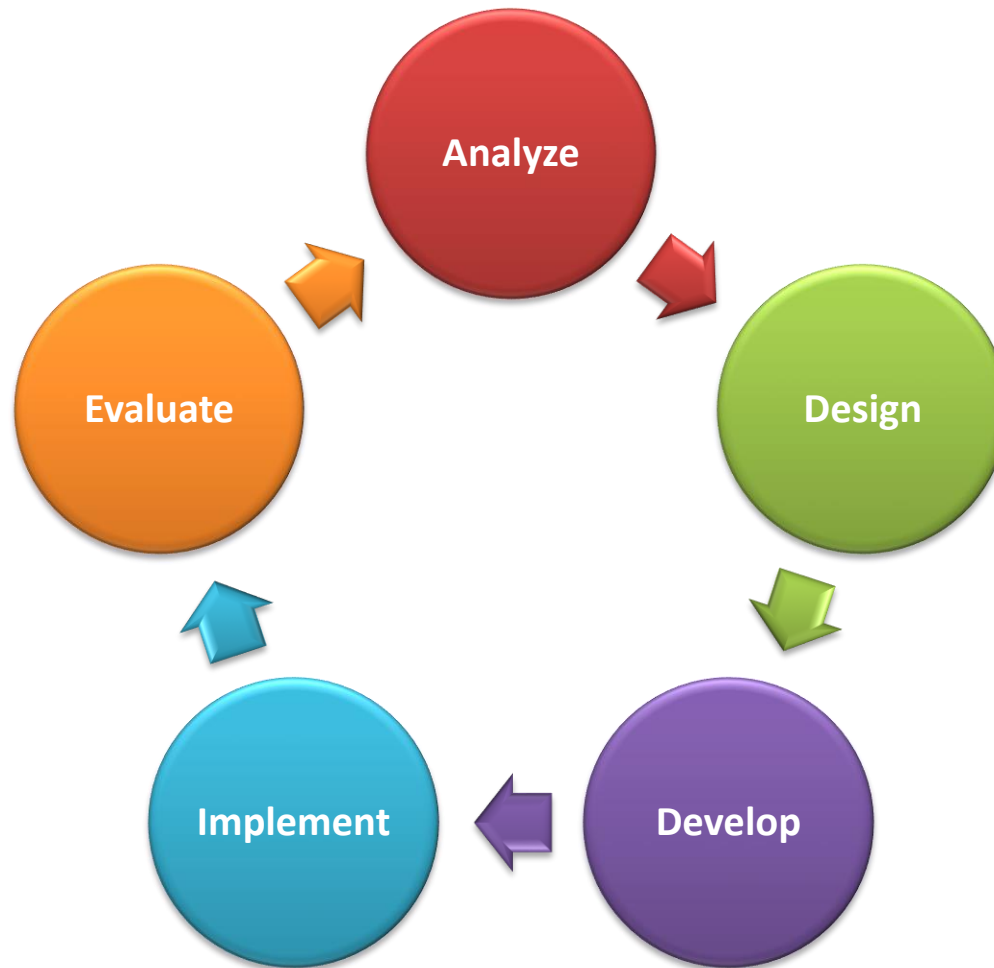# Training Design Process – Formal or Informal
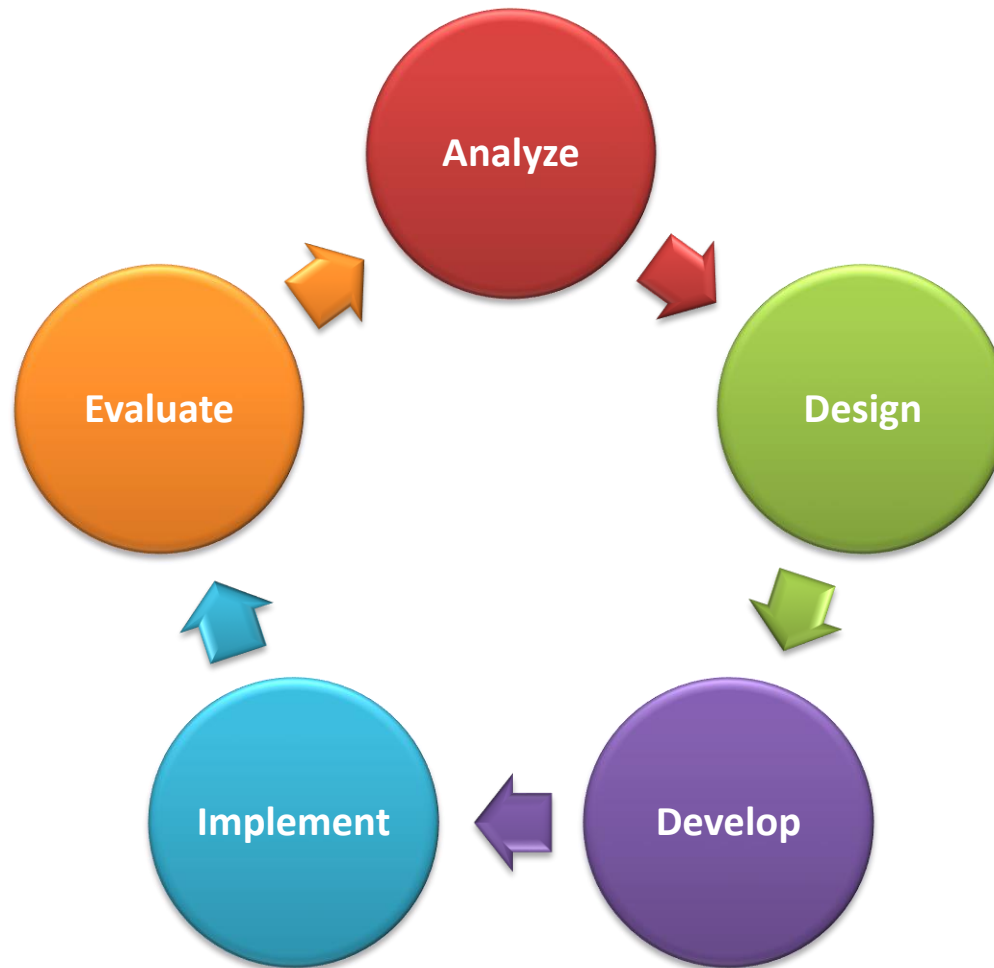
Learning Activity

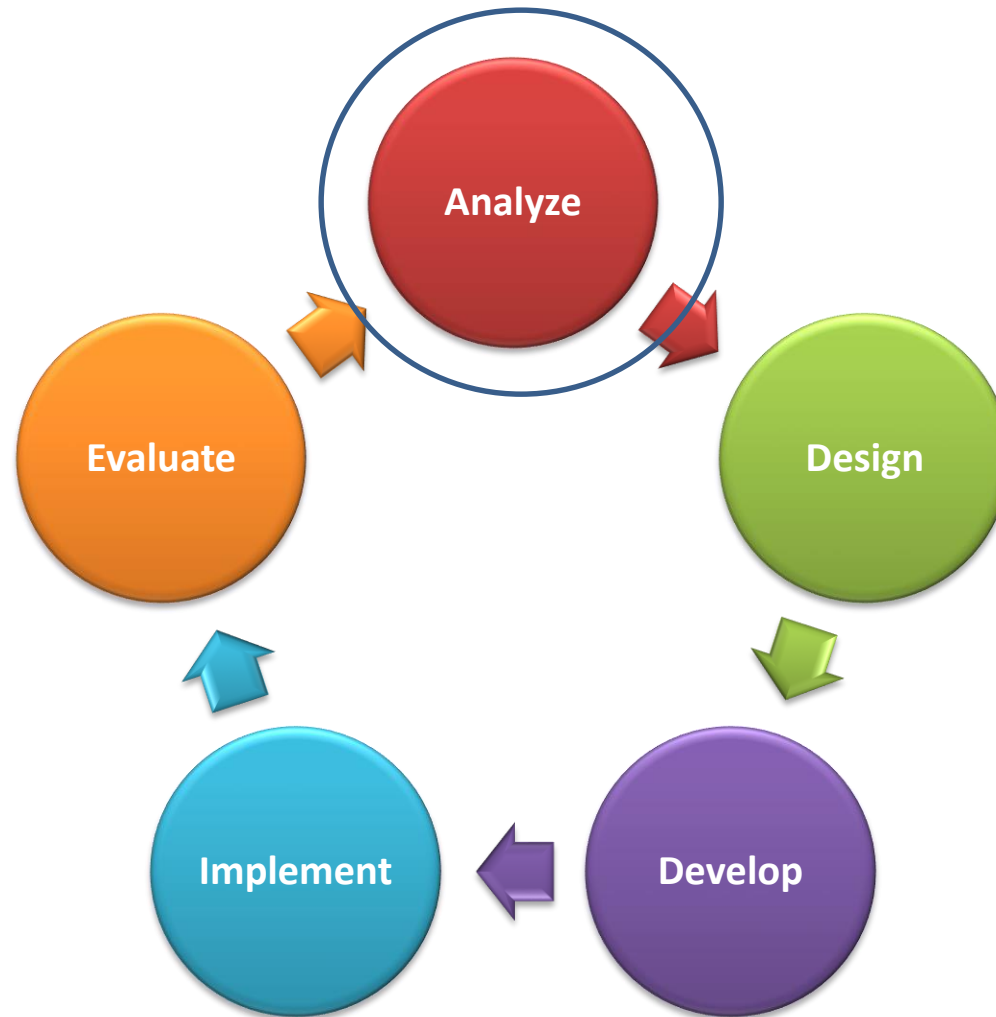Analysis-Design/Development-Implementation-Evaluation

Knowledge Café Instructions

- Each table has a discussion topic.

- One person assigned to take notes.

- When time is up everyone but the note taker moves to a different table.

- When everyone is seated the person who stayed, reports to the new group and hands off the notetaking.
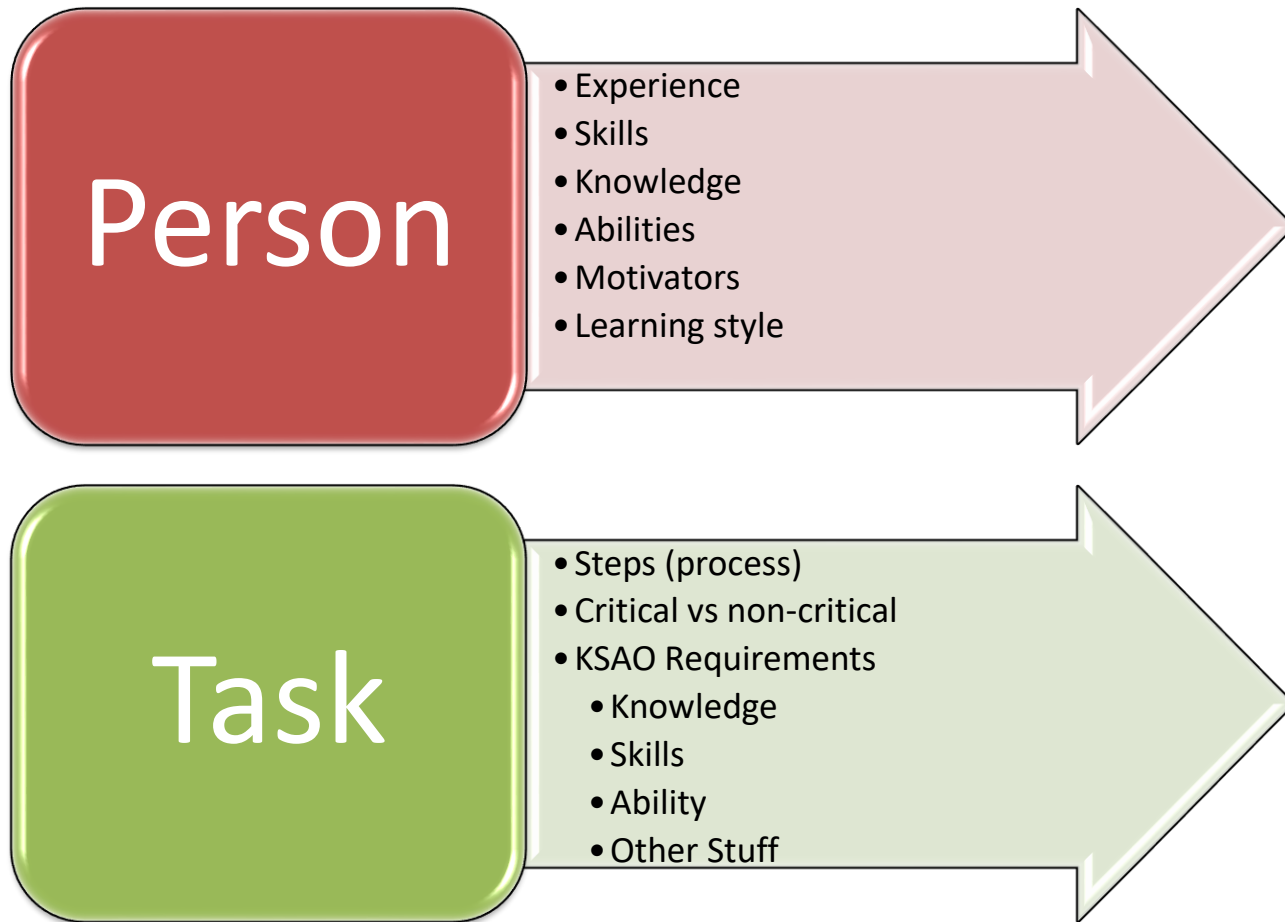
- Repeat!

Training Design Process-ADDIE Model

Training Design Process – Formal or Informal

Analysis – what you are teaching to whom

Person

- Experience
- Skills
- Knowledge
- Abilities
- Motivators
- Learning style

Task

- Steps (process)
- Critical vs non-critical
- KSAO Requirements
  - Knowledge
  - Skills
  - Ability
  - Other Stuff

M|State

Person Analysis - Adult Learning Theory

- Adults have the need to know why they are learning something

- Adults have a need to be self-directed

- Adults bring work-related experiences

- Adults take a problem-centered approach to learning

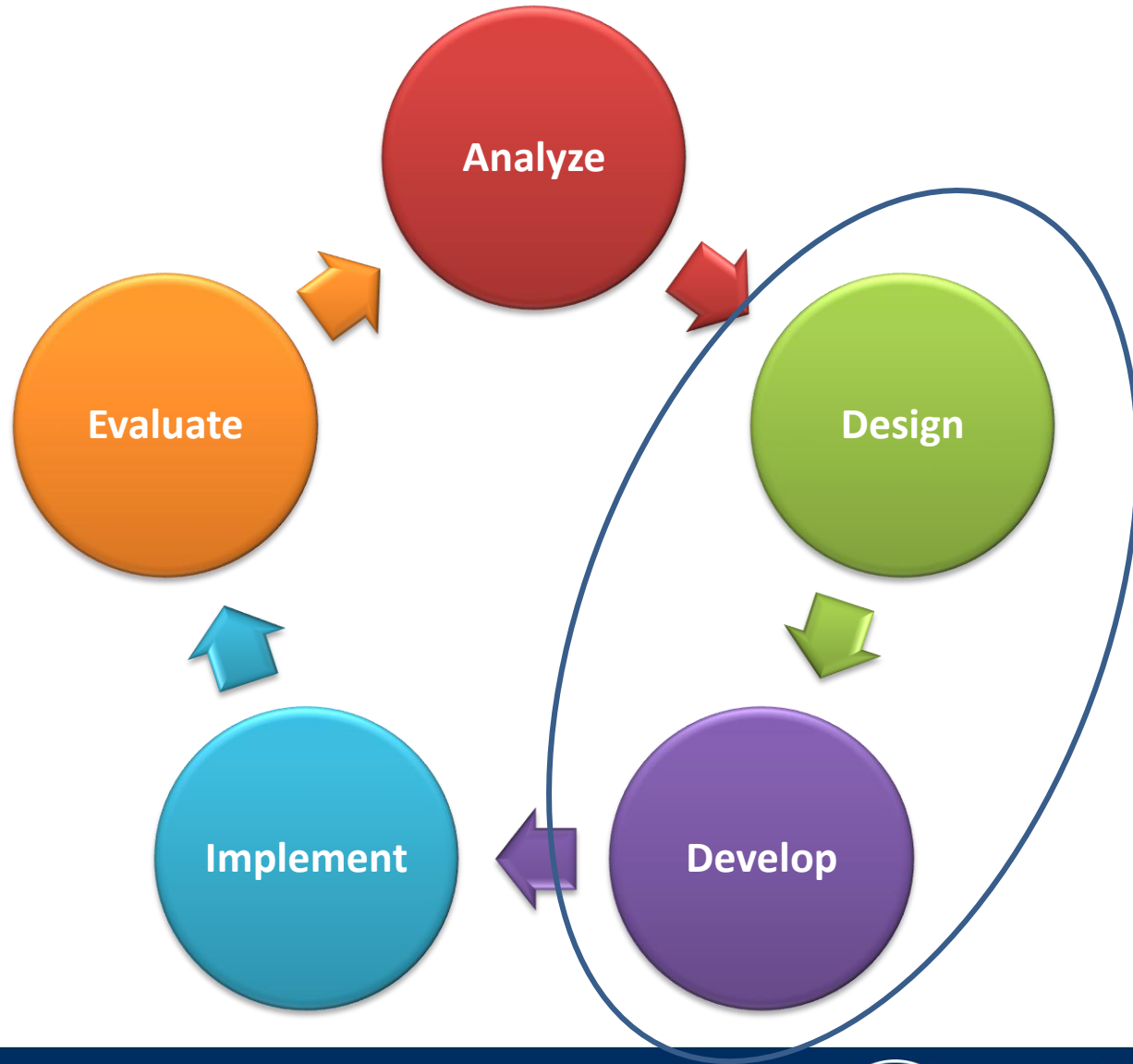- Adults are motivated to learn by both extrinsic and intrinsic motivators

Person Analysis - Learning Style Assessment

- Visual (seeing)

- Audio (hearing)

- Kinesthetic (doing)

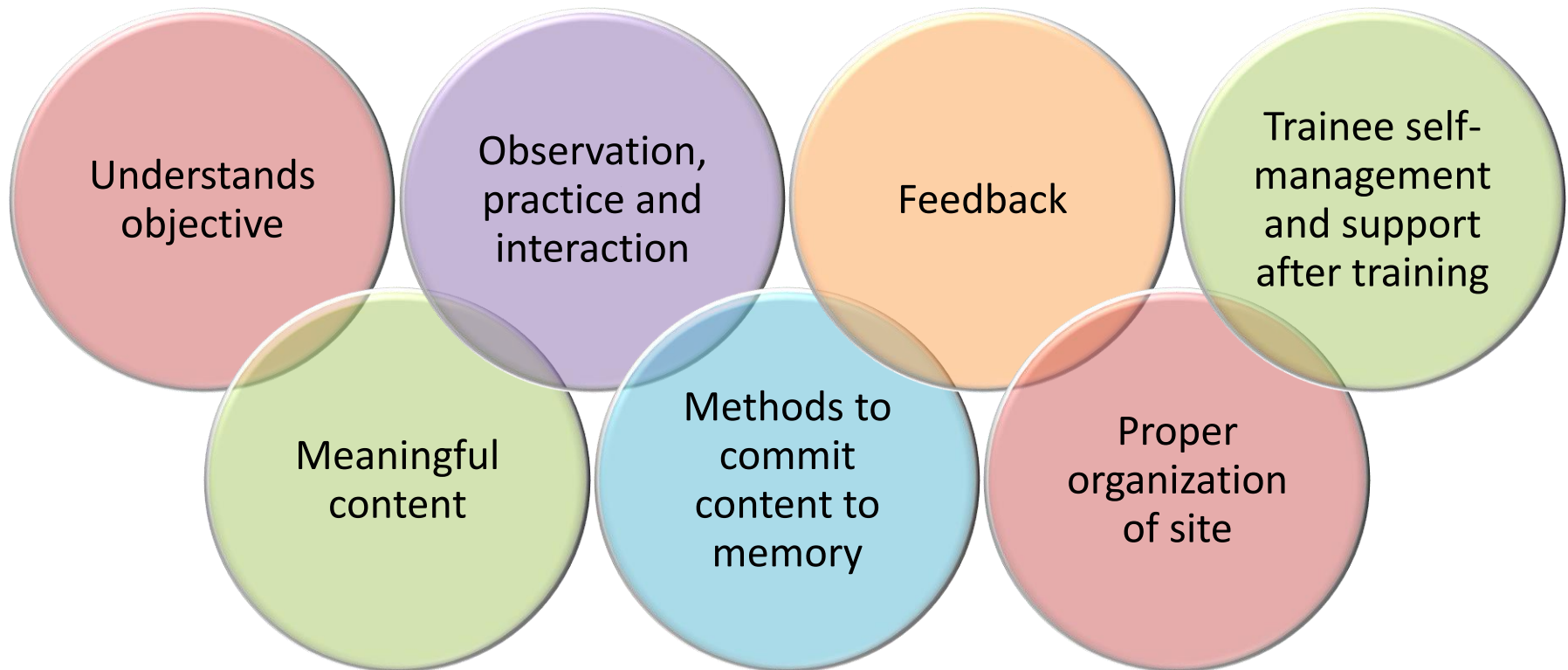- *What is your preference share with your neighbor?*

Task Analysis - Knowledge, Skills and Abilities (KSAO) Requirements

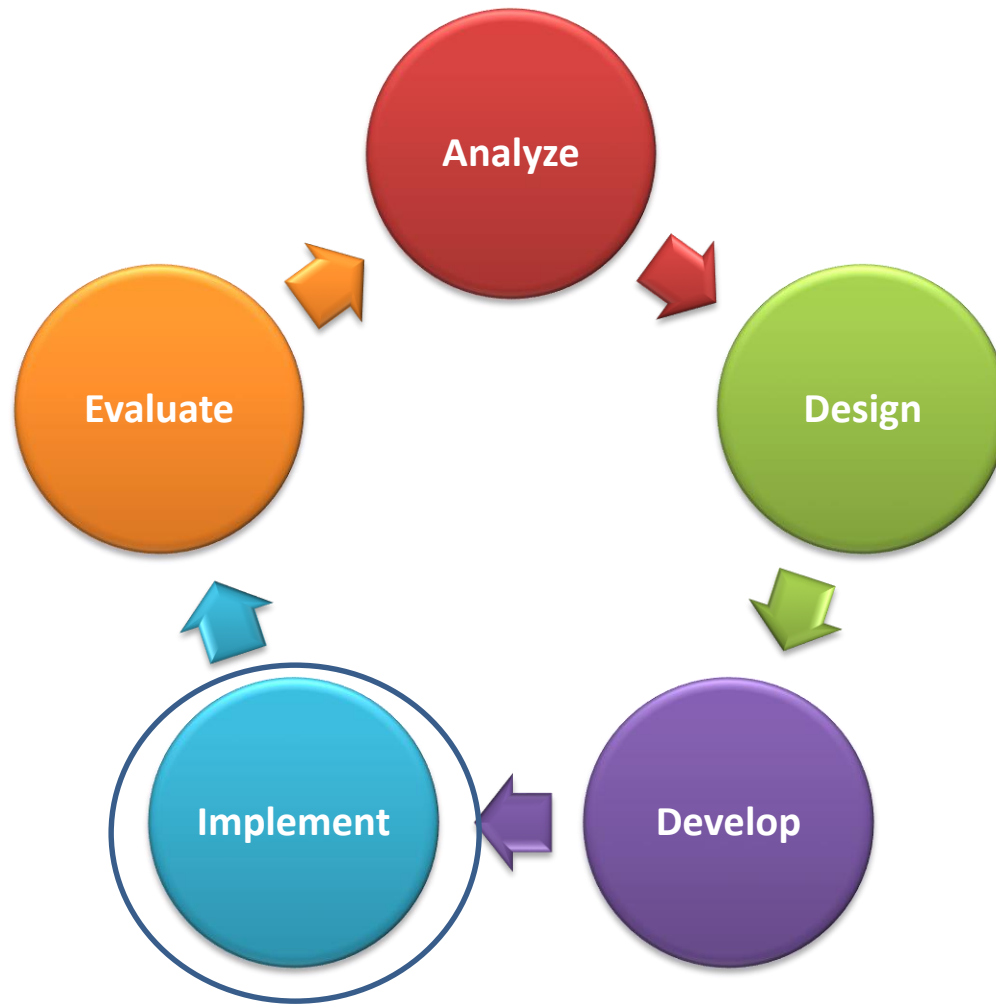|	Definition
Knowledge	What knowledge does the person need to complete the task? Terms, abbreviations, overall process, etc
Skills	What are the skills they need to complete this task? **Observable** competence for *applying* the knowledge to perform a task. Can change over time
Abilities	What physical abilities – lifting, etc – will they need to complete the task? **Trait** of a person that is useful in completing the task Less likely to change than a skill Applicable across many tasks

M|State

Training Design Process – Formal or Informal

Designing Training for Transfer of Training

Understands objective

Observation, practice and interaction

Feedback

Trainee self-management and support after training

Meaningful content

Methods to commit content to memory

Proper organization of site

M|State

Training Design Process – Formal or Informal

Implementation:
Teach What You Know Approach
(Steve Trautman)

- Sequence:
  - Air, food, water first (what they need to know to survive)
    - What is that for your job?
  - Share bigger picture
  - Train skills
- Ask questions before, during and after (to check for understanding)
- Provide least information possible to make the person safe and successful (avoid overload)

M|State

Opportunities to Practice (Pre-practice Conditions)

- Provide information about the process or strategy
- Encourage trainees to think about their own learning process
- Provide **advance organizers – documentation, diagrams, process flows, etc**
- Help trainees set challenging learning goals
- Create realistic expectations
- Communicate performance expectations

Providing Feedback

- Positive and constructive
- Ways to test and then provide feedback:
  - Quiz (verbal is fine)
  - Observation
- Be specific to help prevent errors later

Training Design Process – Formal or Informal
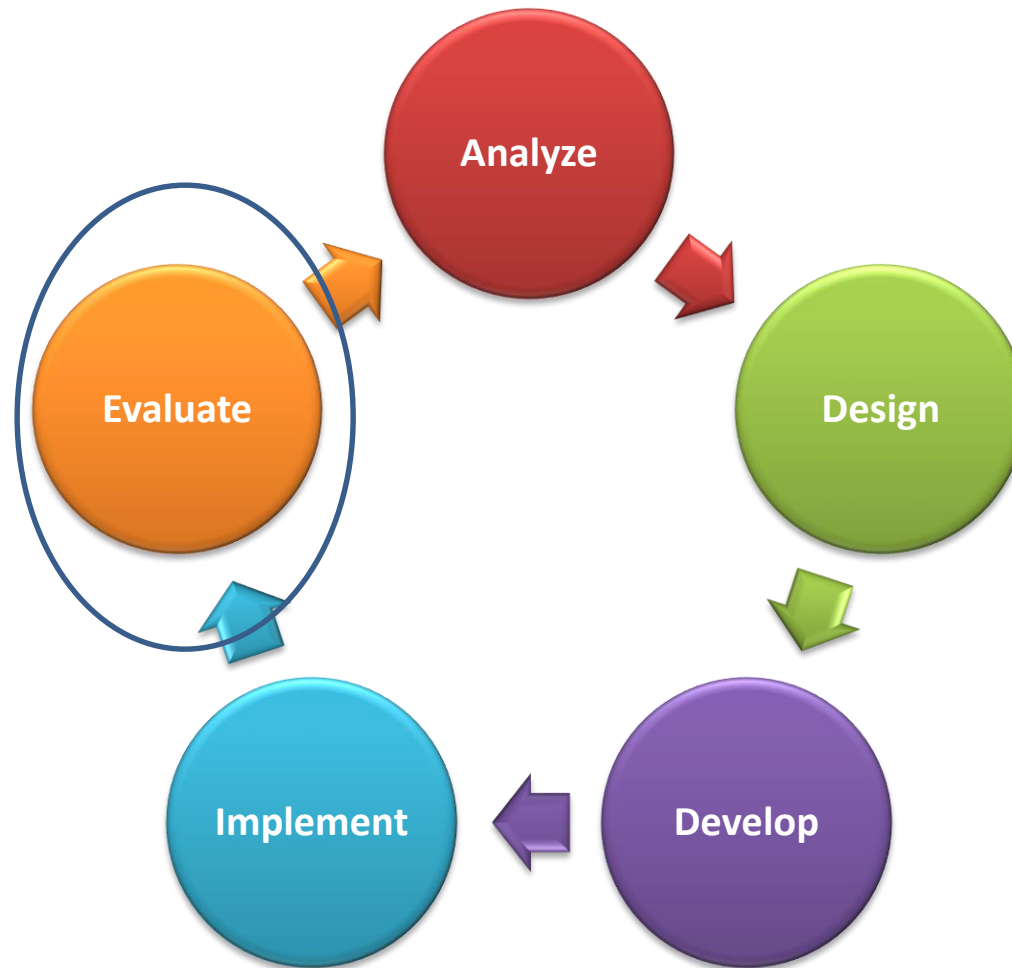
Training Evaluation

Reaction: Did they like it? 88%	**Learning:** Work Sample Tests 83%	**Behavior: Observations 60%**
Affective: Attitude survey or interview	Results: Performance change 35%	ROI: Economic Value 15%

M|State
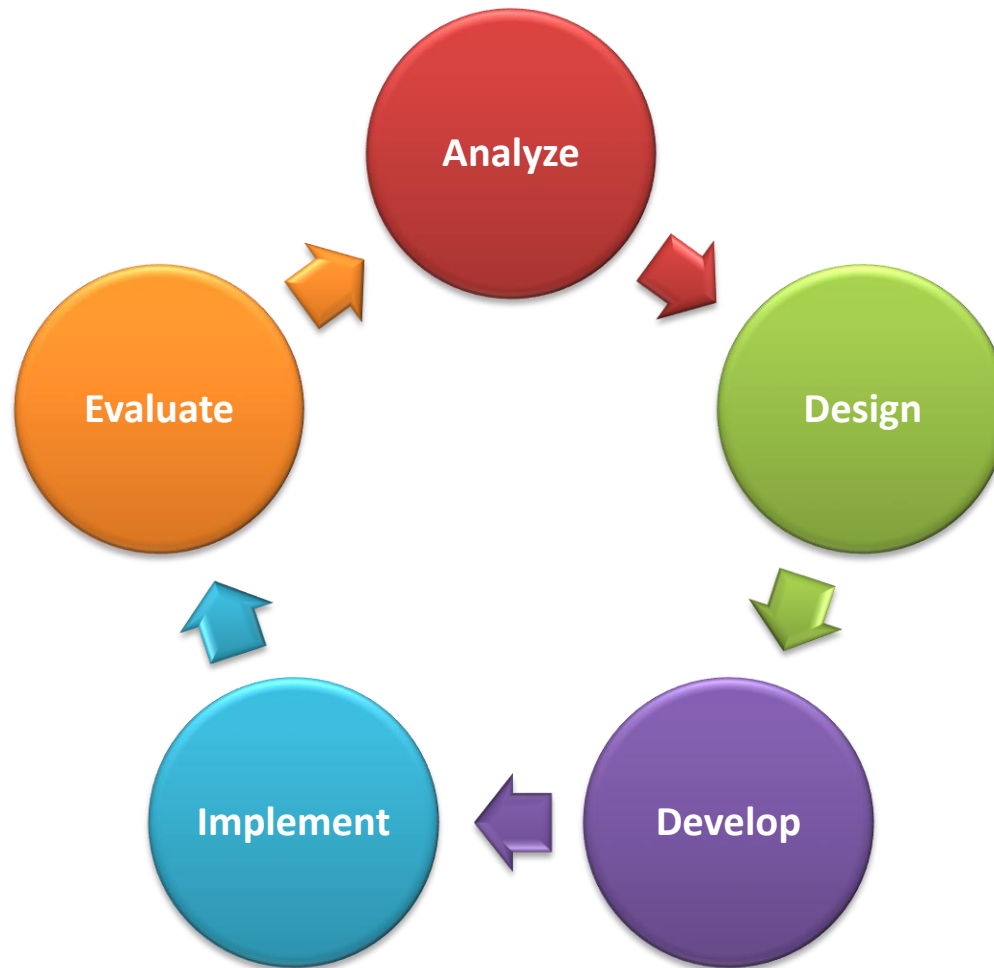
Wrap Up and Questions!

Training Design Process – ADDIE Model

Loren Haagenson

Loren.Haagenson@Minnesota.edu

Additional Resources:

Employee Training and Development 8th Edition, Raymond Noe

Association for Talent Development www.td.org

What is your learning style assessment:
http://marciaconner.com/assess/learningstyle-2/

M|State

Minnesota State
Community and Technical College