
Handout 1-4. What Is Training?

Training is based on a model called instructional systems design (ISD). The original ISD model dates back to World War II, when the U.S. military required a model to develop quick and effective training for the use of sophisticated equipment. Although the original model has been improved upon slightly, the basic premise is so fundamental and logical that it's hard to argue for change. The five phases in the model are analysis, design, development, implementation, and evaluation (ADDIE).

ANALYSIS

This phase comprises needs assessment and analysis, which are used to identify the business goals and performance gaps that must be addressed. They also identify information about the participants, the work environment, and constraints that might affect the training effort, such as the budget. Once you assess the needs of the learners, you can develop the learning objectives.

DESIGN

The learning objectives in the analysis phase tell you what content should be covered; the design activities help you determine how to present the content. The objectives will identify the kinds of activities that will best accomplish the objectives. Although this workshop assumes that training is the best solution, you may find that training is not actually required. Instead, another solution, such as coaching, might be used. The root cause of the problem may be motivation or a lack of resources. In this phase, you decide how to structure the content, which method or blended methods you will use, and how to present the content.

DEVELOPMENT

The key activity in this phase is to convert the plans from the design phase into the materials required to implement the class, such as a participant book; handouts; a facilitator's guide; support materials, such as role plays or case studies; and media support, for example, PowerPoint slides. Although this workshop focuses primarily on a classroom setting, you may also be preparing for an e-learning situation. In addition, a subject matter expert (SME) may review the materials or hold a pilot course to work out the kinks in the program.

IMPLEMENTATION

This is the phase that initially comes to mind when many people answer the question, "What is training?" The implementation is more than just standing in front of the group and delivering content. The trainer must establish a positive learning climate, facilitate questions and activities, exude enthusiasm and confidence, and ensure that both the group needs and individual needs are met. During this phase, you will need to market the session, review the materials, practice the activities, perhaps learn new content, maintain the course to ensure that it continues to serve its purpose, schedule rooms, set up the training room, schedule equipment, print materials, schedule webinar time, and perform other supporting activities that ensure the delivery and implementation run smoothly.

EVALUATION

The last phase is critical to ensure that the training session meets the goals that were originally established. Using Donald Kirkpatrick's model, you will assess the training based on four levels: reaction, learning, transfer, and business results. Your organization may also use a return-on-investment (ROI) evaluation process. In addition, you should conduct a self-evaluation of your performance. The knowledge you gain in the fourth phase is used to confirm or redefine your purpose in the first phase.

These five ADDIE phases essentially become our process for the rest of this train-the-trainer workshop. Except for combining the design and development phases into one, we will dedicate a module to each phase in ADDIE.

The diagram in handout 1-5 depicts the four key modules of this training:

- Assess and Analyze
- Design and Develop
- Implement and Facilitate
- Evaluate and Enhance.