# Training for Performance System

FIELD HANDBOOK

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# Contents

# Introduction to the TPS

The Training for Performance System (TPS) is a process for developing human expertise for the purpose of improving organization, process, and individual performance.

The TPS was originally developed in 1978 by Richard A. Swanson for a major United States manufacturing firm. The firm wanted a comprehensive training process that would embrace all training at all levels (corporate, division, and plant; management, technical, and motivational), thus, allowing for a common systematic approach and common language for personnel training throughout the company. The "Training for Performance System" was originally called the "Training Technology System." The name was changed to reflect better the true purpose of the training system and eliminate the misinterpretations that were given to the word "technology."

At that time the TPS was developed in the late 1970s, the sponsoring firm had several concerns about the existing state of the training profession. First, there was a concern about the inadequacy of the dominant Instructional Systems Development (ISD) model to connect up with core business performance requirements at the analysis phase. Second, there was a concern about the inadequacy of the tools and processes being used in management training and development in getting at the substance of knowledge work. Third, there was a concern about the inadequacy of the tools and processes being used in technical training and development in getting at the substance of systems/process work. And fourth, there was a concern about the inadequacy of the dominant Instructional Systems Development (ISD) model to connect up with core business performance outcomes at the evaluation phase.

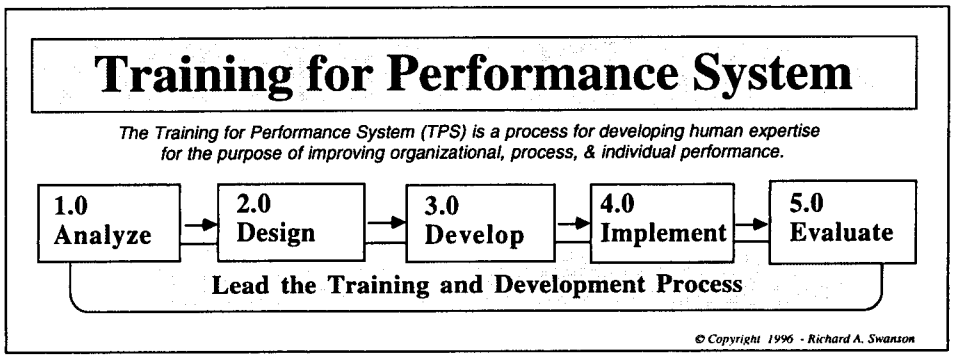
The TPS embraces the titles of the traditional five phases of training presented in most models. They include: Analyze, Design, Develop, Implement, and Evaluate. This five-phase model is generally referred to as the "ADDIE" model. In addition, the critical overarching task of "Leading the Training and Development Process" is added to the ADDIE process.

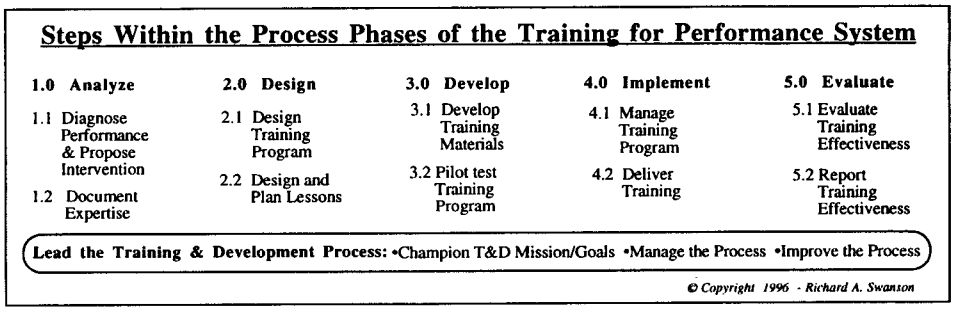
The purpose of this Training for Performance System: Field Handbook is to provide a memory jogger for those who have been exposed to the TPS. This handy size booklet contains TPS key points, visual models, selected tools, and references. It is meant to be an on-the-job reference tool for professional trainers.

# TPS Model

The TPS Model is illustrated below in two forms. The first graphic shows the five phases of the training process being integrated and supported through leadership. The second graphic of the TPS Model specifies the major steps within the phases and the leadership component.

It is important to note that the systematic process of the TPS has integrity and can be maintained even in the simplest of situations (severe time and budget constraints) or can be violated in the most luxurious situations (generous time and budget allocations). Professional expertise-- training process knowledge and experience-- is what is necessary to maintain training integrity.



# Phases of the TPS

## TRAINING FOR PERFORMANCE SYSTEM

The Training for Performance System (TPS) is a process for developing human expertise for the purpose of improving organization, process, and individual performance.

## Phase 1.0 ANALYZE

Diagnose the performance requirements of the organization that can be improved through training and document the expertise required to perform in the workplace.

## Phase 2.0 DESIGN

Create and/or acquire general and specific strategies for people to develop workplace expertise.

## Phase 3.0 DEVELOP

Develop and/or acquire participant and instructor training materials needed to execute the training design.

## Phase 4.0 IMPLEMENT

Manage individual training programs and their delivery to participants.

## Phase 5.0 EVALUATE

Determine and report training effectiveness in terms of performance, learning, and satisfaction.

## LEAD THE TRAINING PROCESS

Lead and maintain the integrity of the training process.

# Training Definitions

**HUMAN RESOURCE DEVELOPMENT**
HRD is a process of developing and/or unleashing human expertise through organization development and personnel training and development (T&D) for the purpose of improving performance at the organization, process, and individual levels.

**ORGANIZATION DEVELOPMENT**
OD is a process of systematically implementing organizational change for the purpose of improving performance.

**TRAINING and DEVELOPMENT**
Training is the process of systematically developing knowledge and expertise in individuals for the purpose of improving performance.
Development is the planned growth and expansion of the knowledge and expertise of people beyond the present job requirements. This is accomplished through systematic selection, training, assignment, and evaluation efforts.

**PERFORMANCE**
Performance is the dependent variable in the form of organizational, work process, and/or individual contributor outputs.

**KNOWLEDGE**
Knowledge is the intellective mental components acquired and retained through study and experience.

**EXPERTISE**
Expertise is the human state, acquired through a combination of knowledge and experience, that enables individuals to consistently achieve performance outcomes that meet or exceed the performance requirements.

**LEARNING**
Learning is the process of acquiring new knowledge and expertise by people.

**STRUCTURED TRAINING**
Structured training is the systematic development of workplace knowledge and expertise. Within organizations, structured training is the effective and efficient development of expertise in personnel through carefully selected knowledge, practice, and/or experiences that result in criterion behavior.

**UNSTRUCTURED TRAINING**
Unstructured training is the unplanned and undocumented process of developing knowledge and expertise.

**ON-THE-JOB TRAINING**
On-the-job training takes place at the job site while the employee is simultaneously expected to produce. It can be either structured (planned) or unstructured (unplanned).

**TRAINING PROGRAM**
A training program is a stand-alone learning experience designed to develop specific expertise.

**TRAINING PROGRAM TITLE**
A training program title is derived from either a job title, job task, work concept, work system, work process, or hardware.

**CUSTOMIZED TRAINING**
Customized training is structured training produced to address organization-specific training needs.

**OFF-THE-SHELF TRAINING**
Off-the-shelf training is structured training produced to address general or generic training needs.

# Categories of Training

Three common ways to categorize training: (1) Generic (content), (2) Task/Role/Job (people), and (3) Process/Technology (business).

**1. Examples of Generic training categories:**

- Technical & skills training
- Management training
- Motivational training

**2. Examples of Job/Role/Task training categories:**

- Executive development
- Management training
- Sales training
- Technical training
- Safety training
- New employee & benefits training

*Sample training program titles:*

- Gas Line Inspector (job); Gas Line Inspection (role or task)
- Plant Supervision (role)
- Sales Manager (Job)
- Coaching (task)

**3. Examples of Process/Technology training categories:**

- Hardware systems
- Software systems
- Information systems
- Socio-technical systems

*Sample training program titles:*

- Market Analysis (process)
- PVC Extrusion (process/technology)
- Total Quality Management (socio-technical)
- MicroSoft Word - Basic training (process)
- Heart Pacemaker Basics (technology)

# TPS Foundation and Rationale

## Theoretical Foundation. *The theoretical foundation of the Training for Performance System (TPS) is grounded in three disciplines: systems theory, economic theory, and psychological theory.*

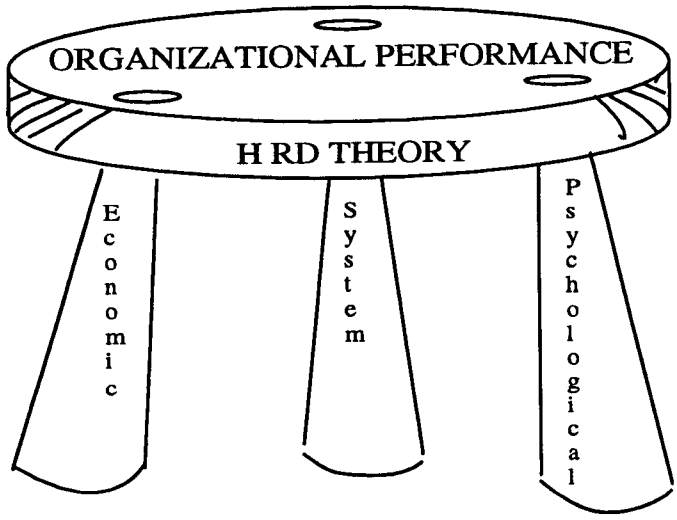
1. Systems theory addresses the purpose, system parts, and their relationships.
2. Economic theory addresses the productivity and financial demands on organizations and individuals.
3. Psychological theory addresses the conditions and process of acquiring and exhibiting expertise.

## Rationale. *The rationale underlying the purpose and method of the Training for Performance System (TPS) are as follows:*

1. The beginning and end of a responsible training system is performance, with learning as a partial means to that end.
2. The specification of desired performance and the required conditions are the basis of organization improvement.
3. Organization, process, and individual performances are based on multiple causes, including mission/goals, system design, capacity, motivation, and expertise.
4. Training alone can rarely improve performance of the organization, process, and/or individuals.
5. The expertise (and training) required to maintain an established system (closed system) differs in content and method from the expertise (and training) required to change a system (open system)
6. There is no such thing as no training when people are required to work in a system and are expected to perform.
7. Training is either structured (planned, systematic) or unstructured (unplanned, trial and error).
8. Most workplace expertise is developed through unstructured training.
9. Structured training should be utilized for strategic improvements in the performance of organization, its processes, and its individuals.

# Theoretical Foundation of HRD

The three-legged stool provides a visual illustration of the stability that emerges for organizations and the HRD process within as a result of understanding and using the three theoretical foundations.




**Economic Theory:**
*The answer is: HRD can increase profits!*

Performance Value Resulting from HRD Intervention
- Cost of HRD Intervention
Financial Benefit of HRD Intervention

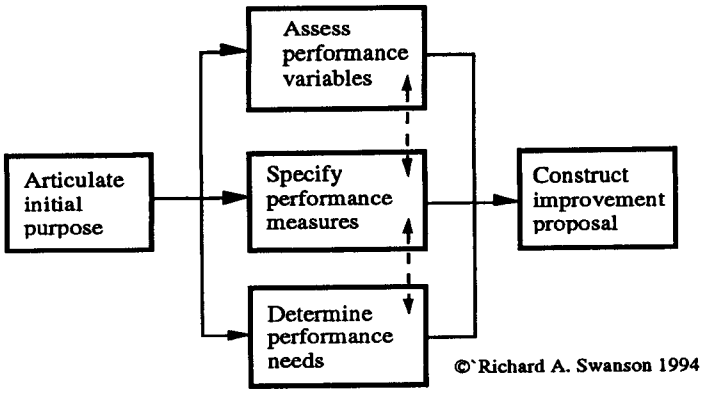
**System Theory:**
*The answer is: HRD can be systemically connected to an organization, its core processes,and the individuals that work in them.*

**Psychological Theory:**
*The answer is: Learning (knowledge and expertise) can be effectively and efficiently developed*

# **Analyze** Diagnose Performance and Propose Intervention

## Process of Diagnosing Performance

Performance diagnosis is a problem-defining method. It results in an an accurate identification of the actual and desired performances at the organizational, process, and/or individual levels, along with (2) the specification of interventions to improve performance.




## Performance Diagnosis Matrix of Enabling Questions

PERFORMANCE VARIABLES ↓ | PERFORMANCE LEVELS ↓

| | Organization Level | ProcessLevel | Individual Level |
|---|---|---|---|
| Mission/ Goal | Does the organization mission/goal fit the reality of the economic, political, and cultural forces? | Do the process goals enable the organization to meet organization and individual missions/goals? | Are the professional and personal mission/goals of individuals congruent with the organization's? |
| System Design | Does the organization system provide structure and policies supporting the desired performance? | Are processes designed in such a way to work as a system? | Does the indvidual face obstacles that impede their job performance? |
| Capacity | Does the organization have the leadership, capital, and infrastructure to achieve its mission/goals? | Does the process have the capacity to perform (quantity, quality, and timeliness)? | Does the individual have the mental, physical, and emotional capacity to perform? |
| Motivation | Do the policies, culture, and reward systems support the desired performance? | Does the process provide the information and human factors required to maintain it? | Does the individual want to perform no matter what? |
| Expertise | Does the organization establish & maintain selection & training policies and resources? | Does the process of developing expertise meet the changing demands of changing processes? | Does the individual have the knowledge, skills, and experience to perform? |

# Sample Proposal

DATE: month/day/year
TO: Director, Distribution Division, Acme Seat Cover Company
FROM: Manager, Human Resource Development and
Head, Shipping Department

**RE: Performance Improvement Proposal - Shipping Department**

Performance Requirements - Company
The company has been experiencing a number of disturbing and costly performance indicators over the past four months. Included are a 7% increase in returned goods (from 5% to 12%), a 3% increase in inventory error rate (from 3% to 6%), and a 10% increase in shipper overtime (from 5% to 15%). A thorough performance analysis has identified specific performance needs in each of the departments, the division management team, and the company. This proposal is for the Shipping Department and the actions/programs management and training will need to take to improve the performance of the company.

Performance Goal - Shipping Department
The performance goals for the shipping department in the next six months are (1) to reduce shipping overtime by 10%, as measured by clock hours overtime and (2) to reduce the inventory error rate by 3%, as measured by individual order errors in relation to those processed.

Performance Diagnosis - Shipping Department

1. Mission/Goal: Both the company and individuals clearly are concerned about surviving and prospering. While these common goals need to be harmonized, the individual "survival goals" seem to be dominating at this time and negatively affecting the company. This performance concern is being address by the Total Quality Management Proposal that has recently been endorsed by the president.

2. System Design: Seriously understaffed with only one of two shipping supervisors. The second supervisor has been out for five months with a major illness and will not be returning to work. In addition, informally and over time, job roles and duties in shipping and have become redefined, reduced, and isolated.

3. Capacity: Employees are underutilized. Most shippers have the aptitude to understand the shipping system and how to complete the shipping tickets.

4. Motivation: Adversarial relationships between departments make it hard to admit limitations. Employees want to do a good job, yet are cautious about being made scapegoats.

5. Expertise: Only the hospitalized supervisor has the expertise to complete order tickets. The shippers do not have a system perspective of the company or their department. The legitimate seat cover substitution task occurs infrequently, is complex, and requires orderly problem solving skills.

Intervention Options - Shipping Department

*--Management Elements--*
1. Replace shipping supervisor.
2. Specify job roles and responsibilities of shipping personnel (4 job categories).

*--Training Elements--*

3. Train 2 shipping supervisors on tasks of communication, delegation & coaching.
4. Train all 24 shipping personnel to understand the shipping system.
5. Train 20 shippers to complete seat cover order tickets.
6. Train shipping department head and 2 shipping supervisors on a team problem solving method for making seat cover substitutions.

Recommended Performance Improvement Intervention

*--Program Description--*

It is recommended that all six of the options listed above be implemented. Replacing the supervisor (element #1) requires managerial action and is not an added cost. The same is true of specifying the shipping jobs (element #2). All training will be structured training. Corporate will be responsible for the supervisor training (element #3). The Acme training coordinator will facilitate the development and delivery of the shipping system, order ticket, and substitution problem solving training programs. All the shipper training will take place on overtime (elements #4 -#6).

*--Program management--*

1. Replace Shipping Supervisor: Division director & shipping head hire supervisor in next 30 days.

2. Specify Job Roles and Responsibilities of Shipping Personnel: Shipping head and shipping supervisor write & approve specifications in next 14 days.

3. Train 2 Shipping Supervisors on Tasks of Communication, Delegation & Coaching: Training coordinator negotiates with corporate HRD for their services to meet this need. Supervisor training will take place at corporate. The new supervisor will work on the job one week, attend the training at corporate, return and work with the present supervisor of one week, and then the present supervisor will attend corporate training. Travel and expense costs will be incurred.

4. Train all 24 Shipping Personnel to Understand the Shipping System: Training coordinator does the development of a 1- 2 hour training program to be delivered by department head and trainer.

5. Train 20 Shippers to Complete Seat Cover Order Tickets: Training coordinator does the development of a 2-4 hour training program to be delivered by supervisors and trainer.

6. Train Shipping Department Head and 3 shipping supervisors on a Team Problem Solving Method (for solving operational problems, e.g.seat cover substitutions): Training coordinator does the development of a 2 hour training program to be delivered by supervisors and trainer.

*--Program Evaluation--*

Confirm the completion of elements #1 and #2; determine trainee satisfaction and learning resulting from each training program, #3 - #6; and a 12 month follow-up on overtime and inventory error.

Financial Analysis (detailed breakdown available)

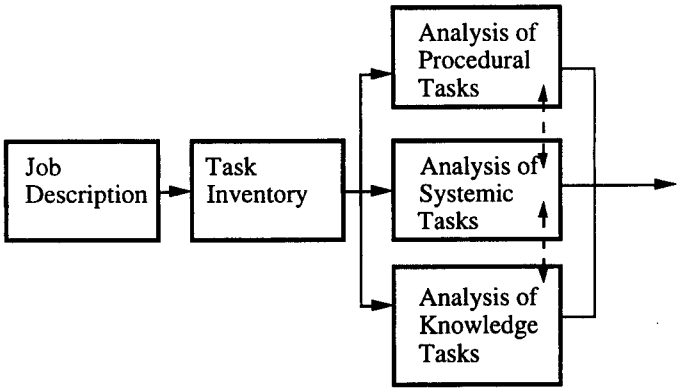
| | |
|---|---|
| Performance Value (resulting from program in 12 months) | $ 28,500 |
| - Cost (of program) | - 7,750 |
| Benefit (from program in 12 months) | $20,750 |

# Analyze Document Expertise

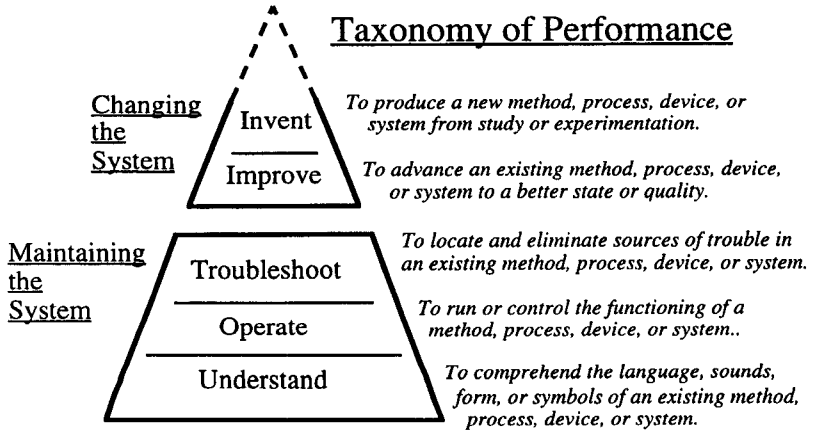
The following two models represent process and taxonomic perspectives of expertise. The "process" model pictures the job, task inventory and tasks analysis relationships. As training is increasingly staged at the task level, subject matter experts are more likely to directly document their expertise rather than work through a specialized training analyst. In these instances, the trainer may teach the documentation methods and serve as a coach rather than an analyst. The "Taxonomy of Performance" presses the analyst to go as deep into the task analysis details as the workplace performance demands.

## Process of Documenting Expertise

Expertise documenation is a method for analyzing the scope of a job, the tasks that make up a job, and precisely what a person is required to know and be able to do to perform each task.




## Taxonomy of Performance



# **Analyze** Job Description and Task Inventory

## Task Inventory

Job or Program _____ Page ____ Of ____

Location _____ Effective Date _____

Department _____ Cancels Sheet Dated _____

Analyst _____ Approved By _____

1. _____
2. _____
3. _____
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___
14. ___
15. ___
16. ___
17. ___
18. ___
19. ___
20. ___
21. ___
22. ___
23. ___
24. ___

## Job Description

Job or Program _____ Effective Date _____

Location _____ Cancels Sheet Dated _____

Department _____ Approved By _____

Analyst _____

**Knowledge Task Analysis- sample form**

Job or Program _____ Page ____ Of ____

Location _____ Effective Date _____

Department _____ Cancels Sheet Dated _____

Analyst _____ Approved By _____

Task

Performance Standard

**System Task Analysis- sample form**

Job or Program _____ Page ____ Of ____

Location _____ Effective Date _____

Department _____ Cancels Sheet Dated _____

Analyst _____ Approved By _____

Task/System

Performance Standard:

| PROBLEM | CAUSE | CORRECTIVE ACTION |
|---|---|---|

**Procedural Task Analysis- sample form**

Job or Program _____ Page ____ Of ____

Location _____ Effective Date _____

Department _____ Cancels Sheet Dated _____

Analyst _____ Approved _____

Task

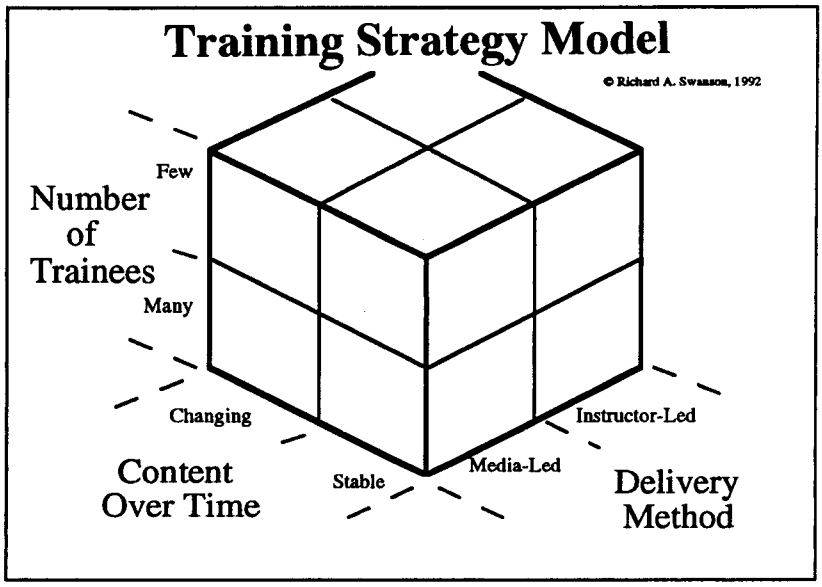
Performance Standard

Safety and Other Cautions

| Major Headings | Sub Headings | Sequential Steps In Performing the Work | Notes* |
|---|---|---|---|

# Design Design Training Program

At the program design level the overall design must be economically, systemically, and psychologically sound. The "Program Design" sheet on the following page helps gather critical information that will influence the design. The following "'Training Strategy Model " allows the program designer to consider the critical interaction between the stability of the content, the number of trainees, and the primary method used to develop the required knowledge and expertise.




Below is an illustration of the "Media-Led" through "Instructor-Led" Continuum. All six would likely use media, the dividing point is when the locus of delivery control is in the instructor or the media itself.

Media-Led
- Interactive video
- Computer-based training/Performance support
- Programmed instruction (video/audio/paper)
- Programmed instruction/Job aid (paper)

Instructor-Led
- Off-site classroom
- On-site classroom
- Structured on-the-job
- Learning team

# Training Design Templates

**Whole-Part-Whole Learning Model.** Basic psychological need for the "whole" and the "parts" utilized to structure general whole-part-whole learning templates. The W-P-W model is applied at the program and individual lesson levels.

WHOLE-PART-WHOLE

1. Whole *(1st whole provides an advanced organizer)*
2. Part *(Parts are the segments to be learned)*
3. Whole *(2nd whole provides complete understanding)*

## A. Whole-Part-Whole Technical Training Design Template

WHOLE-PART

1. Operation/equipment/system overview
2. Start-up
3. Operation
4. Shut-down
5. Defects/faults
6. Troubleshooting
7. Solo performance

## B. Whole-Part-Whole Management Training Design Template

WHOLE-PART

1. Objectives/purpose of training
2. Illustration of good/bad performance
3. Conceptual model
4. Elements of the model
5. Techniques
6. Practice/role playing
7. Managerial implications discussion

## C. Whole-Part-Whole Motivational Training Design Template

WHOLE-PART

1. Acceptance of group/individuals
2. Problem/opportunity
3. Fear/greed illustrations (with role models)
4. The solution
5. Solicit commitment to solution
6. Vision success

The following Training Program Design form is a data gathering device that asks fundamental questions about the conditions and constraints that will influence the design of the training program. This form culminates in a design summary of the lessons that will make up the program, their contribution from a "whole-part-whole" learning perspective, preliminary notes about the lesson goals and methods, and the estimated time. Note that each lesson listed here will have a separate Lesson Plan that details the content and method of each.

## Training Program Design

Program Title: _____
Designer: _____ Date: _____ Approval: _____

Analysis that Serves as the Basis of theTraining Program

☐ Performance Diagnosis ☐ Job Description ☐ Task Inventory ☐ Task Analysis

What forms of Task Analysis?

☐ Procedural Tasks ☐ Systems Tasks ☐ Knowledge Tasks

Program Design Constraints (factors that must be planned around...not what is desired)

☐ Trainee Characteristics

_____Total Number of Trainees _____
_____Number Per Group _____
_____Education Level _____
_____Prior Training in this Area _____
_____Work Experience (amount & type) _____
_____Other: _____

☐ Development Constraints

_____Time available to develop _____
_____Personnel competencies available _____
_____Media available _____
_____Budget avaliable _____
_____Other: _____

☐ Implementation Constraints

_____Where the training must take place _____
_____Who must deliver training _____
_____When the training must be delivered _____
_____Other: _____

Program Design Summary

TRAINING SEQUENCE

| | Whole or Part | | Lesson Titles | Notes (goals, methods, and reminders) | Est. Time |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

# Design Design and Plan Lessons

The Lesson Design form provides a design bridge between the Program Design and the actual Lesson Plans. It focuses the designer on the eight training variables that impact on the ability of training to do its job of building knowledge and expertise in people. This form culminates design summary from a "whole-part-whole" learning perspective at the lesson level.

## Lesson Design

Program Title _____

Lesson Title _____

Designer _____ Date _____ Approval _____

### Design Variables

(variables that influence the attainment of knowledge & expertise that training design can address)

| | |
|---|---|
| 1. Objectives | A. What are they (terminal & enabling)? B. When/how will they be shared with trainees? |
| 2. Trainee Readiness | A. What is the starting point of instruction? B. If uneven, what will be done? |
| 3. Content Structure | A. How abstract is the content to the trainees? B. Will a logical or conceptual model help? |
| 4. Instructional Sequence | A. What is the best instructional sequence (Whole-part-whole? Analysis work? Other?) |
| 5. Rate of Delivery | A. What is the expected rate of learning? B. How big should each instructional "piece" be? |
| 6. Repetition & Practice | A. What will the practice consist of? B. How much required? C. How remediated? |
| 7. Knowledge of Results | A. What wil be used to assess trainees? B. How will this info. reach the trainee? |
| 8. Reinforcement & Rewards | A. What will it be? B. When will it be applied? |

### Lesson Outline

| | Learning Whole-part | | Topic | Notes (goals, methods, and reminders) | Est. Time |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |

# Design

The lesson plan is the final and official document in the design phase. It carries the burden of bringing together the original performance requirement, the documentation of expertise, and the resulting training objectives into the "artful" articulation of content and method. The lesson plan is not a private document. It is the property of the sponsoring organization and it should be detailed to the point that another knowledgeable trainer could take the lesson plan and the supporting materials and teach the essentially the same content via the same method in the same period of time.

## Lesson Plan

Page _____ of _____

Lesson Title: _____
Program Title: _____ Effective Date _____
Prepared by _____ Time of Lesson: _____

Objective(s) in terms of participant knowledge and/or expertise:
(What? To what standards? Under what conditions?)

Special Concerns (safety, approvals, etc.):

Pre-Presentation Preparations:

Lesson Details

| *Est. Time* | *Main Points* | *Details of Training (content and method)* |
|---|---|---|
| | | |

# Develop Develop Training Materials

The development of training materials is a paradox. While the range of creative options is enormous, most training programs actually utilize very limited materials as portrayed in Level 1.

## Level 0

- no planned instructor materials
- no planned participant materials

## Level 1

- overhead transparencies or slides
- paper copies of the transparencies or slides for the participants

## Level 2

- overhead transparencies or slides
- trainees print materials in the form of a structured trainee notebook (including paper copies of the transparencies or slides for the participants)

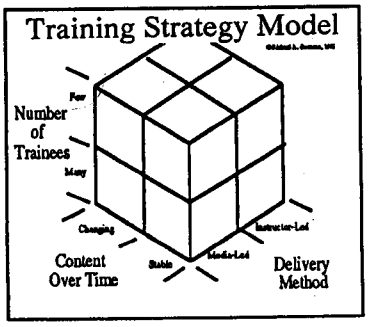
## Level 3

- overhead transparencies or slides
- trainees print materials in the form of a structured trainee notebook (paper copies of the transparencies or slides for the participants included)
- workplace objects and artifacts from the tasks to be learned
- dynamic or interactive support materials such as video, interactive video, in-basket case, and simulation.

## Level 4

- Materials are designed to the level that they can mediate the development of knowledge and expertise without the need of a trainer.

There are practical reasons for producing materials at the Level 1. Using the Training Strategy Model, it is easy to visualize a situation where there are only a 1-2 trainees and the content is unstable. In this instance, structured on-the-job training would likely be the best method with inexpensive Level 1 training materials



## Organizations can approach pilot-testing of training programs in five ways:

1. Conduct a full pilot test of the program with a representative sample of participants.

2. Conduct a full pilot test of the program with a group of available participants.

3. Utilize the first offering of the program as the pilot test being sure to inform the participants of this fact and gain their support in providing improvement information.

4. Conduct a "walk-through" of the entire program with a selected group of professional colleagues and potential recipients.

5. Presenter of the program conducts a dry-run by him/herself.

*Note: Most organizations rely #5, #4, and #3 to meet the pilot test requirements. For programs with limited offerings, #4 and #5 are used.*

# Implement Manage Training Program

Managing individual training programs should not be confused with leading or managing a training department. The focus here is on managing individual programs that will most likely be offered on numerous occasions by a variety of presenters. Managing training programs should be thought of as those activities (things, conditions, and decisions) necessary to implement a particular training program. And, they can also be thought of as generally taking place before, during, or after the training event with time specifications recorded in weeks (or days) for the "before" and "after" time periods and hours (or minutes) on the lesson plans for the "during" period of the training event

Program Management Data Cards are used to record each activity, activity details, initial and completion dates, and the responsible party. This data can be matrixed into a management chart or placed in a simple computer data base for assignments and follow-ups. The following is a sample card:

**Program Management Data Card** *© Richard A. Swanson 1995*

Activity (things, conditions, decisions necessary to implement the program)
- 3-ring binders

Activity Details (names, addresses, quantities, costs, etc.)
- one per participant; #202 Miracle Binder w/sleeve cover; 10 per box at $2.50 each
- Binder's Inc.
  300 Kellogg Road
  St. Paul, MN 50000
  612- 444-4444

Initial Action Date (week prior to start of delivery)
- 4 weeks prior to event

Required Completion Date (week in relation to the start or completion of the event)
- 1 week prior to the event

Job Holder/Stakeholder Responsible for this Activity
- HRD Administrative Assistant

"During" or within training management involves systematic identification of all the training resources and their connections. This is done by the designer and is recorded directly on the Lesson Plan. This is accomplished through proper coding of the content, the medium, and numbering of sub-parts. For example, a set of 10 transparencies on Consultative Selling would be labeled: T-1 Consultative Selling, T-2 Consultative Selling, etc.. The T-1, T-2, etc.would appear on the Lesson Plan under the Consultative Selling section of content. Similarly, codes for notebook materials (N-1), handouts (H-1) and other materials should be coded.

# Implement Deliver Training

## EXPERT SOLUTIONS TO TWELVE COMMON DELIVERY PROBLEMS

| | | | | |
|---|---|---|---|---|
| 1. | **FEAR** | | A. | Be well prepared. |
| | | | B. | Use ice breakers. |
| | | | C. | Acknowledge fear. |
| 2. | **CREDIBILITY** | | A. | Don't apologize. |
| | | | B. | Have an attitude of an expert. |
| | | | C. | Share personal background. |
| 3. | **PERSONAL EXPERIENCES** | | A. | Report personal experiences. |
| | | | B. | Report experiences of others. |
| | | | C. | Use analogies, movies, famous people. |
| 4. | **DIFFICULT LEARNERS** | | A. | Confront problem behavior. |
| | | | B. | Circumvent dominating behavior. |
| | | | C. | Use small groups for timid behavior. |
| 5. | **PARTICIPATION** | | A. | Ask open-ended questions. |
| | | | B. | Plan small group activities. |
| | | | C. | Invite participation. |
| 6. | **TIMING** | | A. | Plan well. |
| | | | B. | Practice, practice, practice. |
| 7. | **ADJUST INSTRUCTION** | | A. | Know group needs. |
| | | | B. | Request feedback. |
| | | | C. | Redesign during breaks. |
| 8. | **QUESTIONS** | Answering: | A. | Anticipate questions. |
| | | | B. | Paraphrase learners' questions. |
| | | | C. | "I don't know "is Okay. |
| | | Asking: | A. | Ask concise questions. |
| | | | B. | Defer to participants. |
| 9. | **FEEDBACK** | | A. | Solicit informal feedback. |
| | | | B. | Do summative evaluations. |
| 10. | **MEDIA, MATERIALS, FACILITIES** | | | |
| | | Media: | A. | Know equipment. |
| | | | B. | Have back-ups. |
| | | | C. | Enlist assistance. |
| | | Material: | A. | Be prepared. |
| | | Facilities: | A. | Visit facility beforehand. |
| | | | B. | Arrive early. |
| 11. | **OPENINGS AND CLOSINGS** | | | |
| | | Openings | A. | Develop an "Openings File". |
| | | | B. | Memorize. |
| | | | C. | Relax trainees. |
| | | | D. | Clarify expectations. |
| | | Closings: | A. | Summarize concisely. |
| | | | B. | Thank participants. |
| 12. | **DEPENDENCE ON NOTES** | | A. | Notes are necessary. |
| | | | B. | Use cards. |
| | | | C. | Use visuals. |
| | | | D. | Practice. |

# Evaluation Definitions



***Evaluation***
*Evaluation is a systematic collection of evidence to determine if desired changes are taking place.*

***Reliability***
*Reliability is a measure of consistency.*
*(e.g. Does the test yield consistent results with repeated use?)*

***Validity***
*Validity is a measure of accuracy.*
*(e.g. Does the test measure what it is supposed to measure?)*

***Summative Evaluation***
*Determining the effectiveness of an intervention.*
*(e.g. Has the goal been reached?*
*Does the program have worth or merit?)*

***Formative Evaluation***
*Determining the need for changes to guide the process and improve the odds of reaching a goal.*
*(formative evaluation is part of the intervention/change process)*

# RESULTS ASSESSMENT SYSTEM MODEL

## PERFORMANCE domain

*System:* The units of mission-related outputs in the form of goods and/or services having value to the customer and that are related to the core organizational, work processes, and group or individual contributors in the organization

*Financial:* The conversion of the output units of goods and/or services attributable to the intervention into money and financial interpretation

## LEARNING domain

*Knowledge:* Mental achievement acquired through study and experience

*Expertise:* Human behaviors having effective results and optimal efficiency, acquired through study and experience within a specialized domain

## PERCEPTION domain

*Participant perceptions:* Perceptions of people with firsthand experience with systems, processes, goods, and/or services

*Stakeholder perceptions:* Perceptions of leaders of systems and/or people with a vested interest in the desired results and the means of achieving them

Holton, E. F. (1996). The flawed four-level evaluation model. *Human Resource Development Quarterly,* 7 (1),

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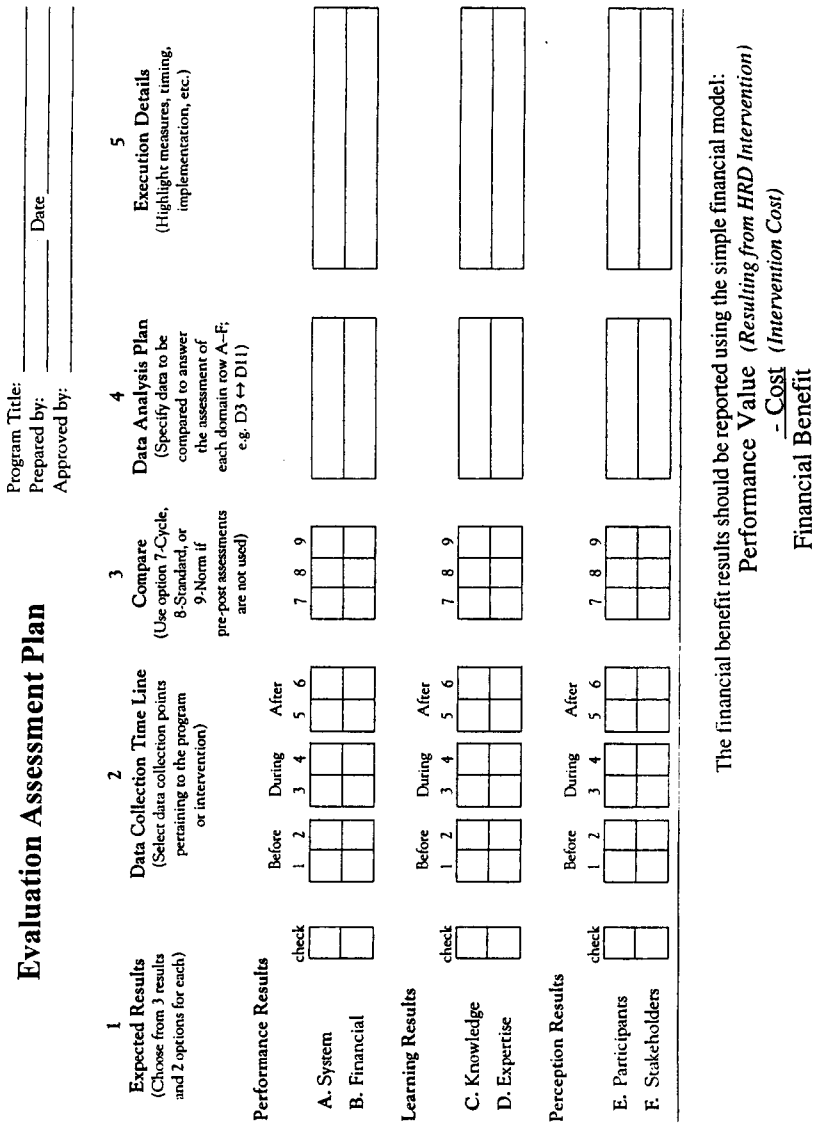
# Evaluate Evaluation Plan

The following evaluation plan allows the evaluator to establish up-front choices as to domains to be evaluated, points on the time line when the data will be collected, other options for data comparison, and the precise data sets to be analyzed.



## PLS Evaluation Report

The *PLS Evaluation Report* is an "Executive Summary" of the effectiveness of a program (or set of identical interventions). The intention is that every program offering be evaluated in terms of its' effectiveness and that the results be reported to the appropriate stakeholders in the organization. *PLS Evaluation Reports* have a standard format, standard sections, and standard means of reporting data. And, reports are almost always short and generally 2-4 pages in length.

Each PLS Evaluation Report has eight standard sections. They are:

1. Organization and Program Identification Heading
2. Program Purpose
3. Program Description
4. Evaluation Summary
5. Approval
6. Distribution List
7. Evaluation Results
   - Performance:
     Business Results
     Financial Results
   - Learning:
     Knowledge
     Expertise
   - Satisfaction:
     Participant
     Sponsor
8. Improvement Proposal

In that the *PLS Evaluation Report* is an executive summary, there is available evaluation data exceeding what is contained in the report. This additional data is retained and used by the department for tracking and improving specific elements of the program and for responding to specific evaluation inquiries.

# Lead the T&D Process

The leadership task is the most important task within the training effort. The training process requires strong individuals to champion the mission, goals, process, and specific efforts of training in context of the organization. In order to do this, the champion must clearly articulate to all parties the outputs of training and their connection to the organization, the process by which the work is done, and the roles and responsibilities of the training stakeholders.

## Outputs of Training

The output of the TPS is human expertise for the purpose of improving performance. Such a decision radically effects the training process and the training stakeholders.

The TPS acknowledges that training by itself can develop expertise and that workplace performance is beyond the training experience. Thus:

- to obtain workplace performance almost always requires line manager actions as well as training.
- managers must be full responsible partners in performance improvement interventions that rely on training.

Other common, and less effective, outputs of training have been:

- clock hours of training or the number of people trained.
- meeting compliance requirements from external or internal source of authority.
- management and/or participant satisfaction apart from measures of knowledge, expertise, and performance.
- knowledge gains that are marginally connected to performance requirements.
- expertise gains that are not specifically connected to performance requirements.

## Process of Training

Training leaders must have expertise in a defined training process. The Training for Performance System is one such process. Training leaders must advocate for the training process while relying on findings from research and experience (see "Training Truths").

## Training Stakeholders

Expertise among the stakeholders is required to carry out the defined training process. Leaders select or develop the professional training expertise required by the defined training process. Roles and responsibilities of those working in the process-- the stakeholders-- must also be defined and managed (see "Training Roles & Responsibilities").

# Training Roles & Responsibilities

Training leaders manage and improve the training process. Having a defined process, such as the TPS, is a first critical step. Having people with adequate expertise to function in their assigned training process roles is another critical component. Even with these conditions in place, the training process will not necessarily work or work smoothly, let alone be improved.

It is therefore important to identify the specific Stakeholders roles in the training process, their responsibilities, and the process quality standards. The TPS phases and steps constitute the process. The roles, responsibilities, and process quality standard decisions could vary with specific organizations, but generally would include the following:

Roles
- Upper Management
- Line Manager
- Training Manager
- Program Leader
- Program Evaluator
- Training Specialist
- Subject Matter Expert
- Support Staff
- External Consultant
- External Provider

Responsibilities
- Leads program
- Manages program
- Produces outputs per program, phase, and/or step
- Determines if phase/step level outputs meet quality standard
- Provides information about program, phase, and/or step
- Gets information about program, phase, and/or step

Training Process Quality Standards Categories
(applied to each TPS phase or step)
- Quality Features
- Quantity
- Timeliness

Best decisions as to the specifics on how the three sets of data interact should be made, recorded, and communicated as a means of further defining the training process for the purpose of ensuring the highest quality of training. These training roles, responsibilities, and quality standards decisions would approximate (or actually become) training policy. Once they are stabilized and adhered to, improvements to the training process can be based on solid data and experience.

# Training Truths 'based on research'

1. There is no such thing as no training.
   (People need to learn their jobs.)

2. Training is either structured or unstructured.
   (Structured training is purposefully planned and systematically executed.)

3. Responsible training consistently results in high financial returns on investments.
   (Responsible training is structured training which is systematically executed and aimed at organization and process performance needs. Responsible training consistently results in 8:1 to 12:1 return on investment in a year or less.)

4. Employees achieve competence in significantly less time with structured training.

5. Structured training results in increased ability of employees to handle complex work tasks.

6. Employees perform at 50% productivity or less during "unstructured training" time.

7. With 10 or more people to be trained, structured classroom training is justified.
   (The financial break-even point is 10 or more participants. Structured on-the-job training should be considered if there are less than 10 trainees).

8. The majority of performance problems in an organization cannot be solved by training alone.
   (Training is often used as a scapegoat when management problems are the issue. Conversely, training is often ignored when the development of additional employee expertise is needed).

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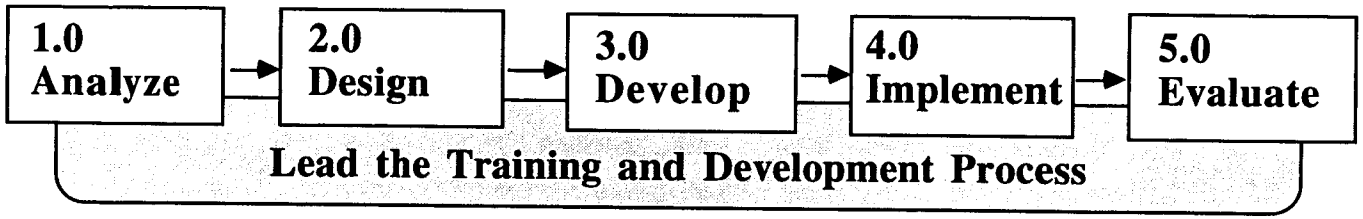
# Training for Performance System

*The Training for Performance System (TPS) is a process for developing human expertise for the purpose of improving organizational, process, & individual performance.*



## Steps Within the Process Phases of the Training for Performance System

| 1.0 Analyze | 2.0 Design | 3.0 Develop | 4.0 Implement | 5.0 Evaluate |
|---|---|---|---|---|
| 1.1 Diagnose Performance & Propose Intervention | 2.1 Design Training Program | 3.1 Develop Training Materials | 4.1 Manage Training Program | 5.1 Evaluate Training Effectiveness |
| 1.2 Document Expertise | 2.2 Design and Plan Lessons | 3.2 Pilot test Training Program | 4.2 Deliver Training | 5.2 Report Training Effectiveness |

**Lead the Training & Development Process:** •Champion T&D Mission/Goals •Manage the Process •Improve the Process