Managing a Training Program

Course 907: Managing a Training Program

Covers analysis of training needs. Describes various kinds of training and lists important steps in administering training. Compares group management techniques to self-study. Discusses the training environment. Examines how to keep training records and how to evaluate training results.

TPC Training is accredited by IACET to offer **0.4 CEU** for this program.

Lesson 1: Analyzing Your Training Needs

Topics

Reasons for Training; Why People Want to be Trained; Your Training Attitude; What is Training?; Kinds of Training; Front-End Analysis; Written Performance Objectives; Making Sure Training Works

Objectives
- Define training and state the main reason for training today.
- Explain the problems involved with trial-and-error learning.
- List three important steps in administering training.
- Explain why good communication is important in training.
- Name three distinct kinds of training.
- Explain the steps involved in a front-end analysis.
- Tell why it is important to write performance objectives.

Lesson 2: The Supervisor as Trainer

Topics

Training Situations; Self-Paced Training; Group-Paced Training; The Environment; Starting Out; Keeping Them with You; Supervised Self-Study; The Level of Training Material; Developing Your Own Training Programs; Using Commercially Prepared Training Practices

Objectives
- List the advantages, disadvantages, and applications of self-paced and group-paced training.
- Lists several important aspects of the training environment and tell why each is important.
- Explain several group management techniques.
- Name at least three advantages of supervised self-study.
- Explain the importance of determining the level of your training needs.
- Evaluate the suitability of commercially prepared training programs.

Lesson 3: Using Training Media

Topics

Introduction to Training Media; Lecture; Lecture with Visual Aids; Computer Slide Shows; Training with DVDs and Videotapes; Manuals; Programmed Instruction; Computer-Based Training

Objectives
- List at least six factors that influence the usefulness of a training medium.
- Name several types of visual aids and explain how each can be used to improve a lecture.
- Explain how to put together a useful sample set.
- Trace the steps involved in the making of a computerized slide show.
- List several advantages of videotapes over films.
- List the advantages of DVDs over videotapes.
- Give the main reason programmed instruction is effective.
- Describe the usefulness of computers in training.

Lesson 4: Teaching and Evaluating Success

Topics

Twelve Rules for Adult Learners; Before Class Starts; Ensuring You Reach Trainees; Points to Keep in Mind; Making Training Relatable; What These Rules Mean; Record Keeping and Data Collection; Types of Records to Keep; Time Standards; Evaluating Training; Pre-test/Post-Test; Writing Tests; On-the-Job Observation; Questionnaires; Record Keeping and Evaluation

Objectives
- List several reasons for keeping training records.
- Name the three types of training records that are important to keep.
- Explain how time standards are established and how they can be used to measure performance.
- Name three common training evaluation methods and explain the applications of each.
- Give examples of five types of written test questions and give advantages and disadvantages of each type.
- Tell why an on-the-job observation checklist is an important evaluative tool.
- Describe the purpose of a questionnaire.