

Training Design

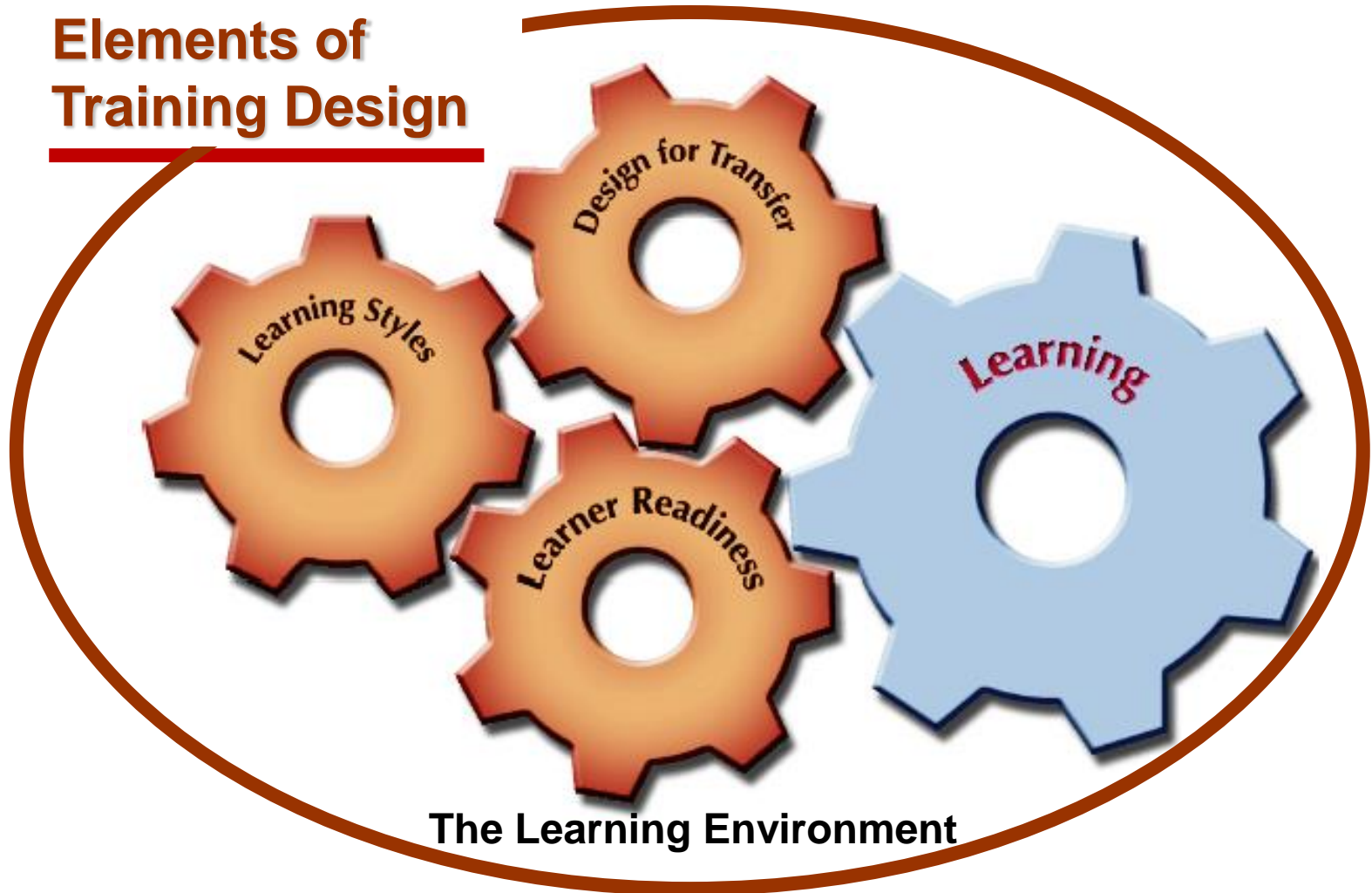
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The Learning Environment

Elements of Training Design





Learner Readiness

Learner Readiness



Ability to learn

- Learners must possess basic skills



Motivation to learn

- Learners must desire and value training



Self-efficacy

- Learners must believe that they can successfully learn the training content



Learning Motivation

Adult Learning Principles

Have need to know why they are learning something.

Have need to be self-directed.

Bring more work-related experiences into the process.

Employ a problem-solving approach in the experience.

Are motivated by both extrinsic and intrinsic factors.



Kolb's Experiential Learning Cycle

Concrete Experience

ACTIVISTS

REFLECTORS

Accommodating
(feel & do/ CE-AC)

Diverging
(feel & watch/ CE-RO)

Active
Experimentation
Doing

Processing
How we

Continuum
do things

Reflective
Observation
Watching

Converging
(think & do/ AC-AE)

Assimilating
(think & watch/ AC-RO)

PRAGMATISTS

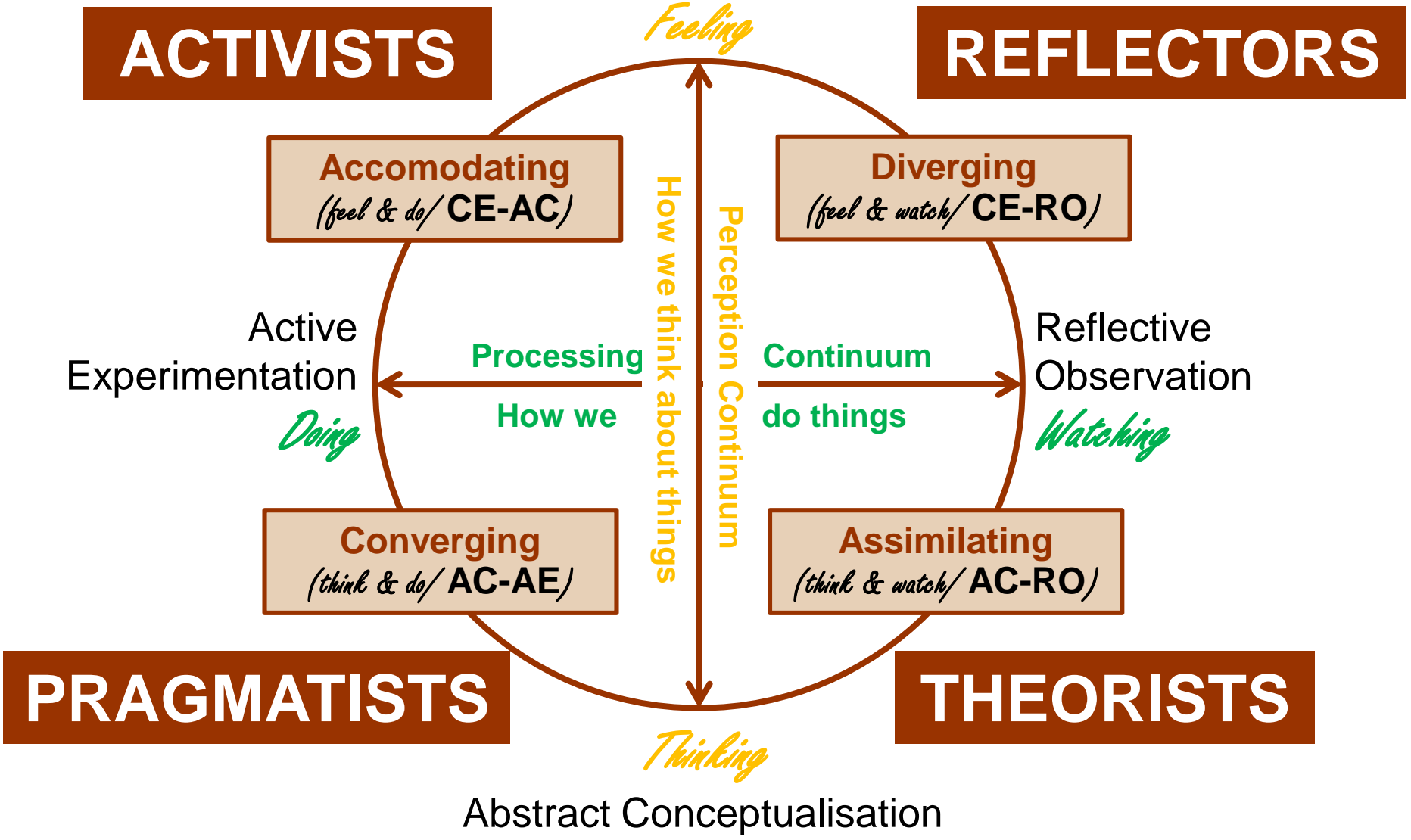
THEORISTS

Feeling

Perception Continuum
How we think about things

Abstract Conceptualisation

Thinking





Learning Theory



Behavior Modeling

- Copying someone else's behavior by observing how another person deals with a problem.



Reinforcement

- Law of effect states that people tend to repeat behaviors that are rewarded and avoid behaviors that are punished.



Immediate Confirmation

- Reinforcement and feedback are most effective when given as soon as possible after training.



TRAINING DESIGN : AN INTEGRATED INSTRUCTIONAL STRATEGY INCLUDES:



The Content

Learning objectives and learning points



The Method of Instruction



Other Factors

... facilities, material and equipment required, and the trainers





TRAINING TECHNIQUES

On-the-job

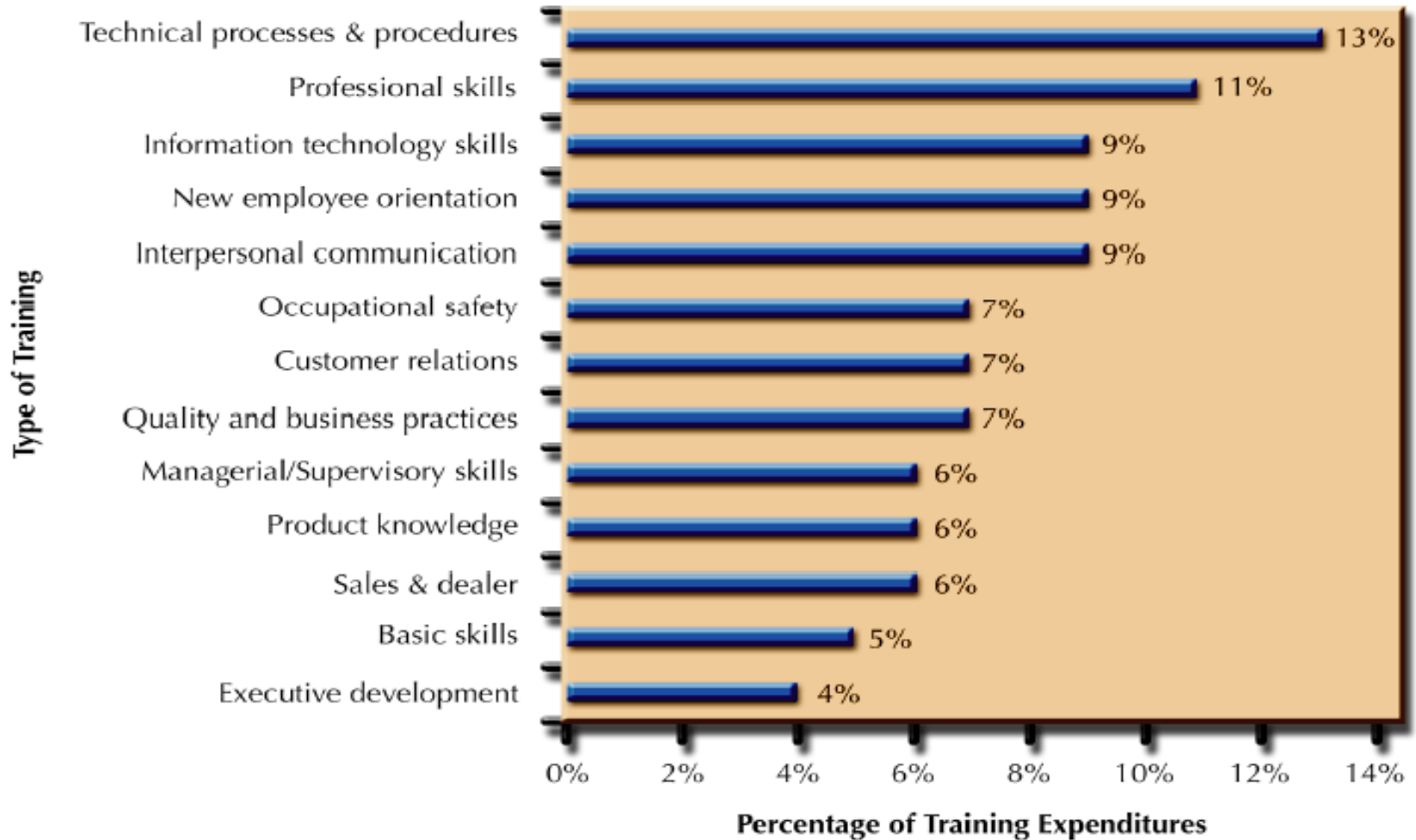
Job rotation
Apprenticeships
Coaching & Mentoring
Cognitive Modelling

Off-the-job

Lectures & videos
Role-playing/Cases
Simulation
Self-Study & Programmed
Computer-based (CBT)
Virtual reality
Internet/Web-based/Intranet
Video-conferencing



COURSES TYPES





THE TRAINER

Trainer Credibility

1st impressions are important!

- Attire
- Ice breaker
- The look of fear

Experience

Training from a constructivist & from cognitive viewpoint is a merging experiences – accommodation & assimilation are key

How might you use your own experience to benefit yourself & the trainees?



THE TRAINER must HAVE

Knowledge

Subject matter, organisation, adult learning process & principles, instructional methods.

Skills

Interpersonal communication skills, verbal skills, presentation skills, organisation skills.

Attitudes

Commitment to the organisation, commitment to helping others, high self-efficacy.