

The background of the slide is a teal color with a faint, semi-transparent image of an industrial facility, possibly a refinery or chemical plant, featuring various pipes, towers, and structures.

TRAINING 101: DESIGN

Presented to: NAPTA Instructor Skills Conference VII

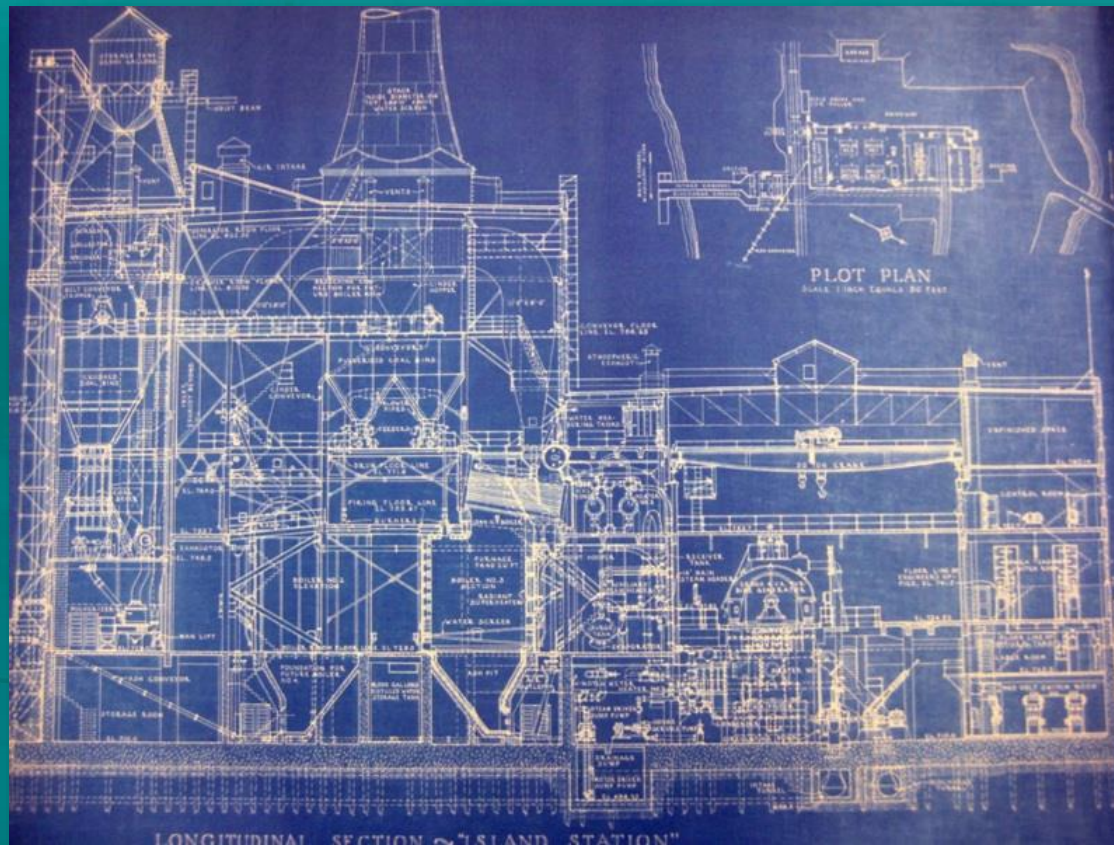
PRESENTER BIO

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Plant Leadership Systems CEO

- Chemical engineer with 25 years of experience in the process industries, leading and advising on all phases of manufacturing operations
- Develops and conducts training and seminars focusing on expanding the skill set of plant supervisors and managers

INTRODUCTION

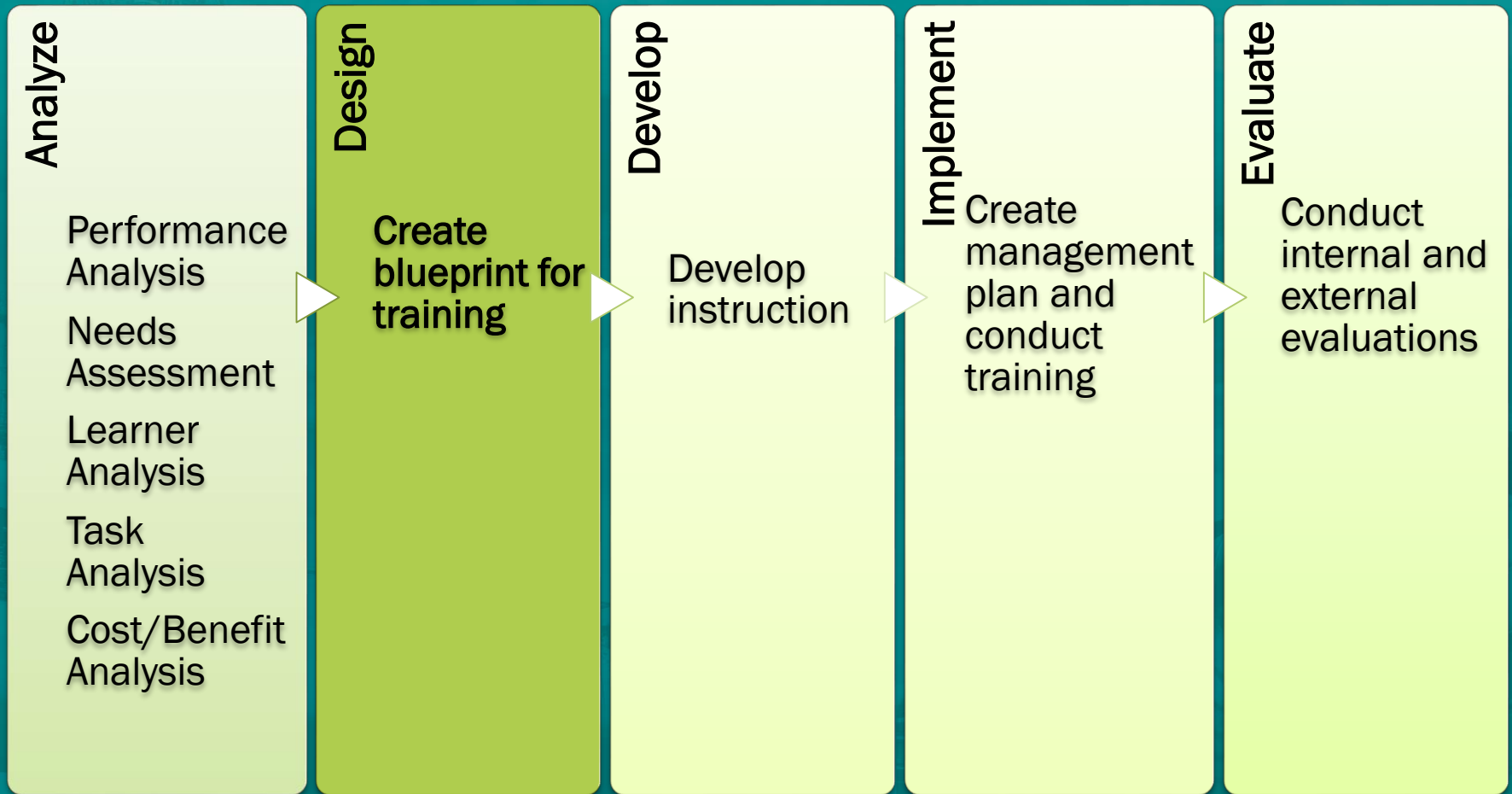


LEARNING OBJECTIVES

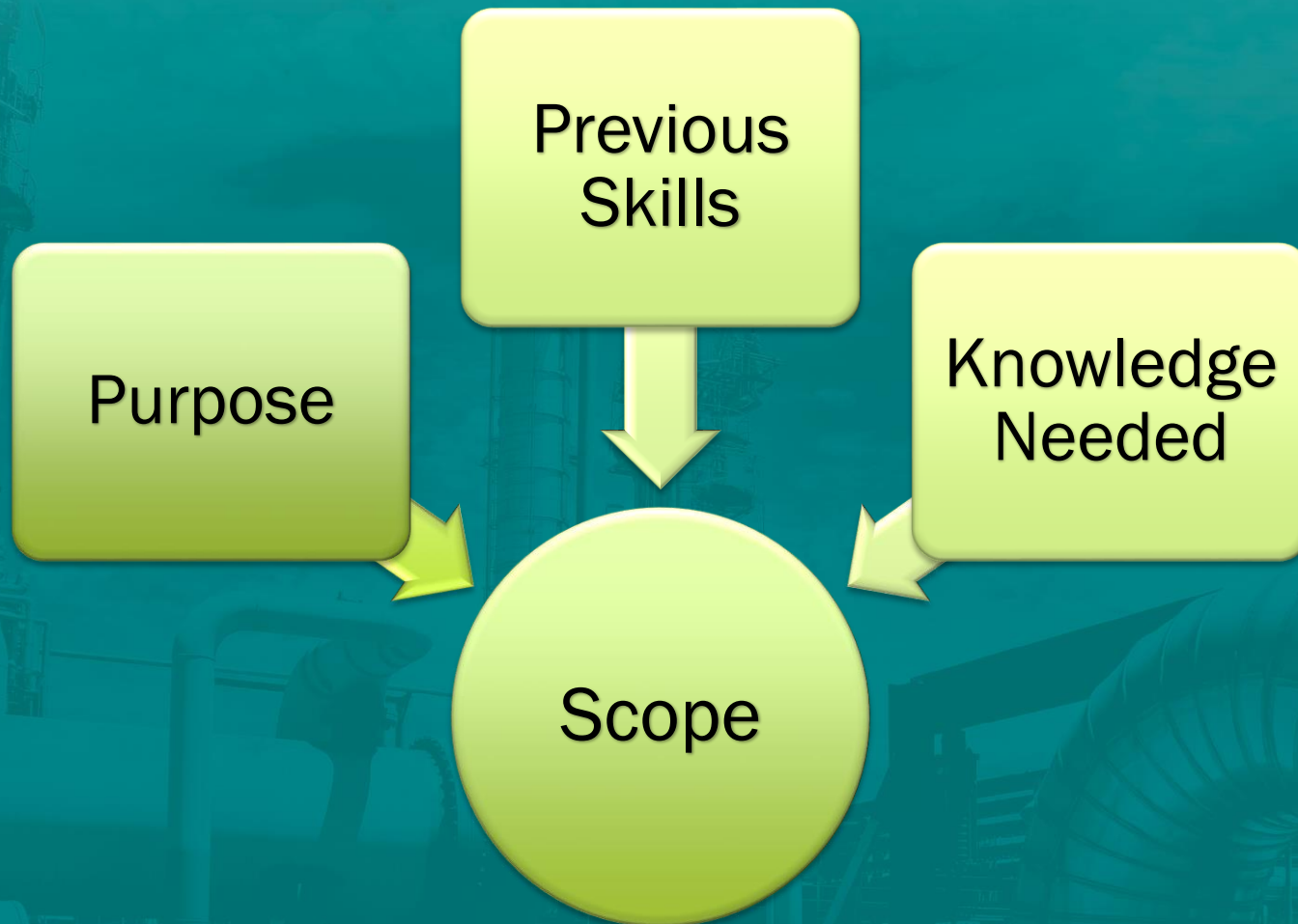
After this session, you will be able to:

- Explain the components of the design phase
- Write a scope statement and effective learning objectives
- Sequence a training session
- Create a design document

INTRODUCTION



DETERMINING THE SCOPE



DETERMINING THE SCOPE

Adults need to know:

- Purpose of learning
- Application of information
- Usefulness of learning

Helpful
Hint

Ask the question, “Why does the trainee need this information?”

DETERMINING THE SCOPE

Previous Skills

- Current work skills
- Current work priorities
- Previous knowledge
- Skills they want or need to improve

Helpful
Hint

Ask the question, “What does the trainee already know?”

DETERMINING THE SCOPE



The background of the slide is a teal color with a faint, semi-transparent silhouette of an industrial plant or refinery. The silhouette shows various structures, including towers, pipes, and large storage tanks, set against a lighter teal sky. The overall aesthetic is clean and professional, typical of a corporate or educational presentation.

WHOLE CLASS DISCUSSION

Scope Review

OBJECTIVES

Learning Objectives

- Simple statement that describes what a learner should be able to do when they complete a session
- Keeps session focused

OBJECTIVES

List Performance Conditions - *Condition*

- What is needed to complete the task?
- Who is doing the action?

State the Learner Behavior - *Action*

- What will the trainee be able to demonstrate at the conclusion of session?
- Must be measureable and observable.

Establish the Performance Standard - *Criterion*

- How will you measure understanding?
- How long do they have to complete the task?

OBJECTIVES

Given a car jack, tire tool, and the owner's manual, the trainee will demonstrate how to change a flat tire without assistance.

OBJECTIVES

After completing this lesson, the learner will be able to:

1. Explain the components of a learning objective with 100% accuracy.
2. Write a scope statement and effective learning objectives within 15 minutes.
3. Sequence a training session with less than three errors.
4. List all components of a training plan without assistance.

OBJECTIVES

Writing Tips

- Easy to understand
- Apply action verbs
- Measurable or observable

Examples

- Add
- Measure
- Demonstrate
- Describe

Helpful
Hint

Avoid vague terms.

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GROUP ACTIVITY

Writing Objectives

DETERMINING THE SEQUENCE

Scope

- Session's mission

Sequence

- Order of session

DETERMINING THE SEQUENCE

Information Gathering

- Training materials
- Operating procedures
- Clearance certificate and safety permit
- Measurement or test criteria
- Procedures and work instructions
- Supporting documentation
- Vendor materials



DETERMINING THE SEQUENCE

Sequencing Questions

- Does the trainee need any prior skills before learning the new task?
- What are the steps that must be followed to learn the new task?
- Are there any steps that must come before other steps?
- What are the steps that must be followed to close out this task?

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GROUP ACTIVITY

Sequence It Right

SUMMARY

In this lesson, you learned about the design phase of the ADDIE model, including:

- Scope statement
- Learning objectives
- Outline sequence

QUESTIONS

For more information, contact:

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