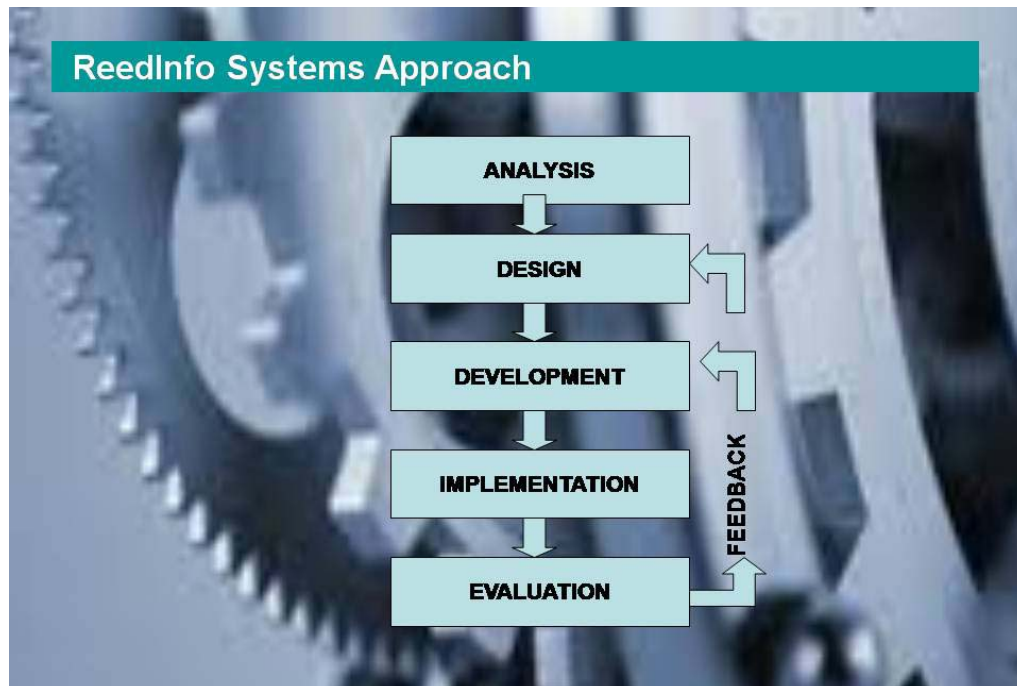


RAL Approach to Training Development

The following discussion is presented as an overview of the approach RAL follows when providing training development support. A similar system approach is applied to designing and developing documentation and multimedia programs.

Not all the steps may be applicable to every project. However, the care taken with each project is represented by the detail included in this methodology.



Reed & Associates, Ltd. (RAL) uses a systematic approach to design and develop training and training support programs. This approach guarantees the client a customized curriculum that supports the specific instructional needs of a unique trainee population. Our systems approach defines and coordinates the set of processes, decisions, and controls required to produce quality documentation and training materials. The training will be fully documented and validated, and responsive to the needs of the trainee.

The RAL system consists of analysis, design, development, implementation, and evaluation as the fundamental phases in developing and conducting an instructional program. The process is continuous and interactive.

Analysis

- ❖ Define target trainee population
- ❖ Analyze performance/training requirements
- ❖ Select skills for training

Analysis begins with defining the trainee audience in terms of entry-level skills and background experience. The training needs and requirements are established, the skills for training are selected, and the learning outcomes are specified. RAL training specialists work with subject matter experts to examine each task a user must perform and identify the skills and knowledge that the user must possess. Together, the training specialist and subject matter experts establish the entry level skills and abilities of trainees and design specific job tasks that require training.

Design

- ❖ Develop terminal objectives
- ❖ Develop evaluation plan
- ❖ Sequence and structure training

Training design provides a framework for the development of materials. The training tasks identified in the analysis phase are transformed into a statement of performance. Specific learning objectives are determined for skills and competencies which trainees are expected to achieve by the end of training. Based on these objectives and statements, criterion-referenced test items are developed in terms of observable and measurable activities for evaluation. The instructional methodology is established, the delivery system is set, and the training design and architecture are determined.

Development

- ❖ Review existing materials
- ❖ Develop training management plan
- ❖ Develop trainee and support materials
- ❖ Verify instruction
- ❖ Develop implementation plan

Development activities include determining the instructional methodology and media to be used in the training. The plan maps instructional events for trainees and instructors and defines the correct type and quantity of training materials, equipment, and other resources. The plan includes selection of media that maximizes learning in order to meet the requirements of the trainee. Assets (text, graphics, illustrations, photos, video) are developed and set into the design. The training materials are developed and validated against the learning objectives. Training documentation (handbooks, manuals, lesson plans, presentations, guides) is produced.

Implementation

- ❖ Conduct implementation plan
- ❖ Conduct instruction

This phase includes two steps. The first step is to train personnel who will administer the program and provide training in course procedures, materials, and training-support responsibilities. The second step is to conduct the training using the validated materials and tested procedures.

Evaluation

- ❖ Conduct internal evaluation
- ❖ Conduct external evaluation
- ❖ Revise training plan and materials

Internal and external evaluations are conducted to determine the effectiveness of the instruction in attaining program objectives. Internal evaluations analyze trainee performance in the course. External evaluations analyze the performance of trainees on the job. Based on these evaluations, course procedures, training materials, and support documentation are revised as needed to ensure that the instructional program provides continuous trainee progress