SETTING TRAINING OBJECTIVE
AND DESIGNING TRAINING COURSE
An Objective is a statement of what is to be accomplished by implementing certain activities,

“An objective clearly defines the outcome within a stated time frame such that any impartial observer could be certain whether it has been achieved.”
A Training objective clearly describes;

- What the participant will be able to know (knowledge), do (skill), or value (attitude) after the completion of training programme. “KSA”.
Objective setting: why?

- So that you know what is expected,
- To direct effort in the desired direction in order to get the expected results,
- So that you give your best performance by focusing on the desired output,
Objective setting: why?

- To provide a challenge,
- To give a sense of achievement,
- To develop specific skills, ability and knowledge,
- To improve relationships,
Setting Objectives of Training Programme

- **Training objectives:**
  - Focuses designer's mind on specific target that s/he wants to achieve through training,
  - Represent mutual agreement between participants and training designer,
Training objectives, contd...

- Employees learn the best when they understand the objective of the training program.
- The objective refers to the purpose and expected outcome of training activities.
- Objectives are useful for identifying the types of training outcomes that should be measured to evaluate a training program’s effectiveness.
Basic Purpose of Training Objectives

- They provide direction to the programme,
- They provide framework within which learning activities take place
- They provide criteria for evaluation of learning activities
Nature of objectives

- **SMART Principle**

  - *SMART goal setting brings structure and traceability into your goals and objectives.*
  
  - *In stead of vague resolutions, SMART goal setting creates verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal's attainability.*
  
  - *Every goal or objective, from intermediary step to overarching objective, can be made S.M.A.R.T. and as such, brought closer to reality.*
Nature of objectives

- SMART Principle, contd …
  - **Specific:** What exactly do you want to achieve?
  - **Measurable:** break goal down into measurable elements.
  - **Attainable:** effort, time and other costs your goal will take against other options (Achievable, action-oriented)
  - **Relevant:** Is reaching the goal relevant to you/trainees?
  - **Time bound:** Time is money! Keep the timeline realistic and flexible.
Nature of objectives

- ATAL Principle,
  - A-action/active verbs
  - T-testable
  - A-achievable
  - L-learner-oriented
Focus of objectives

- Focus on levels of learning:
  - Reaction level objectives
  - Learning level objectives
  - Action/performance level objectives
  - Impact level objectives
# Action/active verbs for objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviors</th>
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<tbody>
<tr>
<td>1. <strong>Remember:</strong> Retrieve from memory</td>
<td>Acquire, arrange, define, describe, distinguish, draw, find, identify, label, list, locate, match, memorise, name, read, recall, recite, recognise, record, relate, repeat, reproduce, retrieve, select, state, write.</td>
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<td>2. <strong>Understand:</strong> Make sense of information</td>
<td>Categorize, clarify, classify, compare, convert, critique, defend, demonstrate, describe, differentiate, discuss, distinguish, draw, explain, express, fill in, find, group, identify, illustrate, interpret, locate, match, outline, paraphrase, predict, recognise, reiterate, relate, report, represent, restate, review, reword, rewrite, summarise, trace, translate.</td>
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<td>3. <strong>Apply:</strong> Use information that is learned</td>
<td>Apply, calculate, carry out, catalogue, change, choose, classify, compare, complete, conduct, construct, convert, demonstrate, differentiate between, discover, discuss, divide, execute, experiment, illustrate, implement, interpret, make, manage, measure, modify, operate, perform, prepare, produce, provide, put into practice, put together, react, record, respond, role-play, show, solve, test, translate, use, value.</td>
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<td>4. <strong>Analyze:</strong> Differentiate between parts of information and determine connections</td>
<td>Analyze, appraise, break-down, calculate, categorize, classify, compare, contrast, debate, deconstruct, deduce, determine, differentiate, discover, discriminate, distinguish, examine, explain, extrapolate, identify, illustrate, integrate, investigate, outline, put into categories, quantify, relate, select, separate, structure, subdivide, survey, test, transform.</td>
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<tr>
<td>5. <strong>Evaluate:</strong> Determine implications and make recommendations</td>
<td>Argue, assess, award, check, choose, coordinate, conclude, critique, debate, decide, defend, detect, determine, discuss, establish, estimate, evaluate, integrate, interpret, judge, justify, measure, modify, monitor, prioritise, propose, rate, re-arrange, recommend, reflect, relate, revise, select, test, validate, value, verify, weigh.</td>
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<tr>
<td>6. <strong>Create:</strong> Combine parts to form a whole/new configuration</td>
<td>Add to, arrange, assemble, blend, create, combine, compose, construct, defend, design, develop, devise, formulate, generate, invent, investigate, organize, plan, prepare, present, produce, propose, rearrange, report, review, rewrite, set-up, synthesize.</td>
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Deriving training objectives

Follow a logical process:

- Break the identified learning needs into KSA components
- Decide (Priorities) the areas to be improved
- List down, Integrate and Rephrase the words to make objectives Clear and Understandable to all concerned
Course Design
Designing the training course

- TNA and objectives of the training provides direction for the plan of action for course design.

- Fundamentally, training objectives are the basis of course design.

- Course design provides a framework within which actual training activities are conducted.
Purpose of course design

- General purposes are:
  - to act as you plan,
  - to ensure proper time allocation according to needs,
  - To ensure course content meets the objectives and objectives meet training needs,
  - To ensure learning can be transferred successfully into work situation
Basis of course design

- Basis of Course Design:
  - Major Focus of Objective (in terms of KSA)
  - Availability of Time, Resources and Expertise
  - Level of Participants
Steps in course design

1. Identify training needs
2. Break these needs into KSA
3. Formulate training objectives
4. Determine course contents to meet the objectives
5. Breakdown these course contents into sub-subject areas (Session topics)
6. Make every activities into sequential order
7. Choose appropriate training methods to facilitate learning
8. Determine of what and how to monitor, evaluate and follow-up
Contents and process

- Basically, there are TWO major focus of course design:

<table>
<thead>
<tr>
<th>Contents</th>
<th>Process</th>
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<tbody>
<tr>
<td>deriving the training courses from the objectives that are set based on the TNA:</td>
<td>the choice of appropriate training methods to facilitate effective learning of content</td>
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<tr>
<td>• Selection of topic,</td>
<td></td>
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<tr>
<td>• Evaluating each topics,</td>
<td></td>
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<td>• Sequencing the topics,</td>
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</table>
### Types of course contents

<table>
<thead>
<tr>
<th>Essential Contents</th>
<th>Helpful Contents</th>
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<tbody>
<tr>
<td>Peripheral Contents</td>
<td>Unrelated</td>
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</table>
Training Methods

- Training Methods provide excellent support to the trainers for:
  - Effective presentation
  - Transfer of learning
Training Methods

- A training method is the instrument or process or technique or approach which a trainer uses in training to facilitate learning process.

- A training method is not an end itself, but a means to achieve predetermined objectives.

- The method chosen will motivate participants to learn, retain, transfer (what they have learned) and enhance performance.
Training Methods

- Lecture method,
- Group discussion methods (Buzz group, Syndicate and Brainstorming),
- Case study method,
- Role play method,
- Demonstration,
- Management game,
- Film,
- Field visit,
- Practical assignments etc.
Choice of training methods

- Influenced by:
  - Objectives
  - Contents/Subject Area
  - Human Factors
  - Available Time
  - Logistic Support
  - Social and Cultural Environment
  - Others......... ???
Group Exercise

- Work in groups;
  - Define topic
  - Set the objectives
  - Design course (outline of content)
  - Allocate number of session(s)

- List your work/findings on the notebook, prepare short presentation, nominate a leader for sharing in the plenary.
Group Exercise

- Group A: Change Management
- Group B: Office Management
- Group C: Interpersonal (communication) Skills

- You have 75 minutes for group work & 45 minutes (15 minute each group) for plenary.

- Reference format
Debriefing the learning

- Learning from the group exercise

Revisiting:

- Principles of setting training objective
- Nature and focus of objectives
- Basics of course design
- Steps in course design
- Choosing the appropriate training methods