



MAG Resources, LLC

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HUMAN RESOURCES

Lesson Plan Template (LP-01)

Title: _____ Date: _____

Written By: _____

Facilitator: _____

Objectives:

1. _____
2. _____
3. _____

Session time (estimated amount of time training will take): _____

Number of participants: _____

Equipment needed:

- 1.
- 2.
- 3.
- 4.

Introduction: _____

Body: _____

Conclusion: _____

Design & Development

Once you have completed the analysis phase and determined what jobs, processes, and tasks you want to cross train, the next phase is that of Design and Development. This phase involves writing learning objectives and content for the course to train staff in the identified processes and tasks. It also involves designing the on-the-job training (OJT) experience.

Learning Objectives

A learning objective is a statement of what the learners will be expected to do once they have completed the course of instruction. All learning objectives share three characteristics:

1. They describe the action the learner is to perform.
2. They describe how that performance is to be measured.
3. They describe what conditions under which the performance will take place.
(Line 8 in the Task Analysis)

The information collected during the task analysis maps directly to the characteristics common to all learning objectives.

There are two reasons why learning objectives are so important:

- They tell the learner what is expected from them.
- They help you select content that is appropriate for the training you are designing. Only material that will help learners achieve the stated learning objectives should be included in the training.

Keep the following suggestions in mind when writing learning objectives. It will help you avoid some of the more common pitfalls of writing learning objectives.

1. Make them as concise as possible.
2. Use precise language. You want your learners to easily understand the learning objectives.
3. Descriptions of criteria should be easily understandable. For example "...will be judged based on test creation criteria. ". This is because you want everyone measured using the same criteria. It minimizes the instructor's bias in the equation.
4. List only the equipment and other resources that would not be obvious to a reasonable person.

Course Content

Once you have established your learning objectives you can then begin designing your course. Remember, learning objectives serve as the foundation upon which you build your course. Think of them as a road map.

- 1. Opening** – The opening is your first opportunity in front of your participants. Introduce yourself; make them aware of the objectives and the agenda for the day. You should also begin any administrative tasks such as attendance.
- 2. Objectives** – These are always written first. They have already been discussed earlier in this toolkit. Write them on a flip chart and include them in participant guides you give the participants. This helps keep learners focused on why they are there.
- 3. Skill check** – This is how you determine if you have achieved your objectives. It is your final opportunity to make sure learners understand the material they have been presented with. It can be achieved using various methods such as a test, asking participants to perform the job or task without any assistance or any method that shows the instructor the participant knows and understands the task or job. The skill check should measure the level of learning that took place during the training session. This is touched on again later in the toolkit in the evaluation section.
- 4. Practice & feedback** – As participants work their way through the training it is absolutely critical that they be given the opportunity to practice what they have been taught in a non-threatening environment. The best way to learn something new is to have the chance to do it, repeatedly.

Allow your learners to practice what they have been taught. Allow them to make mistakes in a safe environment where the only repercussion of a mistake is that they are given the opportunity to correct it. Learners in a corporate environment thrive on feedback, especially if it is something with which they are unfamiliar. "No news is good news" is the wrong attitude to have when it comes to giving feedback. Help the learners to understand the information you have provided them with. Use case studies or ask them for examples from their work. Go through the example all the way with them allowing them to take the lead. Make sure you answer all their questions and provide corrections to them as they are performing the required behavior.

- 1. Content** – The content you provide to learners should be directly related to the learning objectives. Content should consist of information learners must have in order to meet the learning objectives. Try not to include "nice to know" information. Stick to the fundamentals. There will be time after the training session for learners to pick up on the "nice to know" information. Content should be broken up and organized meaningfully and should be explained then demonstrated. Also,

everyone has different ways they prefer to learn. To appeal to different learning styles, use a variety of media whenever possible, including text, graphics, audio narration, video, and hands on activities.

2. Summary – At the end of the training session you will want to summarize and close the training session. The summary allows learners one last opportunity to absorb relevant information. You want to give them every opportunity to ask questions. The more they are exposed to the information the more likely it is they will retain it.

3. Close – The close is when you have your last opportunity to have your participant's undivided attention. Wrap up any unfinished administrative details such as attendance or making them aware of additional related training or feedback opportunities.

A sample lesson plan template can be found in the forms and sample section of part two. Use it or design your own but use one to help you organize your information into a plan of what you intend to do during the training session.

On the Job Training (OJT)

When you are designing the OJT portion of your cross-training program, you need to consider the following points:

1. **The progression of skills the trainee will work on** - A slow progression of tasks from easy to complex, short to long, will ensure greater success. Consider how you can gradually train so that the trainee is exposed to all the tasks in the area over an extended period of time.
2. **The schedule of (OJT)** - Both managers need to agree to a fixed schedule defining what day(s) the trainee will be on site, how much time they will spend there, and what times they arrive and leave. There needs to be consistency in the schedule. Select a day each week, e.g., every Monday for the whole day.
3. **Who will be mentors** - The mentors you choose will be checking the trainees' work when they are on site and then coaching the trainee on how they could improve their work. Therefore, mentors need to have a thorough understanding of the process they will be coaching; they are likely to be your most experienced people. Like the trainees, they need to have an interest in and commitment to the cross-training process. It is best to have the same mentor and trainee work together for the length of the OJT experience. Once you have made your mentor selections, you need to inform them of your expectations about schedule, time commitment, progression of training and evaluation.

Implementation

When you are ready to begin your cross-training program, you will be implementing, first, an in-class program to familiarize the trainee with the process, tasks, or software. Then, you will be implementing an on-the-job training program to build off the in-class experience and ensure that the trainees can apply the skills they have just learned.

There are two main parts to implementing the in-class phase.

1. Making the logistical arrangements
2. Practicing the delivery of the training

Key Facts

- Identify a location to conduct the training.
- Reserve the room.
- Confirm the reservation.
- Organize the room before the training session. If possible, try to do it the night before.
- Arrange the seating so no one's view is obstructed.
- Set up any audio/visual equipment you need.
- Test the equipment to make sure it works properly. Equipment you might need

Possible Resources

- Flip chart
- Color Decks
- Hand Samples
- Magnifying Glass
- Hardware
- Components
- Product Carts
- Sign-in sheet
- Tent cards
- Masking tape
- Scotch Tape
- Name tags
- Notepads
- Markers
- Highlighters
- Pens/Pencils
- Scissors

Presentation & Delivery

- Speak clearly.
- Make sure everyone can hear you.
- Don't speak too quickly.
- Vary the pitch of your voice. Don't speak in a monotone.
- Engage your participants. Ask them questions. Non-verbally it is important that you:
- Dress appropriately.
- Make eye contact with your audience.
- Don't always stand in the same place.
- Smile

Implementation of On-the-Job Training (OJT)

- Selecting and orienting your mentors, then assigning them to a trainee.
- The trainee works on site with review and coaching from his/her mentor following the progression of skills training.
- When the mentor agrees that the trainee is proficient, a final evaluation will be completed.

Evaluation

A necessary activity for any training session is the evaluation. You want to find out if the participants liked the training session and if they were able to apply their new skills and knowledge on the job.

To find out participant attitudes toward the training session use a questionnaire. A sample form can be found within the forms and templates section of part two. This is done at the end of the session and answers the questions, did they like it, and was the session well organized? However, this is the least important evaluation method.

Much more important is whether participants can competently use the newly learned skills on the job. Your mentors can give you an on-going assessment of the participants' success at applying their new skills. If the answer is yes, then your program was successful and the participant has reached their goal.

If the answer is no, you need to find out why and correct it. The course evaluation is a good starting point for determining what in the training was not successful.