

**Soft-Train**



*At Soft-Train  
Technology Works*

# Program Development/ Planning and Evaluations (3 Days)

**COURSE GOAL:** To enable the student to establish policies, guidelines, plans and priorities. I will allow students to identify required resources, plans and coordinate with others on the overall organizational efficiency and effectiveness.

**PREREQUISITES:** None

**LEARNING OBJECTIVES:**

Upon completion of this course the student will be able to:

- Design, Plan, and Implement a complete program.
- Understand which methods work for the situation
- Create a budget for the plan
- Determine the necessary staff for the plan
- Build support for the plan
- Determine the proper way to evaluate the plan
- Coordinate with facilities on and off site to implement the plan

**KEY TOPICS:**

**I. Planning Programs for Adults**

- A. What Programs look like
- B. Planners of Training Programs
- C. Sponsors of Training Programs
- D. Purposes of Training Programs
- E. Change as a Primary Outcome
- F. How Training Programs are Planned
- G. Program Planning Models

**II. Interactive Model of Program Planning**

- A. Description of
- B. Tasks with each Component
- C. Assumptions
- D. Sources for the Model
- E. Who Uses it

**III. Using the Interactive Model of Program Planning**

- A. Identifying Personal Beliefs Related to Program Planning
- B. Setting Upfront Parameters
- C. Determining Which Components of the Model to Use
- D. Increased Use of Technology
- E. Making Ethical Decisions

- IV. Discerning the Context**
- A. Facets of Planning
  - B. Common Issues
  - C. Obtaining Information

- V. Building a Solid Base of Support**
- A. Ensuring People Support
  - B. Organizational Support
  - C. Support of the Wider Community

- VI. Identifying Program Ideas**
- A. Knowing What You Want to Accomplish
  - B. Sources of Ideas
  - C. Generating Ideas
  - D. Needs Assessment
  - E. Program Ideas
  - F. What to do Next

- VII. Sorting and Prioritizing Program Ideas**
- A. Priority Ideas
  - B. Analyzing and Sorting
  - C. Selecting People
  - D. Systematic Processes
  - E. Alternative Interventions

- VIII. Developing Program Objectives**
- A. Defining
  - B. Constructing
  - C. Using as Checkpoints

- IX. Designing Instructional Plans**
- A. Developing Learning Objectives
  - B. Selecting Content
  - C. Selecting Instructional Techniques
  - D. Selecting Resources
  - E. Preparing for Assessment
  - F. Making the Plan Work

- X. Devising Transfer-of-Learning Plans**
- A. What is Transfer-of-Learning
  - B. What Plans are based on
  - C. Importance of
  - D. Factors Influencing
  - E. Framework
  - F. Techniques
  - G. Challenges

- XI. Formulating Evaluation Plans**
- A. Program Evaluation Defined
  - B. Heart of Program Evaluation
  - C. Connecting Evaluation
  - D. Planning for
  - E. Informal and Unplanned Evaluation

- XII. Making Recommendations**
- A. Examining Program Success
  - B. Formulating Recommendations
  - C. Preparing Reports
  - D. Communicating the Report
  - E. Following Up

- XIII. Selecting Formats, Schedules, and Staff Needs**
- A. Determining Formats
  - B. Building Learning Communities
  - C. Scheduling the Program
  - D. Identifying Staff

- XIV. Preparing Budgets and Marketing Plans**
- A. Preparing Budgets
  - B. Marketing
  - C. Product, Price, Place, and Promotion

**XV. Coordinating Facilities and On-Site Events**

- A. Obtaining Suitable Facilities
- B. On-Site Coordination

**XVI. Revisiting the Interactive Model of Program Planning**