

Soft-Train



*At Soft-Train
Technology Works*

Program Development/ Planning and Evaluations (3 Days) ST00052

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 the Interactive Model of Program Planning
- 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. Identifying Program Ideas
- F. What to Do Next

VII. Sorting and Prioritizing Program Ideas

- A. Priority Ideas and Alternate 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 Planning
- D. Factors Influencing Learning
- E. Framework
- F. Techniques
- G. Challenges

XI. Formulating Evaluation Plans

- A. Program Evaluation Defined
- B. Heart of Program Evaluation
- C. Connecting Evaluation to Other Components
- D. Planning for Evaluation
- E. Informal and Unplanned Evaluation
- F. Approaches to Evaluation
- G. Collecting Data
- H. Data Analysis

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