Guide to Developing Instructor-led Training Video

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Guide to Developing Instructor-led Training Video

Abstract
Today’s ever-changing workforce requires organization's to constantly train and educate their workforce. Obtaining talent from other cultures is one method to ensure the workforce remains educated and up to date on all the necessary training and information. Problems may arise when different cultures are forced to work and train together. The workforce may be diverse, but the importance of proper education and training still exist. Many methods of training the workforce exist, but only certain training methods can be effective in certain situations. Training by video is a method of training that can be utilized in many situations. Another effective method of teaching across cultures in the use of instructor-led training. The purpose of this project is to develop an instructor-led training video. This video will be used to provide instruction to Training Materials Developers and Content Writers in India. This video instructs the learners to write instructor-led training materials that will be presented to American learners. The following paper will discuss a theoretical foundation by using related literature, document the pre-work and needs assessment, and document the activities associated with shooting the video.

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April 20, 2001
Abstract

Today's ever-changing workforce requires organization's to constantly train and educate their workforce. Obtaining talent from other cultures is one method to ensure the workforce remains educated and up to date on all the necessary training and information. Problems may arise when different cultures are forced to work and train together. The workforce may be diverse, but the importance of proper education and training still exist. Many methods of training the workforce exist, but only certain training methods can be effective in certain situations. Training by video is a method of training that can be utilized in many situations. Another effective method of teaching across cultures in the use of instructor-led training. The purpose of this project is to develop an instructor-led training video. This video will be used to provide instruction to Training Materials Developers and Content Writers in India. This video instructs the learners to write instructor-led training materials that will be presented to American learners. The following paper will discuss a theoretical foundation by using related literature, document the pre-work and needs assessment, and document the activities associated with shooting the video.
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Chapter 1

The purpose of this project is to document the development of a training video and compare that to the development process of the instructional design model. This video will be used to provide instruction to Training Materials Developers and Content Writers in India. Specifically, this video instructs the learners to write instructor-led training materials that will be presented to American learners. Chapter One provides an introduction to the project, gives the purpose, and the organization of the paper.

Introduction

The concept of training employees is quickly becoming an important part of today's workplace. Most companies must realize that any type of training is of great benefit to their organization. The overall reputation and organizational commitment has a direct effect on the employees motivation and perception of training (Facteau, Dobbins, Russell, Ladd & Kudisch, 1995). Some training takes place within the company, while other types take place outside the company. Much of this training involves technology. "Despite the overall improvement in computer skills in the workplace, computer software training continues to take a larger and larger portion of the human resource development budget as people struggle to keep their computer skills in pace with the rapid changes in computer technology" (Harp, & Taylor, 1998, p. 271). Organizations must take advantage of all training opportunities that are to their disposal, both internal and external.

Human Resource Development (HRD) professionals perform numerous jobs and wear "many hats." Rothwell and Sredl (1992) found the following:
While their job titles vary, HRD professionals share certain work roles (activities), work outputs (results of what they do), competencies (qualities that help them achieve their results), quality requirements (expectations for performance), and ethical standards (notions of right and wrong). (p xxiii)

McLagan, (1989) established that there are eleven roles associated with the functions of an HRD professional. These roles include:

1. Researcher,
2. Manager,
3. Needs Analyst,
4. Marketer,
5. Organizational-Change Agent,
6. Individual-Career Development Advisor,
7. Program Designer,
8. HRD-Materials Developer,
9. Administrator,
10. Instructor Facilitator, and
11. Evaluator.

This project will demonstrate activities performed by HRD professionals in two roles: Administrator and Materials-Developer. The Administrator role consists of "providing coordination and support services for the delivery of HRD programs and services" (Rothwell & Sredl, Vol. 2, p. 321). This roles requires the practitioner to pay close attention to all details, acquire the necessary resources and make certain everything runs smoothly. Typically, companies assign one individual to function in the role of Administrator for every project. All details should be taken care in order for the production to run smoothly. The successful completion of the project requires that somebody make sure all details of the production are addressed.

The Materials Developer prepares scripts, activities, and other materials for the learning experience or OD intervention (such as curriculum guides, teaching guides,
exercises, scripts, participant workbooks, handouts, job aids, computer software, and audio/video aids). It is important to have materials that are well thought out and informative to the project. A project can be put together with the best of intentions, but will falter if the material presented is inadequate (Gagne & Driscoll, 1988).

Video Purpose

The purpose of this video is to train Content Writers and Training Materials Developers in creating and writing Instructor-led technical training courseware. The audience for this training video will be from India, which makes this particular project unique as compared to other training videos. The Content Writers and Training Materials Developers from India have been contracted to write training material for an American courseware provider. The purpose of the video is to teach the Content Writers a new style of writing instructional materials. Most Content Writers of instructor-led technical training are used to writing in a style that focuses more on the content, than on delivery skills. The video training and development consultant, Ms. Karen Hyder, Managing Director of Kaleidoscope Training and Consulting, was in charge of the production and development of the training video. This video is designed to teach these Content Writers an American style of facilitating a training session. To become effective writers for an American courseware provider, it is imperative that the Content Writers understand how American trainers facilitate a training session. This video is intended to not only teach them how to write the material in a way that promotes facilitation, but shows what an American technical training session looks like. For it to be successful, the viewers must be able to walk away from the video with the ability to write an instructor-led technical based training program that will require the trainer and the students to interact in a
positive learning process. Many of instructor-led technical based training programs are strictly presentation style. Students that become involved in the classroom activity often become more engaged and walk away with more knowledge of the subject. If the Content Writers and Training Materials Developers are able to establish a training program that utilizes the most of the student’s abilities, then the video is a success.

Organization of the Paper

This paper is divided into four sections. Chapter One provides the introduction, gives the purpose, and the organization of the paper. Chapter Two establishes the theoretical framework for the study. Chapter Three details the needs assessment that is important for any successful project. Chapter Four details the process behind the production and development of a training video.

In the next chapter, a review of related literature is presented. This review provides a foundation to support this project.
Chapter 2

The purpose of this project is to document and develop a training video and compare that to the development process of the instructional design model. This video will be used to provide instruction to Training Materials Developers and Content Writers in India. Specifically, this video instructs the learners to write instructor-led training materials that will be presented to American learners. Chapter Two provides a review of related literature. There are nine areas in which chapter two will cover. The areas include (1) explanation of the instructional design model, (2) adult learning, (3) training across cultures, (4) instructor-led training, (5) training by video, (6) content writing for trainers, (7) the role of an administrator, (8) the role of a materials developer, (9) and the development of training tools. Each section will build on the concepts and ideas that are utilized in the video project.

1) Description of Instructional Design Model

The following paper will utilize the instructional design model, a commonly used and widely accepted design model as basis to which compare the development of the training video. The following process is utilized when designing a program intended to teacher participants a new skill or trade that ensures the completion of critical steps before, during, and after the planned learning experience has taken place. If a process is not followed, then important parts of the planned learning experience may be overlooked or missed. This section will display a diagram of the instructional design model, explain the five steps in the instructional design model, explain why the instructional design model was the best choice for the project, and explain what parts of the instructional design model were utilized in the project.
Diagram of instructional design model.

ISD MODEL
FLOWCHART

Analyze

Evaluate

Design

Implement

Develop

Figure 3

(www.nwlink.com/~donclark/perform/process.html)

Explanation of instructional design model. The first step in the instructional design model is the analysis phase. The analysis step in the process defines the problem that necessitates the planned learning experience. Once the problem has been identified, then the training needs can be identified. "Often the identification of training needs begins with work or task analysis to clarify precisely what people must know or do to perform their jobs competently" (Rothwell & Sredl, Vol. 1, 1992, p. 489). The training needs must first be identified before the planning stage can really begin. After identifying those needs, the next step is to identify or clarify the changes desired from the planned
learning experience. The analysis phase will be completed when the audience and participants are analyzed and define what the planned experience is geared toward.

The second step in the instructional design model is the design phase. Once the problem has been identified, then the designing can take place. This phase includes design of the objectives of the planned learning experience and the measurement tools. Designing the learning experience is important because it will set the objectives by which the remaining learning process will be measured. If the objectives have not been set, then the learning process cannot get on the right track. The measurement tools are necessary because they help determine the success of training session. The measurement tools measure the problem before the learning session, and again after the learning session. The difference in the before and after measures determines if the session was a success.

"The next step in the model is to develop training materials to achieve the instructional objectives and carry out the instructional strategy" (Rothwell & Sredl, Vol.1, 2000, p. 371). The development phase builds on the information in the design phase. In this phase, developers will construct a step-by-step process and procedures that the session will follow. The detailed plan of action is necessary to make sure that the process will run as designed. A training session that does not have a detailed plan to follow runs into the possibility of going off track because there is room for individual interpretation. The development phase will be completed when a detailed and step by step process is developed and ready to be implemented.

The fourth and fifth steps in the instructional design model are the implementation and evaluation phases of the session. The implementation phase is when all the planning and designing are put into action. Once the plan has been implemented and completed,
then the final step is to evaluate the plan. It is not possible to know if the planned learning experience was a success if it is not measured and evaluated. The success or failure of the learning experience will be measured and evaluated against the objectives of the program to determine if the participants gained the knowledge and skills that were taught in the session.

**Why instructional design model was utilized.** The instructional design model was chosen because the model can be utilized in many different types of training designs. The five steps in the instructional design model can be utilized in different ways, but serve the same purpose for each training session. Analyzing, designing, developing, implementing, and evaluating are steps used in a variety of processes.

**What parts of instructional design model were utilized.** This project focuses on three parts of the instructional design model: analysis, design, and development. The implementation and evaluation phases of the model fall out of the scope of the project. The project focused on the pre-work and the designing of the instructor-led training video. The entire project was not worked on from the beginning to the end. If the project was worked on until completion, then all five steps in the instructional design model would be documented.

(2) **Adult Learning**

The Merriam-Webster Dictionary (1997) defines learning as "to gain knowledge, understanding, or skill by study or experience" (p. 423). Every person has his or her own style of learning. Often times the main reason behind the different styles of learning is the level of experience of the individual. Adults and children have different levels of experience and maturity, thus giving them different methods in which they learn.
Younger learners require much more hands-on contact, while adult learners require more space to process the information that is presented to them. Younger learners need to have their hand held when learning new materials, while adult learners need the opportunity to draw from their own experiences and process the information (Kroth & Boverie, 2000). Most people have their own individual style of learning, but differences in age and experience have an effect on the process. Dialogue amongst the adult learners gives them the opportunity to think the new material through and help process the new information. "Through dialogue with others, adult learners can become critically self-reflective of the ways they have come to read and understand the world" (Inglis, 1997, p. 7). Through dialogue with fellow learners, adult learners can use their information as well as the information of their fellow learners to help make it more personal. The following information will focus on adult learning and discuss all aspects associated with it.

**Relation of HRD to adult learning.** It is important to discuss how adult learning and Human Resource Development are related. "When adult learning outcomes and learning process decisions about individuals are bound by rules and requirements of the organization, adult learning is HRD" (Knowles, Holton & Swanson, 1998, p. 121). Furthermore, it is considered adult learning when the individual controls the learning, while it is HRD when the individual follows the rules of the organization (Knowles et al., 1998). It is important to make the distinction between the two because adult learning is a process that can continue on with or without the involvement of the organization. The organization can utilize adult learning to benefit it by taking advantage of employees' desire to learn and make sure their skills are current and marketable.
Adult learner characteristics. Adult learners have certain and specific characteristics. A lifetime of challenges and learning gives the typical adult a certain set of characteristics that have evolved over time. Those characteristics of adult learners are thoroughly examined in the analysis phase of the instructional design model. Analyzing the learners in the session will give the developer the ability to design the training session to meet their specific learning characteristics and needs. Capitalizing on the specific characteristics of the adult learner will eliminate the training methods that will be least effective for the specific type of audience. Some good examples of adult characteristics are that they relate the material in the training to their own experience, and they are intrinsically motivated, and that they need to see the relevance in the material they are learning (Kroth & Boveric, 2000; Inglis, 1997). When the learner’s characteristics are identified, then certain teaching strategies can be employed to ensure more successful outcomes. To understand what teaching strategies are successful, it is important to examine specific learner characteristics. As mentioned, one characteristic of adult learners is their vast amount of experience. Educators can improve the learning process by using examples that adult learners can relate to their own life experiences (Kroth & Boveric, 2000). The training can incorporate discussions, demonstrations, and group methods that allow for interaction of students and allow them to share their experiences. Discussions and demonstrations will give the learners the opportunity to demonstrate their current abilities, as well as to try the concepts that are being learned in the classroom.

Another characteristic of the typical adult learner is the type of motivation they draw upon (Inglis, 1997). Intrinsic motivators such as job satisfaction and self-esteem are
the most potent motivators for adults. Training must build intrinsic motivators into classroom instruction. Adult learners prefer to take a more active part in their own learning, and are more willing to make sacrifices that younger learners will not make (Neeley, Niemi & Ehrhard, 1998; Richardson & King, 1998). Examples of the sacrifices that adult students will make are the time spent, use of fellow students, and use of real life examples. Methods that help foster intrinsic motivation for learners are activities that give positive reinforcement, foster participation, and show a need for the learning experience. Intrinsic motivation needs to be constantly considered when planning all learning experiences. The analysis phase in the instructional design model will give developer the opportunity to tailor the material to elicit the opportunity to tap the adult's intrinsic motivators. Even adults need to be made like their ideas and contributions to the classroom are needed.

The final characteristic of adult learners is the method in which they learn. Adults have to be convinced that the skill they are learning can be applied and utilized in their life. The teacher must show the learners that they can apply what they are learning to real-life applications. If adult learner's do not see the relevance of the material to their day to day life, then they will be bored and lose interest (Fujita-Stark, 1996). Time is very precious to any adult learner, and it is important to make sure that the time spent during the training session will be useful. Including real-life examples in the discussions is one method to convince the adults that the information they are learning is relevant to their experience.

Adult learner class environment. A classroom of adult learners has it's own style. As stated earlier, adult learners need a certain environment for the training to be
successful. The teacher should strive to create an environment where the adult learners have the ability to vocally process the information and draw from their experiences in the classroom (Neeley et al., 1998). This style can be used when teachers can present a problem or situation, and have the learners discuss resolutions to the problem.

The teacher controls the typical classroom, with all the students listening and trying to memorize and process the information. "Teachers are supposed to transmit prescribed content, control the way students receive and use it, and then test if they have received it" (Knowles et. al, p. 198). The aforementioned method is effective if the students need to be controlled and spoon-fed. The majority of adult learners do not need to be spoon-fed. Many adult learners will be bored or even resent a teacher that tries to control every aspect of the classroom. The teacher needs to become a facilitator of the learning process. To become a facilitator it is necessary to structure and run the classroom setting in a way that the learners are the ones who are producing the ideas and the content. "... the concept of facilitation involves permitting students to make responsible choices about the direction of their learning, and to live responsibility with those choices" (Laird, 1985, p. 121). Drawing from years of experience and sharing all information is the way adult learners learn and process new information. Younger students need to be spoon-fed the material because they do not have the experience to draw from. Facilitators have the luxury to watch the class unfold; their main objective is to make sure the students stay on track and the learning process continues. Facilitators still must be well versed in the material, but they do not have to present new information to the students. The facilitators have the luxury to be able to designate most of their energy
to process and environment of the class, rather than presenting and explaining totally new information (Mosher, Darling & Fike, 1996).

Methods of teaching adult learners. Analyzing the type of students that will be participating in the training session is a necessary aspect to the development of a successful training session. There are specific methods that adult students learn more effectively by, and the proper analysis and pre-work will help identify the methods. One method of teaching adult learners is to make the learning material necessary to the learner. Adult learners do not want to learn information that will not be useful to them (Fujita-Stark, 1996). Younger students are more likely and willing to learn information that is not useful to them, but adult learners need to be able to apply what they are learning. Younger students have limited knowledge and experience, so much of the information that is presented to the learner will be new. With today's changing times, employees are motivated to be marketable and desire training on new and emerging trends. "As industries and other organizations develop over time, they are periodically confronted by fundamental changes in their environments" (Kraatz, 1998, p. 621).

Industry evolution and change is inevitable, that is why it is important to have employees that are trained and ready to adapt to the company's needs. Adult learners have to be made aware of the need for the training and learning of new things. Extrinsic motivators have only a small effect on adult learners; the adult learners have to be intrinsically motivated. The intrinsic motivation for the adult learner is the need to be kept up to date on the industries needs and trends. Time is very important to the average adult learner, and the time spent learning new material must be utilized to learn useful information.
(3) Training Across Cultures

"In today's environment, training professionals and organizational consultants are now required to possess intercultural skills and understanding, and adjust their training for multicultural settings" (Kemper, 1998 p. 35). Every culture has its own style of teaching, as well as its own style of learning. The analysis phase in the instructional design model will be best utilized when dealing with training sessions that are associated with other cultures. Different cultures have very separate and distinct methods by which they learn. The analysis phase will give the trainer the opportunity to design and include certain cultural characteristics in the training session. Including certain cultural characteristics can give each culture and individual an opportunity to utilize their own specific cultural characteristics, as well as characteristics of other cultures. It is important for trainers to recognize the similarities amongst the different cultures, but it is equally important to recognize the differences. "Considering how long adults have faced learning to function in new cultural contexts, it is surprising how little is understood about the processes associated with this sort of learning" (Jacobsen, 1996, p. 15). Once the similarities and differences are recognized, then the trainers can adapt their training style.

**Recognizing culture differences.** Different cultures have their own particular style of training, and those styles may be very effective for each culture. "Simply put, culture is a group world view, the way of organizing the world which a particular society has created over time" (Nolan, 1999, p. 3). A good example of different cultures is the contrast between the Japanese culture and the American culture. "... Japanese politeness is totally absent, replaced with "survival of the fittest" behavior pattern, which is accomplished, in part, by avoiding eye contact, thereby assuring that everyone around
stays on the outside" (Reeves-Ellington, 1993, p. 207). This is different from the American culture where direct eye and any human contact is critical to climbing the corporate ladder. A trainer needs to be aware of the differences before the session starts. Once aware of cultural differences, the trainer will be able to tailor his/her session to the cultural differences. However, the training styles should have some similarities. It may take a trainer some time to find a bridge between the two cultures, but it can be done (K. Hyder, personal communication, September 20, 2001). One good example of finding a bridge between different cultures is focusing on the material that all the participants know. The different cultures may have very little in common, but they are all associated with the material in the training session. Training sessions will be unsuccessful if the trainer cannot find similarities to focus on: too much at stake for trainers to blindly train students, without recognizing their similarities and capabilities. "Most of [the people responsible for] the delivery of training and team organizational development programs in [the United States] assume that U.S. corporate values and materials are transferable with little or no adaptation" (Kemper, 1998, p. 36). Unfortunately that is not the case. If a trainer is from the United States, then the assumption is that the training session should be run the way Americans run their training sessions. There are certain characteristics that some cultures possess that others do not. Some good examples of the cultural characteristics are they way they interact, speak, and act while in a classroom environment. An ideal trainer will be able to translate the core message, but in a manner that is useful to the students. At this point there is no universal training style that will be effective in all cultures. Content will be the same, but there are many different ways to deliver that material. The content is the most important aspect of the training session, and
the section that the trainer should focus on. Damage can be done with a training session that is not properly planned and researched. An appropriate content and mode of delivery must be examined and decided upon before the training session starts. The analysis phase of the instructional design model will analyze the participant's and decide on the appropriate content and mode of the delivery. After the common core language has been identified as the glue for the training session, then the information can be filtered through the different cultures. "... methods are available for needs assessment of cross-cultural training, such as on-site observation, key consultation, print media, individual interviews, focus group discussion, and work samples" (Selmer, 2000, p.270).

**Use of shared knowledge.** Many cultures differences can be overcome by speaking the common language of the training session, which is the content (Bhawuk, 1998). After establishing the shared core knowledge, then other cultural issues will be easier to break down. No matter what individual people speak or how they act, the terminology and information within the training session is the same. The terminology and information is the one link that can bring the entire group together, no matter what culture the individual participants are from.

Traditional presentation style of teaching was the most utilized teaching style before modern technology was introduced into the classroom. Students are accustomed to learning by that style from which it is difficult to break them. Developers should take the time to gather information about individuals from the culture the individuals are teaching, and how they learn best. The needs assessment that is performed before the training session should make sure that all participants have similar knowledge about the topic.

"Perhaps, whatever our culture, whether we are international educators, average students,
or ordinary citizens, we innately perceive the same general knowledge, essential human qualities, and experiences that transcend geographical boarders, cultural ideologists, and communication barriers" (Garavalia, 1997 p.222). It is important to understand that all people have some of the same knowledge. If they did not have some of the same knowledge base, then they would not be in the same training session. It is also important to realize that the people in the training class may have the same core knowledge, but each their own national characteristics. "...national culture might be of use to performance improvement professionals as they try to solve familiar, and perhaps not as familiar, problems in international settings" (Sanchez & Curtis, 2000, p. 10).

**Learning from other cultures.** "To manage diversity effectively, employees and managers must first understand the nature of these differences, how they react to people who are different, and how others react to them" (Hames, 1998, p. 430). Other cultures can be a very useful tool to learn many things. The analysis phase in the instructional design model will research the different cultures, and help find the similarities that will blend the different cultures. To learn from other cultures, the trainer must first research and be aware of the culture. Trainers must have the ability to identify and capitalize on the similarities of the students. Cultural differences are complex; it will take more than some shared classroom experiences to overcome those differences. Having different cultures is not a bad thing; people can learn many things from other cultures. Different cultures train and learn differently, act differently, and react differently to certain situations (Bhawuk, 1998). Combining all the positive aspects of cultural characteristics can be beneficial to the trainer and the participants. Examples of this can the use of class participation can draw out participants that are accustomed to learning material without
vocalizing the information. Every culture has certain aspects that can be combined with others to create a positive blend. Combining all the positive aspects of each culture can give the trainer the opportunity to present the information in a manner that the participants can understand. "It may be that systematic performance improvement approaches are fundamentally sound, but the delivery methods will need to be adjusted to be understood and embraced by people in the organizations in other countries or regions" (Sanchez, 2000, p. 67). The trainer and the organization must be able to speak the language and follow the norms of the culture in which the training session is taking place. The material in the training session could be very useful to the participants, but it needs to be communicated in a manner in which the participants can understand. A training session will be a waste of time and resources if the participants are not able to fully understand the material being presented.

The trainer should do the proper research before the training session starts. The pre-work and needs assessment should exam the cultural issues and any subsequent changes or adjustments that need to be addressed. The research will give the trainer the ability to adapt his/her presentation to fit the learners. If the participants can learn from other cultures within the session, then the trainer can do the pre-work to make sure participants are aware of the cultural issues.

Induce participation. Inducing participation amongst the participants in the session will make participants more comfortable (Nolan, 1999). By inducing participation amongst the learners, it will force them to communicate and find some common ground. The participants may not naturally speak the same language or have the same customs, but they will speak the same language and terminology about the topic of the training
session. As stated earlier in the paper, the participants in the training session may not speak the same language or follow the same cultural norms, but are able to effectively communicate about the training content. Inducing participation requires that the trainer analyze the participants as well as the material in the training session. Inducing participation will have to combine motivating the participants and utilizing the material properly. Combining the motivation of the participants and use of the material requires the entire session be analyzed beforehand. The trainer must focus on the material and knowledge the participants do share. One method to induce participation is to use scenarios and case studies. "... because scenarios and case studies both attempt to stimulate thought about the process of analysis rather than the specific "do's" and "don't's", multiple solutions are possible; since many of these solutions are equally applicable, no "right answer" exists" (Victor, 1999, p. 100). Using scenarios will give the participants the opportunity to discuss a situation, and come to a well thought out conclusion. "Through an open dialogue, the problem can be shared and a solution discovered" (Casner-Lotto, 1988, p. 153). Participants learn by processing information that is presented to them. Scenarios give the participants the opportunity to work with other participants to work through the problem at hand. "When they find a particular combination of rules that fit the situation, they have not only "solved the problem" but have also learned something new" (Gagne, 1985, p. 178). Processing the information and letting the participants work in teams will give the participants the opportunity to communicate and work the problems out.
(4) Instructor-led Technical Training

Instructor-led means that learners are gathered in a classroom setting with an Instructor/Facilitator delivering instruction and facilitating the learning process. Instructor-led delivery is often used in today's workplace because it gives the learner on-the-spot information and feedback. If a company could identify employees that need training, then it could concentrate on those specific employees (Desai, 2000). Cost is not always an issue when the quality of the training is the main objective. Many companies are willing to spend the extra money if they have a better-educated workforce. "Research shows that while the number of technical jobs is expected to increase from 21 to 32 percent in the next decade, the skill requirements are rising, the overall quantity and quality of the entry-level workforce is declining" (Feldman, 1989 p. 8). It is inevitable that technical jobs will be on the rise in the future. It is the job of companies to make sure that they have qualified people to step into those jobs. Instructor-led technical training is the most effective method to make sure those entry-level positions are properly trained (Gagne, Briggs, & Wager, 1988). "Trainers are facing more accountability for their performance than ever" (Bachelor, 1997 p. 102). "...training funds may be reduced or the HRD department may not be able to maintain or enhance its present status and influence in the organization" (Phillips, 1997, p. 1). If trainers are held so much more accountable, then they want to make sure that they are training the students in the most effective way. To make sure that the students are being trained in the most effective manner, then the trainer must make sure that a proper needs assessment is done. The needs assessment will make sure that the organization is properly training the employees and not wasting money with the training session. The needs assessment will help the
company determine the employees that need the training. The design phase in the instructional design model will determine if needs of the audience relate to the purpose of instructor-led training is the best alternative for a specific audience and purpose. Every training session needs to be designed to fit what must be taught. If the training session is not properly designed, then the planned activities will not flow. Every training class has to justify the money that is being spent. Eliminating the participants to only the people that need the training will help with the justification. Having an instructor in the classroom may be expensive, but it can also prove to be effective. A trainer in classroom with the students can see the problems and arrange for students to have more hands-on training. People like to feel they are knowledgeable about a particular subject, but also like to know that the trainer is there in case problem arises. Most adults are self-directed learners, but want the security of knowing that somebody is there.

**Use of nonverbal communication.** Nonverbal communication can be defined as the emission of signs, body language, and physical cues (Hogrefe, 1988). Nonverbal communication can effect learners because the trainer can give negative signs that the participants can pick up on. On the other hand, trainers can also give off positive signs. A trainer that appears confident and knowledgeable with the material can give the participants a sense of security (Mosher, Darling, & Fike, 1996). It is important to note that body language is not a totally separate category, but it is an important part of nonverbal communication. Nonverbal communication is what makes politicians, actors, and other public figures so believable and trustworthy. Researchers suggest that people remember things that they see more than what they hear (Zeilder & Surber, 1999). As stated before, a trainer can gain much credibility by appearing to be knowledgeable and
competent with the information presented. If the trainer is knowledgeable about the information, then the participants give the trainer more credibility. Trainers need some sort of credibility to help gain and maintain the student's attention. Nonverbal communication can be a very useful tool for the trainer to maintain a positive and productive training environment (Joyce & Weil, 1986).

**Effectiveness of adult learning.** For technical training to be effective, the students must be able to perform each new function (Mager, 1962). If they are learning a new skill, then they need to practice. It is important that the trainer be present to make sure all the students are learning the material being taught. The design phase in the training session will give the trainer the ability to incorporate the opportunity for the participants to perform the new function. Time must be set aside to give the participants the opportunity to practice the new function. Proper design of the training will give the trainer objectives and goals to accomplish in the training session. The instructor can have a schedule or plan to lead the training session. The trainer must do the necessary pre-work to make sure the students have the proper equipment and skill level. If the students were all close to the same skill level, then the trainer can focus on certain aspects of the new skill. When there is a large difference between the skill levels of the participants, then the trainer cannot focus on the important skills necessary to learn the skill that is being taught.

If a student is trying to learn a new skill and nobody is there to make sure he/she are performing the right directions, then how would he/she know if it was correct? Some things can be taught via video, CD ROM, or web-based instructions. These types of training do not require as much involvement from the instructor. Some examples of
training that does not need as much involvement from the instructor are interpersonal
relations, decision making and problem solving. (Contessa, 1992) These types of training
do require some trainer involvement, but not nearly as much as technical training. The
student is in control of most of the training, because the trainer is not present to make
sure the work is being done. The trainer can be used as a guide, but the student has the
majority of the control. Training by video, CD-ROM, and web-based training require
much more self-control and discipline that instructor-led training session. If a student is
not following the proper instructions, then the whole process will be interrupted.
Technical training is usually very precise and that is why a trainer should always be
around when a student encounters stumbling blocks. When teaching a class "soft skills"
there is a lot of room for error, because answers are not always right or wrong. With most
technical training course there is no room for error. There is no room for error because
the answers are either right or wrong. There usually is no gray area like when teaching
"soft skills".

**Positives of instructor-led training.** Instructor-led training can be very useful and
is often utilized by many organizations. One of the major positives to instructor-led
training is that the training can be altered or changed during the session if necessary
(Desai, 2000). Video-based, computer-based, and CD-ROM training sessions are already
programmed before the training session starts. During an instructor-led training session,
the trainer can alter the information during the session if necessary. If the trainer does not
have the ability to alter the information when necessary, then the training session could
possibly be a waste of time and resources. A second advantage to instructor-led training
is the participants have the ability to practice and receive feedback from the trainer.
"Opportunities for practice of new learning provided during training give trainees the chance to put newly acquired knowledge to work" (Broad & Newstrom, 1992, p. 73).

When the trainer is present, then they are able to provide feedback on the spot. Participants need to be provided with answers as quickly as possible when learning a new skill. Training sessions should be designed to teach the participants as quickly and effectively as possible. If the trainer is not present to answer the questions and provide feedback, then the session does not move quickly and efficiently. The session will not move quickly and effectively because participants will not have somebody present to help with any roadblocks. The third positive to instructor-led training is that the trainer can manage the classroom environment. "Classroom management is twofold: it uses prevention techniques to avoid potential problems, and control techniques to eliminate problems if they occur" (Mosher et al., 1996, p. 85). Technology problems can occur and bring the whole process to a halt if nobody is available to fix the problems. When the trainer is at the site, then the problems can be dealt with so the training session can continue.

Negatives of instructor-led training. Instructor-led training also has its downside. Often times adults do not want to be spoon-fed information. An adult learner often learns better when the teacher cooperates and facilitates the classroom (Knowles et al., 1998). Adult learners want to be given the opportunity to process information and think individually. Instructor-led training can sometimes be more effective to child students, because children need to be led and constantly checked on. Young children who are not familiar with the material often times need to worked with constantly and checked on. Adult learners require less one-on-one contact, and more time to process the information.
Instructor-led trainers often times do not give the adult learners the opportunity or room to process all the information. Trainers that are constantly checking on and trying and help the adult learner can stifle the adult learning process. The high cost of implementing instructor-led training is another drawback Companies have to pay for the trainer, equipment, training materials, and cost of the employee's time. If the training session is done by video or by the computer, then the session can be utilized many times, whereas instructor-led training sessions can only be utilized once. Video-based or computer-based training can be re-used many times, but instructor-led training sessions do not have that option. Instructor-led training sessions can be very effective, but one main downfall is their cost.

(5) Training by Video

With respect to instructional delivery, an important element for achieving success is the choice of the right type of media to ensure the environment is conducive to learning. Instruction can be delivered in various ways including CD-ROM, computer-based, instructor-led, web-based-online, video, audio, and paper. This project focuses on instructor-led and video modes of instructional delivery. Videotaped delivery can incorporate the classroom setting and instruction without having a facilitator present every time the material needs to be taught. The phases from the instructional design model that will be utilized in the development of video-based training are the design and development phases. The design phase will be utilized to make sure that the final product will meet the specifications of the customer. The objectives that were determined upfront are a key element in the design phase of the video. The development phase will be utilized in developing the video when attempting to develop the step by step process that
is necessary to produce the final product. When developing the video the objectives of the finished product and needs of the participants as identified in the analysis phase, are critical components for a successful training situation. The development phase builds on the information that is provided from the design phase, which is particularly useful when teaching technical course content such as learning to use a computer software package. "Much of the training in small companies is done with video and conducted by supervisors and other nonprofessional trainers" (Nation's Business, 1997 p. 11). One major advantage of videotaped training is it can be led by almost anybody. It is not necessary to have an expert on site while the training class is delivered. Instructor-led training is a very useful training tool, but requires a lot of time and resources to be successful. The instructor-led training requires resources such as the instructor, the equipment, and the facilities to be successful. That is not the case for videotaped training sessions. Next we examine the advantages and disadvantages of video-based training.

Disadvantages of video-based training. The three main forms of instruction are instructor-led, computer-based, and video-based. The main disadvantages to videotaped training are lack of one-on-one contact with a trainer, smaller selection of training topics, and possible technical problems. "Overall, videos were found to be the least useful of the three training methods, perhaps because of the poor media richness and lack of learner feedback they allow" (Harp, Taylor & Satzinger, 1998, p. 280). The purpose of any training session is for the participants to walk away with useful skills. With video-based training, there is no instructor to ensure that the participants can perform as instructed by the video. An instructor on site gives participants the opportunity to bounce any concerns
or problems off the instructor. Video-based training does not give the participants the opportunity to interact with an instructor and clear up any questions.

**Advantages of video-based training.** On the other hand, some advantages to videotaped training are its relatively low cost, the opportunity to teach many places at once, and being able to save the training session for future use. "Although it requires a significant expenditure for production and telecasting facilities, and instructors usually need special training to be effective, video teleconferencing can be cost effective alternative to traditional instructor-led training" (Munger, 1997, p. 46). Many companies are looking strictly at the bottom-line. Video-based training can be used many times at only a fraction of the cost of delivering repeated instructor-led sessions. Training departments often have to justify their budget, and having a small budget will make the defense of the department much easier. A training session on videotape gives the organization the ability to replay the session time after time. Instructor-led sessions do not give the organization the opportunity to reuse the same training session, unless they are videotaped. Having the ability to reuse a videotaped training session saves the organization a large amount of money. Reusing videotaped training sessions saves the organization money by not having to pay an expert trainer to be present; students can watch the session more than once, and the training can rescheduled without that many obstacles. The use of video-based training also will reduce the cost of travel time, as well as lower the amount of time away from the job. The ideal situation for many companies could to be able to videotape an instructor-led training session. Another advantage to the use of video-based training is that it can be used as a tool for workforce diversity. "The future of American industry will likely rely in large measures on our human resource
potential, and businesses will have no choice but to learn how to use workforce diversity constructively" (Layng, 2000, p. 67). Often times people have to step back and watch a situation before they can understand it fully. Companies realize that in today's workplace workforce diversity is a critical issue. Video-based training can be used for more training programs than teaching technical aspects of an organization. In the end, an organization must decide what is best for them in terms of training employees properly and what is the best move financially.

(6) Content Writing for Trainers

One of the most important parts of any training/learning session is the content. The design phase in the instructional design model will help develop the content and the objectives that must be met for the training session relative to the content. Designing the content to mesh with the instructional method and material presented is important to the success of the training session. Without adequate content, training style becomes a mute point. Relative to content and audience, designers should develop materials that meet the needs of least knowledgeable common denominator. "It's so easy to take too much for granted and assume that readers will understand you as they usually do in face-to-face speaking situations"(Elbow, 1981 p. 178). A good writer will be able to explain all aspects of the training session, but still give the students the opportunity to learn and experiment. "Your audience will effect all decisions you make, from organizations and visual aids to sentence structure and word choice"(Pauley & Riordan, 1987 p. 44). If the writers for a training session have the proper content but do not develop materials so as to engage the students, then the training session will not be a successful as it could be. A successful training program has to balance between content and knowledge of the
audience. An emphasis on one over the other will throw the entire session off. Content is very important, but knowing the audience is equally as important.

**Develop content complimentary to learners abilities.** Training programs need to have content that will compliment the learner's skill level and level of knowledge. "The major challenge in terms of designing is to develop complimentary abilities, behaviors, and ways of being, especially including those that do not feel natural or comfortable" (Milano & Ullius, 1998, p. 44). The design phase of the instructional design model will help developers develop the content that will draw in participants by using the material in the training session. Training sessions are designed to teach and develop the learner's skills and abilities. The content writers need to present the learners with opportunities to develop their current skills, as well as introducing them to skills with which they might not be as familiar. Participants in a training session are only going to perform the tasks that the trainer introduces. Introducing the new tasks are left up to the content writers for the training session. Participants have their own set of skills and talents. Talent is a combination of natural tendencies and developed skills (Milano & Ullius, 1998). A content writer should develop material that will utilize each individuals natural tendencies and talents, as well as help develop the skills they do not possess. If the content in the training session does not contain the right information, then the participants will not be as challenged or develop the skills.

**Writing performance-centered objectives.** "Training objectives are statements describing the changes in behavior or performance that are the desired outcomes of trainee and instructor activity and interaction" (Tracey, 1984, p. 207). Training sessions are designed to change or adapt behavior so that the participants learn new skills or
abilities that are useful for the information being presented. The design phase is always present when attempting to develop content for a training session. Deciding on how to use the content can be the most important aspect to the design phase of a training session. The content is the backbone of the entire training session. Designing how the content will be displayed and utilized is equally as important as the content itself. The information presented in the training session is designed to facilitate and train the participants to learn a new skill or behavior. The content can identify the desired behavior, state the required conditions that the behavior can be utilized, and state the criterion of acceptable performance (Tracey, 1984). The content can be utilized as a guide for the trainer to help run the training session.

(7) Role of Administrator

The role of administrator includes activities that are necessary for day-to-day functions. These types of activities comprise what is called logistical planning. "When applied to planned learning activities, logistics means arranging facilities, obtaining needed equipment, notifying participants, preparing instructional materials for distribution, selecting instructors/facilitators, and much more" (Rothwell & Sredl, Vol. 2 1992, p. 321). This section will focus on the main abilities and responsibilities of an administrator. The role of the administrator comes in to play during the entire planning and pre-work session. The four abilities are the ability to do research, ability to write and communicate, and the ability to organize.

The role of administrator works hand in hand with all the necessary pre-work for any project. One main objective for the administrator is to help cultivate an environment that is conducive to learning. A training session will not be effective if the environment
does not promote thinking and give learner's ample opportunity to process information. Simple things such as the setup of the room can have a huge effect on the learning process. The needs of learning are similar to the needs of any living organism that needs the proper environment to grow. As stated by Siebert (1999) "The best that can be done is to provide favorable conditions for growth (adequate light, water, etc.) and then leave the rest to the natural growth process (p. 55). Administrators provide the behind the scenes work that fosters the learning environment. The role of administrator is the work that many do not see, and many do not realize needs to be done. The phases that are utilized in the role of the administrator are that of design and development. The pre-work that the administrator plays in the developing of the session is necessary for a successful completion of the training session. The training session will not be effective if the work is not done.

Use of research. Another aspect of an administrator is the research that goes into any planned learning experience. The ultimate goal of any learning experience is to make sure that the participants walk away with a new skill or trade. All activities should be properly researched before the learning experience starts. Researching does not require hours and hours of time in the library, but making sure all the equipment and facilities are properly functioning. Many people associate the term research with books, journals and extensive library time. Research is making sure all the necessities are taken care of. The design phase of the instructional design model will require that the proper research is done. As stated earlier, the content of the material is the most important part of the training session. Designing the training session to make sure that the content is delivered in the most effective manner is one aspect of the design phase of the instructional design
model. The research is necessary because the equipment and information are what keeps the participants excited and interested. If the participants are not interested or excited with the session, then they can lose interest and fail to learn as much. "And the lack of excitement will undoubtedly diminish the level of satisfaction they have, which start a vicious circle of further reducing the level of interest" (Chung & McLarney, 2000, p. 497). Participants that are not interested or excited will not put forth the necessary effort to make the learning experience successful. If the participants do not put forth the necessary effort, then the planned learning experience will be a waste of time and energy. The administrator must make sure that the proper research is done to ensure that the participants will remain excited and interested throughout the entire session.

Use of communication. The role of administrator requires a great deal of communication, both verbally and written (Rothwell & Sredl, Vol. 2, 1992). When doing the pre-work for any experience, it is important that communication is taken very seriously. Communication is important in any aspect of a project, but especially important for the role of an administrator. Communication is important for an administrator because all the pre-work must be completed for the session to take place. If someone is not able to communicate effectively, then things will not get done. "One of the most troublesome aspects of group interaction is that often the communication does not seem to lead anywhere" (Schultz, 1996, p. 53). An administrator must have open lines of communication with all people associated with the learning experience. If the lines of communication are not open amongst all participants of the learning experience, then the necessary pre-work will not get done. The final production will suffer if the lack of communication leads to a break down in the necessary pre-work. It is the job of the
administrator to make sure that all the necessary pre-work is completed, and the main way to complete these tasks is to communicate effectively with all people that are involved in the production.

**Use of written communication.** Written communication is a vital aspect of many roles within an organization, especially the role of administrator. Having the ability to write clearly and concisely is important in any aspect of life. Written communication is used from everything from birthday cards to legal documents. The ability to write in a clear and concise manner gives any writer more credibility. The role of an administrator requires that all forms of communication, both written and verbal is expressed clearly. The planning will not get done if proper lines of communication are not open. As stated earlier in the paper, if the pre-work is not completely done, then the session will not be as successful. The ability to communicate effectively takes time and practice. There is a process to any successful writer. "...writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to decide which ones to use" (Elbow, 1981, p. 7). Any pre-work requires that the person has the ability to create and criticize all necessary pre-work for the successful completion of the project. Making sure that all the work is done is the main responsibility of the administrator. The person must be able to improvise and create resources to get the job done.

**Use of organization.** One of the most important traits to possess to successfully complete any pre-work is the ability to organize. All pre-work requires organization skills. Setting up and scheduling the classroom, gathering participants, and making sure all the equipment requires the ability to organize. All of the abilities that have been discussed are important, but none as important as the ability to organize. If the
administrator is not organized, then the necessary pre-work will not be properly completed. The administrator must be able to determine what aspects are the most important to the success of the project, and what aspects can be handled later. During the development phase of the training session the organization is necessary to make sure that the wrong aspects of the pre-work are not the main focus. Certain parts of the pre-work process are more important than others, and the administrator must have the ability to organize the order that things need to be done. If too much time is spent on certain aspects of the pre-work, then the final product will suffer.

(8) Role of Materials Developer

The design and development phases of the instructional design model are when the materials are developed to keep the problem from reoccurring. The materials used in the training session are most effective when utilized the proper way. Designing the process that will utilize the materials in the training session is an important aspect of any training session. Without training materials, the learning experiences would be mostly teachers giving information in the typical pedagogical presentation style. It is important to supply the learners with materials that keep them interested and help get the information presented and point across. "...the HRD materials developer prepares scripts, activities and other materials for individualized, classroom, or computer-based instruction, career-development activities, or OD interventions" (Rothwell & Sredl, Vol.2, 1992, p. 275). The instructor can only do so much without the use of training materials. The role of a material developer is crucial in the final production of any training session. There are many different decisions that must be made in the pre-work of any planned learning experience. "One of the essential decisions that must be made in
instructional design is what medium to employ as a vehicle for the communications and stimulation that make up the instruction" (Gagne, Briggs & Wager, 1988, p. 198).

Keeping the learners excited and interested in the learning experience is the purpose of the training materials. A learning experience will not be as successful if the participants lose interest or become confused. Training materials are designed to help the learners follow the curriculum and stay on track. There are many forms of training materials that can be utilized in a typical training session. Some good examples of training materials are computer-based training, video-based training, pictures and graphics, and print-based learning materials.

Computer-based training material. Computer-based training is a fairly new form of technology that is being utilized in today's workplace/classroom. Computers are an inevitable part of our nation's future, especially in the training room. Computer-based training is very user-friendly, and makes the concepts and information easier to digest and take in (Desai, 2000). Learning new information is even more difficult when the training materials are difficult to follow. Learners can become confused and aggravated when they are not able to follow the learning session. Most people have basic computer skills, so it is easy to follow the information that is being presented during the session. Designing the environment that the participants can feel at ease and follow the information is an aspect of the design phase of the instructional design model. Creating a climate that makes the learners comfortable with the material that is being presented is necessary for the session to be successful (Russell, 1997). The use of computers is an effective way to create the climate that is so necessary. Another reason that computer-based training is useful for a training session is because it clearly communicates the
information or concepts (Rothwell & Sredl, Vol. 2, 1992). Using computers gives the
trainer the ability to check up on the learners to make sure that they are learning the
material. The material is pre-programmed for the entire training session. "The learner
responds periodically to questions that test his or her understanding of the content"
(Kemp, 1985, p. 113). Having the material pre-programmed also gives the instructor an
advantage that other forms of training material do not offer. The learners will benefit
indirectly from an instructor that is calm and comfortable with the material. A final
reason that computer-based is useful for a learning session is because the information can
be easily revised when it is necessary. Training session does not stay the same, mainly
because the technology and information does not stay the same. Videos, graphs, and
written material take much more time and money to be revised. Changing and revising a
training session that is loaded into a computer often times is as easy as pointing and
clicking.

Video-based training material. Video-based training also has some advantages, as
well as some disadvantages. Video-based training can be a great resource for many
training sessions. One of the best advantages for the use any video-based training is how
clearly it can communicate the information or concepts. Having clear lines of
communication is the most important part of any training session. "People today need to
talk with each other across levels and boundaries to keep information moving to make
decisions, to set and reset priorities, and to ensure quality and creativity" (McLagan &
Krembs, 1995, p. 3). The benefit to the video-based training is the fuzzy lines of
communication are not present when the entire session is taped. Taping the video
beforehand can verify that the video will meet the customer's specifications. The video is
taped with the sole purpose of meeting a certain training need. After the video is shot, the creators of the video have the option to edit and fix the video production to meet the needs of the training session. The computer-based and the video-based training methods both have the option of changing the final production to meet the needs of the original changing. Having the ability to replay the video many times lowers the cost of the training session. The video-based training session can be replayed many times, with only the initial cost of the taping session. Many other training methods require that the entire process be replayed or redone. The video-based training tape can be replayed in many different locations at many different times. The only cost of the video after the initial cost of production is the equipment that is used to transmit the footage. That cost is very small, compared to some of the cost associated with other training methods.

Pictures/graphs as training materials. The use or pictures and graphics is a training media that can often be utilized in training session. Graphs and pictures can enhance the learning process. Many people need something explained, but they also need to have a visual that goes along with the concepts of information being explained. Locating and deciding upon graphics and pictures is a part of the design phase of the instructional design model. The graphs and pictures can be inserted in certain parts of the training session to be more effective. Using pictures/graphs can help make the learning bridge between the theoretical and actual use of the material presented. According to Laird (1985) "The key to a successful demonstration is a close integration of the spoken and the visual stimulus" (p. 135). A picture or graphic must be strategically placed in the presentation for it to be considered a successful addition. When pictures or graphics are placed in the wrong place in a presentation, they can confuse the learners and defeat their
purpose. Maintaining the interest of the viewer's is important to the success of any training session. When learners are in a training session and the teacher is presenting a concept or material, then the visual aid will keep the learners interested and on their toes. Any training session needs to have a variety of training methods to keep the learners interested, and the information flowing. Learners will become bored and disinterested if the teacher does not mix up the training session with different techniques. If learners are not able to pay close attention, the training session is a waste of time and resources. The final advantage to adding pictures or graphics to a training session is that they meet the customer's specifications (Rothwell & Sredl, Vol.2, 1992). Pictures and graphics are designed to back up all the information that is being presented. The pictures and graphics will meet all of the specifications that the trainers want to meet. Often times training methods do not turn out the way the trainer's plan. Having the pictures and graphics done beforehand gives the trainer the ability to make sure that it has all the information that is required.

Print-based training material. Written communication has been around for many years, and will continue to exist for many years to come. The written word is the form of communication that is used throughout the world, especially in the United States (Pfeiffer, 2000). "Companies depend on the written word to provide the data for everything from making important production decisions to organizing the division Christmas party" (Pauley & Riordan, 1985, p. 3). One advantage for the use of print-based learning material is that it is easy to use. Every participant in a training session is familiar with print-based material. It is nearly impossible to function in today's society without knowing how to utilize print-based material. Utilizing computer-based training or
pictures and graphics can possibly cause confusion to the learner. The use of print-based learning material will not cause confusion. The content in the print-based learning material may cause the confusion, but not the method in which it is delivered to the learner. Another advantage to print-based learning material is that it clearly communicates the information and concepts being presented (Lichtenberg, 1994). Often times pictures or graphics cannot get the main points across. Pictures and graphics can only be used in certain situations. Print-based material can be utilized in just about every aspect of a training session, which is a big advantage for anybody that wants to utilize this training method. Print-based material gives the teacher the ability to make sure all of the information is accurate and complete. The information is prepared before the training session starts, so the teacher has the opportunity to make sure all the information that is necessary is in the material that will be presented. All the facts and information can be checked to make sure the information being presented is accurate and complete. Print-based material can quickly be checked and corrected if the material is inaccurate or does not give enough information. Print-based material can also be very useful to any planned learning experience, but can be more effective if combined with some of the other training methods that were discussed.

(9) Development of Training Tools

Every planned learning experience requires the right tools and learning instruments for it to be successful. The development training tools is an important aspect of setting up an environment that is conducive for learning. Any successful planned learning experience requires that the proper tools are present and the instructor knows how to use the tools to enhance the learning process. The design and the development
phases of the instructional design model are utilized in the development of training tools. The design phase is utilized in the when deciding in what training tools that will be used, while the development phase is utilized when implementing the material. The training tools are designed to make the learning experience successful by providing the participants with tools and resources that create an environment that learning can take place. Training tools have the ability to make or break a learning experience. If the training tools are not in alliance with the information presented in the training session, then the tools will only confuse the learners. When the training tools are in alliance with the material presented they will reinforce the material that is being presented. Training tools do not have to be tangible objects, but creating an environment that learning can take place is the best tool available. The combination of technology and proper lines of communication can be a vital partnership within the training session. The main purpose of any training tool is to make sure that the instructional environment is conducive to learning. Training tools can be the most effective method to keeping the participants interested and involved.

**How to develop training material.** When developing training tools it is important to realize how learners learn and take in information. The designing of the training material must keep the learners needs in mind when developing and designing the material. The material may be present, but if the information is not presented or designed correctly, then the information will be a waste. Every different person learns and processes information differently, but there are certain characteristics that every person possesses. The teachers must develop a set of training materials that captures the style in which all participants learn new material. Developing a set of actions and behaviors that
will carry on well after the learning experience has occurred. "...the use of rigorous psychological research to derive principles that explain and predict relationships between stimuli (the means to induce behavior), behavior (observable actions that are presumably in response to stimuli), and consequent conditions (rewards or punishments for action)." (Rothwell & Sredl, Vol. 1, 2000, p. 259). Successful training tools should teach the learners new behaviors that will carry on well after the learning experience ended. A successful training session will teach and train all the participants to act and react a certain way when presented with certain problems or circumstances. The training session can present a stimulus, then present the learners with the correct choice of reaction. The trainer is supposed to show the participants how to use the training tools, while the participants are supposed to develop a certain of behaviors that will be able to overcome the obstacles presented. Training practices have to present a lasting impact on the participants in the training session. Developing a set of behaviors takes time to develop and practice to be effective. People will develop a certain set of behaviors only when presented with the information. It is the job of the teacher to decide what are the best types of stimulus to present to the participants, and then the best set of behaviors to react to the stimulus.

Teacher creativity. The creativity of the teacher can be a useful resource in the development of training tools. Training sessions often times can be very boring and dull. It is the job of the teacher make sure that all the students are engaged and active in the learning process. Training tools can be the best resource for a creative teacher to engage a training class. Today's generation of students grow up in a world of video games, television, and instant technology. Teachers and instructors have to be able to adjust to
today's technology. Younger students, as well as adult students go through life with email, fax machines, and cellular phones. The traditional classroom will not be a sufficient method to teaching these learners. "The learning process has changed and teachers have been challenged to change as well, or be left behind" (Simplico, 2000, p. 675). It is up to the teachers to decide if the use of technology in the classroom will make their presentation more effective. If the teachers decide to implement technology as a training tool, then it is important to choose the correct type of technology. Just because technology is introduced does not guarantee a successful learning experience. Choosing the correct type of technology is important to the success of the training session.

"Teachers must be willing to eliminate older material that is no longer relevant or must yield to more current and more important materials" (Simplico, 2000, p. 676). Material can be current, but the style in which it is presented is what will keep the learners interested. A creative teacher should have the ability to introduce technology as a training tool and still keep the integrity of the training session. The information presented is the most powerful tool for the teacher, but the right type of technology will make the teacher's job easier. As stated earlier, introducing technology is only a small part of a successful training session. The teacher must have the ability to create an environment that makes the learners want to learn and want to actively participate (Joyce & Weil, 1986). A training session can successful without the use of technology as a training tool, but introducing the technology to the classroom can enhance it even more.

Use of class participation. Another training tool is the participants themselves as the tools. Participants in any training session can use one another for questions or ideas that may be applicable to the training session. The participant's competitive fires will start
to burn when put into teams with each other. "The most powerful team building occurs in the mutual revisiting of an organization's future, its central tasks, the design of its jobs, policies, and systems-and how people move toward or away from these tasks" (Weisbord, 1987, p. 298). The participants can use the others ideas and views as a training tool for themselves. Each participant in the training class has his/her own set of ideas and suggestions. The instructional objectives can be met by using the class participant's and ideas. The development phase in the instructional design model can utilize the ideas developed in the design phase, while taking advantage of the learner's energy to meet the instructional objectives. It is the job of the teacher to tap into each individual student's own experiences and ideas about the training topic. The teacher can facilitate use of teamwork by instigating situations in which the students are forced to use each other as resources during the training session. The different students have very much to offer, and that resource should be tapped. There is more than one way to look at a particular situation, and the different perspectives can be the most useful for fellow participants. Training tools can be utilized without the participants even realizing that they are using them. Technology and media are still important training tools, but the use of the fellow participants can be the most important and useful tool there is. Participants often feel that their ideas and views are an important addition to the class and their classmates. Making the participants feel like their opinions and ideas matter will give them more incentive to give the important opinions and ideas. Sharing the knowledge and ideas with other participants is a training tool that is inexpensive and effective when used correctly. As stated earlier, training tools can be a resource that are not tangible or cost a lot of money. The best resource that the participants can utilize is right in front of their noses. A teacher
who realizes that this training tool is sitting right in the classroom will be a better teacher. Training tools are designed to enhance the learning environment, but the teacher needs to realize that the tools can be the very people they are training. Not every single person will be expert's in the field, but the collection of the participants can prove to be a very useful training tool. Teachers can learn from the students as the students learn from the teacher. Any students that follow the training session will benefit because the teacher will be constantly learning from the participants in the training classes. "This feedback is intended to help faculty improve the quality of their instruction and assist administrators in making pay, promotions, and tenure decisions" (McKeone, 1999, p. 396).

**Use of feedback.** The final training tool that needs to be discussed is the use of feedback during the training session. The use of feedback can improve the work of the individual, as well as the performance of the group (Larsen, 1998). Feedback is a necessary tool that can be very valuable in any training session. Designing the classroom to induce class participation can prove to be a very useful training tool. The content and classroom must be designed to encourage the learners to actively learn. This is where the design phase of the instructional design model can be utilized. Participants have a great wealth of knowledge, but receiving feedback from others can be a very useful training tool. There are certain times when feedback is useful, but there are other times when feedback will not be helpful in the learning process. Sometimes participants do not need to be given feedback, especially when the feedback is negative. The point of giving feedback is to give the learners information that they can take away that will be useful to them. Feedback that is negative will do more harm than good. Negative feedback will only make the learner less apt to participate in the discussions. Negative reinforcement
does not serve any purpose in the training session, unless the teacher wants to create a very tense and negative atmosphere. As stated many times, the reason to develop training tools is to establish an environment that is conducive to learning. Negative feedback is a very powerful tool, that will destroy any type of relationship or discussions that will occur between the learners and the teacher. However, there are situations where feedback is a powerful tool for a training session. "Feedback from the consultant to an individual is an appropriate intervention when (1) some data have been gathered about the individual (by either interview or direct observation), and (2) the individual has indicated a readiness to hear such feedback" (Schein, 1988, p. 163). The best time to give feedback is when the learner has indicated the readiness to hear the information. The only way that feedback can be utilized as a training tool is when the learner wants the feedback. Feedback will not be useful when the learner does not want to hear it. The teacher has to learn to pick their spots when giving feedback to a student. Students also have to learn to accept feedback as a useful training tool, not as a criticism or a negative from the teacher. Once the students learn to accept feedback and the teachers recognize when to utilize the tool, then the use of feedback can be a positive and useful tool for the training session.

The theoretical foundation is important to a project because it covers all aspects of the project that are important to the success. Once the theoretical foundation had been established, the next step in the process is to discuss and document the pre-work and planning stage of the project. The pre-work and planning stage of the project will document all the necessary work that is critical for the successful completion of the project.
Chapter 3

The purpose of this project is to document the development of a training video and compare that to the development process of the instructional design model. This video will be used to provide instruction to Training Materials Developers and Content Writers in India. Specifically, this video instructs the learners to write instruction-led training materials that will be presented to American learners. Chapter Three will discuss the needs assessment that is necessary for the development of a training video.

One of the key responsibilities of HRD professionals is to provide their staff members with appropriate learning opportunities so they may do their jobs effectively and efficiently. The development phase in the instructional design model will help design a step by step process to follow when implementing the change. A step by step plan can make the entire process run much more smoothly and efficiently. (See Appendix) The development phase will document the process for use at a later time.

Course Technology employs Instructional Designers and Courseware Developers who create instructor-led training manuals to be sold for use in corporate and public training centers. Course Technology's writers live and work in India, and while their English language skills are excellent, their experience with American-style computer training is limited.

Training is designed to meet a specific need, it is not intended to be the solution to all of the problems within an organization. The need has to be identified and defined before any planned learning experience can start. "A needs assessment is a tool that gets to the core of the organization's problems and identifies the needs of learners" (Mosher et al., 1996, p. 27). A training session will not be successful if the planning is not
adequately completed, and the learners are not taught new skills. Learners in a training session may have different levels of competence in the area that is being taught. "A needs analysis is meant to help you determine what your intended audience already knows or is already able to perform and what they should know or should be able to perform" (Soulier, 1998, p. 4). A training session will be a waste of time and resources if the training session is concentrating its energy on information that the participant's already know. Training sessions should be able to run smoothly and efficiently because all of the pre-work will eliminate any unnecessary work that the trainer must do during the training session. Trainers should concentrate all of their time and energy on presenting the information to the learners.

**Needs Assessment**

Talk to client and determine needs:

Instructional video needs to be between 20 min.-1 hour.

1. Focus on development model.
2. Showcase how trainers use courseware.
3. Educate writers how to write for this purpose/use.

The following is a simplified flow chart that shows how the work before the video flows, and explains each step in the process.
Pre-work before video

1a. Initial Meeting
2a. Decide on Video Style
3a. Compile Concepts

- Determine scope of project.
- Determine a timeline for project.
- Decide on materials and resources necessary for project.

2a.

- Decide on Video Style

- Determine how video will flow.
- Decide what style the video will have.
- Determine how the concepts will approached.
- Skills Pyramid
  - use all of the new information as building blocks, to build off one another. The information that is learned earlier will be used as a foundation to build other information from.
- Question & Answer
  - the question answer process will give the participants the opportunity to have all questions or concerns answered, so they may proceed in the learning process.
- Independent Practice Activities
  - practicing the material or information will give the participants the opportunity to practice the material and put the information to work.
- Personalization: Relevance
  - making the information relevant to the participants in the training session can make the information easier to comprehend and understand.

It is important to make sure that all the necessary steps are taken so the shooting of the video runs smoothly. If the pre-work is done half-heartedly or not done at all, then the production of the video will not capture all the necessary shots and important points. Documenting the pre-work process will eliminate any questions the next time a video needs to be produced. A video can be produced without following a written set of instructions, but having something to follow makes process much more efficient.
Chapter 4

The purpose of this project is to document the development of a training video and compare that to the development process of the instructional design model. This video will be used to provide instruction to Training Materials Developers and Content Writers in India. Specifically, this video instructs the learners to write instructor-led training materials that will be presented to American learners. Chapter Four details the process behind the production and development of a training video. In the development phase of the instructional design model, designers will develop a step-by-step detailed plan of action for implementing the training session. A detailed plan of action will make the process run smoothly, without too many roadblocks. The detailed plan should help point out the roadblocks before the actual training session starts. The detailed plan can also be utilized again if the same type of training will occur at a later date.

Once the needs assessment has taken place, it is time to shoot the video. All the work leading up to this process has to be completed for the final video to be a success. Shooting the video has to be done in a process that is well thought out and complete. If the video is not shot the way it was planned, then all of the pre-work and post-work will be for nothing. The entire process hinges on the success of the video shooting. The following is a simplified flow chart that will provide a visual aide that explains the process:

**Create Classroom Segment**
Create Outtake Segment

1c. Script Outtakes
2c. Setup Studio & Equipment
3c. Film Outtakes

Post-Production Segment

1d. Edit Material
2d. Insert Titles and Graphics
3d. Outputs to VHS

Create Classroom Segment

1b. Outline Topics

- Determine what topics will be covered.
- Decide how the training session will flow.

2b. Administrative Duties

- Schedule room for training session.
- Gather participants and consent forms.
- Contact audio/visual professionals.
- Make sure all participants have valid e-mail accounts.
- Make sure participants have all necessary materials for session (ex. workbooks).
3b. Setup Room

- Make sure all computers are functioning properly.
- Setup audio/visual equipment.
- Position participants in the proper positions.
- Test all audio/visual equipment with mock session.

4b. Film Training Session

- Capture entire training session on audio/visual equipment.
- Make sure all aspects of sessions are captured.
- Periodically check to make sure equipment is functionally properly.

**Create Outtake Segment**

1c. Script Outtakes

- Make sure outtakes cover material in training session.
- Outtakes must flow from segment to segment.
- Scripted outtakes must be clear and concise.
2c. Setup Studio and Equipment

- Make sure all audio/visual equipment is properly functioning
- Determine the best angle for shooting outtakes.

3c. Film Outtakes

- Make sure the proper aspects of the outtakes are captured.
- Make sure that the audio equipment captures all sound bites.

**Post Production Segment**

1d. Edit Material

- Watch all tape pertaining to the video.
- Decide on what materials are the most useful for a successful video.
- Trim entire three hours of footage to one or less of footage.
- Make sure material that is captured is relevant footage.
2d. Insert Titles and Graphics

- Insert graphics during the discussion and transition parts of video.
- Insert Titles in video were necessary.
- Make sure transitions from segment to segment are smooth.
- Insert proper credits to run at end of video.

3d. Outputs to VHS

- Transfer completed footage VHS tape.
- Make sure that completed VHS tape is properly transferred.

In conclusion, the documenting of the process for any project is important for anybody associated. For a project to be successful, certain steps must be followed. A process that is documented makes sure that no important steps are missed. A project that is designed to be duplicated should make sure all important aspects of the process are documented, because then the correct steps can be taken next time the process is utilized. Projects can still be completed without following a documented process, but things will move much smoother and more efficiently if the participants have something to follow. Often times participants in a project will waste much time and resources trying to do all the necessary aspects to complete the project. If the entire process is documented, then
participants can channel all their energy and resources on the important aspects of improving the process.
Bibliography


www.nwlink.com/~donclark/perform/process.html
Appendix

Flowchart of Entire Process

1a. Initial Meeting
2a. Decide on Video Style
3a. Compile Concepts

1b. Outline Topics
2b. Administrative Duties
3b. Setup Room
4b. Film Training Session

1c. Script Outtakes
2c. Setup Studio & Equipment
3c. Film Outtakes

1d. Edit Material
2d. Insert Titles And Graphics
3d. Output to VHS