



Case Projects

2. Design a Training Module

Choose a topic on which you could train others. Plan, prepare, and present a training module on the topic. Examples of possible topics include the following:

- How to do a mail merge in a word-processing application
- How to install an internal or external CD or DVD drive in a PC
- How to install and use one of the utilities of your choosing described in Chapter 12
- How to use one or more of the basic features of a help desk software package, such as LBE Helpdesk (described in Appendix B), BMC Track-IT, HEAT, HelpTrac, Zenworks, or Spiceworks (see Chapter 6 for ideas)
- How to use advanced features of an online search engine to perform more effective searches
- How to use the Mac or Linux operating system (aimed at Windows users)
- How to write a simple script using the Windows Script Host or AutoIt
- How to import tabular data from the web into a Microsoft Excel worksheet
- An introduction to tablet PCs (using iOS, Android, or Windows RT)

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The training module you prepare should include all of the following elements:

Planning

1. Analyze job skills required
2. Analyze the trainees
3. Assess the needs of the trainees
4. Set training objectives

Preparation

5. Select and organize training content
6. Select training methods, techniques, and aids
7. Prepare training module
8. Decide how to evaluate training

Presentation

9. Present training module
10. Evaluate the training

Progress

11. Review and revise training materials and methods, as necessary


- Trainer access to libraries of instructional and reference materials and media
- Trainee testing and exam management features
- Trainee progress tracking and record keeping tools, including skills and certification databases

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Learning management systems are usually not appropriate for an organization that conducts only occasional, small training sessions. They are targeted at organizations that make a substantial ongoing commitment to worker training and career development, and need help with program administrative and instructional tasks.

ON THE WEB

To learn more about learning management systems, read an evaluation of open source LMS software (elearningindustry.com/top-open-source-learning-management-systems). The paper discusses the features of learning management systems, including Moodle (moodle.org), which is a popular system in many universities and community colleges.

 For a video introduction to Moodle prepared for instructors at Cal State LA, visit www.youtube.com/watch?v=6ih0d-pEI_s.

Finally, remember that the goal of all training is to meet users' needs and help them become more self-reliant, which reduces an organization's overall user support costs.



Support specialists who are effective as technology trainers, and who get satisfaction from preparing and presenting training materials, may want to consider a transition to an alternate career path as a full-time, professional trainer, as described in Chapter 1.

Chapter Summary

- Training is a teaching and learning process that aims to build skills that are immediately useful to the trainees. Training is an important part of user support because it makes users more self-reliant. A well-trained user is more productive and less likely to need support services than one who has not been adequately trained. Training is based on a solid foundation of vocabulary and concepts.
- The training process is a four-step approach:
 - ♦ **Step 1. Planning**—This step identifies who the trainees are, what their background is, what they need to know or be able to do as a result of the training, the level of skills the trainees need to obtain, and the specific learning or performance objectives for the training. Plans should address several levels of training skills, including concepts (vocabulary), understanding (explanatory ability), skills (basic task performance), and expertise (highly skilled performance).

- ◆ **Step 2. Preparation**—Preparation for training answers questions such as:
 - Which specific topics will be covered, and how will they be organized?
 - What training format will be most effective (classroom, small group, one-to-one, or self-guided)?
 - How will the training be delivered? (Alternative delivery methods include lectures, readings, group discussion, visual aids and multimedia materials, handouts, demonstrations, tutorials, hands-on activities, case studies, role playing, collaborative and cooperative learning, and automated learning systems such as CBT and WBT.)
 - How will the trainee and the trainer be evaluated?
- ◆ **Step 3. Presentation**—A successful training presentation depends on adequate planning and preparation. Ten guidelines are included in the chapter to help new trainers make more effective presentations.
- ◆ **Step 4. Progress**—Evaluation of training sessions is an important way trainers improve their skills and continually progress toward providing higher-quality presentations. A trainer can improve the quality of his or her training sessions by reviewing the following: the results of training beta tests with colleagues as trainees, the outcomes of performance tests of trainees, feedback from trainees and colleagues, and an evaluation of videotape recordings of training sessions.
- Organizations that operate an extensive training program for end users often invest in a learning management system to automate many instructional and administrative tasks.

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