Outcome-Based Training: a Simple Approach

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The Challenge

- IT Systems are purchased for one of three reasons with regard to tasks
  - Increase user efficiency
  - Provide new features and benefits
  - Solve new problems
- The challenge: Ensure users understand how to use their new system.
- The answer? Establish a training program
- This presentation will explain one trainer’s outcome based training approach
Presentation Outline

• Development Steps and Process
• Results
  • Lessons learned
  • Challenges
  • Success stories
Formal Instructional Development - ADDIE

• Plan before doing
• Planning comparisons
  – Project Plan for Projects
  – Service Lifecycle for IT Services
• Analysis (Problem, Goals, Objectives)
• Design (Learning objectives, lesson plans, exercises etc)
• Development (Create it)
• Implementation (Give it)
• Evaluation (Is it working?)
Analysis

• Discuss training requirements with system owners or key stakeholders
• Determine training requirements by students (Supervisors, Various Teams, Users, Functions)
• Look at the features and benefits of the system to ensure training on key features are designed and developed
• Consider the outcomes desired – what is the goal of the training
Design

- Simplification options:
  - Design reference cards or guides on how to perform common tasks
  - PowerPoint slide instead of a manual, lesson plan or student guide
- Design capstone activities for class to simulate real-world tasks
- Design a training system to conduct the training on; one that is as close to production as possible
- Design a reporting method to inform leadership on student participation by requirement
- Design advertisement and sign up methods

Depending on complexity of training the Analysis and Design phases may occur concurrently

(Learning objectives, lesson plans, exercises etc)
Development

• Develop course to teach the skills identified earlier in Analysis and Design
• Key stakeholders are asked to attend first session (pilot)
• Develop multiple advertisements methods
  – Email (direct and broadcast)
  – Digital Signage
  – Web page(s)
  – Flyers/Newsletters
  – New member arrival package
• Develop a simple sign up system

Depending on complexity of training the Design and Development phases may occur concurrently
Implementation

• Instructor-led live sessions
  – Virtual offerings
    • Desktop screen sharing (Skype for Business or similar enterprise level systems)
    • Video teleconference (desktop or whole room)
  – In-person
    • Classroom with workstation on the training system
    • Conference room if students all have their own laptops and can access training system

• Track attendance and create reports based on the requirement and plan
Evaluation

• Implement the feedback received during the 1\textsuperscript{st} session (pilot) before the 2\textsuperscript{nd} session
• Keep up to date with new features and benefits
• Coordinate with key stakeholders to determine if they see negative users actions/trends that could be addressed by training

(Is it working?)
Results

• Lessons learned
  – Many students had the impression that they do not need training – My replies:
    • Students with experience in the training topic can benefit others on the team by providing input and suggestions to improve the course
    • Numerous times students have said they have been using software for a long time (months, years) and never knew several of the features that were just trained
  – Short sessions seem more beneficial to students vs. one long one and it tends to fit student schedules better

• Challenges
  – Buy in by students and leaders
  – Training system and site
  – Attempt to quantify benefits of student attending training (less errors, increased efficiency)
    • During analysis the current state of skills should be reviewed and if possible measured before training is implemented
    • Measure periodically as trained members increase as part of the evaluation step
Results – Success Stories

• Build a quality program - success leads to additional training course requests
• Training allowed to participate in reviews of all IT changes to evaluate if updated or additional training is required for users
• Treat Training as a Service – manage it just like any service for the users
• A full and complete development process via ADDIE is not needed for success
  – Implement training via a simplified development process
  – Screen captures with a small amount of support text to save time on development
  – Start with simple/short training programs to gain momentum (Easy Wins)
  – Increase complexity or add follow on courses to build on success
Summary

- Development Steps and Process
- Results
  - Lessons learned
  - Challenges
  - Success stories

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