

Free essay on addie model-develop: communication skills and training

[Sociology](#), [Communication](#)



\n[[toc title="Table of Contents"](#)]\n

\n \t

1. [Develop guidance](#) \n \t
2. [Formative revisions](#) \n \t
3. [Pilot Testing the Training Program](#) \n \t
4. [References](#) \n

\n[/toc]\n \n

The most important thing is to generate the content for training. The generation and presentation of this data will take various forms and designs. First, the facilitators and coaches will use charts and graphs to show the people how to manage different communication environments. The charts will mainly show the trainees how to undertake the communication process from the preparation stage to delivering quality communication all the time. The training charts will also show the trainees the level when they apply audiovisual tools and when how to read the moods and emotions of the audience. A standard flow chart to teach communication with a big audience is shown below.

This chart shows the trainees how to prepare for and deliver a good communication strategy to a large number of people. The training will also involve practical sessions for every activity. In the personal communication strategy, one is taken for a practical session in different areas. One of the areas of practical sessions is interview skills where the trainee is taken through a mock interview session in order to know the common mistakes and look at methods of avoiding such mistakes. Another important study tool

is the numerical and timing devices. Technology in training is one of the things that will take central interest. The training will teach the trainees how to use modern equipment to time themselves and their sessions and ensure that they remain within time as much as possible.

Evaluation and testing is another crucial part of the training. However, the evaluation of the trainees will include a wholesome evaluation of the whole training through the practical sessions. Every level of training will have its own practical session to ensure that the learners master every aspect of the sessions. For example, during the introductory and unmasking stage, an oral test will be given to the trainees. The test will have three main guiding questions:

- Assume you are talking to an audience of 1000 people, who are in a chatting mood discussing their own issues. Introduce yourself and talk to them on environmental health.
- Assume you are talking to a small group of 20 people of the opposite gender who either underrate your gender or have a negative attitude towards your gender. Introduce yourself and gather their attention.
- Assume a master of ceremony has given a wrong profile of you in the introduction, correct it, and address the people.

Develop guidance

There will be timelines for each of the sessions. The table outlining timelines for the sessions is shown below.

Formative revisions

Source: Branch (2009)

Pilot Testing the Training Program

The training will achieve the set objectives and the set purpose because it has integrated the views of all the stakeholders including the trainees. The program also has a timeline and a test on some of the experienced trainers proved that the program will achieve the set objectives and that the training program is valid. The technology used in the program is efficient in making the program best suited for the trainees. The use of presentation tools like charts and diagrams and the use of the internet make the training better. The presentation tools used such as projectors and PowerPoint presentations make the training more applicable.

The training will involve two sets of instructions, which ensure the platform is the best for communication skills. Firstly, the classroom platform will involve the teaching of theoretical communication in the classroom. The practical session will also help to improve the program further. It will be used to evaluate the trainees as well as understand the areas that need to be improved in the training program. The views of the trainees will also be treated with utmost care. Most of the trainees will have genuine views on the models and ways of improving the quality of the training program in the future.

References

Branch, R. B. (2009). *Instructional Design: The ADDIE Approach*. Springer: New York. ISBN# 978-0-387-09505-9