A Study on the Standardization of Action Training Implementation

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Abstract: Action training represents a core practice that enables organizations to enhance the executive capacity of their members and ensure efficient completion of operational tasks. This paper conducts a systematic investigation into a standardized system for the implementation of action training, aiming to break away from the randomness and over-reliance on personal experience inherent in traditional training models, so as to establish a scientific, normative and replicable training paradigm. The research focuses on five core dimensions: standardized process management, standardized task design, normalized standard formulation, standardized assessment mechanism and standardized training organization. It dissects the key components and practical paths of each dimension. By introducing advanced practices from corporate training, emergency response, public services and other fields, this paper clarifies how standardized training can significantly improve training quality and the efficiency of transforming learning outcomes into practical performance. Finally, the study proposes an integrated framework for the standardized implementation of action training, which is expected to provide theoretical references and operational guidance for the improvement of training systems in government agencies, enterprises, public institutions and other types of organizations.

1. Introduction

In the context of rapid social and economic transformation, organizations are facing increasingly complex operational challenges, which impose higher requirements on the professional competence, adaptive capacity and collaborative execution of their members. As a core approach to upgrading organizational core competitiveness, transmitting professional knowledge and skills, and shaping standardized work behaviors, the scientificity and effectiveness of action training are directly linked to the sustainable development of organizations. Nevertheless, many organizational training activities still present prominent defects: training plans lack systematic design and are mostly temporary; training content is divorced from real task scenarios, resulting in poor integration of knowledge and practice; training criteria are vague and excessively dependent on the personal experience of instructors; training assessment is formalistic and cannot truly reflect competency levels; and training organization lacks sound supporting conditions and sufficient resource input. Such problems seriously restrict the realization of expected training effects and lead to considerable waste of training resources [1, 2].

Therefore, carrying out systematic research on the standardization of action training implementation to build a closely connected training management system with clear criteria, rigorous assessment and strong support is of great theoretical significance and practical value [3]. Standardization does not equal rigidity; instead, it aims to reduce uncertainty, enhance the stability of training processes and the predictability of training results by establishing unified norms, processes and evaluation tools. This paper abandons the particularity of specific industries (including military applications) and, from a general management perspective, constructs a theoretical model and practical framework for the standardization of action training that can be widely applied to various organizations. The goal is to promote the transformation of organizational training from extensive

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management to refined and standardized operation.

2. Process Standardization: Constructing Full-Lifecycle Training Management

Process standardization constitutes the cornerstone of action training standardization, which ensures that each link of training activities from initiation to evaluation is carried out in an orderly standardized manner. A standardized training process should form a complete closed-loop management system based on the PDCA cycle, covering forward-looking planning, sufficient preparation, standardized implementation, rigorous assessment and in-depth summary and improvement [4].

2.1 Standardized Design of Training Processes

A complete training process includes the following five key stages, forming a full-lifecycle management system for training:

(1) Needs analysis and plan formulation: This is the starting point of training. Systematic training needs analysis should be based on organizational strategy, post responsibilities and performance The plan should clearly define training objectives, participants, content outline, schedule, resource budget and expected outcomes.

(2) Scheme design and resource preparation: Transforming the plan into an operable implementation scheme. This includes developing or purchasing course materials, preparing equipment and venues, confirming and training internal lecturers or employing external experts, and organizing participant notification and grouping.

(3) Organization, implementation and process monitoring: This is the execution stage of training. It requires strict implementation in accordance with the scheme, real-time monitoring of the training process, attendance recording, trainee response observation, training rhythm control and training safety guarantee.

(4) Assessment, evaluation and effectiveness verification: After training, timely evaluate the learning outcomes and behavioral changes of trainees. The assessment should adopt a multi-level system including reaction level (trainee satisfaction), learning level (knowledge and skill mastery), behavior level (on-the-job application) and result level (contribution to organizational

(5) Summary, feedback and continuous improvement: This is the key to closing the loop. training summary meetings, analyze assessment data, collect feedback from trainees and lecturers, summarize the achievements and problems of the current training, and integrate improvement measures into the next training plan to form a spiral upgrading mechanism.

Table 1 Key Links and Requirements for Training Process Standardization

Process Link	**Main Content**	**Standardization Requirements**	**Implementation Points**
Plan Formulation	Needs analysis, objective definition, content setting, resource allocation	Scientific, Feasible, Targeted	Task orientation, resource coordination, appropriate flexibility
Mobilization & Preparation	Ideological mobilization, material preparation, personnel grouping, venue arrangement	Comprehensive, Timely, Effective	Motivation enhancement, readiness guarantee, contingency reserve
Organization & Implementation	Scheme-based training, dynamic adjustment, process supervision	Standardized, Flexible, Safe	Outline compliance, flexible regulation, overall control
Assessment & Acceptance	Effect evaluation, grade assessment, defect identification	Objective, Fair, Comprehensive	Unified criteria, diversified methods, accurate judgment
Summary & Improvement	Experience extraction, problem analysis, optimization strategy	Systematic, In-depth, Effective	Full participation, in-depth analysis, iterative promotion

2.2 Dynamic Optimization Mechanism for Processes

Process standardization is not a static system. Organizations should establish a regular review and dynamic optimization mechanism to adjust and improve processes according to changes in task requirements, technical conditions and strategic objectives.

3. Task Standardization: Realizing Close Integration of Training Content and Practical Needs

Task standardization addresses the fundamental issue of "what to train". Its core is to ensure that training tasks are highly consistent with real work tasks and operational requirements.

3.1 Task Classification and Content Design

Based on job analysis methods, key organizational tasks are decomposed into independent and trainable skill units.

Basic general tasks: Common competencies applicable to all or most employees, such as communication skills, time management, professional ethics and information security awareness.

Professional post tasks: Professional skills closely related to specific posts and operational posts.

Comprehensive application tasks: Simulating complex work scenarios, requiring trainees to comprehensively apply multiple skills to solve practical problems[5].

Task content design should follow the SMART principle. For example, the team motivation training task for new supervisors should not be limited to theoretical explanation, but designed as: "In a simulated scenario, aiming at low-morale subordinates (role-playing), apply three learned motivation tools to conduct effective communication within 15 minutes and submit a communication summary report."

3.2 Innovation in Practical Training Modes

Task standardization requires that training modes fit the real working environment as much as possible.

Case teaching method: Introduce real internal cases of the organization (after anonymous processing) for trainees to analyze and make decisions.

Simulation training: Use sand tables, VR technology or high-simulation simulators to build real operational scenarios.

Action learning: Organize trainees to form teams to tackle real and challenging business problems and acquire capabilities in practical problem-solving.

Table 2 Key Points for Standardized Design of Different Task Types

Task Type	Training Focus	Organizational Method	Assessment Standard
Basic Physical Tasks	Basic physical fitness, health level	Individualized, universal training	Unified standards, health orientation
Professional Skill Tasks	Core post skills, equipment operation	Expert guidance, classified training	Professional criteria, precision requirements
Practical Application Tasks	Situation disposal, collaborative coordination	Real-scene training, simulated confrontation	Task completion rate, disposal effect
Comprehensive Exercise Tasks	All-element and full-process capability integration	Cross-department collaboration, complex environment	System efficiency, innovation ability

4. Standard Normalization: Establishing Consistent and Measurable Training Quality Scales

Standard normalization is the key to ensuring stable training quality, measurable results and comparable processes. It provides a clear and unified evaluation yardstick for training activities.

4.1 Construction of the Training Standard System

A complete training standard system includes:

Content standards: Clarify the knowledge points, skill points and attitude requirements that each training task should cover.

Process standards: Specify the implementation environment, methods, duration and other requirements of training.

Outcome standards: Define the proficiency level or performance level that trainees should reach after training.

Instructor standards: Clarify the qualification requirements and teaching behavior norms of lecturers or coaches.

4.2 Scientification and Humanization of Standards

The formulation of standards must be scientific and reasonable. For example, physical fitness standards should refer to exercise physiology and take into account the normal physical fitness ranges of employees of different ages and genders. Standards should also have appropriate flexibility, allowing adjustments within a reasonable range according to individual differences, reflecting humanized care.

Table 3 Example Framework of Action Training Standard System

Standard Category	Regulated Content	Function	Example
Content Standards	Training subjects, difficulty, progress	Define training content	Standard 400-meter obstacle course
Condition Standards	Venue, equipment, environment requirements	Provide basic training support	Simulator room configuration
Method Standards	Organization form, teaching method	Standardize training methods	Expert coaching, intensive training
Evaluation Standards	Assessment index, scoring criterion	Measure training effect	Physical fitness assessment grading standard
Management Standards	Planning, registration, statistics requirement	Strengthen process control	Training attendance system

5. Assessment Standardization: Giving Play to the Guidance, Diagnosis and Motivation Functions of Evaluation

Assessment is the touchstone for testing training effectiveness. A standardized assessment system is not only used for grading, but also for diagnosing problems, guiding training direction and motivating trainees.

5.1 Diversified Design of Assessment Indicators

Assessment should run through the whole process before, during and after training, adopting diversified indicator systems:

Formative assessment: Focus on the performance of trainees in the training process.

Summative assessment: Conducted at the end of training to comprehensively test the final learning effect.

Multi-dimensional assessment: Combine written examination, practical operation, case analysis, debriefing report and other forms.

5.2 Feedback and Application of Assessment Results

The ultimate value of assessment lies in application. A sound feedback mechanism must be established. More importantly, assessment results should be closely linked to human resource management decisions:

Linkage with performance salary: Training results are included in individual or team performance appraisal as an indicator, linked to bonuses and salary adjustments.

Linkage with promotion and development: Obtaining specific training certificates is a necessary condition for promotion to higher-level posts.

Linkage with talent inspection: Assessment results serve as an important basis for identifying high-potential talents and formulating individual development plans (IDPs).

6. Training Organization Standardization: Consolidating the Support System of the Training System

Training organization standardization is the supporting system to ensure the implementation of the above four dimensions, involving management system, resource support and team building.

6.1 Organizational Management System and Responsibility Division

The responsible subjects and organizational structure of training work must be clearly defined. Large organizations usually set up corporate universities or training centers as professional training management institutions. At the same time, it is necessary to clarify the main responsibility of front-line managers in subordinate training, as well as the policy support and professional guidance responsibility of the human resources department. A management committee composed of senior leaders, business department heads and training experts should be established to be responsible for process review, resource allocation and overall effectiveness evaluation.

6.2 Training Resource Support

Funding support: Establish a normalized training budget allocation mechanism.

Venue and facility support: Build or lease special training classrooms, practical training bases and simulation centers, and regularly maintain and update equipment.

Informatization support: Introduce a Learning Management System (LMS) to realize digital management of training.

6.3 Teaching Team Construction

Instructors are the core assets of training. A set of internal instructor selection, training, incentive and certification system should be established. For external instructors, a resource library should be maintained to introduce cutting-edge knowledge and industry best practices.

7. Conclusion and Outlook

This study systematically constructs a five-in-one implementation framework for action training standardization, including process standardization, task standardization, standard normalization, assessment standardization and training organization standardization. The framework emphasizes the systematic, precise and closed-loop management of training activities, aiming to elevate training from scattered and random behaviors to a core function closely connected with organizational strategy and continuously creating value.

In the future, the standardization of action training will show the following development trends: First, in-depth integration of technology: AI will be used for personalized learning path recommendation, intelligent coaching and training data analysis; VR/AR will provide more immersive and low-cost simulation training. Second, agility and personalization: On the basis of standardization, training will be more agile; at the same time, highly customized training content will be provided for each employee based on big data analysis. Third, focusing on training transformation: The focus of standardization will further extend from training implementation to workplace application support, ensuring that learning outcomes are effectively transformed into actual work performance.

Ultimately, the highest level of action training standardization is to internalize it into the genes of the organization, forming a culture of continuous learning and excellence, so as to provide a steady stream of talent momentum for the sustainable development of organizations in the uncertain era.

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