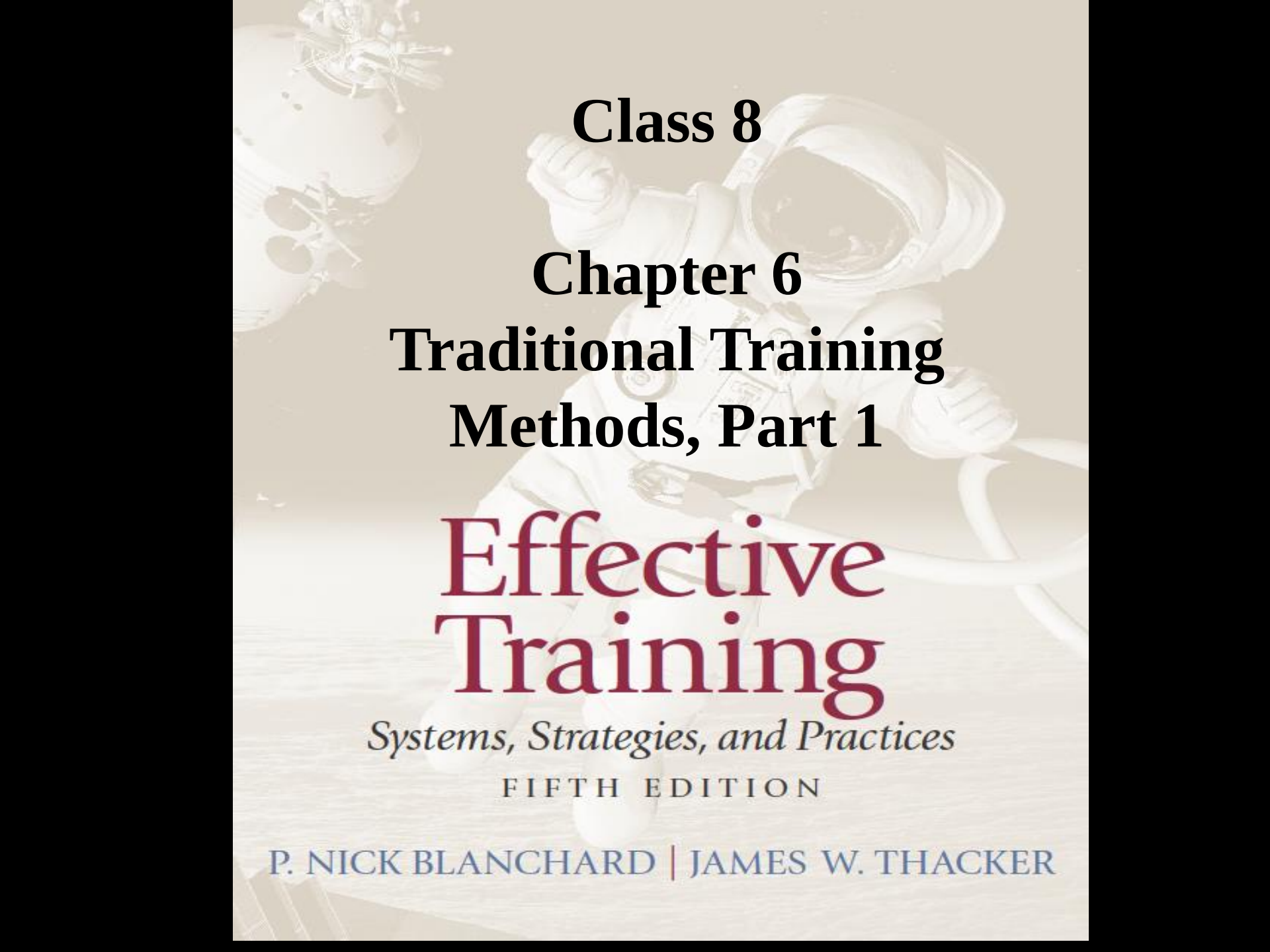




Class 8

Chapter 6
Traditional Training
Methods, Part 1

Effective
Training

Systems, Strategies, and Practices

FIFTH EDITION

P. NICK BLANCHARD | JAMES W. THACKER



Training Methods

Purpose:

Understand how to use each of the methods to maximize learning.



Training Methods

➤ Lectures & Demonstrations

➤ Experiential Techniques

- In Basket
- Case Studies
- Equipment Simulations
- Role playing
- Behavior Modeling
- Business Games

➤ Computer-Based Training

- Programmed Instruction
- Interactive Multimedia
- Virtual Reality
- Web-casting

➤ On the Job



Lecture/Discussion

- Most common component of training
- Every other method uses the lecture to some extent.
- Can be delivered:
 - orally
 - in written form
 - on electronic media (DVD, iPod, cell phone, etc.)



Lecture/Discussion

Pre-delivery Development

- Gather your content
- Organize logically
 - Start lecture with goal AND how you'll get there
 - Connect with previous learning
 - Deliver content
 - Connect each component with goal
 - End with review
- Include a variety of visual and auditory experiences
- Find ways for trainees to participate

Lecture Enhancements



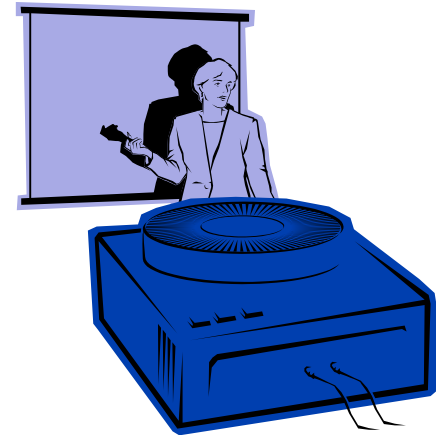
- **Include discussion/facilitation**
- **Use visual aids**
- **Put online**
- **Involve note-taking**
- **Demo if Possible??**



Just because you
have a
Power Point
slide show
doesn't make it
interesting.

What drives you nuts about slide shows?

- Crowded slides
- All text, no images
- Trainer reads slides
- Trainer stands in front of screen
- Fonts are too small



Use the guidelines
in the text when
creating your slides.

Presenter Do's

- Know your content very well
- Talk about your content conversationally
- Engage trainees
- Observe trainee reactions
- Encourage questions and responses
- Listen effectively and actively
- Use humor and give interesting examples

Presenter Don'ts

Avoid Platform Errors such as:

- Monotone speech pattern
- Having your back to the trainees while talking
- Allowing long, non-relevant side tracks
- Reading rather than speaking to trainees
- Standing in front of the projection screen

Additional Presenter Don'ts

Avoid Platform Errors such as:

- Distracting gestures and body language
- Projector on with no image or irrelevant image
- Losing your place becomes an event
- Too many space fillers (umm, ahh, ya know, etc.)

Match Content and Pace to Trainee Readiness

Match **complexity** level and the pace of the lecture to the trainees' ability to comprehend

Options:

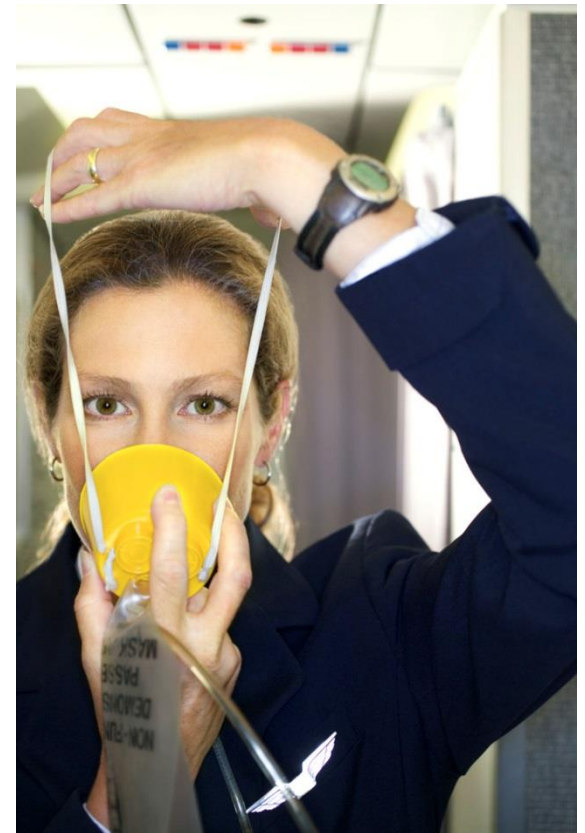
- Train different levels separately if possible
- Develop and use pre-training materials and/or experiences to get everyone up to speed for training.

Demonstrations

- Demonstrations are lectures with a “show how to do” component.

Process:

- Break down into logical parts or sequences (have check list)
- Explain each step and its objective(s)
- Ask for questions after each part
- Review and summarize at end



Effectiveness of Lecture and Demonstration

Pg. 201

Goal of Training						
	<i>Knowledge</i>			<i>Skills</i>		<i>Attitude</i>
Training Methods	Declarative	Procedural	Strategic	Technical	Inter-personal	
Lecture Straight ^a	3	2	1	1	1	3
Discussion	4	3	2	1	1	4
Demonstration	1	4	2	4	4	3

^a This rating is for lectures delivered orally; printed lectures would be one point higher in each knowledge category

Experiential Methods: Simulations & Games

In Basket



Case
Studies



Equipment Simulations



Role playing

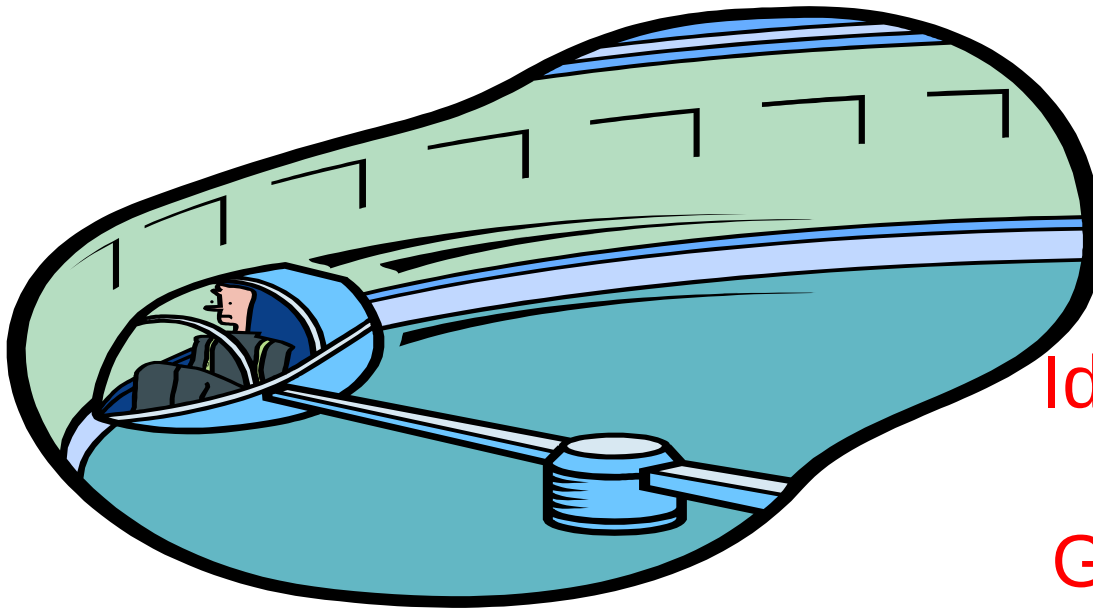
Business
Games



Behavior
Modeling

For Experiential Learning

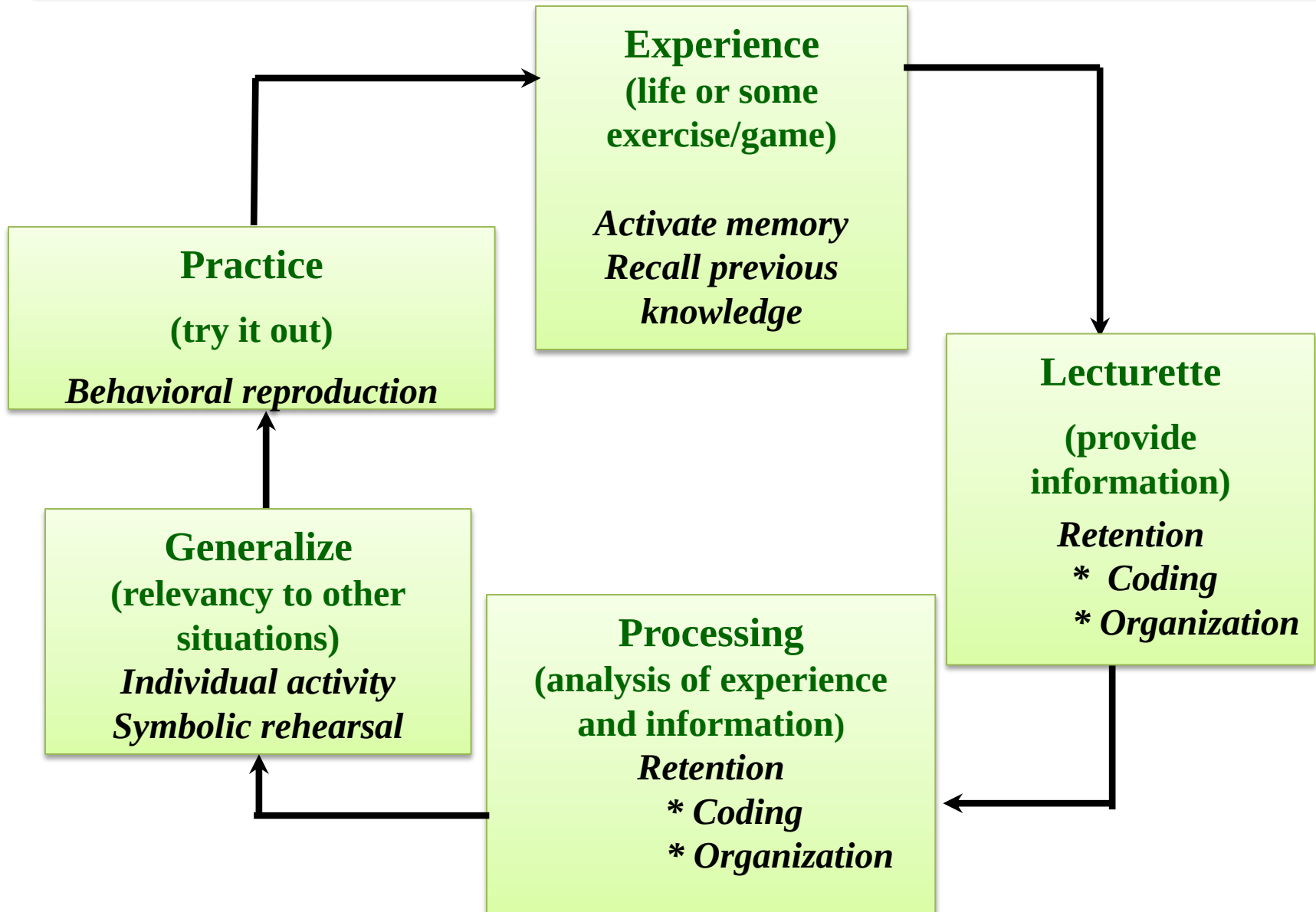
The key is:
Physical and psychological fidelity.



*The closer you
can come to
what it would be
like in the “real
world” the
better.*

Identical Elements
vs.
General Principles

Experiential Learning Model



Simulations

- **Equipment**
- **In-Baskets**
- **Case Studies** (any size, small vignettes to 50 pages)
- **Role Playing** (actual behavior)
 - Feedback = critical piece and usually not done well
- **Behavior Modeling** (observe then do)
 - Video better than live

Delivery of Simulations

- **Equipment:** Must have simulation equipment.
 - **In-Baskets:** Can have some things on video
 - **Case Studies:** Paper, Live, Video or any combo
 - **Role Playing:** Can have situation on paper, live or video. Trainees then act out roles.
- Demonstration role play** can be live or video.
- **Behavior Modeling:** Video better than live

Business Games

- Can be paper, board, video, computer
- Should be fun and interesting
- Make sure you have enough time
- Before starting, make sure trainees
 - Understand objectives
 - Understand rules and procedures
- Make sure the game allows
 - Trainees to make decisions, examine feedback, make new decisions, receive more feedback, etc.
 - Reflect on and capture lessons learned



Memory Games



- Memory games such as Jeopardy are not business games.
- They *are* useful as a review and reinforcement of key learning points.

Effectiveness of Games and Simulations

Pg. 201

Goal of Training						
	<i>Knowledge</i>			<i>Skills</i>		<i>Attitude</i>
<i>Training Methods</i>	<i>Declar'</i>	<i>Procedur</i>	<i>Strategic</i>	<i>Technic.</i>	<i>Inter-person.</i>	
Equipment Simulators	1	3	2	5	1	2
Case studies	2	2	4	2	2	3
Business games	2	3	5	2	2^b	2
In-Basket	1	3	4	1	2^c	2
Role play	1	2	2	2	4	5^d
Beh. Modeling	1	3	3	4	5	3

^b If the business game is specifically designed for interpersonal skills, this could be a 4.

^c If multiple in-baskets were used this rating would be 3.

^d Specifically role reversal.

Keep Training Energized With CPR

- Create energizing activities in which:
 - **C**ontent is excellent and relevant
 - **P**articipation is encouraged
 - Learning is **R**einforced

Exercises = Participation &
Learning Reinforcement

