

Effective Training Phase 3 Development, Implementation, and Transfer of Training

Prepared by Dr. Injy Nashaat

Lecture 5



Traditional Training Methods

Training Methods

Unit Goal:

Understand how to
use each of the
methods to maximize
learning

Methods of Training

iEduNote.com

On-the-job training (internal training)

- 1.Apprenticeship programs.
- 2.Job instruction training (JIT).
- 3.Planned progression.
- 4.Job rotation.
- 5.Creation of assistant - to positions.
- 6.Temporary promotions.
- 7.Committees and junior boards.
- 8.Coaching.

Off-the-job training (external training)

- 1.Lectures.
- 2.Straight lecture.
- 3.Discussion method.
- 4.Demonstrations.
- 5.Seminars and conferences.
- 6.Reading, television and video instructions.
- 7.Business Simulation.
- 8.Cases presentation.
- 9.Equipment simulators.
- 10.Business games.
- 11.Experimental exercise.
- 12.Role-playing.
- 13.Behavior Modeling.
- 14.Computer modeling.
- 15.Vestibule training.
- 16.Sensitivity Training (T-groups).
- 17.Computer-based training.

Training Methods

- **Lectures & Demonstrations**
- **Experiential Techniques**
 - In Basket
 - Case Studies
 - Equipment Simulations
 - Role playing
 - Behavior Modeling
 - Business Games
- **On the Job**
- **Audio-Visual Aids**

What are the strengths and weaknesses of each method?

On flip charts your group will write the strengths and weaknesses for a particular method.

On the Job I won't cover this tonight,

But it is the most common method of training.

Unfortunately, most companies don't do a good job implementing this type of training.

The biggest problem is the fact that they don't spend much time training the trainer. They just use the high performer or whoever is available.

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 (USB, tablet, smart phone, etc.)

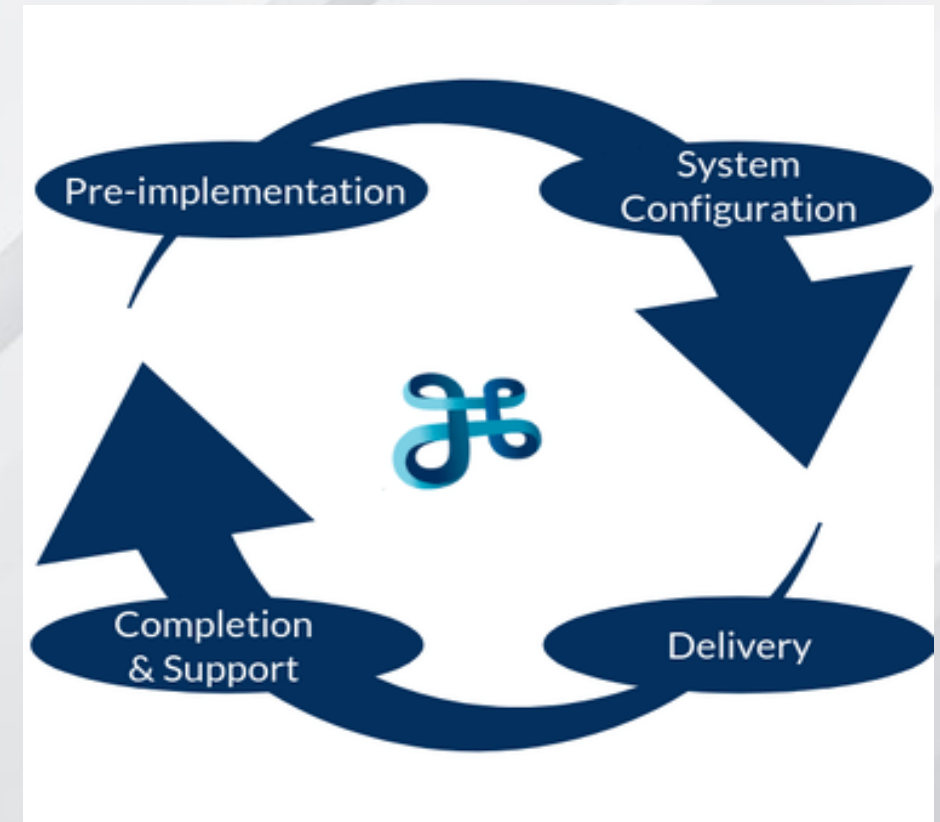
Can you think of a method that doesn't use the lecture to some extent?

Objectives (KSAs)

Lectures = knowledge and attitudes (moderate)

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
- Include a variety of visual and auditory experiences
- Put online
- Integrate note-taking
- Demo if possible



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
- Have your back to the trainees while talking
- Allowing long, non-relevant sidetracks
- 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 it” component.**

Process:

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

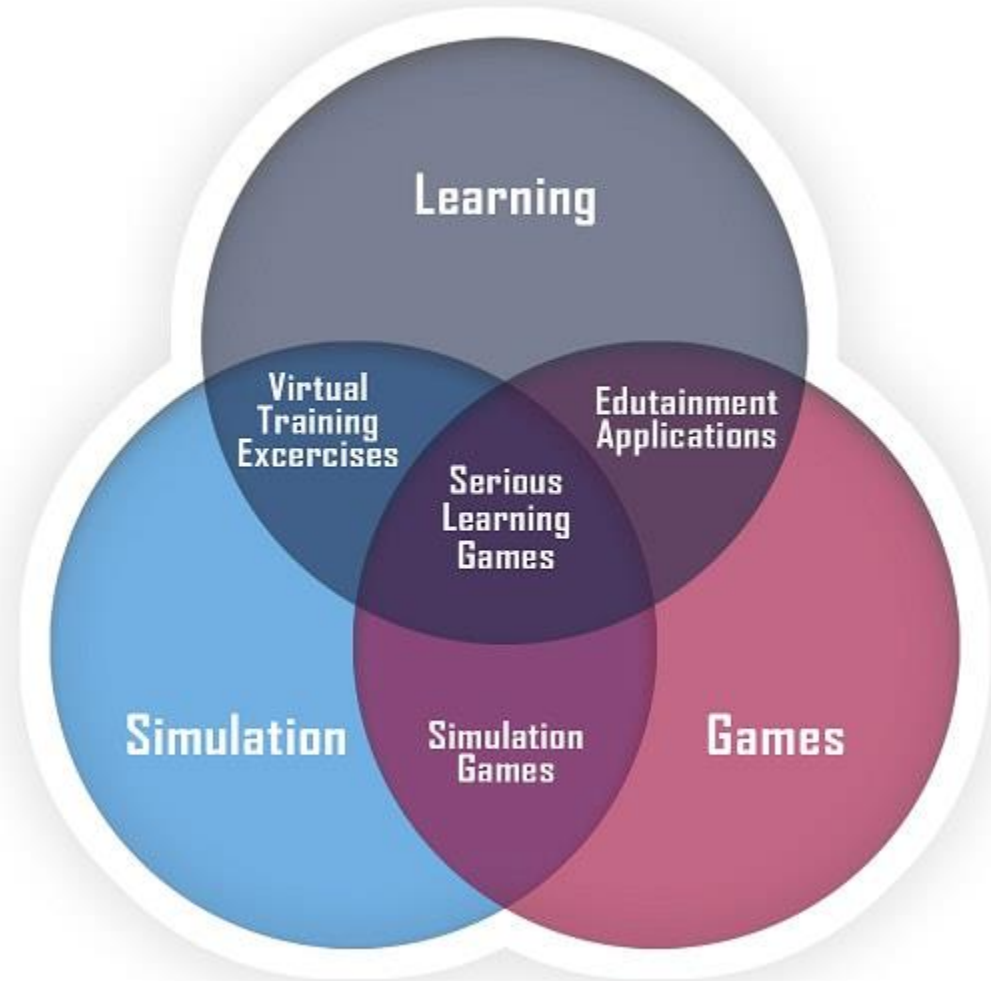
Lecture & Demonstration Effectiveness Meeting KSA Objectives

Goal of Training						
	<i>Knowledge</i>			<i>Skills</i>		<i>Attitude</i>
<i>Training Methods</i>	<i>Declarative</i>	<i>Procedural</i>	<i>Strategic</i>	<i>Technical</i>	<i>Inter-personal</i>	
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

- Case Studies
- Equipment Simulations
- Business Games
- Role Playing
- Behavior Modeling



For Experiential Learning

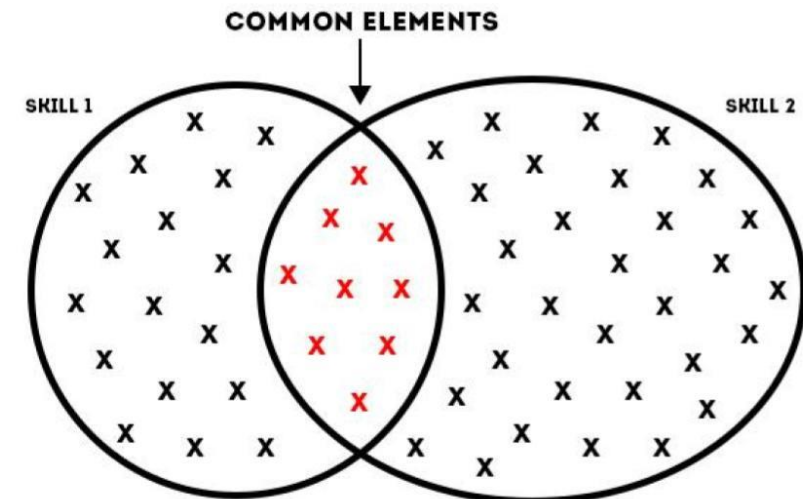
The Key is:
Physical and Psychological Fidelity

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

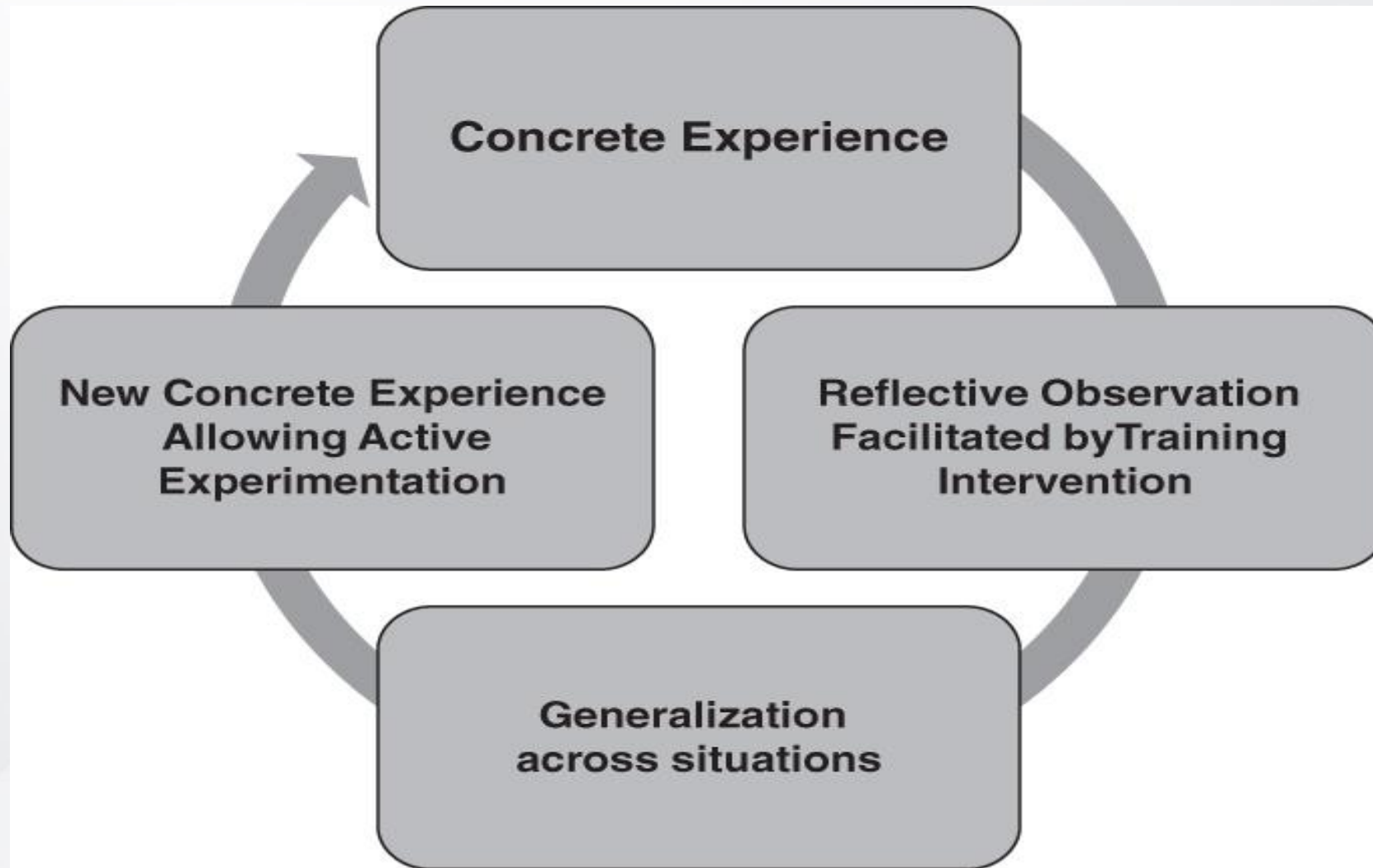
**Identical Elements
vs.
General Principles**



Transfer Learning Theory: Identical Elements



Experiential Learning Model



Simulations

- **Equipment**
- **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.
- **Case Studies:** Can have case on Paper, Live, Video or any combo
- **Role Playing:** Situation can be 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.
- But, they can be fun as well as useful for review and reinforcement of key learning points.

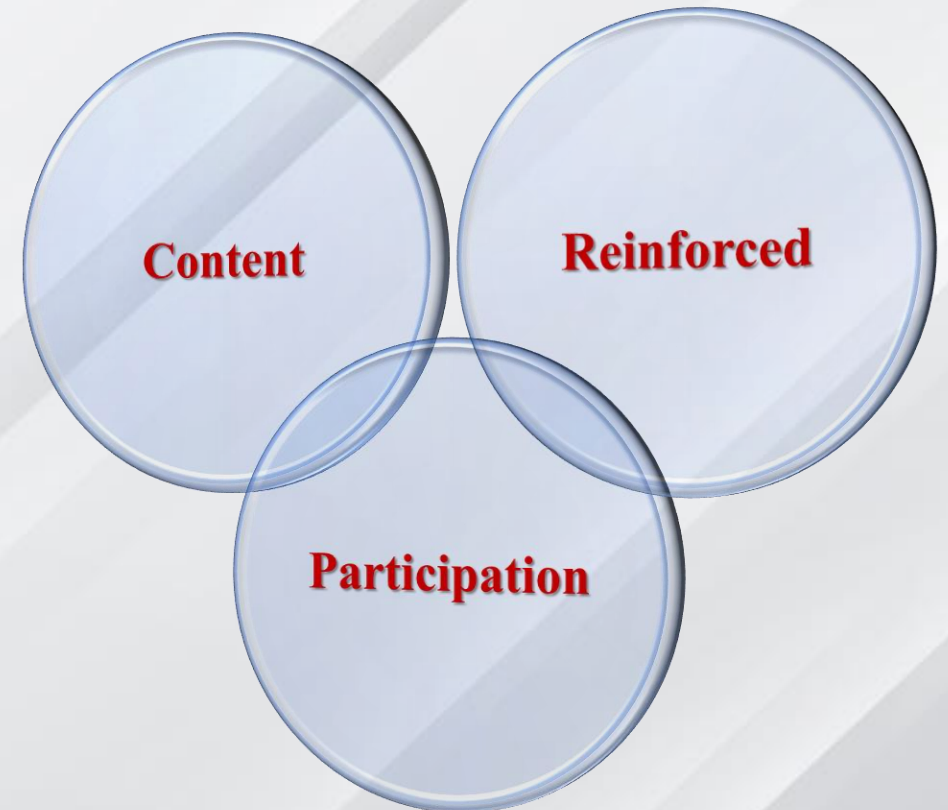
Naming Elements	Element's Properties	Element's Order & Neutrons	Multiple Choice
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Team 1

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



Trainer Process for: On the Job Training

1. Prepare

- **Break down job into important steps. *Have a checklist.***
- **Have necessary equipment, materials and supplies ready.**
- **Rehearse yourself!!**
- **Put learner at ease**

Trainer Process for: On the Job Training

2. Present (Train)

- **Tell trainee the objective and steps involved**
- **Show (demonstrate) trainee how to do the task**
- **Explain the key points**
- **Ask for questions and repeat if trainee seems confused**

Trainer Process for: On the Job Training

3. Have trainee Try Out

- **Have trainee talk thru & explain steps**
- **Have the trainee do each step**
- **Praise for correct work**
- **Correct mistakes until task is performed correctly**
- **Praise trainee for completing whole task correctly**

What drives you silly about slide shows?

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



Keep Posters Simple and Easy to Read

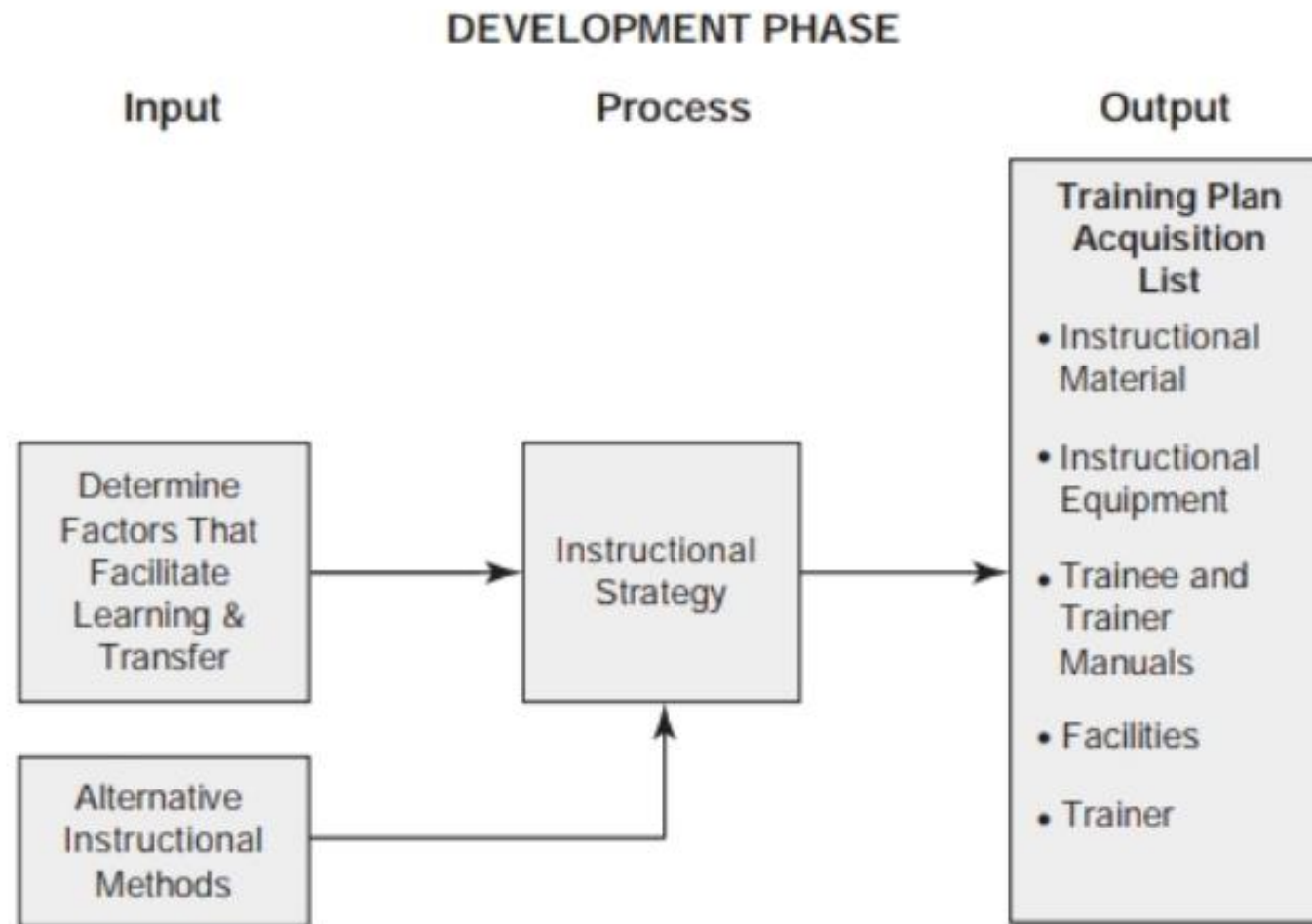
SIX STEPS TO CONFLICT RESOLUTION

Solutions

- Actively Listen
- Indicate Respect
- Be Assertive
- Provide Information
- Reconsider Problem
- Brainstorm Possible Solutions



Program Development



I. Development Phase

Choosing Instructional Methods

1- **The instructional strategy:** describes all the elements of the training program, including the individual modules, their organization, timing, methods, and materials to be used. All of this is focused on achieving the training objectives. The outputs of the development phase are all the completed elements for delivering the training program to the participants.

- The instructional strategy is a written document, often called **a training plan**. This plan details all aspects of the training, including the methods, materials, equipment, facilities, and trainers.

2. Training Modules: Objectives And Learning Points:

the instructional strategy should contain all the learning objectives, organized into the modules in which these objectives will be addressed.

Each learning objective provides specific information as to what needs to be learned, and that helps identify the key learning points.

- **A learning point** is an important piece of information that a trainee must acquire to accomplish a learning objective. With each learning objective should be the list of key learning points required to achieve the objective

I. Development Phase

3- Building the Modules: Content and Process

- As each learning objective, along with its learning points is developed, the content that will address the learning points must be identified.
- Once the content for the module is ready, it must be **integrated** into the most effective configuration of methods, material, equipment, facilities, and trainers.
- Once the methods to be used and the sequencing of the training are established, it is necessary to determine **time frames** for each of these activities.

- In most cases, time is limited, and the inexperienced training developer tends to overload the material to be covered. Always allow for a reasonable amount of time for discussion and interaction, which is where much of the learning occurs.
- After agreement is reached on a carefully constructed instructional strategy, the next step is to obtain or develop the instructional material, instructional media and equipment, and so on, that you have identified as needed. This is your [Training Plan Acquisition List](#) and consists of a checklist (derived from your instructional strategy) of all the components of the training that need to be developed or acquired.

I. Development Phase

4- Building Content :(A) Accommodating Learning Styles

- using multiple visual aids (diagrams, flowcharts, videos), as well as small-group discussions (having trainees explain to each other the material learned and how it fits in the workplace) the training will address both visual and verbal learning styles. The use of small-group discussions (for verbal) and having the groups map out their conclusions (visual) will also tap into each of these learning styles.
- Using small groups in training also supports different learning styles. For example, after a lecturette, ask trainees to think about the issue just discussed and how they might use the information in the workplace (symbolic rehearsal). Then put them in small groups to share their thoughts on how to use the information and come to a consensus of how useful the information would be in the workplace.

I. Development Phase

4- Building Content :(B) Building Content: Facilitating Transfer

- Training Design

- 1) Organize training so the big picture is presented before the details
- 2) Organize the order of the detail training to match the reality on the job.
- 3) Design the content to cover, at the same time, all the aspects of a learning point that belong together.
- 4) Use practice to achieve overlearning of the material.
- 5) Use the experiential learning model as much as possible.
- 6) Maximize the similarity of the training with the workplace as much as possible but vary the situations that are used as examples and practice so trainees can generalize their learning.
- 7) Emphasize general principles for applying the details.
- 8) Design the training to provide as much feedback to the trainee as possible on both learning and behavior needed for transfer to the job.
- 9) Ensure an effective evaluation of post-training behavior and organizational results



I. Development Phase

4- Building Content :(B) Building Content: Facilitating Transfer

- Organizational Environment

- 1) Pre-training- Make sure reward systems support training content and post-training application of the training.
- 2) Work with supervisors to provide pre-training support for the training
- 3) Make sure supervisors understand that behaviour changes back on the job will take time. Post-training applications will involve some missteps. Supervisor support is key to motivating employees to apply the training.
- 4) Supervisor's finding ways to reward successful application of training is important.
- 5) Design post-training ways for peers to support each other in applying the training to the job.
- 6) Design trainer support into post-training follow- up.

I. Development Phase

5. Trainee's Manual:

- The trainee's manual, whether it be hard copy or digital, is an important learning tool for training.
- The instructional strategy provides you with an outline of what needs to be included in the manual.
- To keep the trainees' attention, interest, and their complete involvement in discussions, provide notes on all the key information that will be presented.

6. Trainer's Manual:

- The trainer's manual, whether it be digital or hard copy, provides all the information in the trainee's manual and information on what the trainer needs to do and how.
- It is a visual aid for the trainer. One format is to have the lecture notes on the right-hand side of the page and the instructions for the trainer on the left-hand side

I. Development Phase

7. Facilities :

- If training is taking place in the company's facility, be sure that the room is available by reserving it.
- If training will be off-site, be selective as to the design of the room.
- Be sure that the site can accommodate breakout rooms if they are needed and that the seating can be appropriately configured.
- If movable dividers separate the room from others, inquire about the events scheduled next door. Attending a training session when a motivational speaker or sales rally is next door can be distracting.
- If nothing is scheduled, get assurance that the booking office will be sensitive to your concerns if they book the rooms next door.
- Check the soundproofing of the panels that separate the rooms.

I. Development Phase

Some Advantages to Off-site Training Facilities

- Being off-site provides more assurance that trainees will not be interrupted
- Going to a hotel or conference centre is not the same as going to work. Many trainees will associate staying in a hotel with a vacation.
- Going off-site also allows the trainer to choose a facility compatible with the needs of the training event.

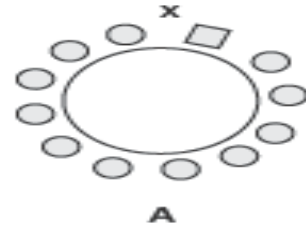
I. Development Phase

8. The Training Room:

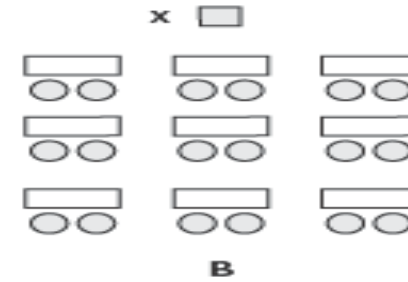
- A windowless room is best. Windows can distract the trainees.
- If the room does contain windows, be sure that they are fitted with shades or curtains that you can close.
- The walls should be blank- neither decorated with pictures nor brightly painted- and a neutral colour, such as beige.
- The room should be equipped with its own temperature control and quiet heating/cooling fans.

Training room shapes (seating)

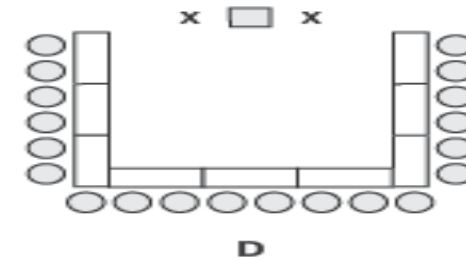
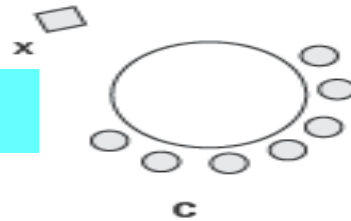
Circle



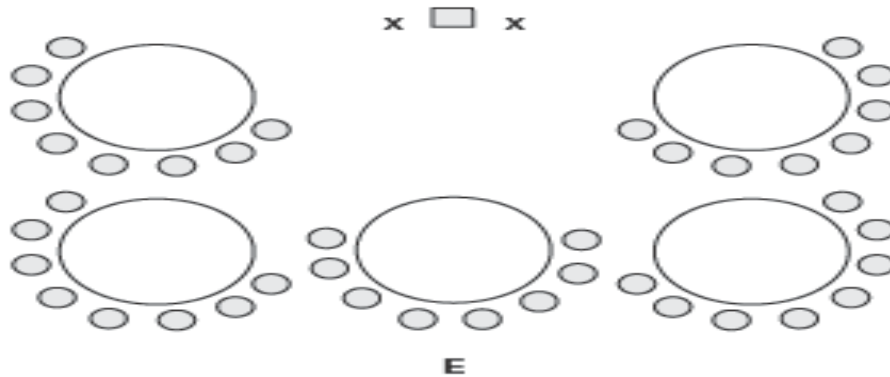
Classroom



Semi-circle



“U” shape



Round Table “U”



Rectangle “U”

□ = Trainer
x = Easel/charts



مجموعة جامعة
الجميع الذكية
للتعليم القابضة

MIDOCEAN
UNIVERSITY



Thank You

