Introduction
- Knowledge is a necessary but not sufficient condition for employees to perform their jobs
- Knowledge must be translated into behavior

Presentation Methods
- Presentation methods - methods in which trainees are passive recipients of information
  - This information may include:
    - Facts or information
    - Processes
    - Problem – solving methods
  - Presentation methods include:
    - Lectures
    - Audio-visual techniques

Presentation Methods: Lecture (1 of 2)
- Lecture involves the trainer communicating through spoken words what she wants the trainees to learn
- The communication of learned capabilities is primarily one-way – from the trainer to the audience

Presentation Methods: Lecture (2 of 2)
- One of the least expensive, least time-consuming ways to present a large amount of information efficiently in an organized manner
- Useful because it is easily employed with large groups of trainees
Variations of the Lecture Method

- Standard Lecture
- Team Teaching
- Student Presentations
- Panels
- Guest Speakers

Presentation Methods: Audio-Visual Techniques

- Audio-visual instruction includes:
  - Overheads
  - Slides
  - Video
  - It has been used for improving:
    - Communication skills
    - Interviewing skills
    - Customer-service skills
    - Illustrating how procedures should be followed

Hands-on Methods

- Training methods that require the trainee to be actively involved in learning
- These methods include:
  - On-the-job training (OJT)
  - Simulations
  - Case studies
  - Business games
  - Role plays
  - Behavior modeling

Hands-on Methods: On-the-Job Training (1 of 2)

- On-the-job training (OJT) refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behavior
- OJT includes:
  - Apprenticeships
  - Self-directed learning programs

Hands-on Methods: On-the-Job Training (2 of 2)

- OJT can be useful for:
  - Training newly hired employees
  - Upgrading experienced employees’ skills when new technology is introduced
  - Cross-training employees within a department or work unit
  - Orienting transferred or promoted employees to their new jobs

Effective OJT Programs Include: (1 of 2)

- A policy statement that describes the purpose of OJT and emphasizes the company’s support for it
- A clear specification of who is accountable for conducting OJT
- A thorough review of OJT practices at other companies in similar industries
Effective OJT Programs Include:

1. Training of managers and peers in the principles of structured OJT
2. Availability of lesson plans, checklists, procedure manuals, training manuals, learning contracts, and progress report forms for use by employees who conduct OJT
3. Evaluation of employees’ levels of basic skills before OJT

OJT Programs: Self-Directed Learning

1. Employees take responsibility for all aspects of learning:
   - when it is conducted
   - who will be involved
2. Trainees master predetermined training content at their own pace without an instructor
3. Trainers are available to evaluate learning or answer questions for the trainee

Self-Directed Learning (continued)

Advantages
- Learn at own pace
- Feedback about learning performance
- Fewer trainers needed
- Consistent materials
- Multiple sites easier
- Fits employee shifts and schedules

Disadvantages
- Trainees must be motivated to learn on their own
- Higher development costs
- Higher development time

Steps to Develop Effective Self-Directed Learning:
1. Conduct a job analysis to identify the tasks that must be covered
2. Write trainee-centered learning objectives directly related to the tasks
3. Develop the content for the learning package
4. Break the content into smaller pieces
5. Develop an evaluation package that includes:
   - evaluation of the trainee
   - evaluation of the self-directed learning package

OJT Programs: Apprenticeship

1. Work-study training method with both on-the-job and classroom training
2. To qualify as a registered apprenticeship program under state or federal regulations:
   - 144 hours of classroom instruction
   - 2000 hours (or one year) of OJT experience
3. Can be sponsored by companies or unions
4. Most programs involve skilled trades

Apprenticeship (continued)

Advantages
- Earn pay while learning
- Effective learning about “why and how”
- Full-time employment at completion

Disadvantages
- Limited access for minorities and women
- No guarantee of full-time employment
- Training results in narrow focus expertise
**Hands-on Methods: Simulations**
- Represents a real-life situation
- Trainees’ decisions result in outcomes that mirror what would happen if on the job
- Used to teach:
  - Production and process skills
  - Management and interpersonal skills

**Hand-on Methods: Case Studies**
- Description about how employees or an organization dealt with a difficult situation
- Trainees are required to:
  - analyze and critique actions taken
  - indicate the appropriate actions
  - suggest what might have been done differently
- Major assumption is that employees are most likely to recall and use knowledge and skills learned through a process of discovery

**Process for Case Development**
1. Identify a story
2. Gather information
3. Prepare a story outline
4. Decide on administrative issues
5. Prepare case materials

**Hand-on Methods: Business Games**
- Require trainees to gather information, analyze it, and make decisions
- Primarily used for management skill development
- Games mimic the competitive nature of business

**Hands-on Methods: Role Plays**
- Trainees act out characters assigned to them
- Information regarding the situation is provided to the trainees
- Focus on interpersonal responses
- Outcomes depend on the emotional (and subjective) reactions of the other trainees
- The more meaningful the exercise, the higher the level of participant focus and intensity

**Hands-on Methods: Behavior Modeling**
- Involves presenting trainees with a model who demonstrates key behaviors to replicate
- Provides trainees opportunity to practice the key behaviors
- Based on the principles of social learning theory
- More appropriate for learning skills and behaviors than factual information
- Effective for teaching interpersonal and computer skills
Behavior Modeling: Training Program Activities (1 of 2)

**Introduction**
- Present key behaviors using video
- Give rationale for skill module
- Trainees discuss experiences in using skill

**Skill Preparation and Development**
- View model
- Participate in role plays and practice
- Receive oral and video feedback on performance of key behaviors

Behavior Modeling: Training Program Activities (2 of 2)

**Application Planning**
- Set improvement goals
- Identify situations to use key behaviors
- Identify on-the-job applications of the key behaviors

Group Building Methods (1 of 2)

- **Group building methods** - training methods designed to improve team or group effectiveness
- Training directed at improving trainees’ skills as well as team effectiveness
- Group building methods involve trainees:
  - sharing ideas and experiences
  - building group identity
  - understanding interpersonal dynamics
  - learning their strengths and weaknesses and of their co-workers

Group Building Methods (2 of 2)

- Group techniques focus on helping teams increase their skills for effective teamwork
- Group building methods often involve *experiential learning*
- Group building methods include:
  - Adventure Learning
  - Team Training
  - Action Learning

Group Building Methods: Adventure Learning (1 of 2)

- Focuses on the development of teamwork and leadership skills using structured outdoor activities
- Also known as wilderness training and outdoor training
- Best suited for developing skills related to group effectiveness such as:
  - self-awareness
  - problem solving
  - conflict management
  - risk taking

Adventure Learning (2 of 2)

- To be successful:
  - Exercises should be related to the types of skills that participants are expected to develop
  - After the exercises, a skilled facilitator should lead a discussion about
    - what happened in the exercise
    - what was learned
    - how events in the exercise relate to job situation
    - how to apply what was learned on the job
Group Building Methods: Team Training

- Involves coordinating the performance of individuals who work together to achieve a common goal
- Teams that are effectively trained develop procedures to identify and resolve errors, coordinate information gathering, and reinforce each other

Components of Team Performance

- Team Performance
  - Behavior
  - Knowledge
  - Attitude

Main Elements of the Structure of Team Training

- Tools: Team Task Analysis, Performance Measurement, Task Simulation and Exercises, Feedback, Principles
- Methods: Information-Based, Demonstration-Based, Video-Based, Guided Practice, Risk Play
- Strategies: Cross-Training, Coordination Training, Team Leader Training
- Team Training Objectives: Knowledge, Skills, Attitudes

Group Building Methods: Action Learning

- Involves giving teams or work groups:
  - an actual problem,
  - having them work on solving it,
  - committing to an action plan, and
  - holding them accountable for carrying out the plan

Action Learning

- Several types of problems are used including how to:
  - Change the business
  - Better utilize technology
  - Remove barriers between the customer and company
  - Develop global leaders

Choosing a Training Method

1. Identify the type of learning outcome that you want training to influence
2. Consider the extent to which the learning method facilitates learning and transfer of training
3. Evaluate the costs related to development and use of the method
4. Consider the effectiveness of the training method