



EMPLOYEE TRAINING *and* DEVELOPMENT

Traditional Training Methods Chapter 7



6th Edition
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Learning Objectives

- Discuss the strengths and weaknesses of presentational, hands-on, and group building training methods
- Provide recommendations for effective on-the-job training (OJT)
- Develop a case study
- Develop a self-directed learning module

Learning Objectives

- Discuss the key components of behavior modeling training
- Explain the conditions necessary for adventure learning to be effective
- Discuss what team training should focus on to improve team performance

Introduction

- Traditional training methods
 - Require an instructor or facilitator
 - Involve face-to-face interactions

Presentation Methods

- Trainees are passive recipients of information, which may include:
 - Facts or information
 - Processes
 - Problem-solving methods
- Includes lectures and audio-visual techniques

Presentation Methods

- Lecture
 - Trainers communicate through spoken words
 - Least expensive and least time-consuming ways to present information
 - Easily employed with large groups of trainees
 - Supports behavior modeling and technology-based techniques

Presentation Method

- Disadvantages
 - Lacks participant involvement, feedback, and meaningful connection to work environment
 - Appeals to few of the trainees' senses
 - Makes it difficult to judge learners' level of understanding

Table 7.1 - Variations of the Lecture Method

Method	Description
Standard lecture	Trainer talks and may use visual aids provided on the blackboard, whiteboard, or Microsoft PowerPoint slides, while trainees listen and absorb information.
Team teaching	Two or more trainers present different topics or alternative views of the same topic.
Guest speakers	A speaker or speakers visit the session for a predetermined time period.
Panels	Primary instruction is conducted by the instructor.
Student presentations	Two or more speakers present information and ask questions. Groups of trainees present topics to the class.

Presentation Methods

- Audiovisual instruction
 - Used for improving communications, interviewing, and customer-service skills
 - Used for illustrating how procedures should be followed
 - Disadvantages
 - Too much content for the trainee to learn
 - Poor dialogue between the actors hinders credibility or clarity of the message
 - Overuse of humor, music, or drama may make it difficult to understand the important learning points

Hands-on Methods

- Require trainee to be actively involved in learning
- **On-the-job training (OJT)**
 - New or inexperienced employees learn work by:
 - Observing peers or managers performing the job
 - Trying to imitate their behavior
 - Needs less investment in terms of time or money

Hands-on Methods

	Advantages	Disadvantages
On-the-job training (OJT)	<ul style="list-style-type: none">• Customized to the experiences and abilities of trainees• Training is immediately applicable to the job• Save costs• Can be offered at any time, and trainers will be available because they are peers	<ul style="list-style-type: none">• Managers and peers may not use the same process to complete a task• Managers/Peers may pass on bad habit as useful skill• Unstructured OJT can result in poorly trained employees

Table 7.2 - Principles of On-the-Job Training (OJT)

Preparing for Instruction

1. Break down the job into important steps.
2. Prepare the necessary equipment, materials, and supplies.
3. Decide how much time you will devote to OJT and when you expect the employees to be competent in skill areas.

Actual Instruction

1. Tell the trainees the objective of the task and ask them to watch you demonstrate it.
2. Show the trainees how to do the task without saying anything.
3. Explain the key points or behaviors. (Write out the key points for the trainees, if possible.)
4. Show the trainees how to do it again.
5. Have the trainees do one or more single parts of the task and praise them for correct reproduction (optional).
6. Have the trainees do the entire task and praise them for correct reproduction.
7. If mistakes are made, have the trainees practice until accurate reproduction is achieved.
8. Praise the trainees for their success in learning the task.

Transfer of Training

Provide support materials and job aids such as flowcharts, checklists, or procedures.
Arrange for manager or trainer support and observation on the job, especially for difficult or complex tasks.

Evaluation

Prepare and allow time for final tests and exercises and surveys of trainee reactions.

Hands-on Methods

- An effective OJT program should include:
 - A policy statement that describes OJT purpose
 - Clear specification of who is accountable for conducting OJT
 - Review of OJT practices in other companies
 - Availability of lesson plans, checklists, manuals, learning contracts, and progress reports
 - Evaluation of employees' levels of basic skills

Hands-on Methods

	Advantages	Disadvantages
<p>Self directed learning <u>Employees</u></p> <ul style="list-style-type: none"> • Take responsibility for all aspects of learning • Determine when it is conducted and who will be involved <p><u>Trainers serve as facilitators</u></p>	<ul style="list-style-type: none"> • Allows trainees to learn at their own pace and receive feedback about the learning performance • Requires fewer trainers, reduces costs associated with travel and meeting rooms, and makes multiple-site training more realistic • Provides consistent training content • Makes it easier for shift employees to gain access to training materials 	<ul style="list-style-type: none"> • Trainees must be motivated to learn on their own • Higher development costs • Development time is longer

Hands-on Methods

- Necessary steps to develop effective self-directed learning:
 - Conduct job analysis to identify the tasks that must be covered
 - Write trainee-centered learning objectives directly related to the tasks
 - Develop the content for the learning package
 - Break the content into smaller pieces (“chunks”)
 - Develop an evaluation package

Hands-on Methods

	Advantages	Disadvantages
Apprenticeship Work-study training method with both on-the-job and classroom training	<ul style="list-style-type: none">• Learners can earn pay while they learn• Involves effective learning about “why and how”• Results in full-time employment for trainees• Meets specific business training needs and help attract talented employees	<ul style="list-style-type: none">• High development costs• Increased time commitment required of management and journey workers• Limited access for minorities and women• No guarantee of full-time employment• Training results in narrow focus expertise

Hands-on Methods

- Simulation
 - Represents a real-life situation
 - Trainees' decisions and the resulting outcomes mirror what would happen in real work situations
 - Replicates the physical equipment that employees use on the job
 - Is used to teach production, process skills, management, and interpersonal skills

Hands-on Methods

- Case studies
 - Description about how employees or an organization dealt with a difficult situation
 - Trainees are required to:
 - Analyze and critique the actions taken
 - Indicate the appropriate actions
 - Suggest what might have been done differently
 - Assumes that recall and use knowledge and skills is better if:
 - Learnt through the process of discovery

Hands-on Methods

- Appropriate for developing higher order intellectual skills
- Help trainees develop the willingness to take risks
- Case may not actually relate to the work situation or problem that the trainee will encounter

Table 7.5 - 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.

Hands-on Methods

- Business games
 - Require trainees to gather information, analyze it, and make decisions
 - Primarily used for management skill development
 - Mimic the competitive nature of business
 - Designed to demonstrate understanding or application of knowledge, skill, or behavior
 - Provides several alternative courses of action
 - Rules limit participant behavior

Table 7.6- Questions to Use When Debriefing A Game

How did the score of the game affect your behavior and the behavior of the team?
What did you learn from the game?
What aspects of the game remind you of situations at work?
How does the game relate to your work?
What did you learn from the game that you plan to use at work?

Hands-on Methods

- **Role plays:** Trainees act out characters assigned to them
 - Trainers need to engage in several activities before, during, and after the role play
 - Differ from simulations on the basis of:
 - Response choices available to the trainees
 - Level of detail of the situation given to trainees
 - Outcomes of the trainees' response

Table 7.7 - Activities for Effective Role Plays

Provide background information on the purpose of and context for the role play. Make sure that a script is provided with enough detail for trainees to understand their role.

The room is arranged so trainees can see and hear the role players.

Observations sheets and checklists that emphasize the issues in the role play are developed and used.

Debriefing occurs on the experience of the role players and observers, the relationship of the role play to the company context, and important learning points.

Hands-on Methods

- Behavior modeling
 - Demonstrates key behaviors to replicate
 - Provides trainees with the opportunity to practice the key behaviors
 - Based on the principles of social learning theory
 - More appropriate for teaching skills and behaviors than factual information

Hands-on Methods

- Developing behavior modeling training programs requires determining:
 - The tasks that are not being adequately performed due to lack of skill or behavior
 - The key behaviors that are required to perform the task.
- **Key behavior:** Set of behaviors that are necessary to complete a task
- **Modeling display:** Key behaviors that trainees will practice to develop the same set of behaviors

Table 7.8 - Activities in a Behavior Modeling Training Program

Introduction (45 mins.)

- Watch video that presents key behaviors.
- Listen to rationale for skill module.
- Discuss experiences in using skill.

Skill Preparation and Development (2 hrs., 30 mins.)

- View model.
- Participate in role plays and practice.
- Receive oral and video feedback on performance of key behaviors.

Application Planning (1 hr.)

- Set improvement goals.
- Identify situations in which to use key behaviors.
- Identify on-the-job applications of the key behaviors.

Hands-on Methods

- **Modeling display**
 - Key behaviors that the trainees will practice to develop the same set of behaviors
 - Characteristics of effective modeling display
 - Clearly presents key behaviors
 - Is credible to trainees
 - Overview of key behaviors is presented
 - Key behavior is repeated
 - Review of key behaviors is included
 - Both positive and negative use of key behaviors is presented

Hands-on Methods

- **Application planning:** Prepares trainees to use the key behaviors on the job
 - Involves identifying specific situations in which to use the key behaviors

Group Building Methods

- Designed to improve team or group effectiveness
 - Team
 - Two or more people with specific roles and shared responsibilities working to achieve a common goal
- **Experiential learning:** Four stages are:
 - Gaining conceptual knowledge and theory
 - Taking part in a behavioral simulation
 - Analyzing the activity
 - Connecting the theory and activity to real-life situations

Group Building Methods

- **Adventure learning**
 - Focuses on the development of teamwork and leadership skills through structured activities
 - Includes wilderness training, outdoor training, drum circles, and cooking classes
 - Develops skills related to group effectiveness

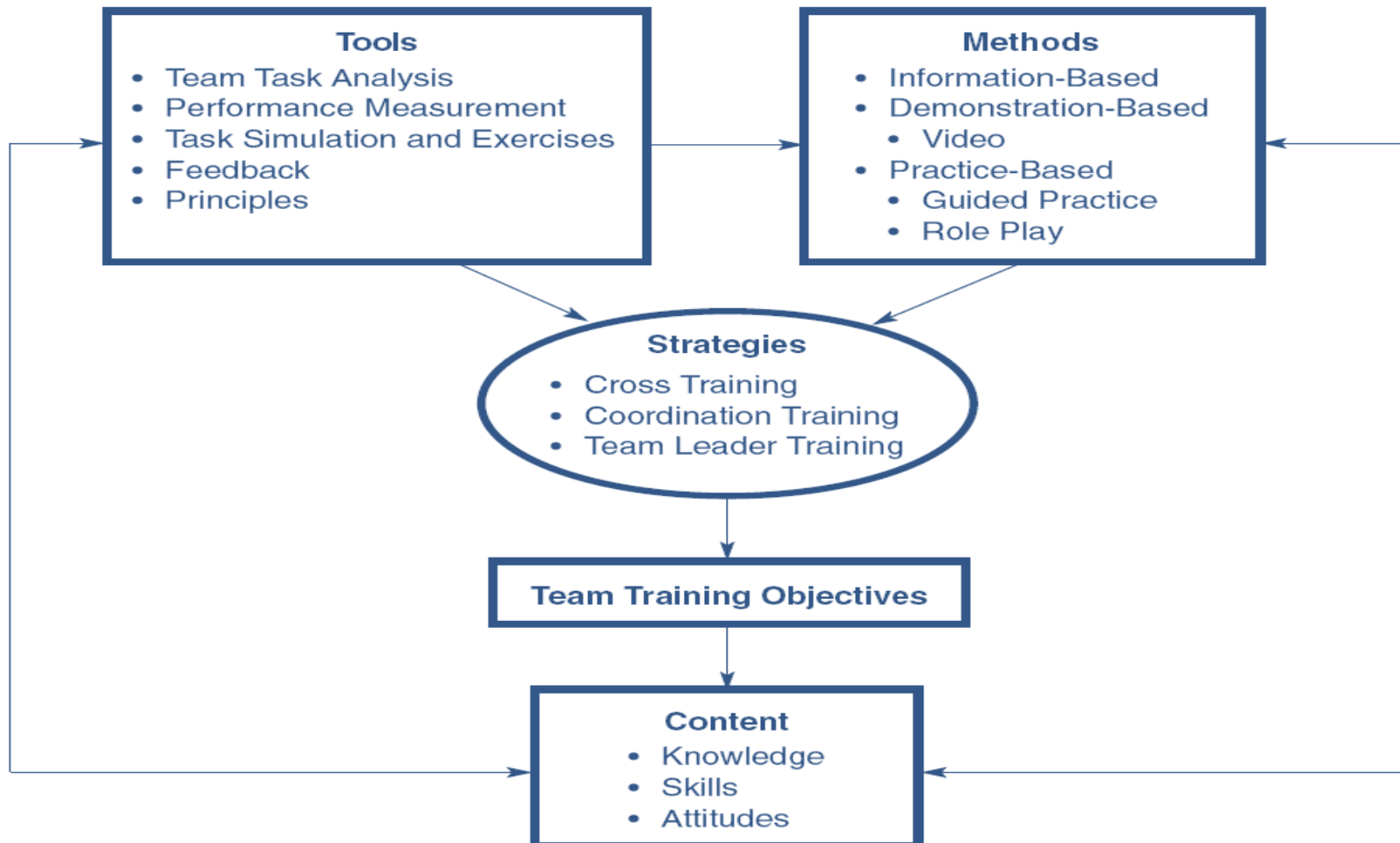
Group Building Methods

- To be successful:
 - Exercises should be related to the types of skills 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:** Designed to improve team effectiveness
- Effective team training helps
 - Develop procedures to identify and resolve errors
 - Coordinate information gathering
- Three components of team performance:
 - Knowledge
 - Attitudes
 - Behavior

Figure 7.4 - Main Elements of the Structure of Team Training



Group Building Methods

- **Cross training:** Team members understand and practice each other's skills
- Coordination training
 - Sharing information and decision-making responsibilities to maximize team performance
- **Leader training:** Training for team manager or facilitator

Group Building Methods

- **Scenario-based training:** Places team members in a realistic context while learning
- **Guided team self-correction:** Emphasizes continuous learning and knowledge sharing in teams

Group Building Methods

- **Action learning:** Teams or work groups:
 - Solve an actual problem
 - Commit to an action plan
 - Are accountable for carrying out the plan
- Addresses how to:
 - Change the business
 - Better utilize technology
 - Remove barriers between the customer and company
 - Develop global leaders

Table 7.10 - Steps in Action Learning

- Identification of the sponsors of action learning, including CEOs and top managers
- Identification of the problem or issue
- Identification and selection of the group who can address the problem
- Identification of coaches who can help the group reframe the problem and improve its problem solving by listening, giving feedback, offering assumptions, and so on
- Presentation of the problem to the group
- Group discussion that includes reframing the problem and agreement on what the problem is, what the group should do to solve the problem, and how the group should proceed
- Data gathering and analysis relevant to solving the problem, done by the group as a whole as well as by individual members
- Group presentation on how to solve the problem, with the goal of securing a commitment from the sponsors to act on the group's recommendations
- Self-reflection and debriefing (e.g., What have the group and group members learned? What might they have done differently?)

Group Building Methods

- Six sigma
 - Quality standard with a goal of no more than 3.4 defects per million processes
 - Training involves several levels
 - On completion employees become certified as green belts, champions, or black belts
- Kaizen
 - Focuses on continuous improvement of business processes

Choosing a Training Method

- Identify the type of learning outcome
- Consider the extent to which the learning method facilitates
 - Learning
 - Transfer of training
- Evaluate the related costs
- Consider the effectiveness of training method

Table 7.11- Comparison of Training Methods

	Presentation			Hands-On				Group Building					
	Lecture	Video	OJT	Self-Directed Learning	Apprenticeship	Simulation	Case Study	Business Games	Role Playing	Behavior Modeling	Adventure Learning	Team Training	Action Learning
Learning Outcome													
Verbal information	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No
Intellectual skills	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No
Cognitive strategies	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Attitudes	Yes	Yes	No	No	No	No	No	No	Yes	No	Yes	Yes	Yes
Motor skills	No	Yes	Yes	No	Yes	Yes	No	No	No	Yes	No	No	No
Learning Environment													
Clear objective	Medium	Low	High	High	High	High	Medium	High	Medium	High	Medium	High	High
Practice	Low	Low	High	High	High	High	Medium	Medium	Medium	High	Medium	High	Medium
Meaningfulness	Medium	Medium	High	Medium	High	High	Medium	Medium	Medium	Medium	Low	High	High
Feedback	Low	Low	High	Medium	High	High	Medium	High	Medium	High	Medium	Medium	High
Observation and interaction with others	Low	Medium	High	Medium	High	High	High	High	High	High	High	High	High
Transfer of Training Cost													
Development	Low	Low	High	Medium	High	High	Medium	Medium	Medium	High	Low	High	High
Administrative	Medium	Medium	Medium	High	High	High	Medium	High	Medium	Medium	Medium	Medium	Low
Effectiveness	Low	Low	Low	Medium	High	Low	Low	Medium	Medium	Medium	Medium	Medium	Medium
	High for verbal information	Medium	High for structured OJT	Medium	High	High	Medium	Medium	Medium	High	Low	Medium	High