

LESSON 19

METHODS AND STYLES OF TRAINING

Introduction to training Methods and Techniques

Friends,

In previous units of you have been explained about concept of training and development and the procedure of training.

This unit gives an exposure to various training methods and techniques used , most commonly used training methods, best method to be used for specific type of training.

After reading this unit you will be able to:

- 1. Explain various methods and techniques to training**
- 2. Understand the significance of training methods in effective training**
- 3. Select appropriate training method**

INTRODUCTION:

Training is considered as a tool for Human Resource Development (HRD). Nowadays it is an unmissable step in each and every developmental process of human being. It has immense potential in transfer and utilization of latest technical know how , leadership development, organization of people, formation of self help group mobilization of people as well as resources empowerment of resource poor rural mass, entrepreneurship development etc. which are considered as essential components of HRD.

Hayword (1989) identified training as one of the key factors in implementing extension and observed that extension design and planning should include training for all staff at all levels as a basic mechanism for inculcating competence professionalism and service morale. For all these an appropriate training methodology is very much essential. There are many such methods followed by different training institutions for imparting training in extension. The ancient one of these is Lecture Method. For so many days it was the only method used in training, but due to its various drawbacks now it is almost obsolete. It is observed that participative methods, simulation methods are very much effective in imparting training. Electronic technologies are also likely to make a deep impact on training of extension personnel in India and abroad. Use of Interactive Computer Video Technology (ICVT), Computer Aided Instruction (CAI), tele conferencing etc. are getting popularity day by day. Moreover,these are proved to be very effective tools in extension training. Here we shall discuss about the current trends in the use of extension training methods for giving training to the extension personnel.

RECENT METHODS USED IN TRAINING

Within a few years the global scenario has changed quite a lot. Need of professionalism is clearly established to meet new challenges in various fields of specialization. Despite back ground education, professionalism can be achieved only with proper training. The most important question facing us today is: How to make training better?

Some commonly used methods are discussed in the following pages:

CASE STUDY:

What it is?

A history of some events or set of circumstance with the relevant detail is examined by the trainees.

Case Studies fall into two broad categories:

- a. Those in which the trainees diagnose the causes of a particular problem.
- b. Those in which the trainees set out to solve a particular problem.

This method was first used to introduce an empirical approach to management education and training emphasis was put on the study of typical cases of past practical experience.

What it will achieve?

It is suitable where a cool look at the problem or set of circumstances, free from the pressures of the actual event is beneficial. It provides opportunities for exchange of ideas and consideration of possible solutions to problems the trainees will face in the work situation.

EXERCISE

What it is?

Trainees are asked to undertake a particular task leading to a required result following lines laid down by the trainers. It is usually a practice or a test of knowledge put over prior to the exercise. It may be used to discover trainees knowledge or ideas before further information or new ideas are introduced. Exercise may be posed for individual or for group.

What it will achieve?

Suitable for any situation where the trainees need to practise following a particular pattern or formula to reach a required objective. The trainees are to some extent on their own. This is a highly active form of learning. Exercises are frequently used instead of

formal test to find out how much the trainee has assimilated. There is a lot of scope in this method for the imaginative trainers.

APPLICATION PROJECT

What it is?

Similar to an exercise but giving the trainees much greater opportunity for the display of initiative and creative ideas. The particular task is laid down by the trainer but the lines to be followed to achieve the objectives are felt by the trainees. Like exercise, project may be set for either individual or groups.

What it will achieve?

Suitable for initiative and creative testing. Project provides feedback on a range of personal qualities of trainees as well as their range of knowledge and attitude to the job. Like exercise projects may be used instead of formal tests. Again there is a lot of scope for the imaginative trainers.

IN BASKET (IN TRAY)

What it is?

Trainees are given a series of files papers and letter similar to those they will be required to deal with at the place of work. Trainees are asked to take action on each piece of work. The results are marked or compared with one another.

What it will achieve?

Suitable for giving trainee desk workers a clear understanding of the real life problems and their solutions. The simulation of the real situation aids the transfer of learning from the training to the work situation. It's a valuable way of obtaining feedback of the trainees progress. Also useful for developing attitudes towards the work eg priorities customers, complaints, superiors etc.

BUSINESS GAMES

What it is?

Trainees are presented with the information about a company financial position, products market etc. They are given different management roles to perform. One group may be concerned with sales, another with production and so on. These decisions in terms of profitability are then calculated.

What it will achieve?

Suitable for giving trainee manager practice in dealing with management problems. Simulation of the real life situation not only aids the transfer of learning but is necessary because of trainee manager applying only rote theoretical knowledge to the work situation could cause major problems. Also a valuable way of assessing the potential and performance of trainees. It helps considerably in developing many aspects of a manager's role.

SENSITIVITY TRAINING (GROUP DYNAMICS)

What it is?

Trainees are put into situation in which :

1. The behaviour of each individual in the group is subject to examination and comment by the other trainees;
2. The behaviour of the groups as a whole is examined.

(The trainer is a psychologist, sociologist or a person who has himself received special training)

What it will achieve?

A vivid way for the trainee to learn the effect of his behaviour on other people and the effect of their behaviour upon him. It increases knowledge of how and why people at work behave as they do . It increases skill of working with other people. Also it is a valuable way of learning the skill of communication.

ROLE PLAYING

What it is?

Role playing has occupied an important place in extension training as a method of simulating real life situations. It is an effective way of bringing into the classroom real life situation which otherwise may not be possible. This method enables participants to understand better the behaviour of others as well as their own emotions and feelings.

The trainer has to brief the person who are going to play the role, describing the role to be played and the manner in which it is to be played. After the role play session is over it is discussed not only with the group but also with the players as to how good or bad they have done it. This discussion facilitated the learning process.

What it will achieve?

It is suitable for near to life practice in the training situation and is helpful to the trainees. It is useful in strengthening the skills of human interaction. It is helpful in assessing personal attitude, feelings and behavior, thus developing empathy towards client.

INTERACTIVE LECTURETTE

What it is?

Traditional lectures are criticized on many counts. In order to overcome drawbacks present in traditional lecture Interactive lecturette is now being adopted by the trainers. In this method aspects of communication and adult learning involved in teaching and learning are carefully considered. Interactive leacturette are brief, uses experiences of participants, allows two way communication, facts or contents are organized form known to unknown and simple to complex manner. In this trainers can use a variety of modes to support lectures viz. questions, seeking examples, sharing personal experiences from learner etc.

What it will achieve?

It is good for making training interaction participative and interesting. It helps in developing creativity among participants.

SIMULATION GAME

What it is?

Now a days many taining organizations are training experts are utilizing the techniques simulation game in the training programme. A simulation game combines the attributes of simulation (simplification of some real life situation) with the attributes of a games, an activity in which participants follow prescribed rules. That differ from those of reality as they strike to attain a challenging goal. Some expert trainers are also utilizing behaviour simulation games which focus primarily on the processes of interpersonal relations, on how decisions are made, and with what consequences, rather than on the substance of the decisions.

What it will achieve

It is suitable for enquiry oriented approach to teaching in the field of social science. It facilitates the active participants involvement in learning as it utilizes the discovery learning method in which participants are directly immersed in a real or contrived problematic situation from where they develop hypothesis test it and arrive at conclusion

PROGRAMMED INSTRUCTION

What it is?

Originally the term programmed instruction was used in reference to a particular format for presenting printed learning material to an individual learner. The material to be learnt is prepared in such a way that is can be presented to the learner in series of carefully planned sequential steps. These steps progress from simple to more complex levels of

instruction. At each step, the student must make a response that test his comprehension. That is to say, he must write his answer to a question fill in a missing word or phrase , or choose a correct statement from several possibly correct statements or take some other appropriate action. This method of imparting instruction has immense potential in extension training.

What it will achieve

Programmed Instruction is particularly useful as an enrichment activity. It can help provide highly motivated participants with additional learning experience that the trainer might ordinarily be unable to provide because of classroom time pressures. The programmed can be function as a kind of tutor for slow learner in situations where more personalized attention may be virtually impossible

NEW ELECTRONIC TECHNOLOGIES IN TRAINING

Electronic technology is a generic term covering an array of technologies which are already in use or have tremendous potential for use in a wide variety of educational use. Time has come to use appropriate electronic technology for better implementation of training. Followings are some recent electronic technologies which are in use for training in extension

Computer

In the field of extension in India, a beginning has already been made in the introduction of computers in monitoring and evaluation units of the states. States of Karnataka and maharashtra have already taken a lead in this direction. Use of computer in extension training is increasing day by day.

Video Tapes

Video tapes have already found quick use in extension in India. The directorate of Extension makes a number of video tapes in the field of new and emerging areas of technology dry land farming, women in agriculture etc these can be shown t the trainees in training programme.

Interactive Computer Video Technology (ICVT)

The use of computers and video tapes in the filed of training is now well established. Some leading institutions like manage hyderabad are using this technology in training programme.

Broadcast Television

A television system in which programme on training are sent out by radio waves and are seen on television. Indira Gandhi National open University (IGNOU) is very well using this technology in its educational and training programme.

Cable Television

A television system in which programmes are sent along wires to television sets after they have been transmitted to a central receiver.

Capacitance Disc

A video disc which uses electric charges for audio and visual signals. It is read by a sensor which has to be in contact with it.

Computer Aided Instruction (CAI)

An educational concept which places the student in a conversational mode with a computer which has a programmed study plan. The programmed course selects the next topic or phase of study according to previous responses from the student allowing each student to progress at a pace directly related to his or her learning capability.

Interactive System

Any system which allows a continuous way communication between the user and the system.

Interactive Video (IV) or Interactive Computer (IC)

The phrase Interactive video refers to a video programme with which the user (trainee) can interact. Interactivity takes place between the user and the system. Same things for IC also. The system composed of four basic components monitor or video display unit, Video tape or video disc a computer, a disc drive. The computer controls the video tape or video disc. Disc drive loads programme into the computer.

Laser Disc

A video disc typically 30 cm in diameter with a silvery reflective surface. The disc is read by a laser beam, hence its name. Due to a tough protective coating on it, a laser disc is very durable.

Tele Text

A one way information service in which information is displayed as pages of text and other visual material. TVs are required to be specially equipped to receive such information.

Tele Conferencing

A Two way audio and one way video system. It is used now a days by many institutions for education and training purpose.

SUMMARY

Training is a crucial and continuous requirement for human resource development. It is needed for skilful extension of current technological know how. With the dynamic change in the world situation it is necessary to move away from the didactic methods of imparting training to new innovative methods for meeting up the new challenges. At present time, because of ineffective performance of lecture method, participatory training methods such as case study, role playing exercise, application project, simulation games etc are getting popularity and being used in training. Besides modern electronic technologies viz CAI, ICVT, Video tapes, tele conferencing etc. are likely to make a deep impact on training of extension personnel in India. The use of satellites and internet can make the training more effective and easy by saving time money and of course energy of participants, organization and nation. It is hoped that extension fraternity would like to view these developments with keen interest as it is a very promising area for effective extension training and Human Resource Development

Exercise 1- Determining Training Delivery Methods

For each of the following situations, determine, as a group, which training delivery method(s) best suits each situation. At the conclusion of the group meeting, have one or two members share the group's findings with the rest of the class.

1. You have a co-worker who is considered to be the department's "Local Area Expert" in Filemaker Pro, in addition to you. A new version of Filemaker Pro hits the market. As the department's support provider, it is your job to teach the new features of the new version to your co-worker. After all, if there are two of you that know the application's new features, your department will have more resources available when they have questions on the new version. What delivery method(s) would work best in this situation? Why?
2. Your whole department is moving from Macs to Wintel machines and is getting new equipment during the summer months while the student population is on break. You plan on introducing the new equipment to one work group at a time to minimize the confusion.
3. Not only do you and your department's other support techs have to set up the new equipment, but you are responsible for training your users in the use of the new equipment, operating systems and applications. What training delivery method(s) would you and your co-workers use in this situation? How would you implement the training? Explain your reasoning.
4. You have a number of co-workers in your department who need to learn Microsoft Access. Their time is limited due to work schedule constraints and the cost of bringing in a vendor to do the training is high. It is your job to determine the best way to minimize the cost of the training while coordinating the training around demanding work schedules. By the way, you happen to be an Access Power User. How would you deliver this training?
5. You support a department that has never really devoted resources to training (sound familiar??). Your users have varying skill levels and need training on a variety of applications. You have done a needs assessment and have determined that your users need training in Windows, Word, Excel and PowerPoint. Traditional classroom training is not an option since it would mean running several sessions of each topic for a small number of people. What would be your training plan for this department?

ARTICLE

Allow me to share with you my personal perspective on effective training methods. This perspective, I believe, will guide you along a path to becoming a more efficient grappler. It will also help you to discover what areas of training need the most attention in your training regimen.

There are three specific areas of training that will help you become a better grappler:

1. technical knowledge,
2. the development of physical and mental attributes, and
3. the use of strategy.

Technical knowledge

Technical knowledge begins with the student learning a series of physical movements called *techniques*. Once these movements have been learned, the student should practice them until he/she can do them in their sleep. The student should try to reach a level where he/she can reflexively respond to a specific stimuli and perform the technique without thought. Next, a student must learn how to put the basic techniques together into a series of movements called *combinations*. These combinations will teach the student how to flow from technique to another when they encounter resistance. Resistance will guide them into the next area of training, *the development of physical and mental attributes*.

Attributes

Attributes are those qualities that fuel the techniques. Physical attributes, like speed, power, explosiveness, balance, coordination, timing, sensitivity endurance and accuracy are the qualities that give life and vibrancy to techniques. Mental attributes, like focus, concentration, determination, the will to survive, and pain tolerance give extra added fuel to the physical attributes. Developing attributes is an extremely important and necessary component of training for the serious martial art student. Why? Because technical knowledge without the aid and assistance of physical and mental attributes is useless. Physical movements without the added fuel of speed, power, timing, accuracy or explosiveness are nothing more than a series of flowery dance movements. Developing these physical and mental qualities is *more important* than the accumulation of technical knowledge. Once technical knowledge has been combined with the development of physical and mental attributes, the student can begin to focus on the use of strategy.

Strategy

Strategy can be defined as "a careful plan or method." It is the choosing of a specific set of tactics that will enable the student to accomplish their desired goal in an efficient and effective manner. The strategy they choose will depend upon the unique set of circumstances that have presented themselves. It will also depend on the amount of

technical information the student has, as well as which attributes the student and his opponent possess.

So, "Where do I start?" you might ask? Well, you start by learning and practicing the mechanics of a specific technique. Next, you put some techniques together into two and three technique combinations. Next, you spar with it, and then finally, you review it. Here's an example of what I mean: let's start with the mechanics of a triangle and an arm lock. There are eight separate components of a triangle. There are seven separate components of an arm lock. To realistically put these two techniques together into an effective combination (while sparring) would require you to manipulate about fifteen different components within a short period of time (less than two seconds). Plus, you would have to set the first technique up by leading your opponent into it from a superior position. (As you can see, this is not an easy task to accomplish. Especially the first time you try it. This is why it is so important to master the mechanics of one technique before moving on to another one.) So, as you can see, this is a lengthy process. However, it is obtainable.

Once you can perform a technique reflexively where you no longer have to think about it, you can then move on to developing the specific attributes required to make that technique work.

Once you gain a handle on the mechanics and the attributes, you can then focus your efforts on developing a variety of strategies to set the technique up on a variety of opponent's. For example, how would you set up the technique on a bigger and stronger person? How would you set up the technique on a more experienced person? How do you set up the technique on an opponent who is faster than you are?

Do you see how strategies are dependent upon the physical and mental attribute and technical knowledge you possess? Do you see how technical knowledge and attributes lay a foundation for strategy?

Start this new journey of yours by first identifying your weaknesses. Once you've done that, attack those weaknesses like a wild chicken on crack! Get rid of those weaknesses so that you can one day look back on them and say, "I remember when..." Find something that you're not good at and work hard to become good at it!

In closing, let me leave you with these words of wisdom: Everything of value will come through great efforts on your part!

Good training to you,

SOURCE: Adapted from Danial Solomon and Harry L. miller. Exploration in Teaching Styles (Chicago: Center for the study of Liberal Education for Adults. (1961).

TWO SAMPLE PROFILE OF TRAINING STYLES

Dimensions	Profile A	Profile B
1. What does he think important?	Teaching subject matter of content	Developing participants or process
2. How does he relate to the group?	Impersonal or lacks sympathy	Personal or full of sympathy
3. How does he communicate? .	Talk or teacher active	Elicits or participant active
4. What method does he prefer?	Cognitive	Experiential
5. How does he react change?	Rigid	Flexible
6. How far does he control the group?	Controls completely	Allows full freedom.

Following is the example of training method.

Read/ See the following method of training and comment which is this method of training and in which type of training it can be used with what number of participants

tree swing

the tree swing or tire swing pictures - for training, presentations, etc

The tree tyre (or tire) swing picture depicting tyre (or tire) and rope swing in various states of dysfunctionality, illustrates the pitfalls of poor product design, or poor customer service, and the dangers of failing to properly listen to customers and interpret their needs. The tree swing also demonstrates the dangers of departmental barriers, and failures of departments to talk to each other, and to talk to customers. As such, the tree swing is perfect for training these issues. If you are using the tree swing to highlight a training subject most people very readily interpret the pictures into their own organisational situations. If you'd like some tree swing discussion pointers they are at the foot of the page.

what marketing suggested



what management approved



as designed by engineering



what was manufactured



as maintenance installed it



what the customer wanted



tree swing (or tire swing) discussion pointers

Normally no pointers are needed - people very readily interpret the pictures into their own organisational situation. Here are a few typical 'them and us' reactions just in case:

of marketing - add unnecessary value, add complexity, bells and whistles, embellish, put their own mark onto things, fanciful, impractical, untested, untried, creativity for creativity's sake, subjective not objective, theoretical not practical, clever ideas, think

they know what's best for the customers even if the survey feedback is utterly clear, fail to consult with engineering, production and anyone else in the organisation.

of management - cost-conscious, process-led rather than output-aware, failure to understand and interpret real issues and implications, failure to ask questions, committee decisions produce impractical solutions, removed from reality, detached from customers and front-line staff, failure to consult with users and functional departments.

of engineering - technical interpretation rather than practical, unconcerned with aesthetics and ergonomics, consideration stops after the 'can we build it?' stage, lack of consultation with specifiers and user representatives, meets specification but doesn't work properly, inappropriate materials and absence of styling.

of manufacturing - production specification over-rides design considerations, a law unto themselves, you get what you're given, any colour you like as long as it's black, detached from users, specifiers, designers, and everyone else except other manufacturing staff, unconcerned with usability or functionality, certainly unconcerned with bells and whistles and added value, totally focused on production efficiency, cost and time, lack of liaison with all other departments.

of maintenance - necessity is the mother of invention, very big tool-boxes, huge stocks of parts and ancillaries, materials, nuts, bolts and all other fixings known to man, happy to work all hours, especially evenings, weekends and public holidays at treble-time-and-a-half with days off in lieu, never consult with specifiers or customer specifications, enjoy quick-fixes, sticky-tape, mastic, bending bracketry, planks of wood and extended tea-breaks, never liaise with any other departments and think management are all useless idiots who can't even change a plug.

of customers - if only we'd listened, understood, and checked with them once in a while.....

ACTIVITY AND ASSIGNMENTS

1. What is job rotation? How does it help in acquiring new skills and knowledge?
2. Explain different methods of training the employees? Suggest a suitable training method for salesmen of a Heavy Machine Manufacturing Organisation.
3. What is employee training? Explain the important techniques of training.
4. Discuss how the group discussion can be treated to be a helpful method of employee training.
5. Compare and Contrast the four systems of operative training from the view points of purpose, organisation and educational characteristics.
6. Suggest the major type of training method in each of the following cases:
 - (a) State Bank of India wants to train 300 clerks who have been appointed just five days back.
 - (b) B.H.P.V. Ltd. wishes to train its mechanical engineers in latest developments of the Mechanical Engineering discipline.
 - (e) HMT wishes to train the raw candidates who will be absorbed in due course.
7. What factors should be evaluated when deciding whether to train employees on the job or in a class room