

Training Methods

This discussion reviews the traditional methods that can be used in training delivery. The traditional training methods addressed in this lecture are organized into three broad categories: presentation methods, hands-on methods, and group-building methods.

The 70-20-10 model is a commonly used formula in the training profession to describe the optimal sources of learning. It holds that individuals obtain 70% of their knowledge from job-related experiences, 20% from interactions with others, and 10% from formal educational events.

“A Learning System” figure in your textbook shows a learning system with four quadrants. The framework crosses two dimensions. The first is competency-based learning vs. context-based learning. Competency-based learning occurs when a company has defined a set of competencies for positions for the whole company. Context-based learning is unique to an employee’s specific needs. The second dimension relates to whether learning is guided (created and guided by the company) or social (created and guided by the employee):

- Guided competency learning—well-defined competencies trained via lecture and online methods
- Social competency learning—well-defined competencies learned via mentoring, job experiences, and coaching
- Guided contextual learning—context-dependent knowledge and skills trained via simulation, on-the-job training (OJT), behavior modeling, and experiential learning
- Social contextual learning—context-dependent knowledge and skills learned via social media and informal interactions with others

The types of presentation methods include lectures, audiovisual training, OJT, self-directed learning, apprenticeships, simulations, case studies, business games, role-plays, behavior modeling, adventure learning, team training, and action learning. It goes without saying that selecting effective and efficient training is not necessarily straightforward. Many considerations should be taken into account, including:

- The learning outcome, which is the most important consideration
- The learning environment
- The transfer of training considerations
- Cost
- The overall effectiveness

The following trends can be noted from the matrix for choosing training methods:

- There is considerable overlap between learning outcomes across the various training methods.
- Most of the hands-on methods provide a better environment for learning and transfer than the presentation methods, which are more passive.

- The presentation methods are less expensive than the hands-on methods.

If possible, trainers should use several different methods within a single training program to capitalize on the strengths of each method to facilitate learning.

Designing Training—The Steps

The development of an efficient and effective training program is one of the most important tasks to be undertaken in an organization. There are considerable issues to be considered in beginning this process, which will be noted below.

Instructional system design procedure involves the following stages (Noe, 2012):

Review the stages to learn more.

Stage 1

Perform a Needs Assessment

Find who needs training and what should be taught.

Example

Orders are being sent to the wrong customers (shipping personnel issues).

Stage 2

Confirm Employees are Prepared for Training

Certify employees are prepared and motivated to attend training.

Example

Shipping employees have been evaluated and warned and know the consequences of noncompliance and rewards for compliance.

Stage 3

Produce a Learning Atmosphere

Generate an environment that facilitates learning.

Example

Provide environmentally pleasant conditions and people to facilitate learning and recognize learning is taking place.

Stage 4

Confirm Transfer of Training

Confirm support is in place to enable the handover of competent skills.

Example

Provide a contact for anyone having any questions, comments, or concerns.

Stage 5

Determine Evaluation Tools for Training

Find how the efficiency and effectiveness of training will be measured.

Example

Competency instruments are suggested for evaluation along with customer complaints summaries.

Stage 6

Choose Training Approaches and Conduct Training

Design and conduct training.

Example

Determine if it will be done in-house, contractor, etc.

Stage 7

Monitor and Evaluate

Assess the effectiveness/efficiency of the training.

Example

Review results of the trainee evaluation of the program and the actual results noted above for performance improvements.

Reference

Noe, R. A. (2012). *Employee training and development* (6th ed.). New York, NY: McGraw-Hill Education.



Additional Materials

From the South University Online Library, read the following articles:

- [A Review and Critique of Research on Training and Organizational-Level Outcomes](#) □
- [Do Organizations Spend Wisely on Employees? Effects of Training and Development Investments on Learning and Innovation in Organizations](#) □

- [The Effects of Staffing and Training on Firm Productivity and Profit Growth Before, During, and After the Great Recession: Monograph](#) □
- [Examining the Factor Structure of Participant Reactions to Training: A Multidimensional Approach](#) □
- [An Examination of the Structure and Nomological Network of Trainee Reactions: A Closer Look at “Smile Sheets”](#) □
- [On the Level](#) □
- [What's the ROI of ROI?](#) □
- [In Search of the Holy Grail: Return on Investment Evaluation in Human Resource Development](#) □

From the Internet, read the following:

- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451–474.
- Worthen, B. (15 February, 2001). *Measuring the ROI of training*. Retrieved from: <https://www.cio.com/article/2441801/training/measuring-the-roi-of-training.html>