

Course Learning Outcomes for Unit VI

Upon completion of this unit, students should be able to:

6. Discuss learning styles and how they apply to different training models.
 - 6.1 Explain the various methods utilized in traditional training models.
 - 6.2 Describe the implementation of electronic learning into training models.
 - 6.3 Explain communication and listening skills necessary for the implementation of training.

Reading Assignment

Chapter 6: Traditional Training Methods

Chapter 7: Electronic Training Methods

Chapter 8: Development and Implementation of Training

Unit Lesson

This unit delves into the various types of training methods to develop and implement training in organizations. Traditional training methods include lectures, demonstrations, simulations, role play, and on the job training (OJT). Depending on the type of training needed and the environment of the work place, one method may work well while another is a tremendous failure.

Lectures are perhaps one of the oldest forms of training. This could include handouts, visual aids, videos, and posing of open or closed ended questions. The speaker must gain attention and keep attention of the trainees in any lecture situation. Attention spans are not long for most folks; thus, a dry, monotone, boring lecture will most likely not achieve the outcomes of the training. Trainers must allow time for trainees to respond to questions when asked as well as move the discussion along when needed so as not to diverge too far from topic.

Demonstrations can enhance lectures. Trainers can first demonstrate the skill while talking through the steps. Then, trainees could talk through the skill to be demonstrated before actually performing the demonstration to illustrate understanding. One good example of this type of training is CPR training. The trainer reviews the steps of rendering first aid before actually performing the steps on the mannequin. Then, the trainees speak the steps orally to the trainer before performing the demonstration on the mannequin.

Simulations are effective training tools but tend to be costly depending on the type of occupation. As mentioned in an earlier lesson, police officers can train on a Firearms Training Simulator (F.A.T.S) to determine shoot or no shoot scenarios presented by the program. They are required to treat the situations as a real time occurrence, which includes giving verbal commands while training.

Another simulation used in the criminal justice field is the Red Man Suit. This is a light, flexible red suit that police and correctional officers can wear in defensive tactics training scenarios. It provides blunt trauma protection that allows for real life scenarios. Previously, lectures, "war stories," and videos were offered to illustrate proper tactical movements when being approached by suspects and/or inmates. This suit now offers a real life feeling for trainees to practice their tactical training before experiencing such activity on the streets or in the prison environment.

Role play can be very effective in training as well. Depending on the type of training to be offered, various situations can be enacted allowing trainees time to discuss the pros and cons of each situation, as well as to

relate the situations to the learning objectives of the training. Role play is used frequently in police and correctional officer training academies.

On the job training is an effective way to monitor new employees to determine if they are indeed performing their job duties in positive, efficient, and effective manners. This usually requires a coach or mentor (usually a supervisor or another employee) to train the new employees for a specified length of time.

Over the last few decades, another form of training has evolved: electronic training. This involves computer based training, programmed instruction, interactive media, intelligent tutoring systems, and virtual reality (Blanchard & Thacker, 2013). These forms of training can assist with larger groups of employees, in various locations, for lower costs than traditional training methods. Again, the organization must recognize that not all employees are current with technology, so training on how to use the technology may be necessary prior to any employment related training occurs.

In order to develop and implement effective training, the organization must prepare a plan to determine which training method(s) will best fit its needs. This will take into account the number of employees to be trained, the nature of the material, costs, and learning styles of employees. Trainers can be hired from outside of the organization or selected from current employees. No matter the type, a trainer must have experience and credibility with his or her audience.

Trainers need to take into account the time, location, education levels, and materials necessary to begin implementation of training. Issues such as location, heat/air, refreshments, training materials, and equipment needs should be concluded before training begins. Should a trainer show up the first day of training only to find the air does not work or his/her equipment does not work will begin to lose credibility and interest with his/her audience. Thus, a dry run of the training should be performed days before the training is scheduled to occur.

Effective trainers should have good communication skills. They should not hide behind a podium or look at a screen the entire time. Trainers need to move around the room while speaking. They should speak clearly and loudly enough for all to hear and should also use forms of nonverbal communication to keep attention and interest. Maintaining eye contact, head nods of approval, using hands to demonstrate action—all of these will keep the trainees' interest.

Another skill that is critical for trainers is that of active listening. When trainers ask questions to their audience, they must listen without making judgments or thinking of what is going to be said next. Active listening requires listening carefully to what is being said, summarizing in one's mind what was said, and feeding the summary back to the individual who was speaking (Blanchard & Thacker, 2013). This decreases miscommunication between the trainer and his or her audience.

Reference

Blanchard, P. N., & Thacker, J. W. (2013). *Effective training: Systems, strategies, and practices* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Learning Activities (Nongraded)

Nongraded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions, contact your instructor for further guidance and information.

Review the case analysis in the textbook on pages 312-313. Answer the case questions on page 313.