**Chapter Seven**

**Traditional Training Methods**

**OBJECTIVES**

1. Discuss the strengths and weaknesses of presentational, hands-on, and group building training methods.

2. Provide recommendations for effective on-the-job training (OJT).

3. Develop a case study.

4. Develop a self-directed learning module.

5. Discuss the key components of behavior modeling training.

6. Explain the conditions necessary for adventure learning to be effective.

7. Discuss what team training should focus on to improve team performance.

**MULTIPLE CHOICE**

7.1. \_\_\_\_\_ learning focuses on well-defined competencies typically trained via lecture and online methods.

1. Guided competency
2. Social competency learning
3. Guided contextual learning
4. Social contextual learning

Answer: a

Difficulty: medium

Learning objective: 1

7.2. \_\_\_\_\_ focuses on context dependent knowledge and skills learned via social media and informal interactions through others.

1. Guided competency
2. Social competency learning
3. Guided contextual learning
4. Social contextual learning

Answer: d

Difficulty: medium

Learning objective: 1

7.3. \_\_\_\_\_ is an example of a context-based learning method that is guided by companies.

1. Lecture
2. Mentoring
3. Coaching
4. A simulation

Answer: d

Difficulty: medium

Learning objective: 1

7.4. Which of the following is a presentation method of training?

1. On-the-job training
2. Lecture
3. Simulation
4. Case study

Answer: b

Difficulty: easy

Learning objective: 1

7.5. Lecture as a presentation method \_\_\_\_\_.

1. emphasizes active trainee involvement and feedback
2. is an expensive and time-consuming way to communicate information
3. can be easily employed with large groups of trainees
4. allows for strong connection to the work environment and easy transfer of training

Answer: c

Difficulty: medium

Learning objective: 1

7.6. Which of the following requires the least amount of participation from trainees?

1. Apprenticeship
2. Case study
3. Simulation
4. Audiovisual instruction

Answer: d

Difficulty: easy

Learning objective: 1

7.7. Which of the following statements is most true of on-the-job training (OJT)?

1. It is formal because it should be planned.
2. OJT cannot be used for training newly hired employees.
3. Skills learned through OJT are easily transferred to the job.
4. OJT results in higher audiovisual costs.

Answer: c

Difficulty: medium

Learning objective: 1/2

7.8. Which of the following methods allows employees to take responsibility for all aspects of learning, including when it is conducted and who will be involved in it?

1. Self-directed learning
2. Adult learning
3. Apprenticeship
4. Informal learning

Answer: a

Difficulty: easy

Learning objective: 1/4

7.9. Development of effective self-directed learning typically begins with \_\_\_\_\_.

1. writing trainee-centered learning objectives directly related to the tasks
2. conducting a job analysis to identify the tasks that must be covered
3. developing content for the learning package
4. developing an evaluation package

Answer: b

Difficulty: medium

Learning objective: 1/4

7.10. Which of the following training methods involve assisting a certified tradesperson at a work site?

1. Apprenticeships
2. Simulations
3. Business games
4. Role plays

Answer: a

Difficulty: easy

Learning objective: 1

7.11. A case study \_\_\_\_\_.

1. is a training method that replicates the physical equipment
2. is a description about how employees or an organization dealt with a difficult situation
3. involves assisting a certified tradesperson
4. involves observing peers performing a case and then trying to imitate their behavior

Answer: b

Difficulty: easy

Learning objective: 1/3

7.12. Which of the following is not characteristic of case studies?

1. They often depict realistic situations
2. They allow trainees to analyze situations and make recommendations
3. They allow trainees to act out skills
4. Trainees’ recommendations are hypothetical

Answer: c

Difficulty: medium

Learning objective: 1/3

7.13. Which of the following statements is true of business games?

1. Business games are non-competitive.
2. Trainees know for certain the consequences of their actions.
3. There are no limitations for participant behavior in business games.
4. Several alternative courses of action are available to trainees.

Answer: d

Difficulty: medium

Learning objective: 1

7.14. \_\_\_\_\_ is based on the principles of social learning theory.

1. Behavior modification
2. Simulation
3. Behavior modeling
4. Social media learning

Answer: c

Difficulty: easy

Learning objective: 1

7.15. Vicarious reinforcement is most relevant to \_\_\_\_\_.

1. simulations
2. behavior modeling
3. case studies
4. lectures

Answer: b

Difficulty: easy

Learning objective: 1

7.16. Which of the following is the first stage of an experiential learning training program?

1. Take part in a behavioral simulation
2. Analyze the activity
3. Gain conceptual knowledge and theory
4. Connect the theory and activity with on-the-job or real-life situations

Answer: c

Difficulty: easy

Learning objective: 1

7.17. \_\_\_\_\_ refers to the training that a team manager receives that focuses on ways to resolve conflict within the team.

1. Guided team self-correction
2. Scenario-based training
3. Team leader training
4. Cross training

Answer: c

Difficulty: easy

Learning objective: 7

7.18. \_\_\_\_\_ best prepares team members to step in and take the place of a member who may temporarily leave the team.

1. Guided team self-correction
2. Cross training
3. Coordination training
4. Temporary team training

Answer: b

Difficulty: easy

Learning objective: 7

7.19. \_\_\_\_\_ involves training teams how to share information and make decisions.

1. Cross training
2. Team sharing training
3. Coordination training
4. Guided team self-correction

Answer: c

Difficulty: easy

Learning objective: 7

7.20. \_\_\_\_\_ is a group building method that may include customers and addresses problems such as how to change the business and develop global leaders.

1. Action learning
2. Adventure learning
3. Cross training
4. Guided team self-correction

Answer: a

Difficulty: easy

Learning objective: 1

7.21. Six Sigma and Kaizen, black belt training programs, involve principles of \_\_\_\_\_.

1. adventure learning
2. action learning
3. vicarious reinforcement
4. social learning theory

Answer: b

Difficulty: easy

Learning objective: 1

7.22. Which of the following training methods is best suited for attitudinal learning outcomes?

1. On-the-job training
2. Self-directed learning
3. Apprenticeship
4. Role play

Answer: d

Difficulty: easy

Learning objective: 1

7.23. The first and the most important step in choosing a training method is to identify the \_\_\_\_\_.

1. cost
2. type of learning outcome
3. effectiveness
4. time required to complete training

Answer: b

Difficulty: medium

Learning objective: 1

7.24. Which of the following statements is true?

1. There is considerable overlap between learning outcomes across the training methods.
2. Group building methods focus solely on team learning and not on individual learning.
3. Presentation methods lead to better transfer than hands-on methods.
4. Companies that have a larger budget should choose a presentation method over a hands-on method.

Answer: a

Difficulty: medium

Learning objective: 1

7.25. If companies have a limited budget for developing new training methods, the most appropriate hands-on training method would be \_\_\_\_\_.

1. simulation
2. team training
3. on-the-job training (OJT)
4. action learning

Answer: c

Difficulty: easy

Learning objective: 1

**TRUE-FALSE**

7.26. According to the 70-20-10 model, approximately 20 percent of learning occurs through formal classroom experiences.

Answer: false

Difficulty: easy

Learning objective: 1

7.27. According to the 70-20-10 model, the majority of learning should be guided by the employee as opposed to the organization.

Answer: true

Difficulty: easy

Learning objective: 1

7.28. Context-based learning is unique to an employee’s needs.

Answer: true

Difficulty: easy

Learning objective: 1

7.29. Competency based learning may occur through job experiences. .

Answer: true

Difficulty: easy

Learning objective: 1

7.30. Social contextual learning consists of formal training activities designed and developed by a company.

Answer: false

Difficulty: medium

Learning objective: 1

7.31. Presentation methods promote active participation among trainees.

Answer: false

Difficulty: easy

Learning objective: 1

7.32. A potential disadvantage of a panel is that trainees who are relatively naive about a topic may have difficulty understanding important points.

Answer: true

Difficulty: medium

Learning objective: 1

7.33. On-the-job training is considered informal because it does not occur as part of a formal classroom program.

Answer: true

Difficulty: easy

Learning objective: 1/2

7.34. On-the-job training is typically more passive than classroom training.

Answer: false

Difficulty: easy

Learning objective: 1/2

7.35. In self-directed learning, trainers do not control or disseminate instruction.

Answer: true

Difficulty: easy

Learning objective: 1/4

7.36. Apprenticeships provide guarantees that jobs will be available to trainees when a program is completed.

Answer: false

Difficulty: easy

Learning objective: 1

7.37. A case study is inappropriate for developing higher-order intellectual skills such as analysis, synthesis, and evaluation.

Answer: false

Difficulty: medium

Learning objective: 1/3

7.38. Business games mimic the competitive nature of business.

Answer: true

Difficulty: easy

Learning objective: 1

7.39. In a role play, trainees practice their technical skills.

Answer: false

Difficulty: medium

Learning objective: 1

7.40. Behavior modeling is more appropriate for teaching factual information than interpersonal skills.

Answer: false

Difficulty: medium

Learning objective: 1/5

7.41. Behavior modelling should be the basis for developing case studies.

Answer: false

Difficulty: medium

Learning objective: 1/3

7.42. It is generally considered best practice for role plays to be unstructured to enhance contextual learning.

Answer: false

Difficulty: medium

Learning objective: 1

7.43. In behavior modeling, key behaviors are typically performed in a specific order for a task to be completed.

Answer: true

Difficulty: easy

Learning objective: 1/5

7.44. Group building methods focus on individual as well as team learning.

Answer: true

Difficulty: easy

Learning objective: 1

7.45. Adventure learning likely results in high transfer of training.

Answer: false

Difficulty: medium

Learning objective: 1

7.46. Presentation methods are generally more effective than hands-on methods.

Answer: false

Difficulty: medium

Learning objective: 1

**SHORT ANSWER-ESSAY**

7.47. Describe the 70-20-10 model and its implications for training.

The 70-20-10 model is a commonly used formula within the training profession to describe the optimal sources of learning. It holds that individuals obtain 70 percent of their knowledge from job-related experiences, 20 percent from interactions with others, and 10 percent from formal educational events. The model highlights that the majority of learning occurs informally on the job, either through job experiences or interactions with others. As such, employees should be encouraged to take greater responsibility for their own development, and managers should help employees structure learning experiences outside of the formal classroom. Although only 10 percent of learning occurs as a result of formal courses, this does not mean the formal training is unimportant. Formal courses are a useful starting point for informal learning, and they help to disseminate content that may be difficult for individuals to acquire in an unstructured environment.

Difficultly: medium

Learning objective:

7.48. Typically, on-the-job training (OJT) is unstructured and inconsistent. Identify best practices to structure OJT to enhance its effectiveness.

* Effectively prepare for instruction by breaking tasks down into important steps
* Prepare the necessary resources and support before training
* Show trainees how to perform the task and explain key points
* Have the trainee practice small parts and then the entire task
* Provide praise and constructive feedback
* Have the trainee practice until accurate reproduction is achieved
* Provide support materials to facilitate transfer
* Evaluate the OJT

(See Table 7.2 for additional strategies.)

Difficultly: medium

Learning objective: 2

7.49. Elaborate on the process used for developing cases.

The first step is to identify a problem or situation. It is important to consider if the story is related to the instructional objectives, will provoke a discussion, forces decision making, can be told in a reasonable time period, and is applicable to situations trainees may face. Information on the problem or situation must also be readily accessible.

The next step is to research documents, interview participants, and obtain data that provide the details of the case.

The third step is to outline the story and link the details and exhibits to relevant points in the story.

Fourth, the media used to present the case should be determined. At this point, the trainer should consider how the case exercise will be conducted. This may involve determining if trainees will work individually or in teams and how the students will report results of their analyses.

Finally, the actual case materials need to be prepared. This includes assembling exhibits (figures, tables, articles, job descriptions, etc.), writing the story, preparing questions to guide analysis, and writing an opening that will attract trainees' attention and provide a quick orientation to the case.

Difficulty Level: Medium

Learning objective: 3

7.50. Identify strategies to enhance role plays.

There are many strategies that can be used to improve the effectiveness of role plays.

* Provide background on the context and purpose of the role play.
* Provide a script with sufficient detail for the trainees to follow.
* Arrange the room so other trainees can see the role players.
* Provide observation sheets and checklists that highlight the key issues of the role play.
* Provide sufficient time to debrief and provide feedback.

Difficulty: medium

Learning objective: 1

7.51. Identify the characteristics of effective modelling displays.

Characteristics of modeling displays include:

* clear presentation of the key behaviors
* a model that is credible to trainees
* an overview of the key behaviors
* repetition of each key behavior
* a review of the key behaviors
* models using the key behaviors both correctly and incorrectly

Difficulty: medium

Learning objective: 5