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# TRAINING TECHNIQUES

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# PREFACE

LONG EXPERIENCE HAS SHOWN the authors that books dealing with educational techniques and processes usually suffer from a common weakness, especially when used for personnel training. They make simple, natural things unnecessarily confounding. Because the beginning learner has not acquired a professional vocabulary, even the basic laws of learning are confusing to him. Many usable ideas presented by the average author in the educational field do not register because they are hidden behind intangibles.

Although the beginning personnel trainer or cadet teacher may have the most sincere desire to learn from educational writings, he must have exceptional fortitude to read more than a chapter or two of many of the books in this field. The acquisition of a new professional language and constant reference to a dictionary tend to discourage even the most hardy student.

It is our intention to remove these confusing elements by a simple down-to-earth presentation. We believe that the whole story can be told without confusing the reader. And we believe that the customary drab and pedagogical presentation becomes more effective if illustrated in a lighter vein. Since cartoons are often more effective than other illustrations, we have employed them to convey much of our thinking.

Considering that this was the job to be done, we believe that we have written a book that is technically accurate and presented in an interesting manner—one that will fill a real need of educators and personnel trainers.

K.B.H.  
C.H.E.



# CONTENTS

ED 10

## Chapter

## Page

1. Do You Know Your Stuff? . . . . . 1  
*You've got to be good. Who is a trainer? Professional trainers. School instructors. Job information and teaching skills. A competent personnel trainer.*
2. What Ho—The Learner! . . . . . 8  
*Prepare to meet all comers. Know your learners. Make a good start. Treat them as adults. Difficult learner types. Be sure of yourself.*
3. Hi Ho, The Instructor! . . . . . 22  
*Classroom presentation of a good trainer. Undesirable types.*
4. Productive Training Methods . . . . . 32  
*Deciding the purpose of the training. Training methods. Importance of visual aids in instruction. The forum method. The institute method. Conclusion.*
5. Individualized Training . . . . . 45  
*Take it easy and make it simple. The first day. Individual training methods. Four basic steps of training individuals. Foundation points on individual training. Treat people as individuals. How to handle individual problems. Importance of follow-up. The place to train individuals. The time of day to train individuals.*
6. Mechanics of Handling Group Meetings . . . 57  
*Provide memory insurance. Have an effective meeting place. Time to hold meetings. Create a work attitude. Consistent use of visual aids. Values of repetition. Provide repetitive practice.*

7. Punching Up Your Group Meetings . . . . . 70  
*Your after image. Personal example. Know your trainees. Provide variety. Try to establish good relationships. Be patient. Be positive. Have quality meetings. Case and illustration formula.*
8. Show—Don't Blow . . . . . 80  
*Reasons for visual aids. Kinds of visual aids. Getting the best results from films. Limitations of training aids.*
9. Patching Up the Holes . . . . . 91  
*Checking instructor qualities. Test what you want to test. Effective written tests. Types of tests. Performance tests. Grading trainees. Retraining. Appeal to the five senses. Praise and punishment. Finally.*
10. Supervision and Follow-Up Training . . . . . 100  
*The nature of supervising follow-up. Providing the chance to learn. Selecting the right person. After selecting the trainee. Providing the ability to produce. Providing the morale to produce. Your leadership.*

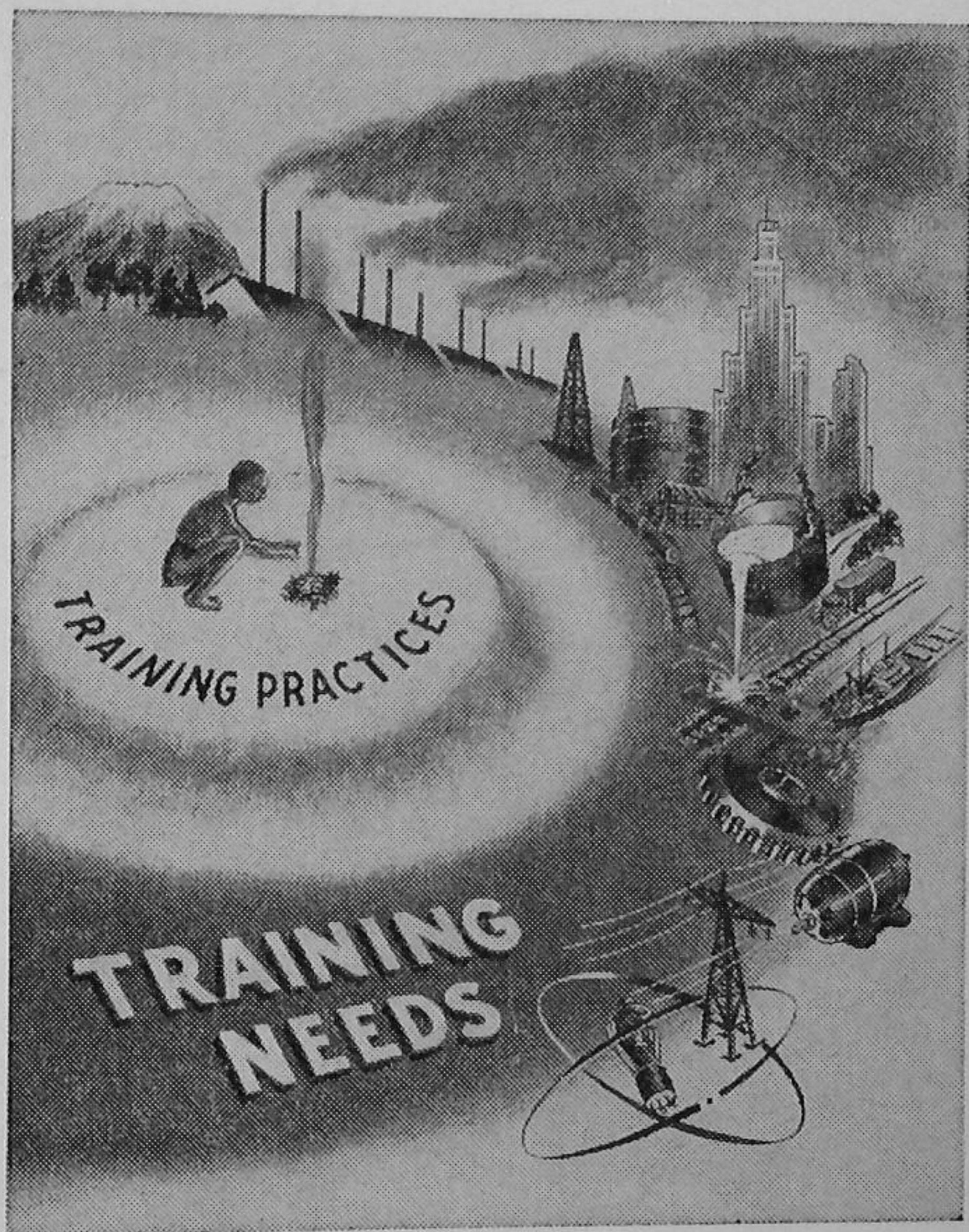


*Tested*

TRAINING

TECHNIQUES









## Do You Know Your Stuff?

WHAT DO YOU NEED? Do not bother to read further if you do not care for ideas concerning training. You do not need new or different techniques if you already possess the qualities of a skilled personnel trainer or instructor. It might pay dividends, however, to pause for a personal appraisal before you pass up the opportunity of learning what is presented in this book. Here's one way to make a personal evaluation very quickly:

$$x - y = z$$

$x$  = training skills needed on your job.

$y$  = training skills possessed by you.

$z$  = training skills you need.

Simply subtract what you already possess from what your job requires and the answer is what you need.

If you need no additional skills, why waste your time? But if you need and can benefit from the possession of additional training skills, better training skills, or a better application of your training skills, then this book was written for you.



## YOU'VE GOT TO BE GOOD

Perhaps you have read about the elderly woman who was living in abject poverty and squalor. She lived a hermit's life, never going out, unknown to her neighbors, and judged as poverty stricken. A search of her premises revealed \$465,000 in cash and bonds. In spite of this wealth, the woman was slowly starving to death. Of course, we wonder why anybody having such resources for comfortable living should elect to starve. Was the motive fear, ignorance, or miserliness?



Such cases are not numerous. This one is mentioned only to illustrate that there may be many trainers who live and die of intellectual starvation. They live in a humdrum world, doing the same things year after year. The doors of their minds are closed to new ideas, new devices, and new ways of doing things. These people seldom strike out into new areas, but live in the same narrow confines all their days. When they die they will leave behind a hoard of unusual opportunities and talents which, had they been used, would have helped them to become more productive and effective.

If you find yourself in a somewhat similar position this may be the time to change your life program. This book is tailor-made for people who admit to themselves that they do not know too much about training, but who are *eager to learn*.

## WHO IS A TRAINER?

It isn't necessary to be a high school or college teacher to be a trainer. If people work for you, you are a trainer. If you are any kind of supervisor you are, willy-nilly, a trainer. It may be that eighty per cent of your time is spent in training others.



If you have subordinates, you should be ready to give training at all times. You have no choice—you *must train!* The only choices anyone in a supervisory job has are *when* to train and *where* to train. Training is usually the most important part of the job. You should know that part as well as you know your production or line job.

### PROFESSIONAL TRAINERS

Professional trainers must be good! That is, they must be good to maintain a competitive position in business or school. In this short volume you will find a streamlined guide to better instruction. But we warn you not to read further if you expect to have old prejudices confirmed rather than to participate in the discovery of a few new truths.

### SCHOOL INSTRUCTORS

School instructors are difficult to influence. This is not due to a lack of ability to teach. However, instructional skills go down as the teacher ascends! Preschool and grade teachers are the best. High school teachers, as a group, are less skillful than grade school teachers, and college instructors are less skillful than high school teachers. Professors who teach in graduate schools display the greatest lack of teaching skills and understanding. They appear to be wrapped in a shroud of facts that they have difficulty in putting across.

It appears that one great weakness of all classes of trainers or educators is their lack of skill in getting their subject matter down to the level of their respective learners. Subject matter rarely loses any value when it is expressed in simple terms or when made meaningful. It always loses most of its value when involved terminology is employed.

Too many individuals who purport to train others delib-





erately try to talk over the learner's head—*they hide behind intangibles*. It probably inflates the instructor's ego to talk over a learner's head, creating a more pleasant feeling than the admission that he cannot express himself clearly. Successful personnel trainers do not hide behind intangibles. Their students are not cheated by this subterfuge. The job for which the trainee is being prepared is really being cheated if the training is lacking in meaning.

### JOB INFORMATION AND TEACHING SKILLS

Some trainers know everything there is to know about their jobs, but know little or nothing about training techniques. Others know subject matter, but lack instructional skills. It is easy to select competent trainers who know their jobs or their subject matter. It is an entirely different matter to find trainers who know their jobs and who can put a wealth of information across to their subordinates and learners.

The possession of large amounts of technical job information and training skills is necessary for effective training. If a choice had to be made between trainers, one having the technical job information and one training skill, *the choice should fall on the one who has the training skill*.

### A COMPETENT PERSONNEL TRAINER

#### *Qualities*

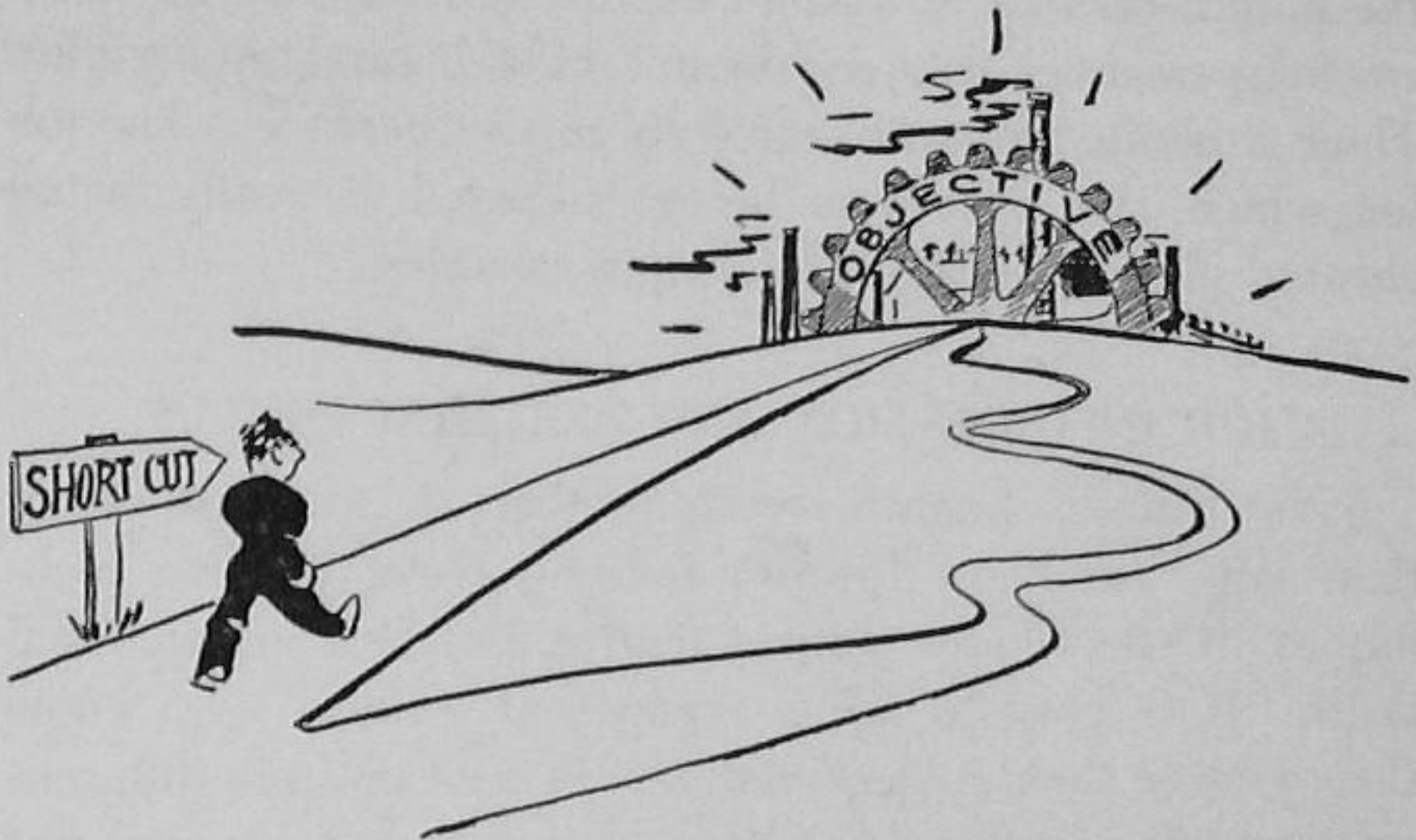
A good trainer is one who really knows his material. The following qualities are the bare essentials for a competent personnel trainer:

Ability to manage a group	Cheerfulness and vitality
Mastery of the subject	Good voice and speech
Pleasing appearance	Mental alertness
Self-control	Enthusiasm
Tact and sympathy	Instructional skill

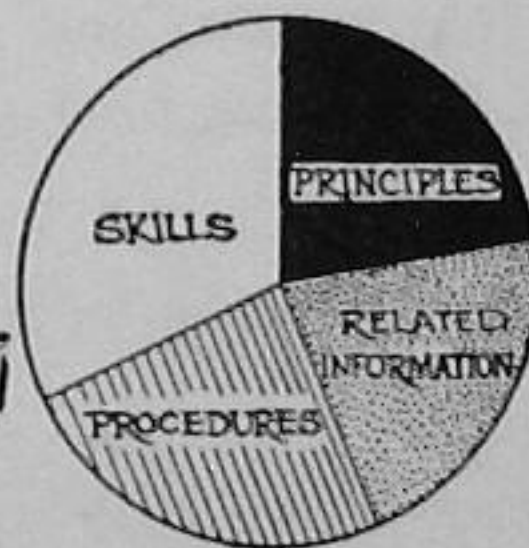
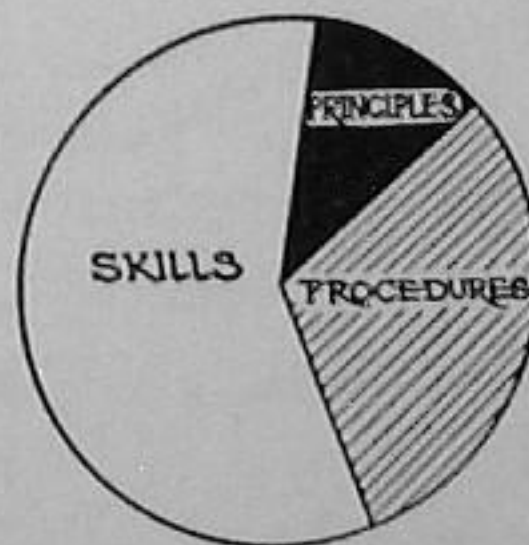


*Purpose*

The purpose of a competent trainer is to train swiftly, effectively, and productively. The competent trainer bases



his training upon definite principles that are dependable for producing swift, effective results. His ultimate objective is to produce the training needed by his organization so that it can retain a competitive position. Competition itself

*Academic**Productive*



demands that the trainer find and use the most effective *short-cuts to productive training*.

### *Productive training*

Productive training demands that the personnel trainer emphasize *skill* training. The procedures used receive consideration next, and principles will follow. *Productive training may be contrasted with ordinary academic training* as shown in the accompanying illustration.

### *Self-preparation*

*The competent trainer makes elaborate preparations before going into the classroom. He knows that the quality of the training depends largely upon his own get-ready and homework.* Before entering a classroom, or even before trying to train one person on the job, the clever trainer would first:

- Select his materials,
- Arrange the topics,
- Plan the use of training aids, and
- Prepare an interesting beginning.



It is essential that the trainer know the importance of being thoroughly acquainted with his subject and anticipate the points which will cause the greatest amount of comment and discussion.



A competent trainer will never enter a classroom until he has prepared a meeting guide and knows how he will perform to put across each unit, topic, or subject.

*Professional characteristics*

Ability to manage a group, mastery of the subject, and training skill are not enough to make a trainer competent. These things must be supplemented by important personal qualities such as a pleasant voice and speech, mental alertness, enthusiasm, well-groomed appearance, tact and sympathy, self-control, cheerfulness, and vitality. When he has these qualities in small amounts a trainer can get along. But a competent trainer needs large amounts of each of these qualities. *He must be as quick as a rabbit to put ideas across.*

The rest of this book will consider these professional characteristics in detail and suggest how they may be used in productive training. From here on, whatever you get out of this book will depend on you. We've got a few ideas to express, but *ideas are odd little things—they will not work unless you do, too.*





## What Ho—The Learner

A GREAT MAJORITY OF THE PEOPLE with whom you will work are trainable. *They will be earnest, conscientious, worthwhile people.* They will be a joy and a challenge to you. They will repay you for all of the effort involved in your preparation and presentation.

But any group being trained usually has one or two members of a different type. And just one of these can lessen the effectiveness of the instruction for all members of the group.

How to deal with the nonconformist is a problem. You can usually penalize him in some way. Sometimes you can have him transferred to another instructor. Occasionally you can even put him out of your class. However, both you and those to whom you are responsible measure your success by your ability to reclaim this type of trainee. He has to be "handled."

### PREPARE TO MEET ALL COMERS

In the majority of cases, if the trainer "knows his stuff," *is prepared before going to class*, and then presents the material in an expert manner, there will be no problem cases due to lack of maintenance of interest and discipline. We know trainers with wonderful personalities, who know their stuff, who prepared and presented their materials properly,



but who were tormented constantly by certain heartless individuals. The expert trainer will, therefore, make every preparation to anticipate and "handle" troublesome people such as slow learners, smart-alecks, chronic objectors, and time wasters.

### KNOW YOUR LEARNERS

A successful trainer makes every effort to be personally effective. As a part of personal effectiveness he makes every effort to *know his trainees as individuals*, to discover their special strengths, needs, and weaknesses. The trainer who can understand the attitudes and comprehend the learning ability of his trainees is the one who will get the desired results. He asks himself, "What do my trainees need?" and "What is the best way of putting it across so that they will master it quickly and thoroughly?" His ability to see his instruction from the point of view of the learner and to make his plans accordingly will determine the success of his teaching.

### MAKE A GOOD START

The competent trainer will start by arranging things so that his trainees enjoy the training period. This may be accomplished by showing that he knows his subject and job; by convincing them that by working with him they can achieve much that will be of great value to them. Disciplinary problems almost cease to exist when the trainer takes a personal interest in his trainees' difficulties and problems. But—there is always the chance that the trainer is short of one or two training skills and has difficulty, therefore, caring for certain situations and people. Perhaps one should start with methods applicable in adult teaching and thus appeal to the group for adult reactions.

### TREAT THEM AS ADULTS

Your trainees are mature. They should be grown up mentally, emotionally, and physically. Avoid treating them as



elementary school pupils or adolescents. You can expect wide differences in the group in experience, ability, intelligence, habits, temper, character, skill, and background. Do not lose *your* temper when you stumble on a variation from what you expected. It is probable that most of your trainees have a serious purpose and welcome good instruction. "Good" instruction to them means practical applications of theory and knowledge to *their* work. They will judge your instruction in terms of their needs and the demands of their jobs. This attitude means that the trainer must *show how* to apply the instruction given to the job at hand. Show—don't blow!

The competent trainer will win quick appreciation and respect. Appreciation and respect depend largely upon the trainer's knack of getting his training across. Trainees will be equally alert to incompetence and lack of ability on the part of the trainer.

### DIFFICULT LEARNER TYPES

#### *Superior learners*

There are always a few people in the group who learn more quickly and who do more than is expected from the average. They learn satisfactorily without supervision. They are usually ahead of the others in the class. Watch these people! They are the kind that every training organization needs. But they can be spoiled, and they can become what are sometimes known as "hellers."



One way to handle these people is to give them more work and more difficult assignments than are given to others in the class. They should also be promoted to positions of trust and responsibility,



such as assistants, monitors, or paper markers. It is advisable not to allow these people to be idle nor to spend time on assignments below their ability level. If possible, work out situations so that these capable trainees compete with each other rather than with their less able associates. Make their work hard and exacting. They will respect you for it. Further, these are the people upon whom the welfare and success of society depend. Make the most of their potentialities.

### *Slow learners*

Shortly after starting to work with a group, the trainer will discover some people who are slow in comprehending and in mastering skills. As soon as these trainees are discovered, an analysis should be made of their deficiencies. It may be necessary to arrange private conferences, special assignments, extra study, special classes in free time, or individual instruction.

These trainees may be slow because the trainer is inefficient. The training methods and the subject matter may need reworking and revision. However, after the trainer has exhausted every possibility of helping such people they should be dropped or transferred. Let us not deceive ourselves: some people are not trainable for the purpose for which the training is being offered; some are not worth the cost of the training in the particular program. One of the most serious errors made by schools is that of concentrating on pupils who cannot benefit from what the schools have to offer, and thereby neglecting the superior student. Industrial and vocational trainers cannot afford to waste their efforts by following such a procedure.





*Day dreamers and troublesome types*

To be successful as a trainer one cannot afford to tolerate inattention or trouble-making of any kind, not even from a nephew of the boss. When an inattentive or troublesome



character appears in a group, the trainer should first analyze himself. Has he presented the subject interestingly? Is there any other weakness evident on the part of the trainer? If not, load the trainee with work. Keep him extremely busy with assignments, call on him frequently in class, supervise him closely. If these devices fail, talk to the troublemaker in private. Explain the situa-

tion to him and ask for his co-operation. If the private, personal appeal fails, ask for his attention and co-operation before the entire group. If this does not get results, give him low grades, and try to ignore him—give him the silent treatment.

Such procedures may awaken the inattentive and troublesome trainee to his faults. If not, however, he should be weeded out—eliminated from the group to prevent contamination.

*Wisenheimers*

A “wisenheimer” may be found in every class. This is the person who uses a group situation as a place to act wise, show off, and perform acts of exhibitionism. He is related to the rough-house and the troublesome type.

Handle this type by informing him, in no uncertain terms, that his characteristics will not be tolerated for an instant. This should be done preferably at the time that he commits



his overt act. It is important to solve this problem immediately.

There appears to be only one solution to this kind of problem case. Upon committing such an act, the trainee should be informed that he is in the wrong place for such behavior. The quickness with which the ultimatum is issued by the trainer determines its effectiveness. When the culprit understands that there is no alternative, the problem may be solved.



#### *Sidetrackers and stallers*

There have always been learners who have tried to divert the attention and interest of fellow learners and the instructor from the lesson so that the staller's own lack of preparation will not become known. This type, all too frequently, appears in high school and college classrooms and ruins an otherwise good training session. Of course, the "professor" who is unaware of how he is being sidetracked is probably inefficient anyway, so nothing much is lost.



However, the personnel trainer who is effective will keep this type on the main line. He will insist that the class time be consumed only by the lesson. The problem is usually completely solved by calling regularly on the class sidetracker, so that he will be prepared to participate each day. Issues that are unrelated to the lesson and that have little value to the class should not be given class time. Usually, a pointed word of caution about sidetracking



is enough to caution the other class members as to the actions of the offender. A personal word after class to this effect should eliminate this difficulty.

### *Do-nothing type*

Almost every learning group will have at least one of these persons. This type displays little energy and interest; his learning rate and accomplishment are almost nil. Something causes this indifference and lackadaisical attitude. The first step in correction is to discover the cause. The

learner may not be in good health; he may be nervous, worried, or frightened; he may lack background for the training; the training may be distasteful to him.



There are several things that may be done to convert this type of person. First, check on the health and living habits of the learner. Simple, personal questions will usually bring out the facts. Suggestions can then be

made for his improvement. Second, tell the learner that he has a responsibility to learn. Third, try to inspire and spur the person on to greater ambition and accomplishment. Finally, it might be possible to shift or change the instruction so that the person may become interested.

If these appeals do not change the attitude of the learner, and if considerable time and effort has been given to him without much result, the do-nothing person should be transferred or dropped.

### *Big mouths*

These people may also be called the talkative, aggressive type. This is the extraverted type of person who tries to monopolize the conversation. He talks so much that no one



else in the group has an opportunity to talk. If a personal appeal, in private, does not cure this person, give him something else to do, such as keeping class records, grading papers, or making a summary of the work of the whole group. While he is occupied, the other members of the group will have a chance.

There also may be found members of the group who prefer to visit rather than to give their attention to the program of the group. Although these individuals may attempt to explain their visiting as a discussion of the point at hand, it is questionable if such is the case. At least the confusion of such a practice offsets its value.

Such a situation requires that the attention of the group be recaptured. Tell the offender that special problems of interest can be discussed after class, at the end of the day, on the job, or any other time when the whole group will not be compelled to suffer. Sometimes the rudeness of the individual must be matched to secure understanding. Usually, because they are often women, it is advisable that they be corrected in private.

#### *Dawdlers and time wasters*

These people are usually intelligent enough, but they require training in sticking to a job until it is completed. If the instructor will point out their faults, and then show and tell them how to develop efficient work habits, improvement may be accomplished.





Some time wasters may be cured by being given specific work to complete, by an explanation of the steps to follow to complete the assignment, by having a definite time set for the completion of the assignment and, finally, by being followed up to see that they work until the job is completed. The follow-up step is one of the most important.

### *Chronic objectors and faultfinders*

This is the person who seems to be against everyone and everything. He finds fault and criticizes; feels hurt, abused, and ill-treated. There are not many of this type in learning situations, but it takes only one to ruin a group.



It may be possible to change such a person's viewpoint by a straightforward personal talk in which he is told how others see him. An effective treatment may be to let him know what others in the class think of his personality and attitude. Let him see that he is classed as a chronic "kicker." Plan to direct his talking before the group to prevent the progress made with the group from being lost. Then harass him with leading questions in class. Finally, load him with extra work.

This treatment should work a change in him. If the treatment fails he should be removed from the group; otherwise, he will affect the morale of the class and delay its progress.

### *Know-it-alls*

It is a common thing for the learning group to have its "cocky" characters. Know-it-alls are irritating to the trainer and to the group members. The personnel trainer has the responsibility of keeping this type under control.

The clever trainer will first try to give ample opportunity for the obstreperous person to spread himself. Usually the individual will very quickly reveal his shallowness to himself



and to the group. This self-revelation will often cause him to subdue himself.

Sometimes it is advantageous to allow this type of person to "spout off." The instructor can use the knowledge and skills displayed for the benefit of the rest of the class. If he is short of knowledge and skills, a public showing of ignorance or incompetence will occur. This revelation of shortcomings may effect a self cure.

The welfare of the entire learning group must receive first consideration at all times.

### *Rough-house type*

The person who likes to "play rough" in a classroom displays little social intelligence. Therefore, he may not deserve much consideration.



Upon his first demonstration, such a person should be told that rough-house tactics are not a part of the program. A sharp personal warning, at the time of the outbreak, should be sufficient to show this individual that if his manners are not improved he will not be allowed to remain in the group.

### *Apple polishers*

These people are "smoothies." They will use more time and mental effort attempting to avoid work than is required to do it in the first place. They try to gain special favors through flattery, gifts, and personal favors. All of us enjoy these attentions, but in the end we lose. Be suspicious of apple polishers.







The alert trainer will recognize this type and will explain to him and to the class that the things that count are hard work, honesty, and good results. The spirit of ambition that guides this type of individual should be employed in doing the work provided in the class, not in stroking the ego of the instructor.

Be tactful in dealing with the apple polisher. Tact and promptness in dealing with him will prevent misunderstanding and injured feelings at a later date.

### *Timid souls*

A group of trainees usually has one of these shy, timid souls who is afraid to utter a word in class. While he is extremely hesitant and literally tongue-tied, he often has much to offer the group. Fear keeps him silent, and his fear is a very real thing. Only through job performance, tests, and projects does the trainer learn of the shy person's ability.

In order to offset this situation, (1) avoid calling on him to recite or discuss topics before the group, (2) win his confidence and assign him to discuss, in class, topics which he knows forwards and backwards, and (3) through simple questions and discussions, help him to overcome his shyness and to take a more active part in the class work.

When the trainee is gradually led on in this way, he will find it increasingly easy to overcome his timidity.

### *Chronic Mr. Late*

People who are habitually late not only display bad manners, but show their lack of interest in either learning or





their job. They cannot be tolerated in a learning group because they disrupt the entire class.

The latecomer should be informed that he interrupts the work of others, lowers group efficiency, and slows down the speed of the whole group. The value of time and the habit of promptness must be impressed upon him. Change his schedule if that is the reason for lateness. If the practice of coming late continues, definite rules and penalties will have to be set up to regulate the situation.

The personnel trainer should check his own performance before "getting tough" with this type of person. Has he, the trainer, made the first part of the class session interesting? Has he made the first part of the class session valuable? Has he created in the learner's mind a desire to be present? Before "applying the pressure" he should pause for this kind of self check. If the procedures followed check off as O.K. and there is evidence of negligence on the part of the trainee, an unlimited amount of pressure should be exerted to correct this undesirable practice.



*He'd-rather-not-be-here-at-all type*

Closely related to inattentive and troublesome chronic objectors and faultfinders, this type may be called a silent sore-head. He suffers in silence, but he creates an unsatisfactory class atmosphere.

The personnel trainer should be sure that his training is interesting and useful. He should strive to make learners eager to come to his classes. If he is satis-



fied that he is offering good instruction, he should make personal appeals to this type of person. Try to get acquainted with him in a social situation. Sometimes personal appeals for a changed attitude do not work. A thorough evaluation of the individual's abilities, desires, and potential goals may indicate that he is wasting his time as well as that of the class. If such is the case it may be advisable to suggest that he seek an outlet elsewhere for his energy.

### *The personal animosity type*

Some people do not like anything related to schooling. They often do not care for their fellowmen either. They carry personal animosities into the learning situation and thus create embarrassment for the trainer.



Such a mental attitude may make the trainee unusable in most employment situations. Either his job has to be changed or time will be wasted in giving training. But he may have potential abilities worth the time and effort needed to change his mental attitude. These things should be weighed before he is eliminated.

Then there are *the worrier*, *the rumor spreader*, and *the skeptic*.

## BE SURE OF YOURSELF

Make sure that you are setting a fit example for the people you are training. There is a possibility that you display laziness, inefficiency, lack of initiative, bad classroom manners, and other undesirable traits. Your trainees will imitate you, take on your good and bad habits, give back to you almost exactly what you give them. Therefore, be sure of yourself; be sure that you are the best instructor in your area; check your qualifications at frequent intervals. Finally, if there are stubborn cases that cannot be solved with



reasonable effort, try showing them the cartoons in this book and the description of their own particular type. Tell each one frankly that you regard him as a distinct problem case and that you want him to see himself as others see him. This procedure often changes problem cases to commendable, outstanding learners.

✓ *Check* and ✓✓ *double check* yourself.





## Hi Ho, the Instructor!

FOR EVERY ODD-PROBLEM CHARACTER among the learners you will find two among the instructors! Most instructors do not realize their shortcomings or they would undoubtedly correct them.

So that you can appreciate possible mannerisms and correct them, illustrations have been included of some outstanding instructor characteristics that we have met. The different instructor characterizations have been derived by observation of the teaching staffs of many institutions, including universities, high schools, industrial and distributive business organizations.

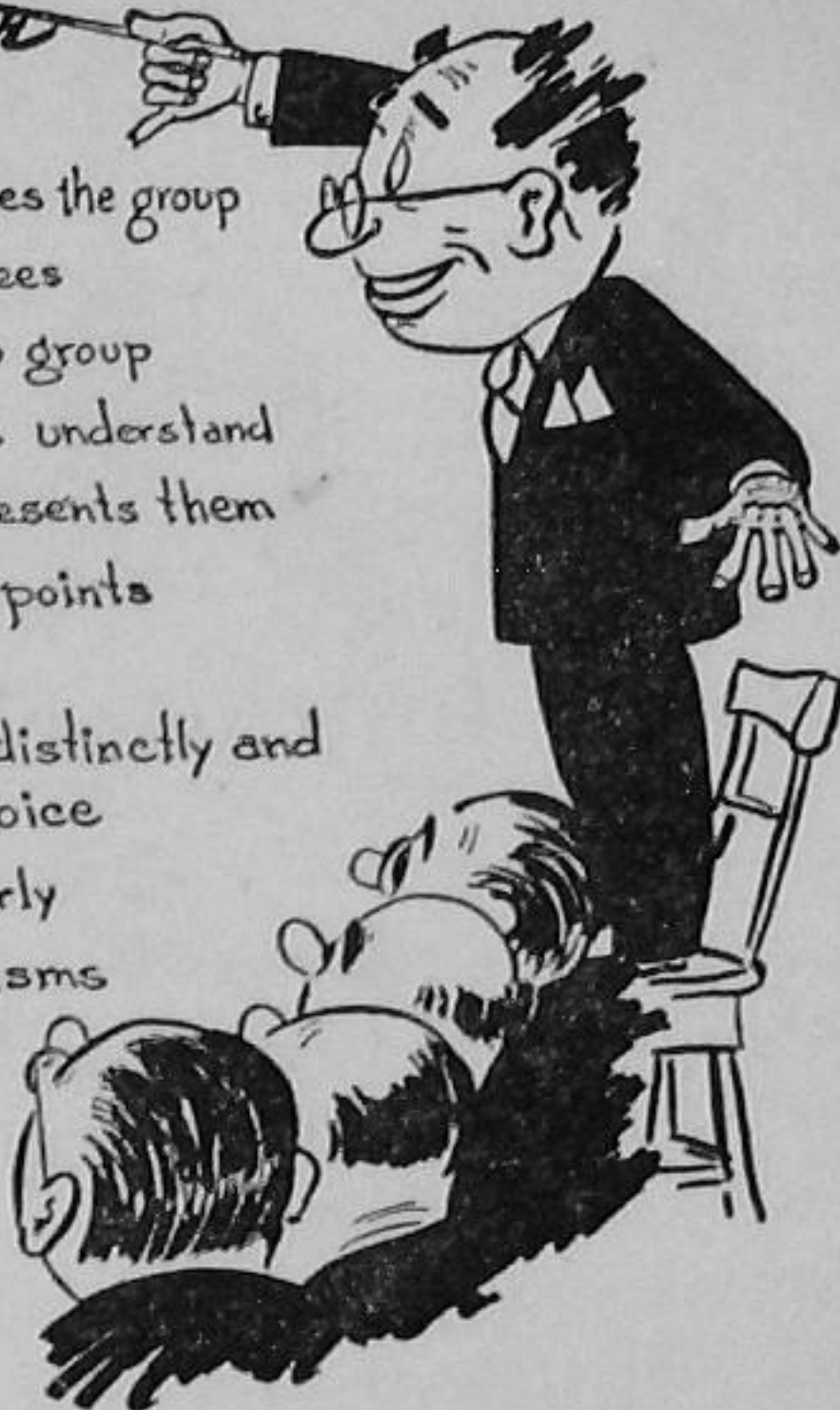
### CLASSROOM PRESENTATION OF A GOOD TRAINER

Before discussing the mannerisms of incompetent people, let us think of the qualities of good personnel trainers. Good personnel trainers always: invigorate and challenge their groups; talk directly to their trainees; adapt their presentations to their audiences; use understandable language; think ideas as they present them; emphasize important points; maintain poise; speak clearly and distinctly; use proper gestures; avoid bad mannerisms; inject humor into their presentations.



## *A Good Personnel Trainer*

- Invigorates and challenges the group
- Talks directly to trainees
- Adapts presentation to group
- Uses language trainees understand
- Thinks ideas as he presents them
- Emphasizes important points
- Maintains poise
- Speaks clearly and distinctly and varies intensity of voice
- Uses gestures properly
- Avoids bad mannerisms
- Injects humor



### *Attitude toward training*

A good personnel trainer will be proud of his ability to instruct others. This natural human quality is pardonable and justified by the importance of the job. A competent personnel trainer *should be proud*.



But modesty is likewise a professional virtue, as it has been said, "It is better to be a modest fool than a proud wise man." *Modesty and professional pride*, properly compounded, will assist greatly in the accomplishment of the job to be done by the personnel trainer.

### *The ideal situation*

The ideal training situation is one similar to that shown in the illustration on page 24. Few, indeed, will be the





opportunities to engage in this kind of training. But it is something to keep in mind as an ideal. Industrial and store trainers can often use this method in on-the-job training.

A consciousness of the great advantage of *sitting on a log* or packing crate, or just leaning against some part of the building, and doing a good training job may be the first step to doing the job. At least, one begins to look for these rare opportunities.

### UNDESIRABLE TYPES

#### *The professorial krej*

Spelled backwards the word *krej* means *jerk*. Only a jerk would scare or humiliate trainees either alone or in a group. It is unbelievable that personnel trainers would act this way, yet we all know of store managers, high school department heads, industrial trainers, and college professors who delight in being classroom jerks. Some of these people are sadistic in nature; some are just plain stupid. A good personnel trainer is never, under any circumstances a *professorial krej*.



Perhaps you are saying, "The authors of this book lack professional terminology." Perhaps we do. However, the word *jerk* today has a meaning that lends emphasis and verve.



*The star-gazer*

Some of us saved and planned for years to attend a special summer class in a great eastern university. When we got there we found that our professor was the type who *stargazed* in the direction of the Palisades of the Hudson. We also found that he never prepared for his classroom presentation and that he had to star-gaze to rig up his remarks as he rambled along with a disconnected discourse.

*They* said this star-gazer was a Great Teacher. We disagree. There is no personnel trainer more disconcerting and less effective than the star-gazer. Let's not be this type. We want to be respected and appreciated by our learners.

*The impressively nonchalant character*

At one of the biggest, and best, mid-western universities, we found a full professor who was thoroughly academic. One day he was asked to address a group of industrial personnel trainers. The poor fellow knew enough practical psychology to realize that he should try to be one of the gang. *He was a nonsmoker*, but before he began his talk he lighted a cigarette, took one puff, then held it until the butt burned his fingers. He fooled no one.



Such actions do not accomplish intended purposes since the audience or trainee group has sufficient intelligence to know what is happening and not only resent being "kidded" but look for trickery in even the legitimate procedures used. An intelligent man with a



message for a group can always *act* natural and, through apparent natural mannerisms, command respect. Of course, he can often improve on nature.



### *The teeter-totter*

*The teeter-totter* is the type who sways his body to and fro while he talks. Usually the speaker is unconscious of the swaying movement. Certainly he would not continue if he noted his audience's distraction from the subject under discussion. It may be the result of a nervousness which could be overcome by greater

familiarity with the subject being discussed. Regardless of cause, the psychological effect of correct posture during presentation cannot be overlooked.

### *The windmill*

The windmill type is the person who has flying hands. Some gestures are needed, of course, but flying hands are too distracting. This disconcerting habit should have gone out with the bustle, but it didn't. It may be one of the phases through which many speakers pass in the attainment of stage presence. First an attempt is made to portray some action by hand movement, then the teacher, or speaker in flux, feels exhilaration from the movement.





Stimulation begets stimulation and the result may be a windmill of hands which fail in attaining the original purpose.

### *The bird dog stance*

*The bird dog stance* is the bad habit of resting the hands on the desk or table top, or some kind of body weight shifting. The group being addressed expect the speaker to vault over the table. They begin to wonder if the table will bear his weight or if he will be able to clear it. Many other similar thoughts persist. The result of such a stance is total distraction from the subject being discussed.



### *The pencil pointer*

There are numerous actions which may be termed mannerisms, similar to *pencil pointing*, resulting in distraction. A bright object on the speaker's person, the sway of his clothes, and other insignificant things, if one is in the audience, become important when the person addresses a group. When attention is sought, all distracting elements should be eliminated.





*The scared type*

Nothing is more disconcerting to the trainee than a *scared instructor*. This type of personnel trainer should never be allowed to appear before a group. But if he does, he should strive to overcome this weakness. He can overcome it if he will learn to laugh at himself and at his audience. "Oh boy," he can say to himself, "what they're in for." Then, after taking a deep breath, he can go ahead with his training session.

*The clothing adjuster*

Members of a group are usually embarrassed when a person adjusts his clothing before the group. And when learners are embarrassed they do not learn. Many speakers and teachers misuse their handkerchiefs, button and unbutton their coats, finger their neckties, and fail to adjust their clothing previous to appearing before the group.

There may be the necessity for occasional actions of this kind. Certainly, it is better to eliminate something which is annoying to the point of embarrassment than to allow it to go unadjusted and thus lessen the effectiveness of presentation. The point being stressed is the necessity for *checking the details of one's clothing* before appearing in the role of a speaker or group discussion leader.





*The watch fumbler*

Here we go again, boys. We find these gay deceivers in many training places—universities, industry, distributive organizations. And how easily they can ruin attention in an otherwise efficiently organized learning situation! Any reference to the time implies a hurried situation. The combination of a *juggling act* and the element of strain which enters when a schedule must be met is not conducive to learning.

*The coin jingler*

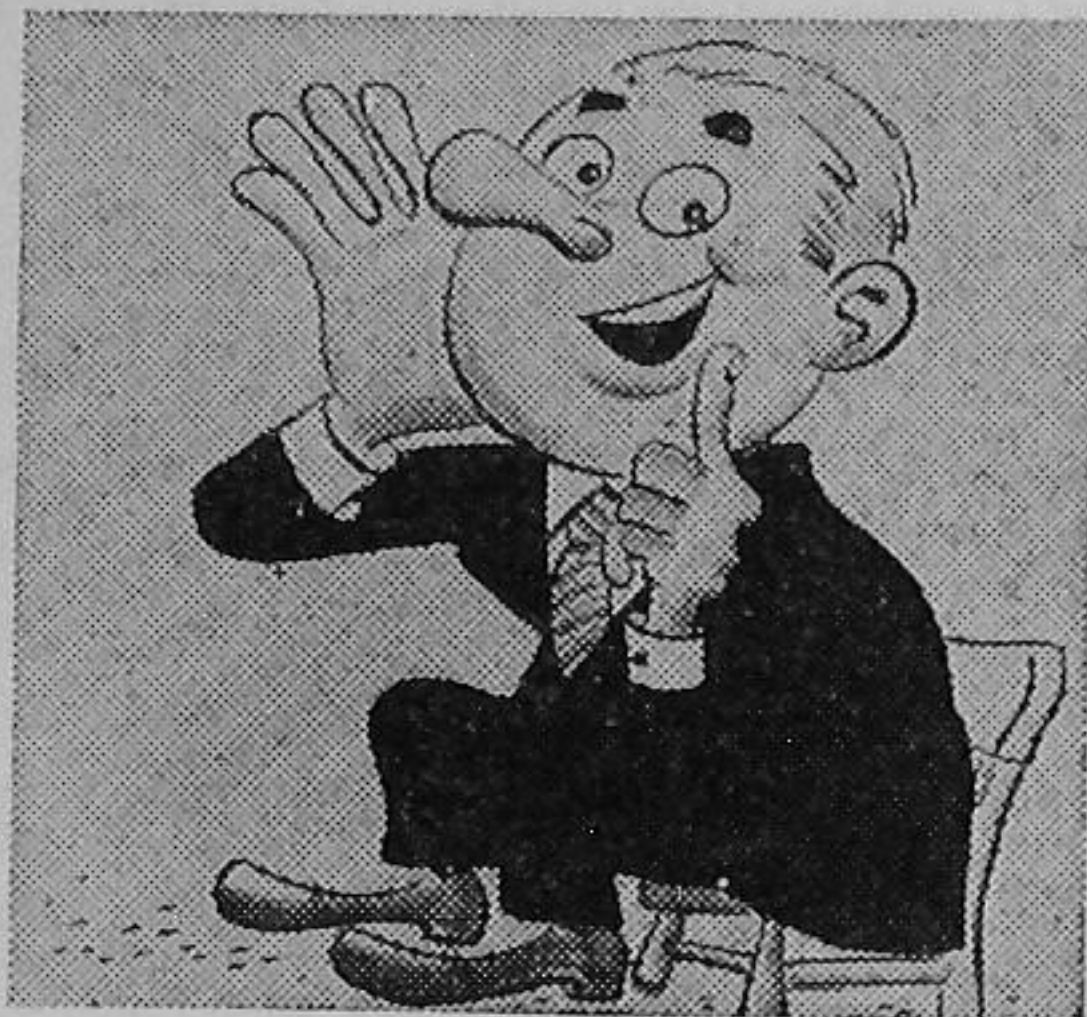
This type of personnel trainer is distracting to a male audience and distracting, annoying, and embarrassing to a mixed audience. Why, oh why, do they do it? No one knows, but, nevertheless, too many do it! A good personnel trainer will *avoid coin jingling* like he would avoid poison ivy.





*Sitting bull*

This is the type of character who sits while he tries to instruct. He *can't be effective sitting down* and neither can you. Don't do it.



A personnel trainer who sits while making a presentation is probably lazy. He leads learners to believe that he is not too much interested in his subject. This bad mannerism induces learners to become lazy and disinterested because of the example shown them.

*Hand hiding*

Hi, there, Napoleon! Look at that stance! Notice those hidden hands. He may not mean it, but he is telling his group that "they'd better, or else!" Don't do it, folks. Americans do not like this gesture one little bit.

To the learner, this mannerism also implies that the trainer is saying to himself: "Don't challenge, question or disagree with any statement I make." Adult learners, in particular, always resent this mannerism.



*Sloppy Joe*

Yes, there are some in training jobs. Don't be a *sloppy Joe*. No one appreciates them and few people learn anything from them. Also, their appearance does not encourage their learners to be neat and tidy in *their* appearance and work.

All actors know the importance of a *good entrance*, as do all good trainers. Through a good personal appearance the trainer can largely set the stage, create a desirable learner mood, and build the proper atmosphere for the learning session.

When a personnel trainer walks into his training room wearing neat and attractive clothing, his hair combed and brushed, his shoes shined, his fingernails cleaned, his face shaven and clean, he creates a favorable learning climate.





## Productive Training Methods

SUCCESS IN TRAINING, as in practically everything else, depends upon following an orderly procedure. Some successful procedures will be explained to help you in acquiring a practical knowledge of the mechanics of instruction. You already are familiar with the knowledge and skills of the subject which you will teach, or you have had experiences and training which will enable you to become thoroughly familiar with the subject in a reasonably short time. You may need some help, however, in planning *how* to present this subject matter to trainees. It is the purpose of this manual to assist you in planning and in acquiring enough instructional skill to be an effective personnel trainer.

The ability to instruct may be developed in a relatively short time. Essentially, training is the process of assisting other people to learn the things you already know. Training may be defined as: helping trainees to acquire new knowledges and skills. Training consists mainly of telling, showing, and guiding people in the performance of tasks and then in checking the results.

There is nothing mysterious about training. It should not be complicated but it frequently is, because too many people serving as trainers do not know *how* to train. Like anything else, once you know how, it's simple.



## DECIDING THE PURPOSE OF THE TRAINING

Before starting to train, the good instructor will make an estimate of the job he wants to do. Quite naturally he will begin by asking himself: What is the purpose of the proposed training? Is it for one of these purposes:

1. To convey information?
2. To give manipulative skills?
3. To stimulate thought through discussion?
4. To solve a problem?
5. To inspire and enthuse?

### *Methods yardstick*

The training session will be for one of the above reasons, and perhaps for others as well. The trainer might continue his analysis of the most suitable method by using these six guides:

1. Why is training to be given? Which of the above purposes is the reason for the meeting?
2. What is the nature of the subject matter? Is it technical, human relations, general information, indoctrination?
3. Will two or more aspects of the subject be presented?
4. Will the participants be expected to reach a conclusion or make a recommendation?
5. How much audience participation can be expected?
6. How many people will be trained?

These are not all of the guide questions which may be asked, but they will provide a start for the trainer or supervisor. They will help a trainer to decide which of the following methods, or combinations of methods, he should use to get the training job done most effectively.

## TRAINING METHODS

There are many paths that lead to success. Likewise there are many methods of training that accomplish their objectives. Training methods, like tools, produce the best results when used in the proper places. Select the training



method that shows promise of being the most effective for the type of training situation with which you are concerned. You will be helped to select the method that has elements useful for your training. You will learn why you should usually use a combination of methods to put across your training. All of the training methods used should be correlated; that is, all should be used in their appropriate places.



Recognized training methods are divided into several groups. The following are some comments regarding each, with suggestions for their practical application.

#### *Research-project method*



The research-project method aims to encourage experience and growth through individual or group assignments related to specific problems and topics. Its chief characteristics are: (1) The results of the research and study of each student are referred to the instructor for joint evaluation. (2) Effects individual development because each projects his ability. (3) Fosters co-operation and stimulates individual endeavor by giving responsibility to various members of the



group to produce something for all members of the group.  
(4) Develops ability to evaluate and present information.  
(5) Requires careful planning on the part of the trainer to insure time for all to report.

This method is used with advanced groups in highly specialized fields. It has few advantages for, and is seldom used in, industrial and store training. However, it should not be overlooked for there are places where it can be used to good advantage in industry and distribution.

### *Conference method*

A conference is the pooling of thought of two or more individuals to assist in solving problems. This method presupposes that the individuals have all the information necessary to solve the problems, and that no new information needs to be added.



The chief characteristics of the conference method are:  
(1) The individuals making up a group have mutual problems to solve. (2) The group agrees to exchange and pool its experiences. (3) Each member of the group has had some practical experience. (4) The subject is within the experience of the group. (5) The group meets to learn together, not to be instructed. (6) The best results are obtained by groups of twelve to twenty-five persons. (7) There is no set program or course of study.

The advantages are: (1) Appeals to the practical indi-



vidual. (2) Creates a high degree of interest. (3) Offers full and equal participation by everyone. (4) Provides satisfaction through mutual achievement. (5) Useful when little or no information about a new subject has been organized. (6) Develops group morale. (7) Stimulates habit of analytical thinking.

It is generally agreed that the "pure" conference method has definite limitations, unless the leader is skilled in conference leading and technically competent in the field for which the conference is held. When it is necessary to introduce new information or to clarify points, the conference method is not so satisfactory. It is slow and costly, and, therefore, has limited use for industrial or distributive business. It is seldom used in school classes. It is often used in conjunction with the discussion and panel methods and when so used increases in effectiveness.

### *Case method*

The case method is an adaptation or combination of the research project, conference, and discussion methods. Actual or hypothetical cases are discussed to instruct the members of a group.

The chief characteristics are: (1) Differentiates between theory and practice. (2) Encourages original thinking in arriving at solutions. (3) Requires a technically and occupationally competent instructor skilled in leading discussions. (4) Employs alternate solutions, one of which is "right."

This method is used when an example of actual procedure is needed to establish a point; to secure group acceptance of recommended or approved practice; to arrive at solutions to problems and





cases of the group. It may be used to supplement other methods, but it is not often effective in industrial or distributive businesses. It has great effectiveness in high school, college, and university classes.

### *Panel method*

The panel method is used for a group with a common purpose. It is generally used when the group is too large for the conference method, inasmuch as the discussion is presented by a designated number of experts who are prepared to present the facts and discussions to the group as a whole. It consists of a leader and from five to nine other members.



The chief characteristics are: (1) There is a subject of mutual interest to the group. (2) The members are prepared in advance to discuss the topic with a more definite plan than that of the general conference. (3) The leader may call upon individuals in the group for opinions. (4) The leader summarizes the points of information so that the group will have a clearer conception of the subject.

The advantages of the panel method are that it provides an opportunity to present a subject clearly for consideration by the whole group. It is particularly adaptable to the interpretation of new factual information. It has more control of thinking than the conference method, and serves more as a time saver than other group methods. It is useful in fields not covered by printed or other subject materials.

Certain instructors or personnel trainers might use the panel method when: (1) A problem of common interest is to be presented to a large group. (2) When a problem



needs to be presented, defined, and explained. (3) When the problem is so important that it needs more than one "expert." (4) When the group is so large that a general discussion method is not possible or advisable.

High school, college, university, business, and industrial groups find the panel method useful for the above situations.

#### *Discussion method (directed discussion)*

This method involves training individuals who have some knowledge of a given subject. The discussion of that subject must be under the guidance of a technically trained, occu-



pationally experienced leader. The chief characteristics are: (1) New ideas are brought in and learned. (2) The leader is well-informed. (3) An informal atmosphere is necessary. (4) Frequent checking on the understanding of the members of the group is possible. (5) The "recitation" is eliminated. (6)

Group thinking, rather than directed thinking, is encouraged. (7) It is excellent for controversial subjects. (8) Everyone can participate. (9) It is not suitable for a large group. (10) Thinking is stimulated and listeners are kept alert. (11) Careful planning is required. (12) It is slow and costly.

This method is used effectively when trainees have some knowledge of a given subject and particularly when the subject is controversial. It is seldom possible to use this alone, but its question-and-answer phases have great value.

#### *Individualized-study method*

This is a method by which the learner is assisted in organizing his study so that, under the direction of a competent



instructor, he will profit in proportion to his individual effort.

The characteristics are: (1) It is used for instruction on the trainee's own problems. (2) It is effective only for small groups. (3) It is not entirely satisfactory for training adults. (4) It permits study to be closely related to the job. (5) The instructor should be well-trained, in both general and specialized fields. (6) Materials for instruction should be carefully prepared and co-ordinated. (7) It requires more time to cover a given unit of instruction than other methods. (8) Retention is greater than in most other methods.



The individualized-study method should be used with groups where there is little diversity in their backgrounds and experiences. It is also useful for some special groups in combination with the research-project method. It may be used as part of a program where there is need for specific information. Individuals pursue their separate paths only so long as their interests and needs differ. They are grouped for instruction on the elements common to the needs represented. It is also used with individual assignment and job sheets.

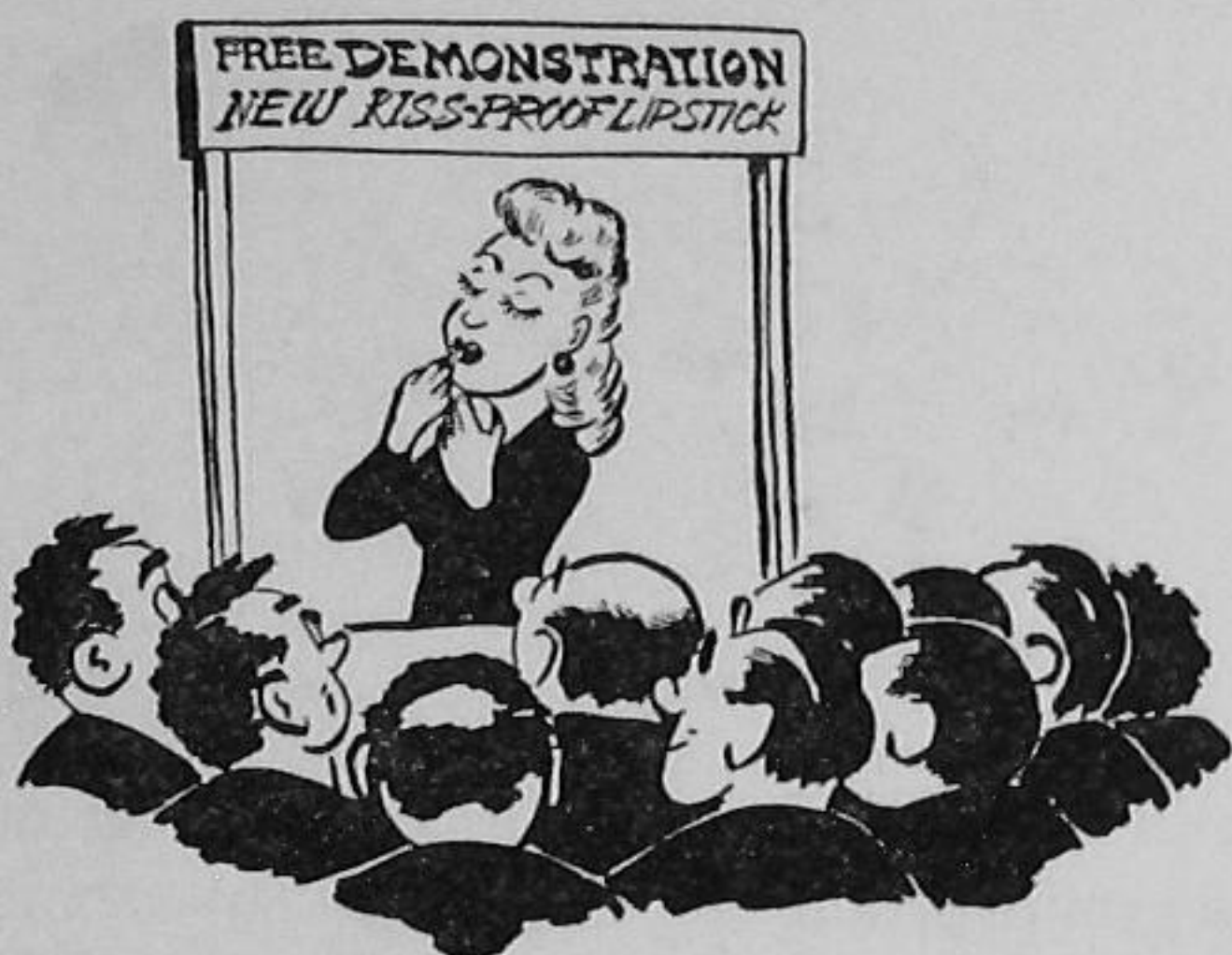
This method offers many advantages for all kinds of personnel training. Practical application is made in Chapter 5, *Individualized Training*.

#### *Demonstration-and-dramatization method*

This is a method in which "doing" skills may be shown,



explained, and applied. Demonstration is made and dramatized as a means of giving emphasis to the subject under consideration. Its chief characteristics are: (1) Appeals are made primarily through the eyes and ears. (2) Acquisition of skills is speeded. (3) The costly trial and error procedure is eliminated. (4) Interest through observation of the activity is promoted. (5) Careful planning for both demonstration and dramatization is required. (6) Employee poise and self-assurance are developed.



This method has almost unlimited possibilities in industrial and distributive training. Schools at all levels could use it more often to great advantage. It can be used to create interest, to show and to give step-by-step training in skill techniques; to stimulate through style shows and other dramatic presentations; to show a right and a wrong way of doing a job; to introduce new skills and procedures; to emphasize safety precautions, and the like. It can be used most advantageously with other methods.

#### *Lecture, or telling method*

This is a method for giving information orally. It is quick, and if properly organized can be effective. Many times it is necessary to resort to the lecture method to give facts essential to the progress of the group. Also, quite often, people must be told the "how" or the "why" of a situation.



Its chief characteristics are: (1) Usually it is an organized presentation. (2) It can be used to cover thoroughly the subject matter. (3) It is adaptable to large groups. (4) It appeals to the "ear minded." (5) It conserves time. (6) Results are easy to check. (7) Listeners sometimes absorb information without thinking. (8) Material gained through lecture is not really learned. (9) The lecturer may "lose" his group or go over the heads of his group.



The lecture method can be used advantageously: (1) With large groups where the individuals have some common background of information and experience. (2) When it is necessary to cover a large quantity of material in a given time. (3) When it is necessary to arouse enthusiasm in initiating a new program or in further development of a program. (4) When giving factual information. (5) When providing a common background of information as a basis for further study. (6) Where there is need to supplement other methods.

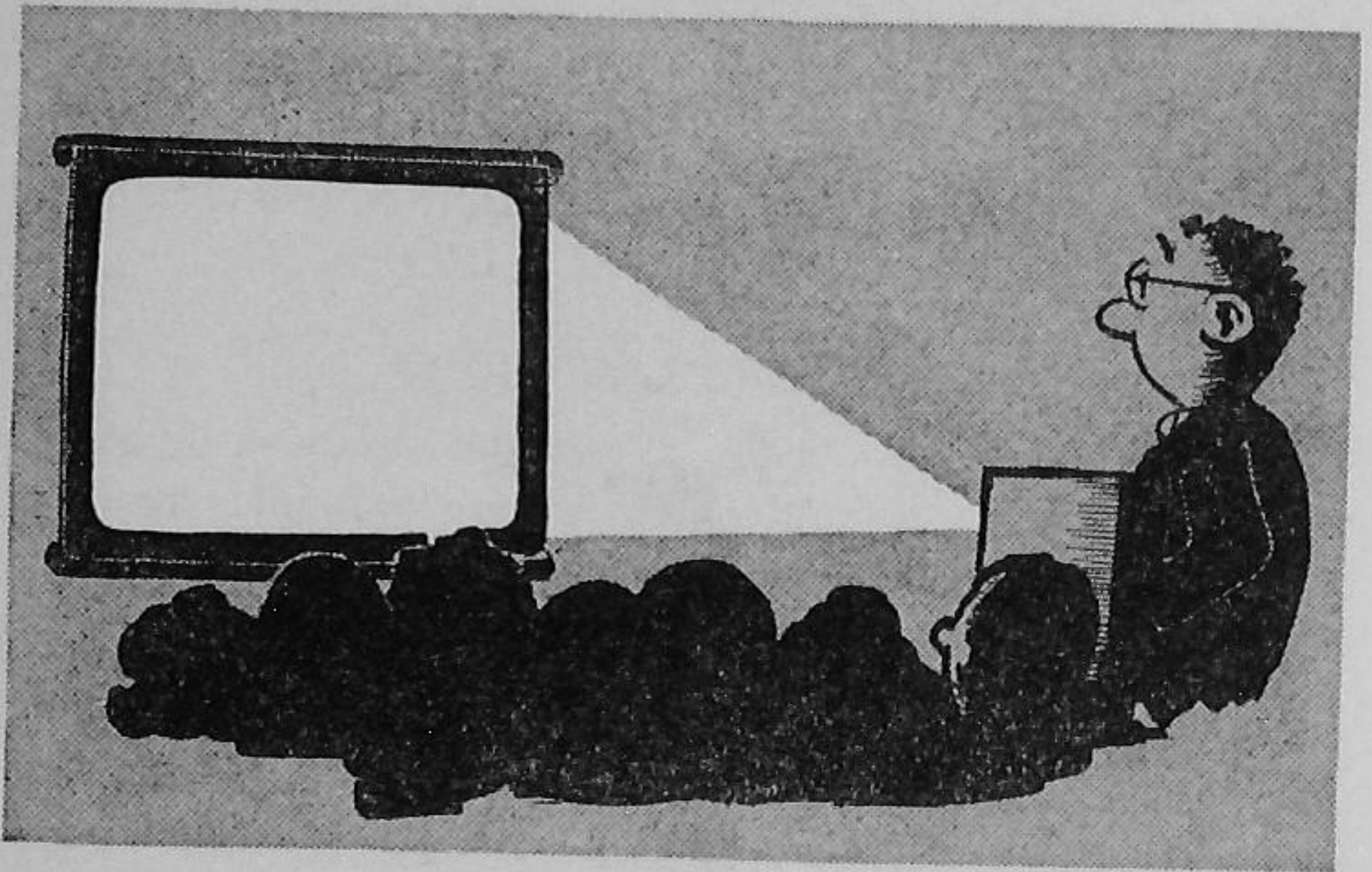
The lecture method is not effective: (1) When skills are to be developed. (2) When no testing is done. (3) When group participation is desired. (4) When problems are to be solved. (5) When "doing ability" is to be required.

### *The visual method*

A visual aid is any visible device that assists an instructor to transmit to a learner facts, skills, understanding, knowl-



edge, and appreciation. The visual method is actually an aid to use with other methods of instruction, rather than a method in itself. It is particularly useful with the dramatization and lecture method. In the visual method instruction is carried on through such devices as film strips, slides, movies, photographs, charts, posters, cartoons, models, and actual objects.



No training session is complete without visual aids. Properly used they will add zest, interest, and vitality to any learning situation.

### IMPORTANCE OF VISUAL AIDS IN INSTRUCTION

One of the outstanding developments in modern training has been the growth in the use of visual aids. It is natural that in teaching we should appeal to the mind through the eye. *Illustration is a powerful means of conveying ideas* and, therefore, of teaching. None of us learns so rapidly or so well by merely listening or reading as we do when pictures, diagrams, movies, and models are used to illustrate the subject studied.



For many reasons the appeal to the eye is far more efficient than the appeal to the ear in the education of human beings. The eye is more rapid. Any human being, freed from the mechanics of interpreting words, responds more freely and naturally to the concrete presentation of a thing. Interest in what we see is usually far greater than in what we hear. Sustained attention is much easier to gain through visualization than through the ear or the printed word.

We forget what we hear much more quickly than what we see. The proper use of illustrative material and devices saves time and gives clearer ideas with less effort on the part of both instructor and learner. How to use visuals in practical situations is the subject of a later chapter.

### THE FORUM METHOD

The *forum* employs many of the devices used in other methods. It uses a combination of methods in a manner that has considerable value for large groups of participants. The forum is used to meet the following conditions:

1. The audience may take part from the beginning, or as soon as the subject is presented. Or, it may take part only after a full discussion by a speaker, speakers, or a panel of informed experts.
2. The subject may be presented by a speaker, with a thorough discussion, or with only an introductory discussion. It may be presented by a panel composed of outstanding men who are fully informed on the subject. They may go through an exhaustive discussion and then invite questions and brief discussion by the audience. Or, they may start with only an introductory discussion, and then continue their presentation with unlimited discussion from the audience. In its true form the forum is an open discussion without very much organization, but a type has been developing that sets up opposing views to bring about a debate. The feature that maintains this type as a forum, instead of the ancient debate, is the participation of the audience.
3. Action by the audience. The forum does not look



toward concerted action and most forums do not require it, but sometimes an audience will become heated and partisan, and call for action of some kind. Even so, it is still a forum, as long as it remains the free expression of the audience.

### THE INSTITUTE METHOD

When a subject cannot be presented in one meeting, or when it is better to break a big subject into parts for a series of meetings, that series is called an institute. It may last a day or two, or a month, like a popular lecture series. To add variety, trainers use a combination of different methods in conducting the different sessions.

The purpose of the institute is to convey information, give manipulative skills, stimulate people, solve problems, or discuss a subject. The subjects may be on any topic. The audience participates according to the method being employed for conducting the sessions. As a rule, all sides of the subject are presented. The meetings may be big or little. They usually begin with a big mass meeting for organization and orientation and then break up into smaller group meetings designed for particular subjects.

### CONCLUSION

When training is to be done, make an estimate of the situation. Find the purpose of the training. Evaluate the conditions. Establish objectives. Then—use the method, or a combination of methods that will be most effective.

If someone suggests a conference, for example, take time to determine if a conference will be most productive. A conference is useless for presenting facts. If someone suggests a lecture, measure it against the *methods yardstick*. The decision for or against a method should be based on cold judgment. If no method seems to fit a situation, perhaps no training is needed.





## Individualized Training

A PERSONNEL TRAINER, when he is goaded by his own fatigue or irritation, may say, "It's high time Joe acquired some new learning habits. I'm going to tell him off." Or a *supervisor-trainer*, *irked by what seems to him to be the unfavorable contrast* between one efficient worker and



another, says, "Bill's got to learn to be as competent as Jim. 'I'll work with him until he does, and time him by the clock, too.'" Or an instructor complains, "Harry is seventeen years of age; he should show more responsibility, do better work. Seventeen years is long enough to wait for such qualities."

Have you ever suddenly decided that your employees, or learners, or students are due for stringent correction? Have you made your decision suddenly and arbitrarily? Are you going to try to change their habits overnight?

### TAKE IT EASY AND MAKE IT SIMPLE

Well, people just don't change that way. People develop gradually. They learn slowly—as the result of the forces of



nature plus training. Naturally, some people learn faster than others and to speed up the slow learner requires instruction adapted to the peculiarities of each case. Irritability, caprice, or bad temper on the part of the trainer seldom, if ever, makes instruction more effective. On the contrary, it usually prevents increased learning.

So—take it easy and make it simple. That's how to get better results.

### THE FIRST DAY

The first day is the most difficult for a new learner. This is the time to gain his confidence. This is the time to win his co-operation. This is the time to make sure that the costs of his training will benefit him and you. If the new employee is started correctly, instead of discouraged at the



beginning, it will expedite his training and, therefore, he will become productive much more quickly. Praise trainees when praise is due. And never lose patience. Remember, you were "green," too, at one time.

To get an encouraging start, *be sure that you are ready*, before you begin to instruct. Have a Meeting Guide of lesson plans ready before you try to train. Have your training aids on hand. Be sure, for example, that you have the necessary tools, devices, charts, blackboard, films and projector, and other training aids ready. These things will improve your demonstration and provide practice for your learners.

It will be helpful for you to keep the following points in mind:

1. Prepare for training in advance so that instruction may start without delay or confusion.
2. Maintain a sympathetic, helpful attitude toward new employees.



3. Remember that the beginner may be excited or nervous, and appear slow or lacking in ability. Be patient with him.
4. Teach one thing at a time.
5. Follow the training formula:
  - Tell.
  - Show.
  - Let him practice.
  - Check, correct, commend.
6. Keep the newcomer busy learning.
7. Be exacting. Make him realize that training is necessary and serious and that you want him to learn.

It is your responsibility to take a personal interest in every one of your people. This will make them think of the organization as a human being. Through you, they will feel a loyalty to the company or school. Through you, your organization can have a warm personality, rather than the coldness of an impersonal concern. Show them that you are interested in and enthusiastic about your job and your organization, including training.

### INDIVIDUAL TRAINING METHODS

Several training methods have been previously mentioned. The individualized study method was one mentioned as having many advantages for certain kinds of training needs. The individualized study method has the following elements:

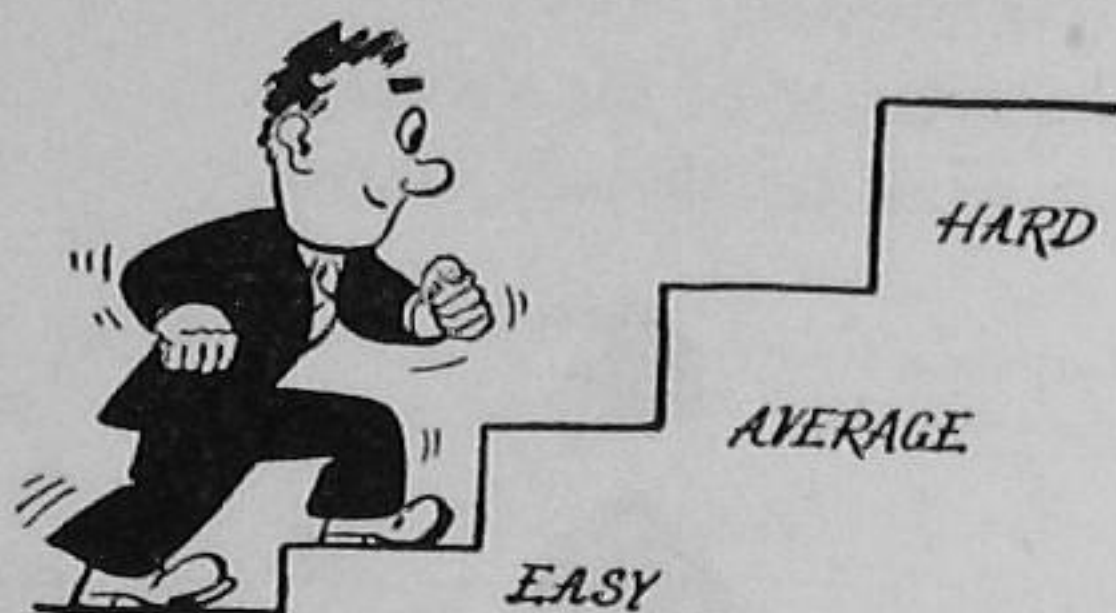
- Telling
- Showing
- Trial and error
- Study and reciting
- Dramatizing
- Demonstrating

This method has been derived from several methods. Today's training for individuals uses the strong points of other methods. These strong points are used in a time-

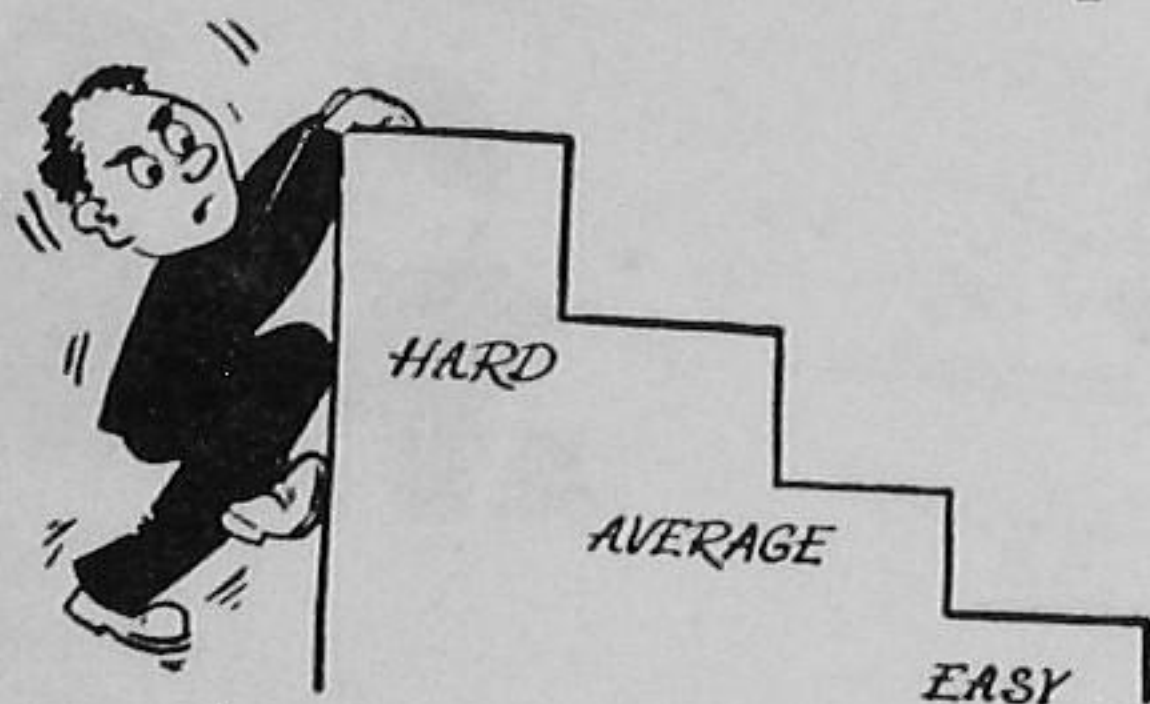


## INDIVIDUALIZED TRAINING

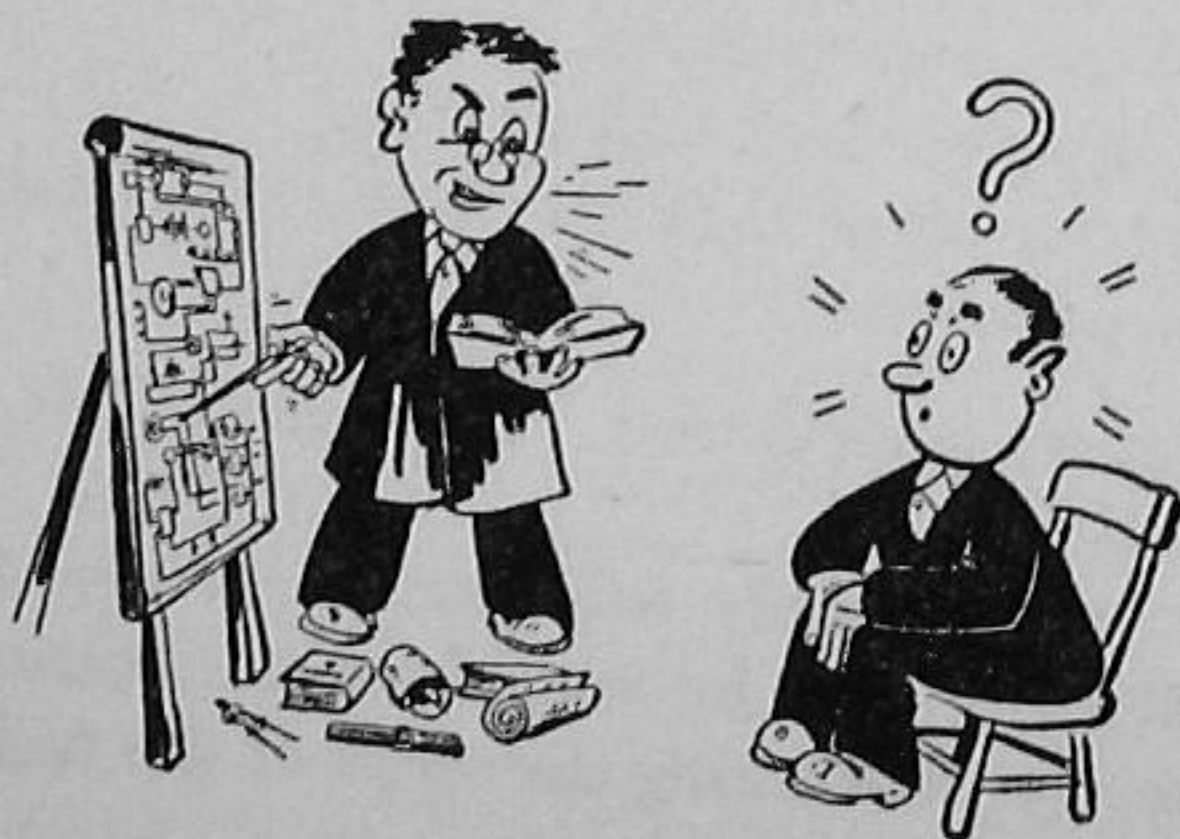
tested formula which utilizes the four basic steps of instruction with a reasonable degree of dependability. The steps are especially useful in teaching employees how to perform any part of a job.



*Start with easy materials.* Then introduce more difficult work. Through easily assimilated materials, ability to produce is acquired more quickly. It is not modern to start with things difficult for the learner, nor is it productive.



Avoid being too technical. It only confuses the trainee and does not impress anyone concerning your special abilities.





## FOUR BASIC STEPS OF TRAINING INDIVIDUALS

## 1. Prepare the learner. (TELL)

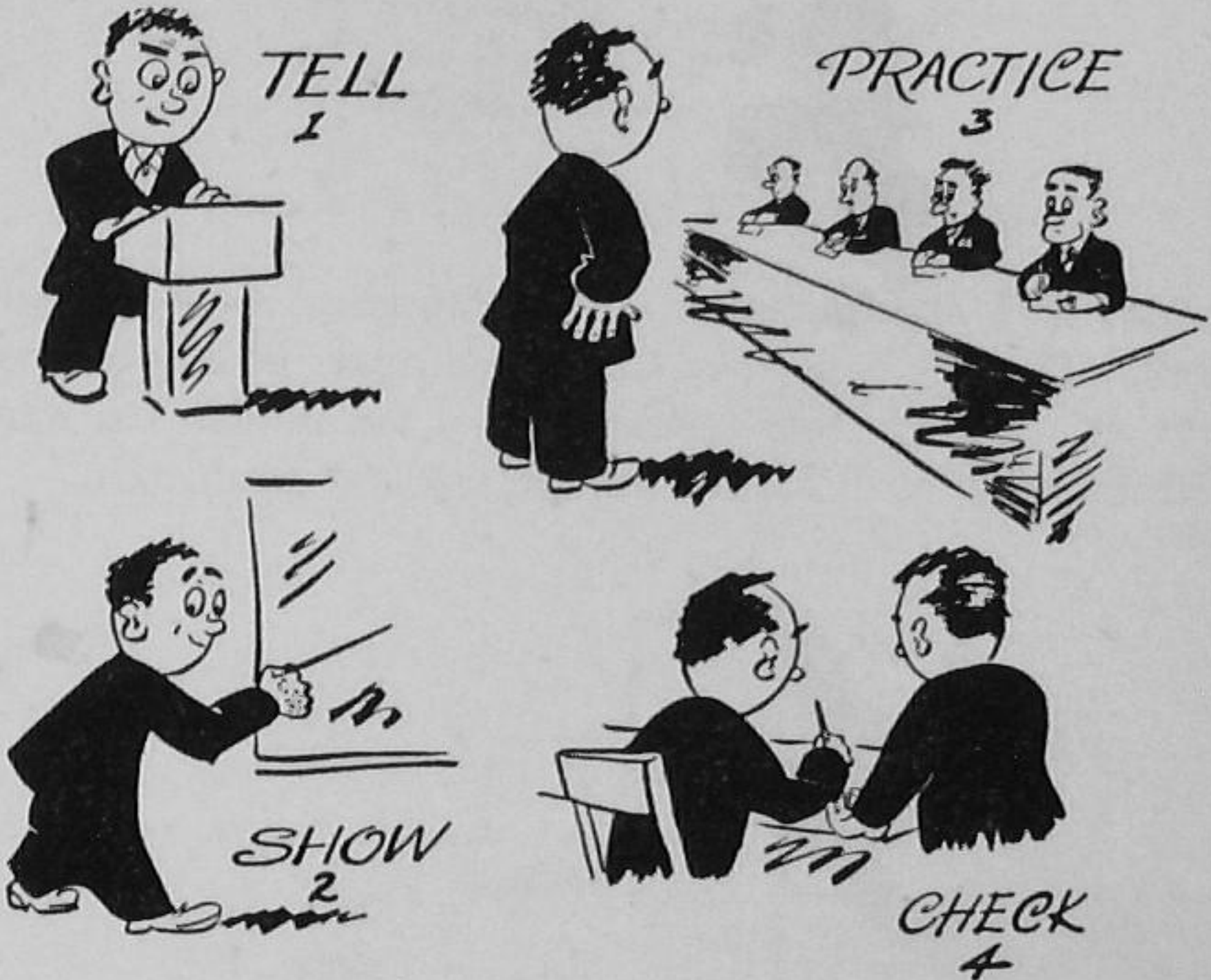
Put the learner at ease.

Make him aware of needs or problems.

Get him interested.

Show importance of his success.

Find out what he already knows.



## 2. Present the material to be learned. (SHOW)

Present one step at a time, clearly, patiently, and in correct learning sequence.

Tell, show, demonstrate.

Stress key points of task or idea.

Present no more than the learner can master at one time or session.

## 3. Assimilation—application to learner's job. (PRACTICE)

Have learner apply information to job situation by explaining how he would use the ideas or, preferably, by performing the steps of the task.



Insist on correct use of timing, trade terms, and "tricks of the trade."

4. Test on understanding and ability to do. (CHECK)  
Check on understanding.  
Check on performance and speed.  
Correct errors; reteach.  
Ascertain that learner can use the acquired information—do the job.

### FOUNDATION POINTS ON INDIVIDUAL TRAINING

Certain "foundation points" are important in every part of training involving individuals. When the personnel trainer uses these points, and trains his assistants and his department heads to use them, he will keep his program running more smoothly, prevent dissatisfaction, and gain co-operation:



1. *Give understandable and complete instructions.* Understanding by everyone is the basis of organization success. It is everyone's insurance against mistakes and the embarrassment of "doing the wrong thing." The new worker may appear "dumb" and thus receive the scorn of more experienced persons in his department, whereas the fact may be that he was not properly instructed by his supervisor. To avoid this situation and to increase the likelihood of each worker's success from the outset, the supervisor should give clear and complete instructions about the job.

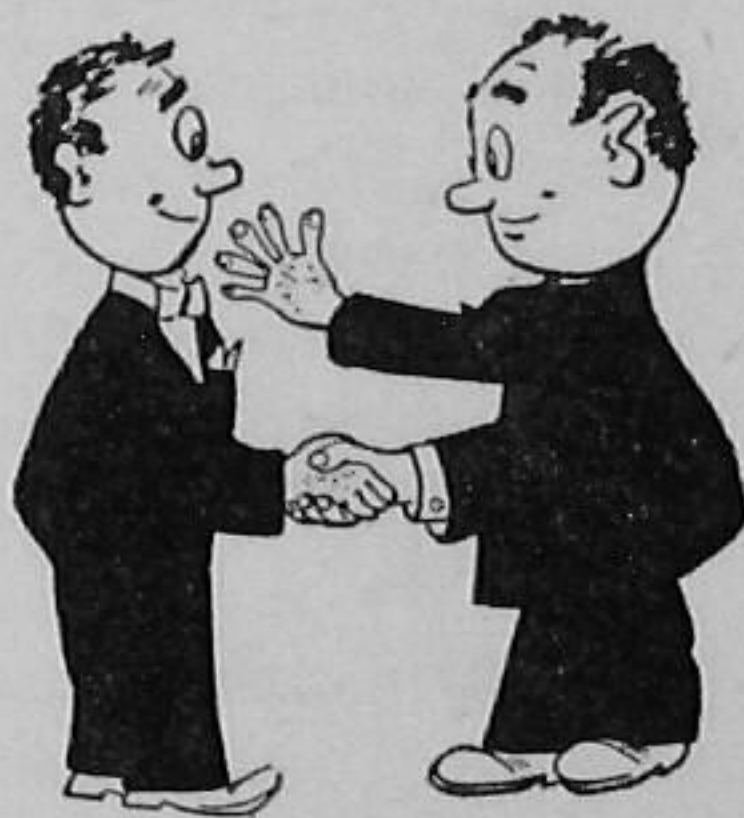
2. *Let each worker know how he is getting along.* Americans have always been known as people who "want to get ahead." Why not capitalize on this characteristic? We go to great lengths to be sure about things and we want to feel



important and have the assurance of being needed. Keep this principle in mind constantly.



3. *Give credit when due.* Tell him while it's hot! Calmness and self-assurance result from knowledge of the approval of others and from doing our jobs well. The opposite traits develop from lack of such knowledge. Some supervisors overlook these facts and neglect to speak about good performances. Don't be that kind of supervisor! And, on the other hand, speak about minor examples of inefficient performance before they become glaringly offensive.



4. *Tell people in advance about changes that will affect them.* The normal human being reacts unpleasantly to sudden, abrupt, physical or mental changes. It is a natural reaction to try to maintain conservatism in business, re-



ligion, politics, and morals. We all want to know ahead of time when changes are to come and to have a hand in planning them, if possible.



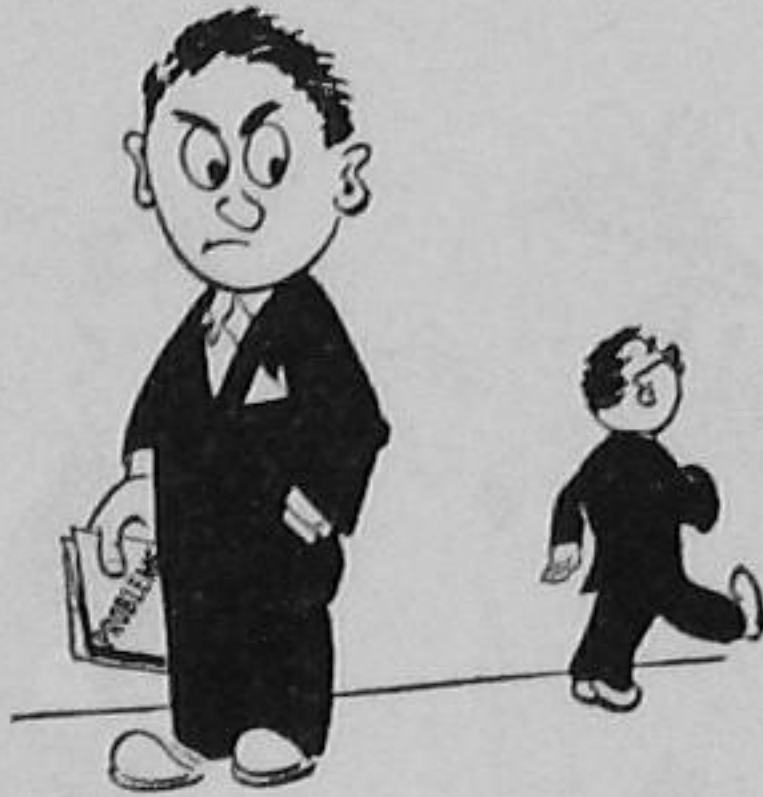
5. *Make the best use of each person's ability.* Don't put a square peg into a round hole. We do more easily and, therefore, more happily, the things which we do well; so capitalize on your learners' natural abilities and interests and give them all the responsibility they can carry.



6. *Encourage workers to come to you with suggestions and for counsel.* If recognition is never given to workers' ideas, the result is often a feeling of frustration and sometimes resentment. They may give vent to these feelings by criticisms which will create a bad atmosphere in the group.



Encourage suggestions, recognize all suggestions made, and use them when possible.



### TREAT PEOPLE AS INDIVIDUALS

While the Foundation Points apply to all people, one cannot blindly apply them in the same way to all workers. We are all different. Our families, our health, and our background outside the job are all different in detail, and each of us must be recognized as an individual. There are things that you feel are important to you. Remember that each worker feels the same way about himself.

### HOW TO HANDLE INDIVIDUAL PROBLEMS

Because changes do occur and problems do arise, you must have skill in handling such situations when they occur in your organization. Often you are "on the spot" and feel you must do something immediately, but hasty action may mean that you will have a more difficult situation to handle later. When a training problem arises, consider these four basic steps in solving it:

1. Get the facts—be sure to get the whole story.





2. Weigh and decide—don't jump to conclusions.
3. Take action—don't pass the buck.
4. Check results—did your action increase organizational efficiency?

### *Get the facts*

In doing this, begin with what you know yourself and review the record of the employee concerned. Think through his record clearly and impartially. Then consider the rules and organization policies that apply and how they affect the situation. Next, talk with the individual involved and other individuals concerned and get their opinions and feelings as to what is happening. Assemble facts from all sources.

### *Weigh and decide*

When you have all the facts, fit them together and consider their bearing upon one another. Nearly always, if you have them all, they will form a picture or pattern which points immediately to the core of the difficulty and shows you what to do. Then consider all possible methods of solution and check them to see if they conform to organization policies. Test each possible action against the objectives you want to accomplish. Consider the effect of each possible action upon the individual whose problem it is, upon other workers in the group, and upon results. Then choose the action that appears to be the most logical.

### *Take action*

Jumping to conclusions is bad; yet putting off action may be just as detrimental to a good solution. A supervisor must not delay or "pass the buck" or his standing will suffer. Watch the time and place for taking action and decide whether to act by yourself, to ask for help, or to let your superior handle it.

### *Check results*

This step is exceedingly important. The points to be

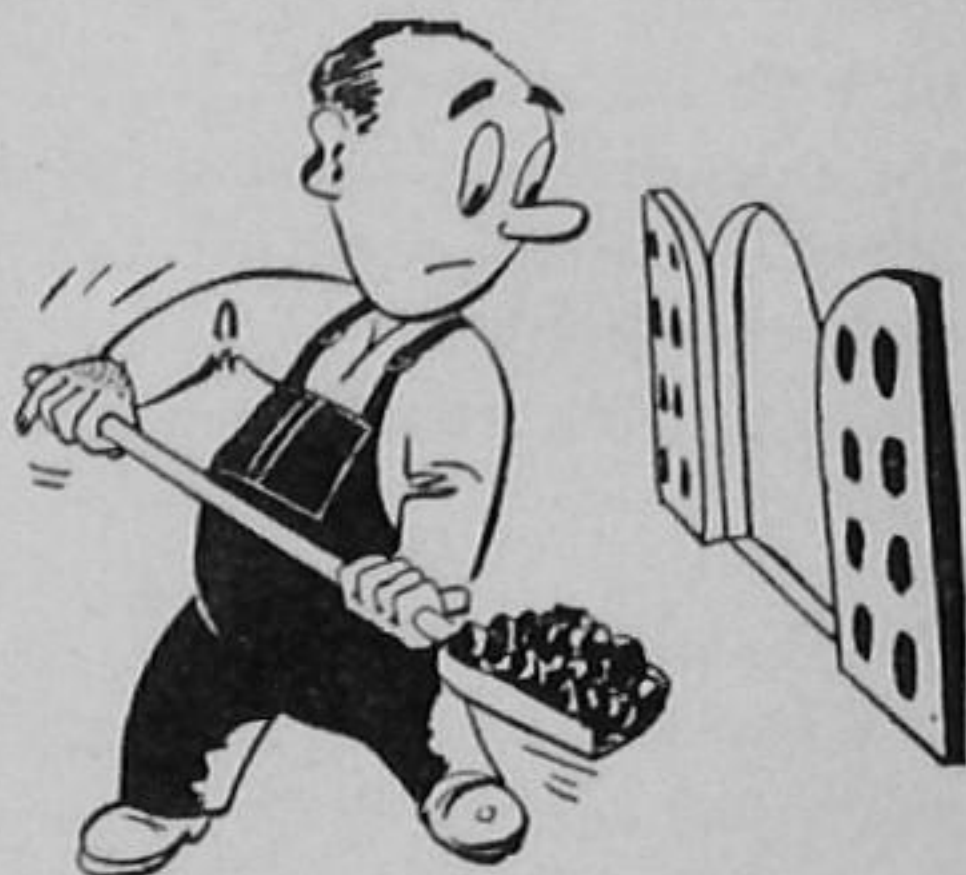


watched are: how soon to follow up, how often to check, and how to catch changes in results, attitudes, and relationships. Be sure that your action helps increase efficiency, for that, after all, is why you have your job.

### IMPORTANCE OF FOLLOW-UP

Follow-up is always necessary, for the neglected fire soon goes out. You've got to shovel coal on the fire. Individual training includes a close follow-up of the employee on the job. It also includes a check on your ability to instruct. Both are important steps in training.

Perhaps the employee is not learning as fast or as well as he should. Perhaps you are giving him too many facts, too fast. Perhaps you are not giving him enough information and are holding back his progress.



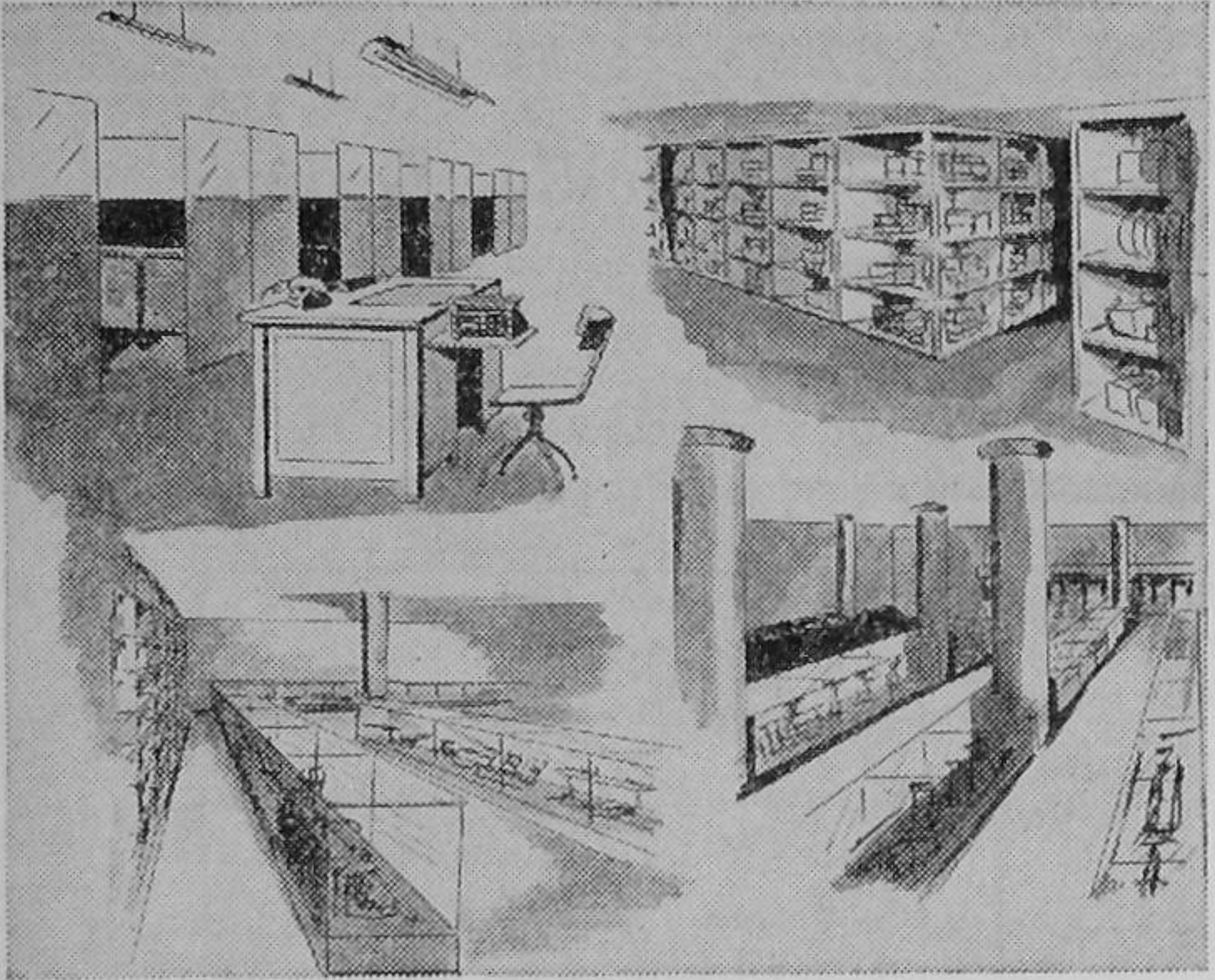
Tell,  
Show,  
Let him try,  
Check, correct, commend.

### THE PLACE TO TRAIN INDIVIDUALS

Training for individuals will take place in a training room or classroom, in the manager's or assistant manager's office, in the shop, on the floor, or in the department or section where the employee works. The nature of the training and the size of the business, plant, or school will determine where training may best be given. For example, sound strip films will usually be shown to individuals in a training room. A specially trained person would usually show films, although he might be a service man or a student.



Some personal training of a correctional nature would be done where it would be most effective: on the job in a plant, in the department, in a quiet place on the sales floor, or in the office. It all depends on the need of the situation and the place available.



### THE TIME OF DAY TO TRAIN INDIVIDUALS

The time of day to train individuals likewise depends upon the need of the situation. Initial training may consume the entire time for two days, part of the third day, and perhaps an hour a day for the following two weeks. Spot training may involve only minutes at uncertain times. After *initial training* has been given, the time for training is when it is needed. In general, however, the best time to train is in the early part of the morning.





## Mechanics of Handling Group Meetings

“IF YOU WOULD LIKE TO KNOW the way over the mountain, ask one who has passed that way.” Like this old

### *The Way over the Mountain*

Provide Memory Insurance  
Have an Effective Meeting Place  
Create a Work Attitude  
Use Visuals  
Employ Repetition

Chinese proverb, experienced personnel trainers who do know “the way over the mountain” know that careful planning of each meeting, as well as the whole program, is important. Experienced personnel trainers know that no one can be a top-notch trainer unless he *does* make plans. A good plan will possess at least two things:

1. An itemized listing of the subject matter to be covered.
2. A carefully worded statement of ideas on how to put each item of the subject matter across.

We are not concerned with subject matter here, but we



are deeply concerned with the ways to put the subject matter across.

### PROVIDE MEMORY INSURANCE

A personnel trainer's most important job is to help his trainees to think through problems and situations and also to condition them to retain the instruction in their memories.

"Man," said a Greek philosopher, "has a natural curiosity to *know*"; experienced trainers will quickly add—"and a tremendous ability to *forget*!"

Many expensive training programs have failed to produce expected results because the "ability to forget" has been overlooked. An insurance formula against this forgetfulness consists of:

1. Exacting preparation by the instructor on each detail of the planned program.
2. Dramatic, hard-hitting presentations.
3. "Take home" or "reminder" to summarize and clinch the topics discussed in the meeting.
4. Questions and discussions for each meeting.
5. Unlimited use of visual aids of all kinds.
6. A summary of the presentation and the discussion for each meeting.
7. A preview of the next meeting.

#### *Planning time allotment*

Suppose we first consider the time allowed. How shall it be divided for best results? Here is a division of time that has proved to be productive.

The over-all group training session may not take longer than 30 minutes, divided as follows:

*Opening:* 3 to 5 minutes for preview.

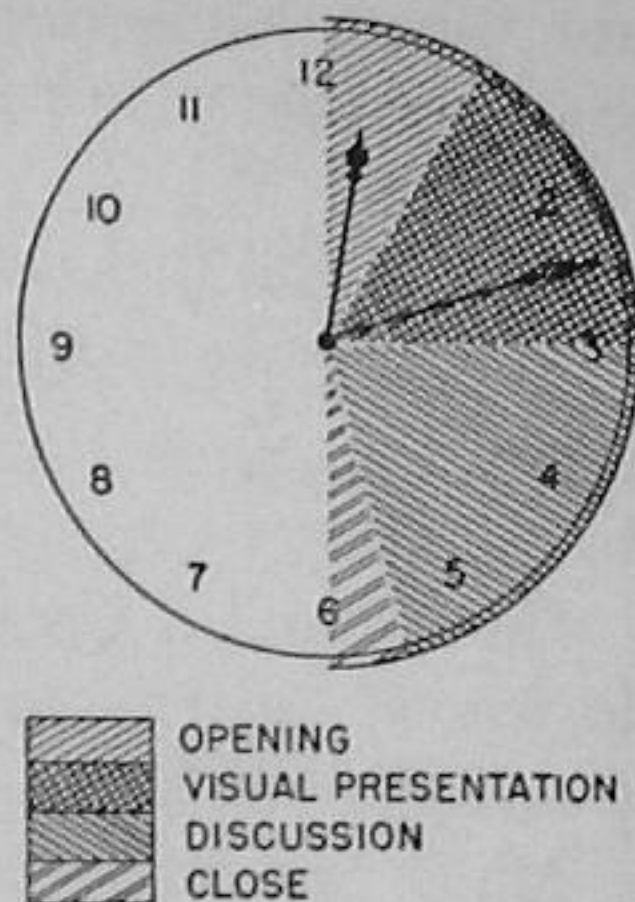
*Presentation:* (Oral or visual) 10 minutes.

*Discussion:* 13 to 15 minutes for discussion and questions.

*Close:* 2 minutes for summary and announcement of next session. Hand out training booklets that supplement the presentation.



This schedule combines the opportunity for a good oral or visual presentation, plus group discussion led by the instructor. It is set up for 30 minutes—the absolute minimum from the time viewpoint. Training becomes more productive when one hour is allowed for meetings and the extra time is spent on questions and discussion. There should be a short break of about two minutes at the end of the first half hour.



### Basic planning for meeting

Preparation for each meeting is essential. The instructor should prepare himself by reviewing the subject to be covered; by reading over *carefully*, perhaps aloud, his meeting guide or lesson plan. He should make careful notes of additional topics that might be brought up, and of the various “visuals” that could be used.



Depending on the subject matter to be taught, meeting guides should do the following

for a trainer:

1. *Job sheets* (What) provide an overall picture of a particular job or duty including all of the operations involved. They describe *what* is to be done. They are prepared largely for the purpose of developing the student's ability to plan and organize his work.
2. *Operation sheets* (How) describe *how* a specific operation or part of a job or duty is to be carried out. Such sheets provide the student with detailed information in regard to the performance of a given operation.



3. *Information sheets* (Why) are used to supplement operation and job sheets. They indicate *why* the work should be done as assigned.

ARMY MEETING GUIDE

Lesson title: .....  
Course: ..... Instructor: .....  
Subject: ..... Date: ..... Hour: .....  
Job assignment: .....  
Lesson objective: .....

Training aids: .....  
.....  
References: .....  
Time required: .....

- I. Presentation: .....  
    Introduction: (Method .... Time required .... ) .....  
    .....  
    .....  
    Explanation and/or demonstration: (Method .....  
        Time required .... ) .....  
    .....  
    .....  
    .....
- II. Application: (Method .... Time required .... ) .....  
    .....  
    .....  
    .....  
    .....
- III. Examination: (Method .... Time required .... ) .....  
    .....  
    .....
- IV. Discussion: (Method .... Time required .... ) .....  
    .....  
    .....  
    .....



## STORE MEETING GUIDE

Department Drugs What information deals with \_\_\_\_\_Selling Points of X Brand ToothbrushRemarks: Nationally advertisedMAJOR IDEAS or facts to  
be taught the learner\* PLUS VALUES: Technical  
terms, correct pronuncia-  
tion, probable variations to  
the rule, reliability of in-  
formation, etc.

Bristles

Synthetic. Dupont Nylon  
"U" shape. Firmly an-  
chored. Retain stiffness  
when wet.

Approved shape

1"-1½" by 5/16". Two or  
three rows of bristles, well  
separated. Tufts of uni-  
form height with cone-  
shape crown. Heads  
rounded.

Choice of several varieties

Six bristle consistencies.  
Many colors.

Sanitation

Sealed glass containers.

Price

In competitive range.

American Dental Associa-  
tion endorsement

Meaning to consumers.

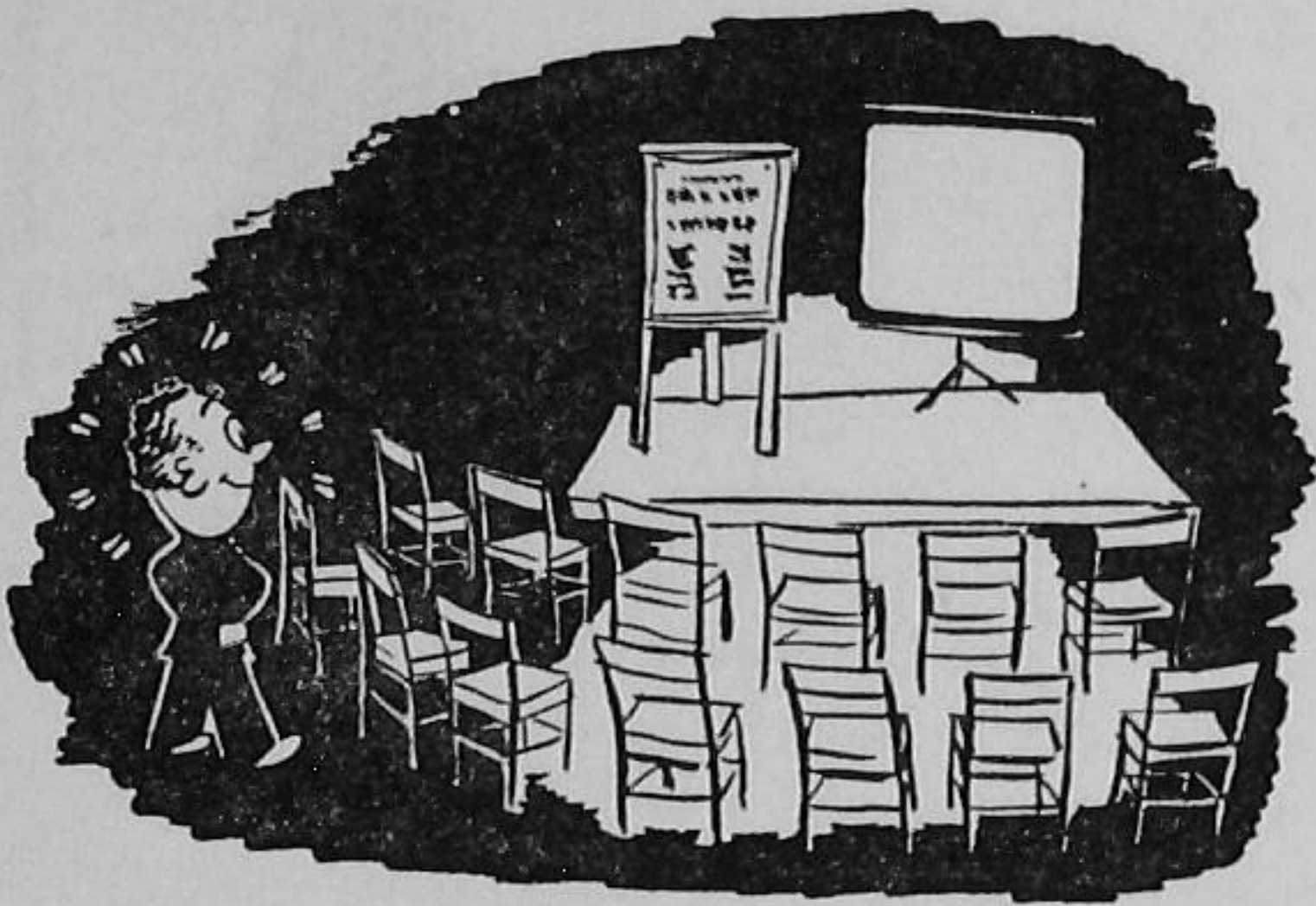
\* Answer to "W" Questions

Why—Where—When—What—Which—How—Who



4. *Assignment and reference sheets* are used to supply sources of information, tables, formulae, graphs, and similar materials.

All charts, graphs, bulletin boards, or other visual aids should be prepared, inspected, and placed in the meeting room ready for use. After collecting the visual aids and arranging them ready for use, expose only those to be used first. Some visual aids are more effective if exposed when the subject is being discussed.



If a slide film or motion picture is to be used, check and test the projector, clean the lens, thread the film, replace the needle and get the image focused on the screen. When the time arrives, it is only necessary to throw the switch.

Printed or mimeographed materials to be handed out should be available in proper quantities. Start every meeting promptly at the scheduled time, and close promptly when the time is up.

### *Rehearse your plan*

Prepare a meeting guide and review it at least twice before each meeting. Plan time schedules for your meetings. Only in this way can you be certain of covering adequately all the points you wish to make. You need not



rigidly follow the meeting guide outline. Use it as a *guide*. The length of your meeting will depend very much upon the expected mood of your audience. The best meeting can be boresome if the audience is tired or in a hurry to get somewhere else.

It is impossible to over-stress the importance of being thoroughly familiar with the content of your presentation. The trainer who is well acquainted with his presentation and materials will often be able to anticipate in advance the points which will cause the greatest amount of comment and discussion. He can, therefore, in his rehearsal determine just where these points may occur and thus make easy his reference to them later.

It should be emphasized that the degree of use you and your group derive from the meeting will depend in large part upon *your presentation*. Therefore, never put on a show until you have become familiar with your subject, the visuals you will use, your meeting guide, the employees' "take home piece," and the other factors. Know exactly how to use them according to the directions in the meeting guide or lesson plan that you have prepared for your use in each meeting.

Then, during your presentation, expect the unexpected. Watch facial expressions. Shorten or lengthen your planned program according to the interest and response of the group.

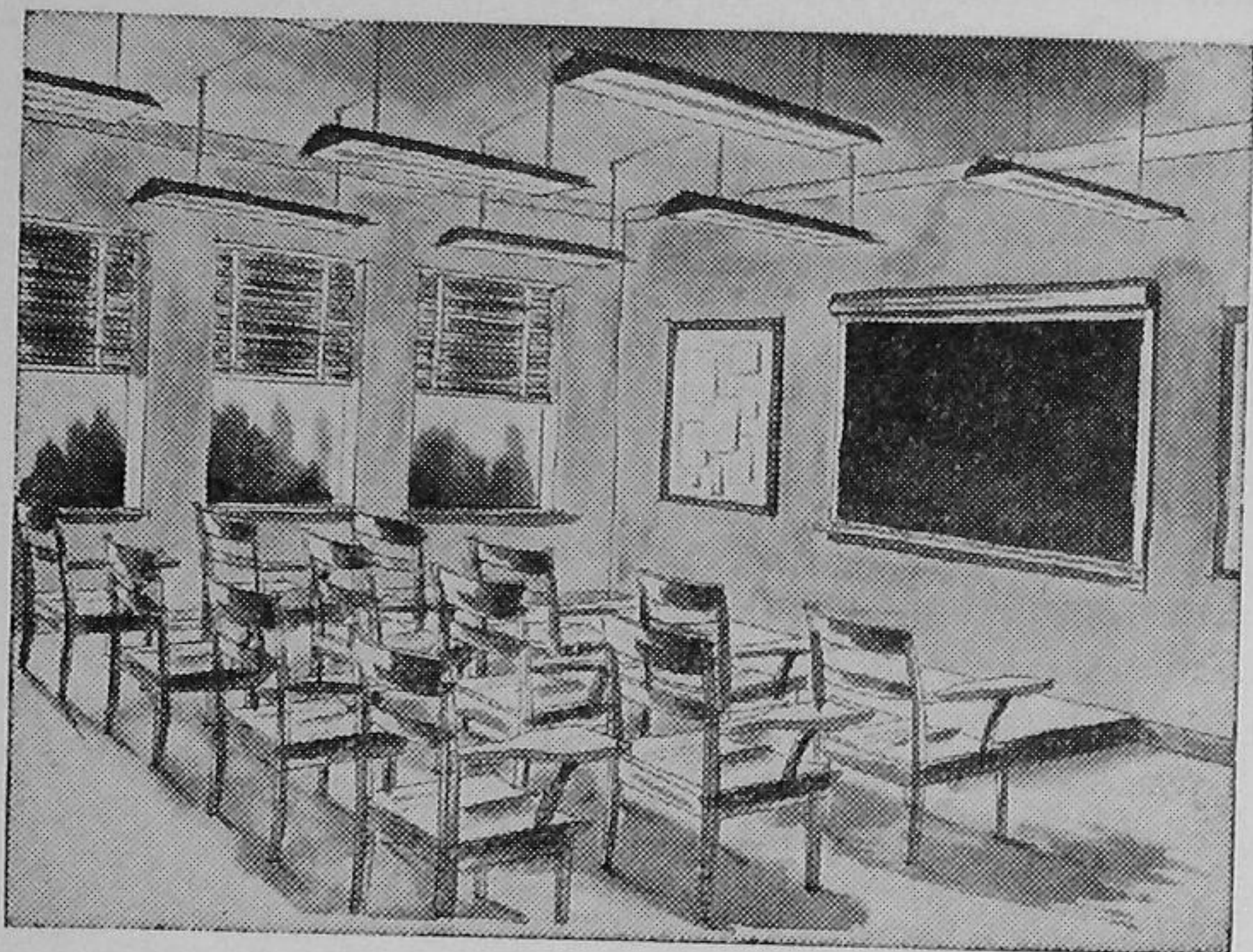
### HAVE AN EFFECTIVE MEETING PLACE

We repeat, an attractive training room is not a necessity, but it is a decided asset to a successful meeting. A com-





comfortable room is a necessity. In a store it is usually most practical to use the furniture, show, service department or classroom for group training space. In an industrial plant the best place may be the work floor, an office, an auditorium, or a classroom.



Minds will function best when bodies are at ease. Provide comfortable chairs. Have a seat for everyone. Arrange chairs in order. Choose a quiet location. Distracting noises compete with your show.

Be sure the room is clean. Cleanliness commands respect and attention. Check the air circulation. Provide ventilation, if trainees are permitted to smoke.

Ideal temperature is 68 degrees.

After the group is seated, a check should be made to ascertain the possibility of every trainee seeing the visual aids to be used.

When pictures are used, check to see that no seats are too near or at too much of an angle to cause distortion. Arrange the seats so that late-comers will not disturb the show.



Test the switches to see that all lights may be turned off quickly, without turning off the projector circuit.

If it's a day-time meeting, ascertain that the room can be darkened quickly, and that shades or black-out curtains are up to stay. With the equipment set up in the room just as it will be when the meeting is in progress, pretest the performance in every way possible.

The physical details of a meeting room usually need the attention of a dependable assistant. This person should know how to operate and maintain the projector. When you have chosen your operator, see that he is thoroughly acquainted with the operation of projectors and other training aids.

### TIME TO HOLD MEETINGS

For best results, meetings should be held in the same place on the same day of the week and the same hour of the day. They should be held for not less than thirty minutes. Generally, one hour is better. Usually, early in the morning is the best time of day. But select the best time for your program and make it a regular feature.

### CREATE A WORK ATTITUDE

After the presentation, either oral or film, encourage questions and discussion on the main points. Ask your group to give illustrations and examples from their own experiences which involve the principles taught in the lesson. Do not monopolize the discussion; get each employee to contribute.

Keep the discussion informal and try to have trainees participate freely.





Questions should be neither over the heads of the group nor too elementary.

Speak clearly and distinctly and require trainees to do the same. Everything that is said should be for the entire group.

Keep the aim of the lesson before the group and stick to your planned procedure. This will enable you to cover the work as planned.

Make your teaching meaningful by relating it to the life and the work of the trainees. Use plenty of concrete examples of the points to be made, so that the instruction will be clear and its value will be apparent. Emphasize understanding, thinking, and use, and not mere memory of facts. Develop correct habits of getting and using knowledge rather than developing memory.

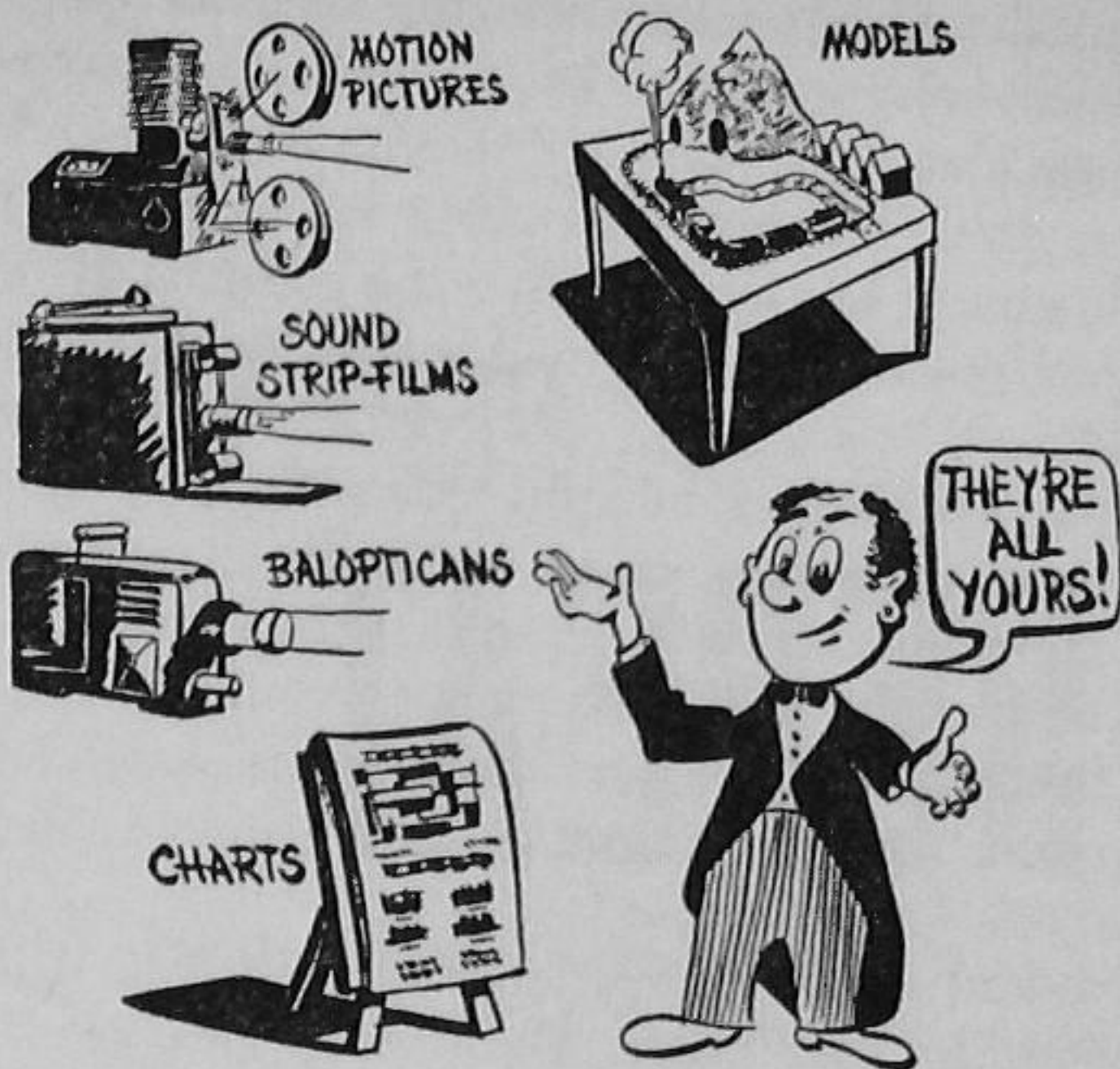
You have had valuable experience in your field that will be of interest to your class. Draw upon this experience when it will present or illustrate a thought, demonstrate a process, or drive home important facts or ideas. Above all, do not be a bore. Make your instruction so interesting and so vital that employees will look forward to your meetings. It can be done.

### CONSISTENT USE OF VISUAL AIDS

There are many rules for effective instruction, but there is one rule that should invariably be followed. This rule is: Use visual illustrations in every possible way and manner. Visual aids will help you to transmit swiftly and effectively facts and skills needed by a learner. Shun the oral discourse as much as possible.

Too often an instructor envisages a picture, or a series of pictures, so clearly that he attempts to transmit them by words. In most cases words do not create the same picture in the employee's mind as in the instructor's mind. Therefore, another good rule to follow in training is: Do not attempt to transmit any mind picture with words. Use the real thing, or a model, specimen, photograph, sound strip film, or some other suitable visual device.





### VALUES OF REPETITION

#### *How to use repetition*

To be thoroughly effective, to achieve constructive results, a training program should be based on repetitive training. While single meetings undoubtedly produce certain results by themselves, it is important to recognize that repeated meetings about the same subjects will increase learning effectiveness.

In these meetings, have members of the group compare their experiences with those presented by the instructor or as presented in the films. Note their individual reactions—positive or negative—and use those reactions as the basis for correcting either their attitude toward their work or, as frequently happens, for uncovering certain operating activities which appear to be stumbling blocks in the way of efficient training.

A third, fourth, and even fifth meeting conducted along the same lines might be held at regular intervals. It has been proved that such retraining helps to disclose what personnel is thinking about; what is required to do a better



job; and, what hidden resistance may have developed. It also emphasizes facts, extends knowledge, and develops skills and appreciations.

REPEAT  
REPEAT  
REPEAT  
REPEAT  
REPEAT

Remember, it is the repeated idea that sticks! Repetition of ideas accounts for much of the success of effective trainers.

Repetition of presentations is particularly important for gaining the greatest amount of retention (memory). There have been tests made to find the effect of speech repetition. In one test, methods of many kinds were used to stress certain points including repetitions, direct statements, warnings, and the fact that certain things were to be remembered. The methods used and the resulting retentions follow:

<i>Method</i>	<i>Resulting retention</i>
Five repetitions .....	315
Four repetitions .....	246
Three repetitions .....	197
"Now get this" .....	191
The first statement made .....	175
Two repetitions .....	167
The second statement made .....	163
"Did you get that" .....	154
A pause before the statement .....	153
The last statement made .....	138
Impressive banging of the fist .....	115
Dropping speech rate to one-half of normal .....	79

This tabulation clearly shows that repetitions rank first in effectiveness. Every personnel trainer should repeat, repeat, repeat!



Again we repeat—it is the repeated idea that sticks! Use your presentations and meeting materials over and over.

### PROVIDE REPETITIVE PRACTICE

Provide an opportunity to practice the things presented during the training session. “Put it to work immediately” is a good rule. Then follow up and repeat the training when necessary. Practice makes perfect, but only if the practice is thorough and is done with intent to improve. Just batting a ball around a golf course never improved anyone’s game; only his vocabulary. The learner should give attention to the improvement of his work. Obviously, he should use the best method for the particular job at hand.

Learning a long, hard, slow method, when a short, easy one is available, is a waste of time. Learning wrong habits is often worse than learning none. Our “practice makes perfect” formula could well be rewritten, “Thoughtful practice with intention to improve makes perfection,” or “intelligent repetition insures mastery.” Everyone has to practice or review in order to keep alive an unused skill, procedure, or item of learning. This practice or review may be shortened in proportion to the degree to which that skill or knowledge was mastered in the first place.

“PRACTICE MAKES PERFECT”

The hints in this chapter will enable you to be a successful group trainer. Your experience and a carefully devised plan, combined with your personal warmth and wisdom will make you an unbeatable instructor. How to use your personality and wisdom to the greatest advantage will be explained in the next chapter.





## Punching Up Your Group Meetings

LOOK AT ANY BRIGHT OBJECT for a short time and you will carry an image on your vision after you have turned away. Psychologists call this an *after image*.

### YOUR AFTER IMAGE



Something similar occurs in training. A good trainer, too, leaves an effect upon the mind and emotions that lingers long after the specific subject matter is forgotten. You want your *after image* to be lasting and pleasant.

What your *after image* is to be depends very largely upon how effectively you use your personality and wisdom to influence groups of people. When a good personal example is combined with good mechanics of instruction, you have an unbeatable combination for productive training.

### PERSONAL EXAMPLE

Stand erect; be alert; look alive! Your group will respond in the same way.



The attitude of the group will reflect the attitude of the personnel trainer. There are trainers who lounge around, who wander about the room, who sit behind their desks, who stand in front of a window or a bright light, or in front of the illustrative material about which they are talking. You've seen these characters. They are not good instructors. Don't be like them.

Volumes have been written about methods of teaching, but personal example is one of the most effective ways to train. It is what we do, and how we do it, that makes a lasting impression on trainees. If every instructor or supervisor would set a good example, training and trainees would be vastly more productive.



### KNOW YOUR TRAINEES

It is most important to plan for the people in *your* training group. You must ask yourself what your trainees need and how to present it so that they will master it quickly and thoroughly. You must learn to see yourself from the learners' viewpoint. This means that you must plan your instruction so that it may be adapted to the learner's needs.

The person who has a genuine interest in training people, and who enjoys watching their mental change and growth as a result of his training, is likely to be a good instructor. The trainer who can understand and plan to cope with confusion and anxiety, resentment and indifference, eagerness and interest, the attention and enthusiasm of each individual in his group, is the one who will get the best results.



## PROVIDE VARIETY

Your training program must be intensive, practical, and productive! Anyone will agree with that statement. But—when a training program is too intensive the trainees may suffer from overexposure. Overexposure is as harmful in training as it is on the beach. Since good training *must* be intensive, we must use various training stunts. In other words, we must use a combination of training devices to keep us from “burning up” our employees. That is why an overdose of any one of the devices used in training can be harmful.



Good visual devices can be made so interesting that your trainees will be eager to see the next one. This keeps them from “burning up.” Skillful and interesting remarks and anecdotes, plus your own charts, graphs, models, specimens, and demonstrations will give profitable results, especially when used in combination with films, either slide or moving pictures.

An overdose of any one of the devices used in training can be harmful. For example: Too many sound slide film showings would soon cause the trainee to lose interest. Too much talk also lessens interest. Trainers often suffer from their own occupational disease: “too much talk, not enough thought.” They must forever remind themselves that “all are not hunters that blow the horn.” Too much of anything is ineffective or has a negative effect. Therefore, use alter-



nates and combinations, for anything different is always challenging and stimulating.

### TRY TO ESTABLISH GOOD RELATIONSHIPS

#### *Put your best foot forward*

In all training sessions it is most important to develop a friendly, informal relationship between the trainer and the trainee. The trainer should employ a natural smile, show confidence in his group, and indicate a real interest in their progress and problems. In other words, he should put his best foot forward.



#### *Tell your learners why the meeting is important*

One of the first steps in conducting a meeting is to sell your people on the merits of the meeting. Tell them why the subject is important and why they should spend time and effort in learning. Study is work and the energy needed to learn can only be supplied by the trainee. When you explain why a subject is being taught, or why a certain sound

film has been prepared, you arouse interest. *Interest is the spark plug that starts the machinery of learning.*

It is especially important that the employees be told the *why* of the coming presentation. Point out specifically why the training to be offered will benefit each individual. Each employee is probably saying, "What's





in it for me?" so tell them in a positive but cheerful manner. Tell them exactly where each operation, fact, or bit of knowledge that will be taught can be used on their jobs. Tell them about the importance of their increased working ability to the whole organization.

Never apologize for the subject, the visual presentation materials, or other materials used. Above all, do not kill interest by some such remark as, "This is boring, but we have to do it, so let's go." In the first, and in every lesson, find some point to arouse the interest of your trainees in the subject to be learned. Materials or aids for which you even consider apologizing should not be included in your plans.

### BE PATIENT

The personnel trainer must never imply or state that a trainee is stupid, lazy, unable or unwilling to learn. He may be a "difficult" trainee, but generally when a trainee has learning troubles, the instructor has not taught effectively.

Sometimes a trainee will indicate that he does not understand some point when the other members of the class seem to have learned it easily. The trainer's reply should be somewhat as follows: "I'm glad you brought that up. Probably I did not make it clear to you." If repeating the subject would waste the time of the other trainees, arrange for this one person to remain after class for an explanation.

On the other hand, many trainees may have failed to comprehend. When the trainer observes this condition he should ask how many others would like to have the point re-explained. His ego may suffer from the response, but he should pass it off humorously and not take himself too seriously. If trainees respond frankly the trainer has less chance of facing failure at the completion of the course.

### BE POSITIVE

Oral instruction should be expressed in positive terms.



Never say, "Don't." Say, "Do." Trainees try to visualize oral directions. It is more difficult and much more confusing to visualize negative oral directions. Putting negative pictures into the mind of a trainee is the first step toward actions that are the opposite of those the trainer intended. Negative training results in negative activities. You want positive results; therefore, use positive terms and speak in a positive manner.



## HAVE QUALITY MEETINGS

### *Importance of little things*

Your success in conveying your ideas to trainees in a group depends largely upon the quality of the meetings. "Little things" like room ventilation, comfortable chairs, conduct of discussions, familiarity with films and meeting guides—all of these things and many more "make" or "break" your meetings.

In addition to these points there are two big considerations to keep in mind when you plan a good show for trainees. These are:

1. Your ability to "sell" training—the inspirational and educational character of the meeting.

2. The trainee attitude—which is, essentially, "What's in it for me?"

The meeting should be designed so that it gives inspiration and education and holds the promise of a quick reward through a minimum of learning. This is partly done through the medium of instructional presentations of films, manuals, and other training materials.

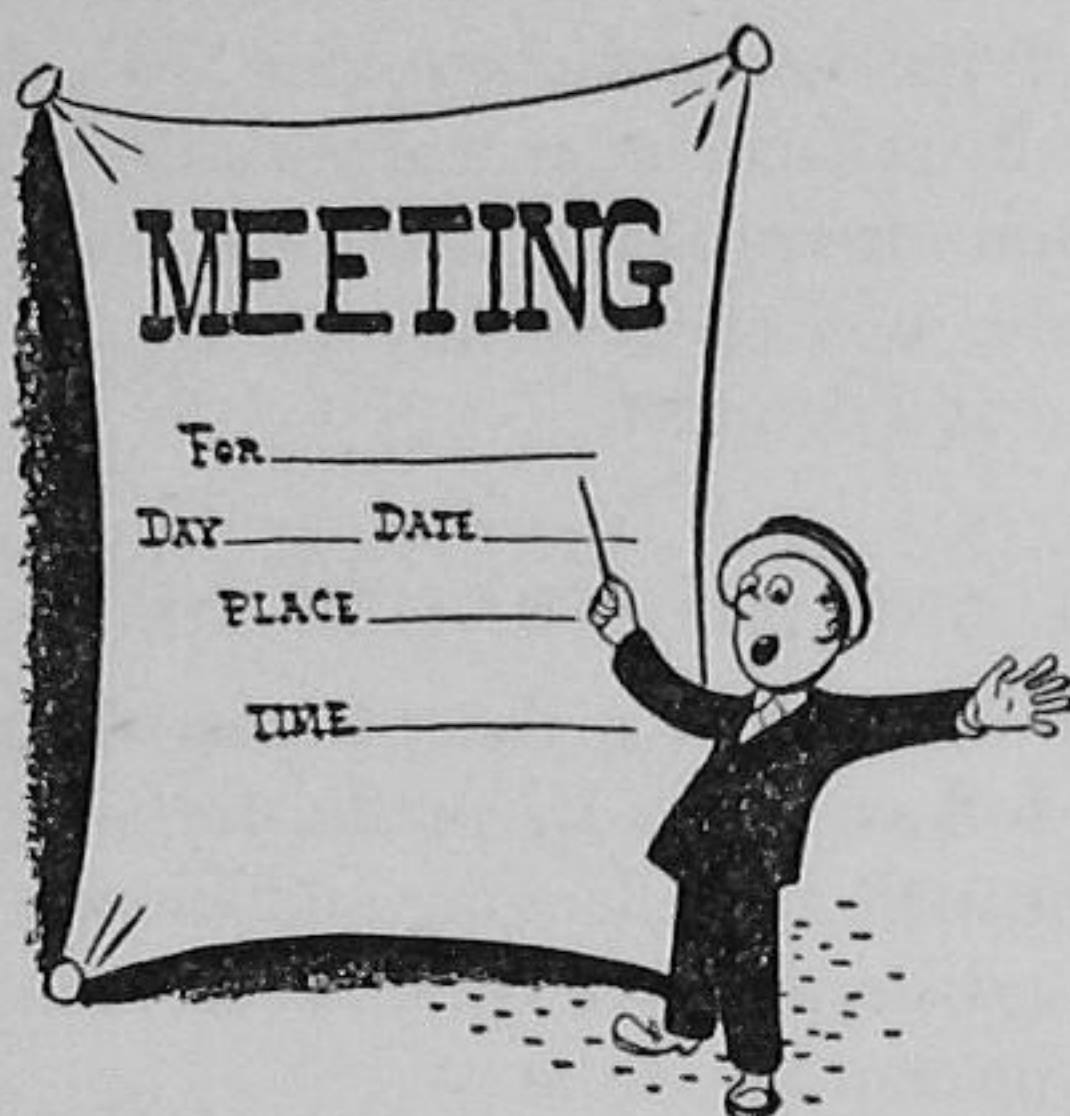




But of much greater importance is *your* willingness and ability to “sell” each meeting to your trainees.

*Advertise your meetings*

A good showman advertises. He tells people in advance about the coming show and the interesting results that they may expect.



An enthusiastic announcement is advisable for every meeting, even if the attendance is compulsory. Even when you pay employees to come to store meetings, you want to be sure to have their mental, as well as their physical presence. You want their complete attention and their sincere interest. Through bulletin board announcements, posters, or by “word of mouth” tell the good points of the coming meeting, without exaggeration. Tell why it is advisable for them to be prepared to take an active part in it.

*Pride of participation*

Another point! “Pride of participation” is a wonderful influence on any kind of training. That’s why you must plan for a question and discussion period in each meeting. When you promote and encourage discussion you give your employees a pride in doing well, you create greater interest,



you build confidence, you increase productiveness. Never neglect the discussion step in any training session. Always provide for trainee participation.

### *Show—don't blow*

All good instructors follow the procedure of *show—don't blow*. All successful teachers use many visual aids to put their ideas and skills across. The world's worst place to train is in the typical school classroom, with desks screwed to the floor, dull wall colors, a teacher's desk, poor lighting and kindergarten atmosphere. The best place is in a room designed for the use of a variety of visual aids and for physical and mental comfort.

### CASE AND ILLUSTRATION FORMULA

The successful instructor makes his personal presentations interesting by following a *case* or *illustration formula*. He always leads off with a challenging and snappy introductory talk. The second step is to illustrate each point with two or three good illustrations from real life. Then he concludes with a punch paragraph or sentence that wraps the mental package and delivers it to the trainees.

There is nothing that will quite take the place of an assortment of real life illustrations for use in stimulating discussion. For this purpose, cases or illustrations may be classified under two main headings: (a) real or actual, (b) makebelieve. The latter, as a rule, are of less value and utility than those that have been accumulated through the instructor's own experience. When real examples are used, they should not mention names of people,





business places, or the organizations where the cases occurred.

### *How to use Cases and Illustrations*

1. *To attract attention.* Competent trainers know the value of a striking incident, a gripping story, or a humorous anecdote to bring to attention a group that is tired and listless. The trainer who has a stock of good cases and illustrations at hand usually maintains full attention.

2. *To facilitate reasoning and understanding.* The most important reason for the use of illustrations or cases is to aid understanding. Oftentimes, an incident, a story, or an explanation, through comparison with another problem the member knows, will lead him to a flash of understanding. The awakening of a mental image containing the elements of similarity enables a baffled trainee to see the relationship and then to abstract the idea or ideas involved. Most people can think better if they tie their thinking to a concrete, definite mental image. The competent trainer makes use of this fact.



3. *To vivify realization or experience.* A trainee may know a fact or draw some conclusion, but it has not impressed him much. Or, while he may know that something is important, he has not sensed its true importance in relation to his accomplishments. A well-chosen case or illustration may make a fact or idea so significant and so vivid that it will not be forgotten.

4. *To stimulate the imagination and provide incentive for action.* No more powerful instrument is available to the instructor for the development of facts or ideas.

5. *Use examples that are approximately accurate.* The accuracy of elements in the case or illustration should be



accepted without question by the group. Absurd cases lose effectiveness.

6. *Use occasional examples that are vivid and realistic.* For purposes of attracting attention, to impress an important point, or to arouse an emotional response that leads to activity or the formation of attitudes, this form of case or illustration is most valuable.

7. *Use examples for the most part prepared in advance.* The same reasons for using questions which have been carefully thought out in advance apply with greater force to illustrations and cases. Illustrations are more complex. All too frequently they do not illustrate because the mental imagery aroused does not coincide with the idea it is expected to clarify. If careful preparation has been made, the chances that poor mental images will be aroused are reduced to a minimum.

8. *Verbal examples should be varied.* The possibilities in story, incident, anecdote, description, or comparison offer almost unlimited opportunity for variety. Individual differences in the mental reactions of students will best be served by a wide range of illustrative forms.

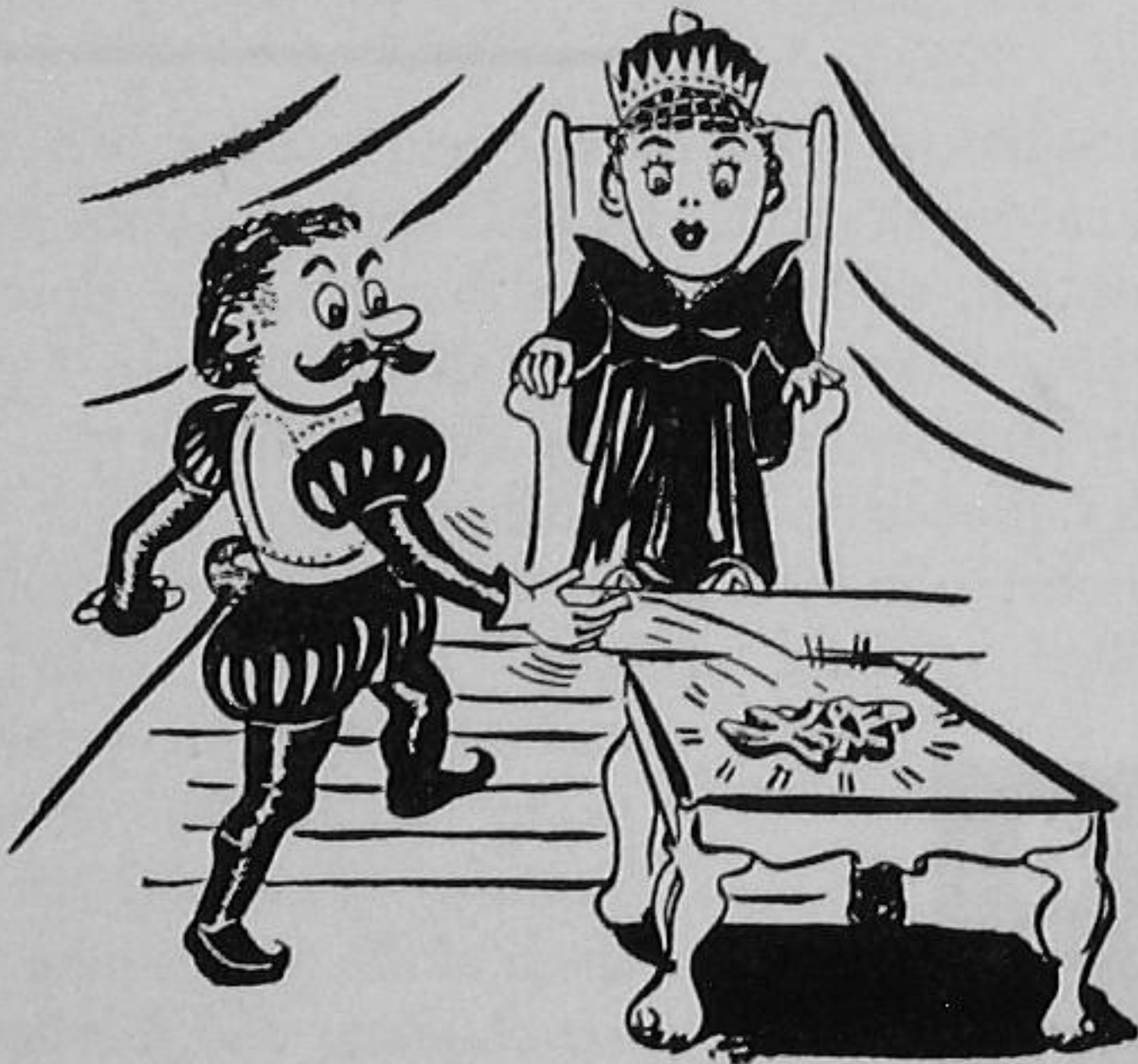
9. *Use sparingly examples of personal experience type.* It is natural that we should want to tell personal experiences. Frequently, it is the most valuable form of illustration to use. The danger lies in the impression of "big-headedness" that may be left as a bad after effect. Use sparingly personal references for illustrative purposes. When they are used, avoid as far as possible the first personal pronoun.





## Show—Don't Blow

WHEN THE KING OF SPAIN asked Hernando Cortez what faraway Mexico was like, Cortez silently picked up a piece of paper and crumpled it, showing him the mountains and valleys of old Mexico.



When the Queen asked for a description of the Island of Hispaniola, says an old chronicle, Columbus crumpled up a piece of paper and tossing it upon the table, cried, "It looks just like that, your Majesty!"



Isabella may have disapproved of such waste of paper, but at least those earlier trainers, Columbus and Cortez, had the right idea in estimating the importance of the rule: "Show—Don't Blow."

### REASONS FOR VISUAL AIDS

Productive instructors never use the "Blow" method. *When they blow and don't show, their training is ineffective.* They never get anywhere!

Training methods are not too efficient when most facts and skills must be obtained by reading or hearing about things instead of studying the things themselves. This lack

of efficiency has no place in practical training, when training aids, applicatory devices, and practical situations are so easy to plan, obtain, and use. First-hand, actual practice with the *real thing* is known to be best; the next best procedure is to study pictures, models, or designs of them. The least efficient is believed to be oral discourse.

The primary aim of distributive or industrial training is to insure skilled, efficient workers. To insure skilled, efficient

workers, it is necessary to develop vocational *doing* skills. Training designed to develop these skills must make provision for *showing the learner how to perform*.

The learner may obtain his ideas of how to perform in three ways: First, by watching a demonstration by the instructor;

#### *Employees :*

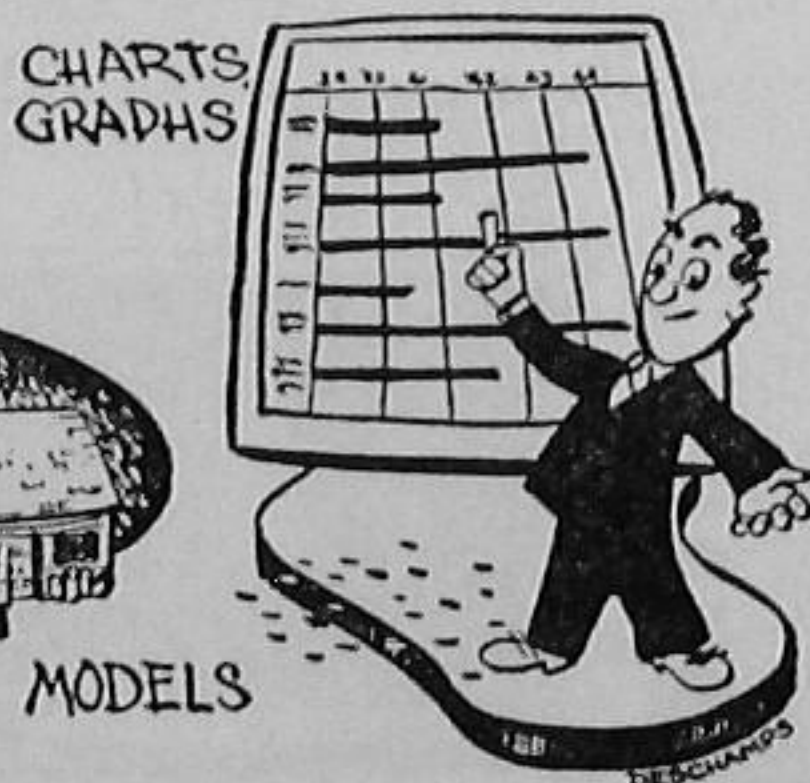
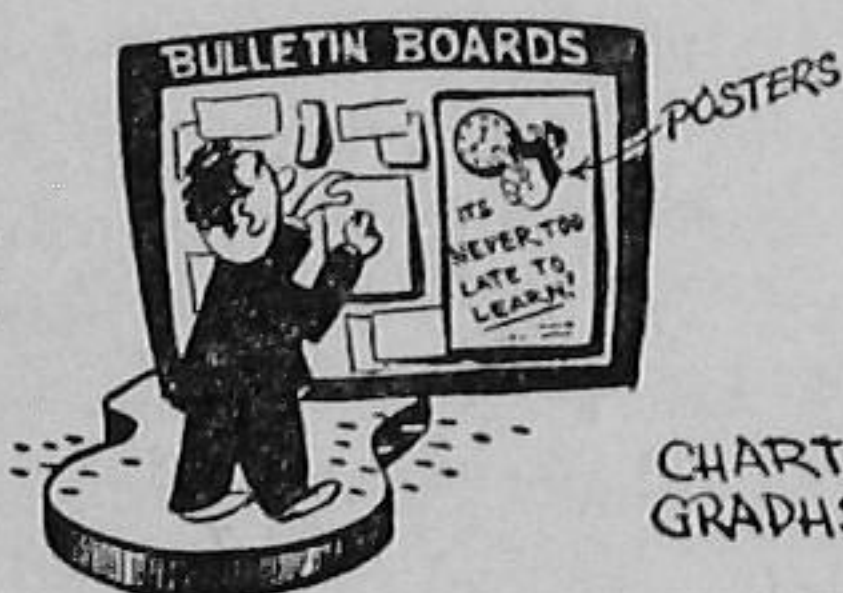
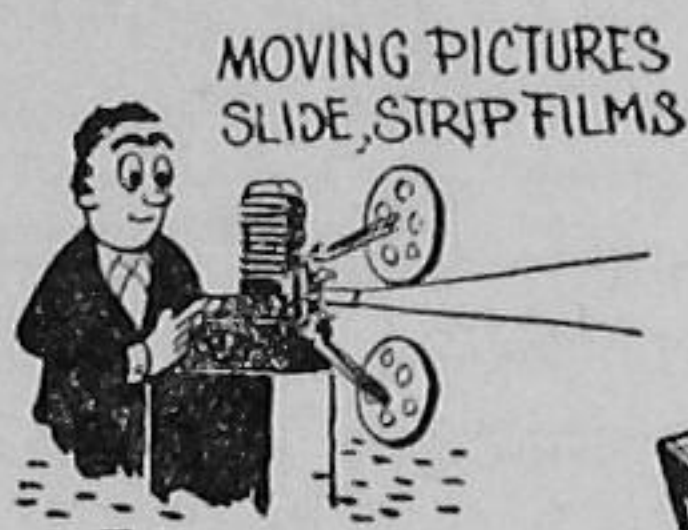
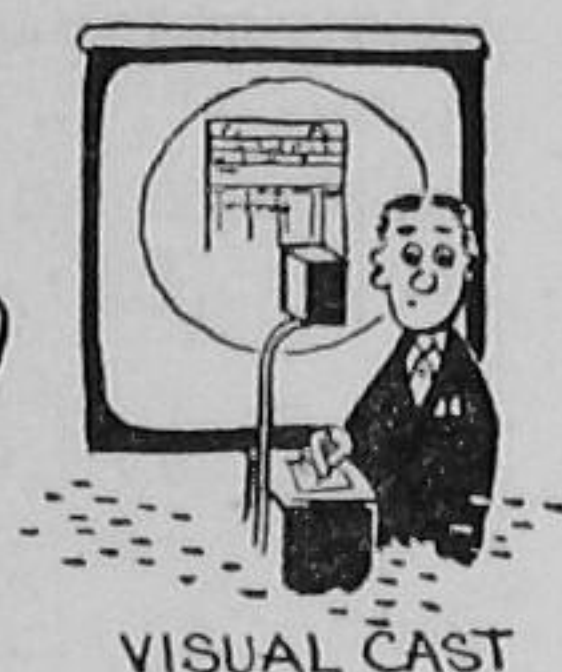
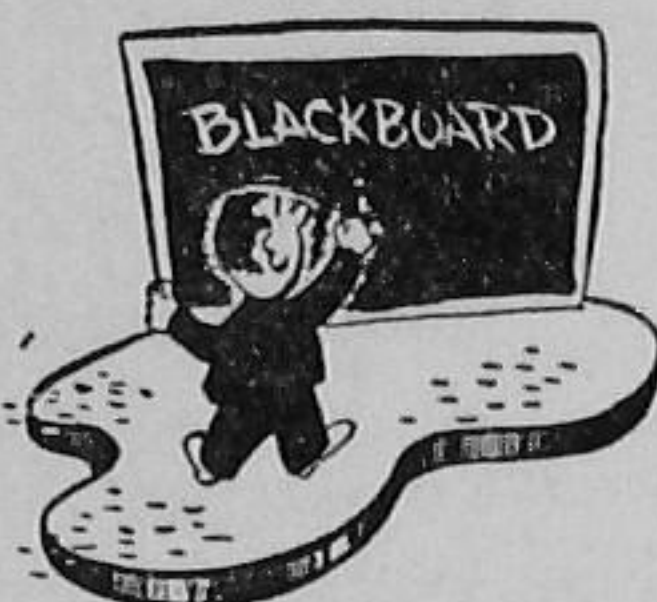
- LEARN MORE
- REMEMBER LONGER
- LEARN FASTER
- LEARN UNIFORMLY
- BETTER ATTENTION
- BETTER MORALE



TO SEE A THING ONCE IS BETTER  
THAN TO HEAR IT ONE HUNDRED TIMES



second, by studying illustrations of how the skills are to be performed; third, by reading or listening of a description of how the skill or exercise is to be performed. The first two methods, watching a demonstration or studying a training aid, are vastly superior to the third plan. But all good training is topped off by actual, supervised work, plus showing or demonstrating by a good trainer.





## KINDS OF VISUAL AIDS

The visual aids used by Columbus and Cortez are not the only devices that modern instructors are using. There are many more. And all personnel trainers should use most, or all of them, at one time or another. Among these are:

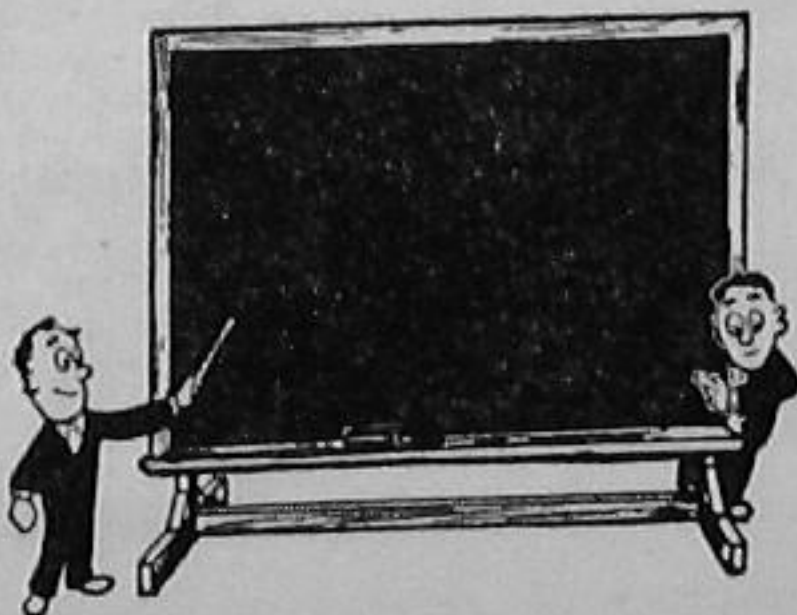
Blackboards	Actual objects	Visual Cast
Maps	Models	Opaque projectors
Charts and graphs	Specimens	Manuals
Posters	Slide films	Textbooks
Bulletin boards	Strip films	Sand tables
Photographs	Moving pictures	Demonstrations

Although it would be impossible to describe all of these devices in anything less than a five-foot shelf of books, we mention all of them for three definite reasons:

First, we must dispel the notion that visual aids are limited to moving pictures and strip films.

Second, all training processes must operate on a united front. We must try to use as many of these aids as possible for each training situation. We cannot afford to use only one or two aids.

Third, the best training aids for *most* instructional situations are home-made. They entail only time and a little ingenuity on the part of the trainer-instructor. We are thinking, particularly, of such aids as models, specimens, and graphs, which are valuable chiefly because they are usually a part of the subject being presented.

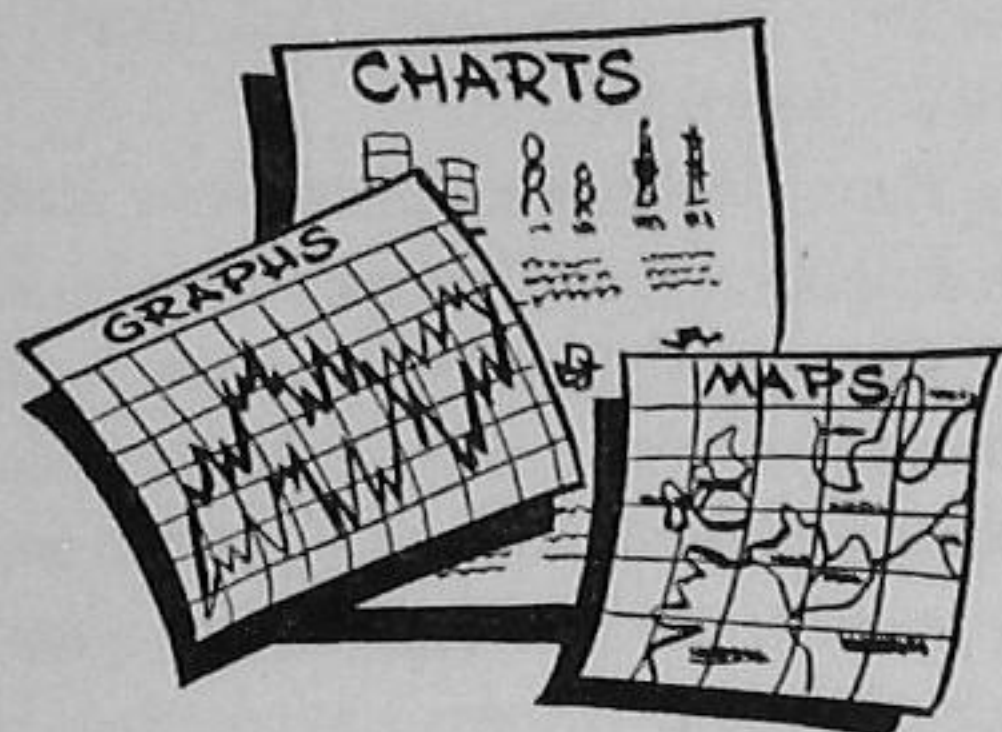
*The Blackboard*

The blackboard is probably the most universally used training aid. *Properly used* it may be of tremendous value to the instructor. It has excellent uses in many training situations.



### *Charts, Graphs, and Maps*

Next, perhaps the most frequently used as well as the most useful training aids are charts, graphs, and maps. Graphs and charts make dry and often meaningless facts more understandable and interesting. They are extensively used in every type of industrial and distributive business. *They should be used more often.*



The lettering on all charts and sketches used before groups should be such as can be read by all trainees from their seats. As far as practicable, all charts for classroom work should be made of a size suitable for the subject

being presented. The controlling factor is whether the chart can be read without difficulty by the entire group. In some cases it will be necessary to make large ones; in others, small ones are preferable. It is advantageous to utilize contrasting colors in making up charts so that certain important factors are accentuated.

Maps are, of course, indispensable in the presentation of many phases of training subjects. Maps for classroom instruction are prepared by numerous business concerns. For special purposes other maps may need to be made by the personnel trainer. These may be made up to suit the situation. In addition to these sources, useful maps may be obtained from various governmental bureaus, oil companies, and railroad companies. Other valuable maps, as well as charts and graphs, may be cut from magazines and newspapers, mounted, labeled, and filed for use.

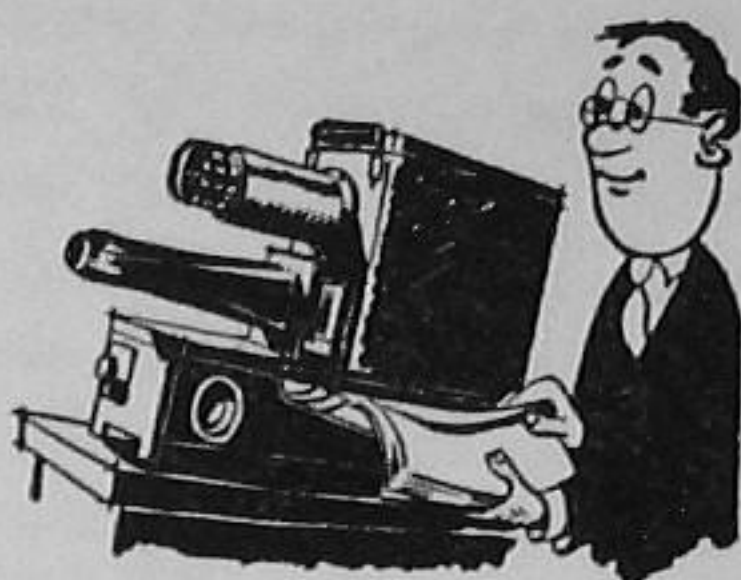
### *Opaque Projector*

Flat pictures may be used with the opaque projector. This device makes it possible to present charts or illustra-



tions on the screen, without the necessity of making slides of films.

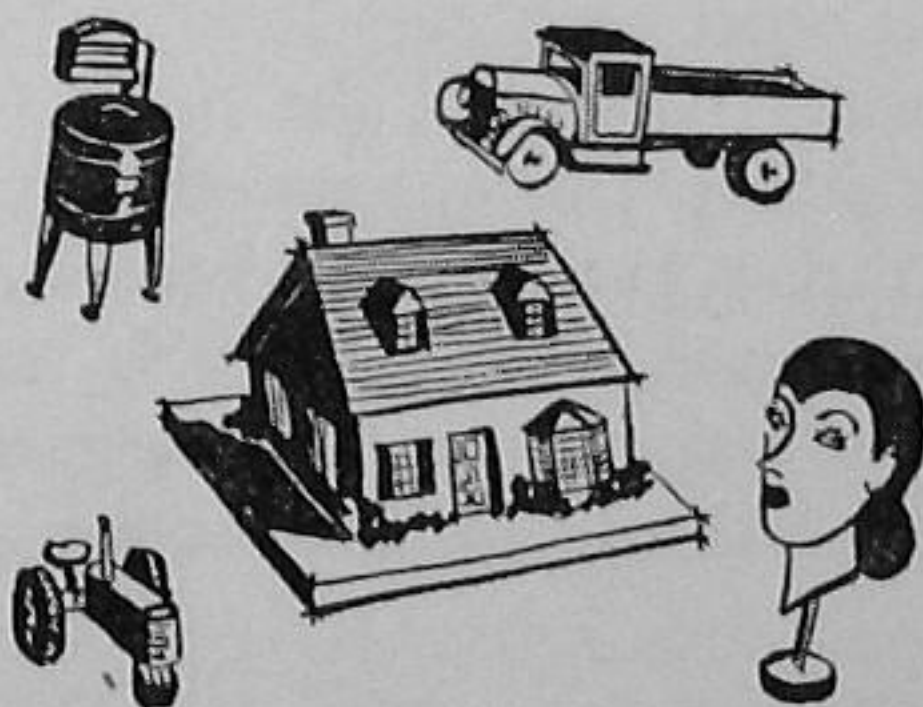
Flat pictures may be purchased ready-mounted or they may be mounted by the instructor. Magazines, newspapers, catalogues, advertising pamphlets, and books are all sources of pictures.



Flat pictures, for example, may illustrate appliances and their uses, various phases of salesmanship, proper methods of management, and many other practical situations. In fact, there is probably no subject for which flat pictures cannot be obtained. With an opaque projector the instructor may project any flat picture on the screen, including illustrations in books and magazines. The opaque projector is especially adapted to reproducing postcard illustrations, and similar cut-outs.

### *Models and Specimens*

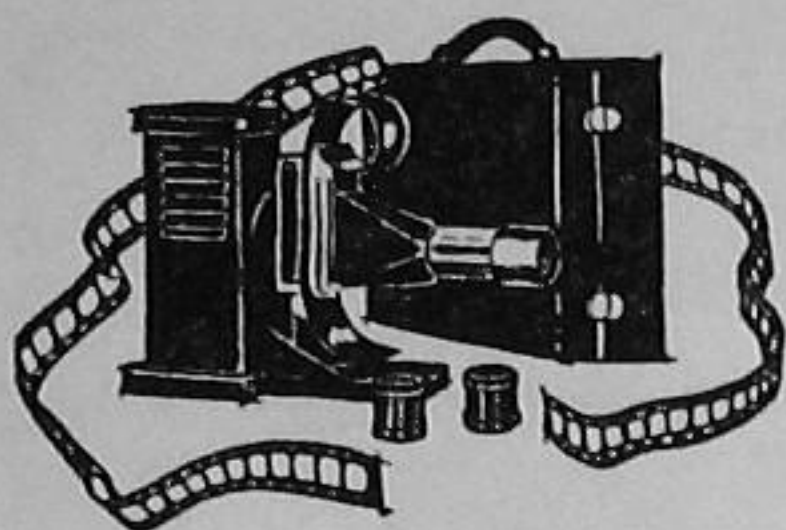
Every personnel trainer should have available an assortment of actual devices, appliances, and other accessories for use in his classes. The wide-awake instructor will acquire a stock of valuable models and specimens if he will take only a little trouble to ask for them, look for them, or make them.



### *Training Films*

Training films and film strips, when aided by illustrated





and printed materials, are the principal visual aids for training in factories and stores.

According to their subject matter there are four general groups of training films:

*Basic*: for presenting general factual information.

*Mechanical*: for explaining the mechanical uses or operations of equipment, material, or products.

*Technical*: for illustrating the use of products and equipment and the movements of an individual or group in performing an operation or operations.

*Institutional*: for orienting, indoctrinating, and informing new and old employees regarding the aims, ideas, and methods of management.

Strip and motion-picture films each have distinct advantages. Both are extensively used in practical training. Everyone seems to know about moving pictures, but the values of the strip film are not too well known.

The strip film, also spoken of as the film strip, or film slide, is comparatively new, but it has probably become more popular in a short space of time than any other form of visual aid.

The strip film consists of strips of pictures printed on films similar to motion-picture films. A strip contains from twenty-five to one hundred and twenty-five pictures with suitable captions. A separate attachment for strip films is manufactured for use with the ordinary glass slide projector. Each picture on the film may be thrown on the screen for any length of time, thus giving the instructor time to discuss the picture and the students time to ask questions about it.





All films have their advantages:

1. They never get tired, discouraged, or stale.
2. They never lose their temper, forget their lesson, or mumble in their beards.
3. Facts are presented exactly as planned to the undivided attention of the audience.

### GETTING BEST RESULTS FROM FILMS

The effectiveness of any training aid is determined by the way in which it is handled. Preparation, planning, timing, and *enthusiasm for the method*—are all vital elements. Film presentations, to be effective, are especially dependent upon the right handling. Experience has proved that the best results can be obtained by observing the following procedure:



1. Test the machine before the meeting begins. Have the projector set up, the film focused, the record right side up—everything ready to go before the group assembles. Avoid all delays!

2. Preview all new films before they are shown to the group. Take notes on the points to be discussed or stressed at the close of the session. Make plans to tie up the message of the film with the employment problem for which the film is being given.

3. Notify personnel of the meeting at least one day in advance. Indicate when the showing is to take place and specify the approximate length of the meeting.

4. Show respect for the subject matter presented in the films. Treat training films with dignity—the way you would treat good merchandise or a good machine. And remember—you may become tired of certain subjects, but it is always new to beginners and most experienced employees.

5. Whenever possible, show the film in the morning



before work begins. If you do this, employees will not be impatient to get home, nor can there be any clash with evening engagements or pre-arranged plans. Also, greater concentration on the film may result.

Showing the picture in the morning also has other advantages: Employees begin work spurred on by the enthusiasm aroused by the film; they work and use the techniques derived from the picture while they are still fresh in mind. A higher percentage of workers will do what is suggested if there is no delay in finding an opportunity to apply the information.

6. Always introduce a film with a short talk. Outline to your employees, in a sincere and enthusiastic manner, what you think they should derive from the film. Say just enough to get your people in a listening attitude and in the mood to concentrate on the subject to be presented. The success of film training depends on you—and the support you give it before, during, and after the showing of the pictures.

7. Show the entire film at the scheduled time and stop at the scheduled time.

8. Have a question and answer session.

9. Ask for comments and suggestions from the audience. List any experiences, current facts, or figures which will illustrate the main points covered in the film.

10. When holding film meetings, there are two dangers which should be carefully side-stepped. These are: First, saying too much before presenting the films; second, saying too little. In the first place, the preliminary remarks should not reveal the entire content and the exact nature of the

material composing each film. Such revelation would tend to destroy the attentive learning attitude that should exist in the minds of those in the audience. When forewarned, they might lapse into that comfortable state



**NOT TOO LONG**  
• NOT TOO SHORT •

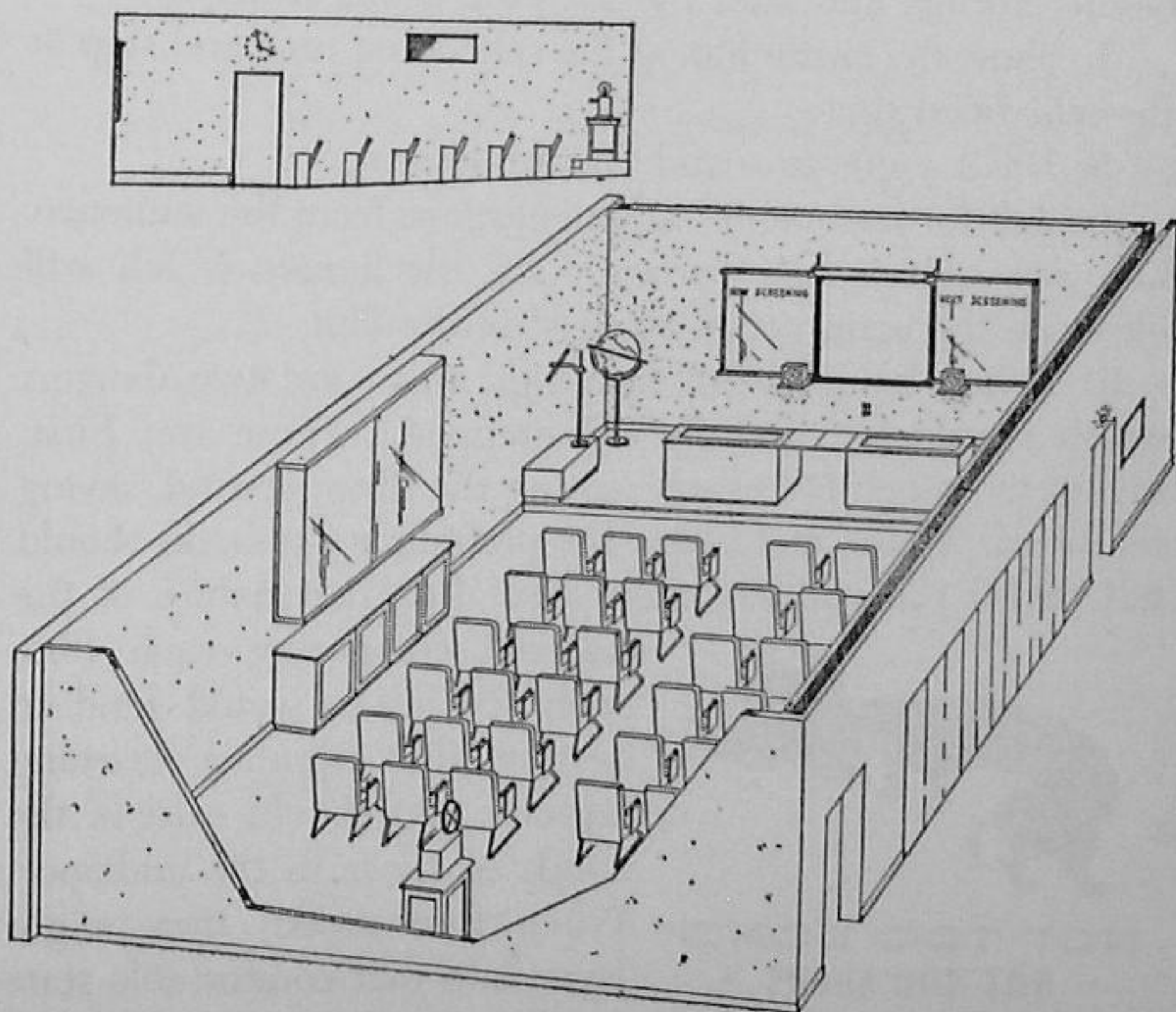


of relaxation wherein little learning would be accomplished. So, try to say enough, but no more.

### LIMITATIONS OF TRAINING AIDS

It is possible to misuse training aids. In some cases the trainer may use the wrong kind of aid for his particular subject; he may use pictures which are so complex that learners are unable to grasp the main essentials, or he may use pictures representing out-of-date methods or out-of-date equipment. Very frequently aids are used at the wrong time, or they may be used at the right time but in the wrong way.

Finally, the trainer must be careful not to become over-enthusiastic about visual education nor to neglect practical work experience, and oral and written instruction. Visual education is not intended to displace other forms of instruction, but to supplement them. As supplementary de-





vices, training aids may make a great contribution toward increasing employee efficiency. More of them can usually be profitably used.

However, after their use, the instructor should go as quickly as possible to a practical application of the subject matter through the medium of practical work experience on a real job.

There are not now, nor will there be in the future, any substitutes for competent trainer and learner work experience. *The values to be had from training aids will never be able to compete with the rich personality and warmth of a good instructor.* Nor will training aids ever take the place of student perspiration and thinking. Trainers need training aids, but training aids need trained instructors.





## Patching Up The Holes

WHEN WE TRAIN a learner we first, tell him how; second, show him how; and third, provide for practice or assimilation. Then we *test him out*. In other words, we check on his ability to understand and perform before we let him go ahead on his own.

The chances are that a certain number of blanks or holes will be turned up by the proper test. These *holes* have to be filled or patched before the learner is really trained.





*Remedial instruction*

Professional educators like to call this job *remedial instruction*. Most trainers call it *follow-up*. Another good name for the process is *patching up the holes*.

## CHECKING INSTRUCTOR QUALITIES



The chances are equally good that the instructor has left open some big personal blanks and holes that need patching or filling. To make sure that he has done a good job, he should test or check *himself* on the following qualities:

*Personality*

Appearance  
Voice  
Vocabulary  
Alertness

Mannerisms  
Discipline  
Force

*Professional*

Preparation  
Training ability  
Training technique  
Background  
Knowledge  
Subjects presentation

Use of plan  
Use of training aids  
Training time  
Ventilation and lighting  
Distractions

It frequently happens that the trainer, not the learner, has failed. Therefore, test and check yourself and your instruction as part of your fill-in and patch-up.

## TEST WHAT YOU WANT TO TEST

What is the target? Pick it out and then aim at the bull's-eye. No test, not even a five-minute quiz, or a performance test in a shop, should be given in a sloppy, lackadaisical



manner. When preparing a test, first make sure what you want the test to do. For example, are you testing for intelligence or are you testing to determine the learner's mastery of what you have taught? Many test questions can be answered on the basis of general knowledge and serve no useful instructional purpose. Therefore, be sure that you test what you intend to test—performance and all-round ability to do the work for which training was given.

### EFFECTIVE WRITTEN TESTS

For successful use a written test should have the following basic elements:

1. It should test the learner's ability to apply knowledge to practical situations. It should not merely test memory.
2. Tests should be easy to correct and should allow for uniform grading and for fairness in comparing results.
3. The questions, problems, or exercises involved should be clear and definite. As they say in the Army, "any questions that can be misunderstood will be misunderstood."

### TYPES OF TESTS

Tests are usually classified according to *purpose* or *method*. If classified according to purpose, the main types are:

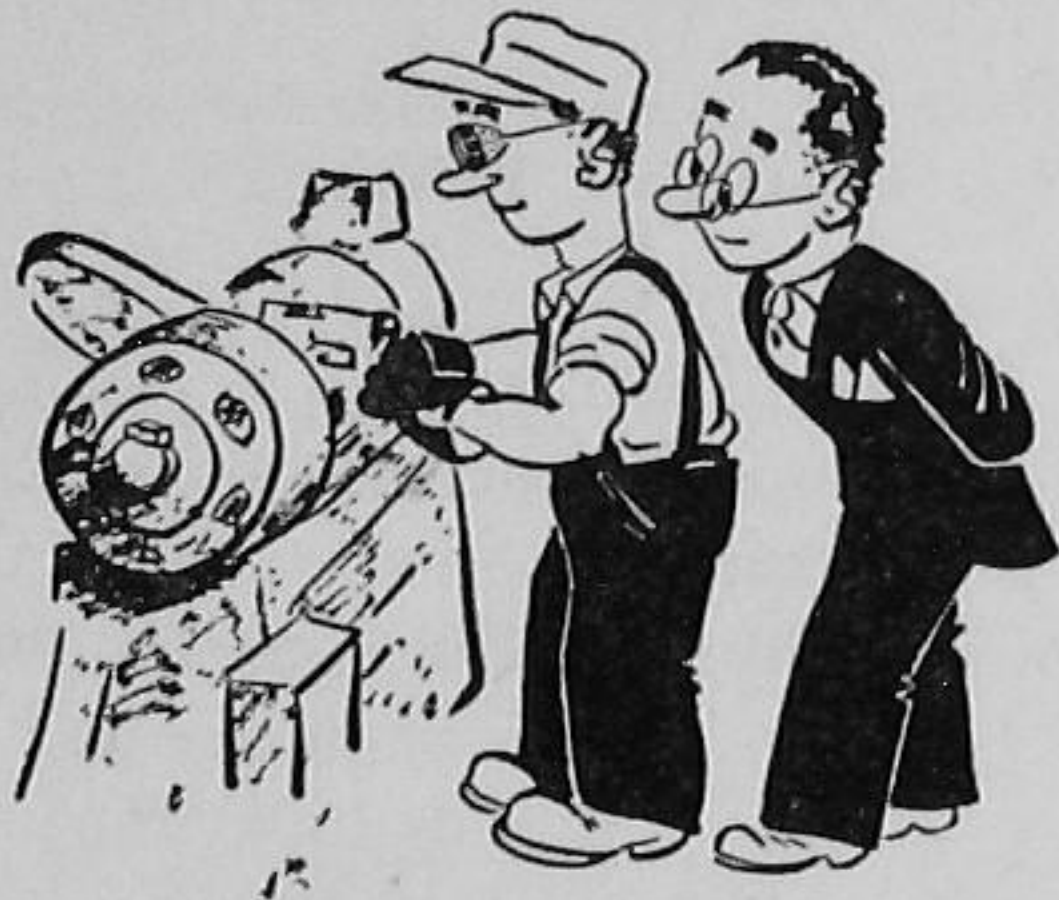
1. *Instructional* tests given at the end of a class period to review the work or to give learners a chance to apply what they have learned.
2. *Proficiency* tests are given at the end of a course or block of work to check by actual performance the ability of the learner to do the whole job independently and expertly.
3. *Progress* tests are given at the end of discussion of a topic to measure how much learners have mastered. Progress tests also measure the instructor's ability to train, as well as to reveal areas or weaknesses that need more instruction.



When tests are classified according to method, the main types are oral, written, and performance. Oral and written tests are similar because they both involve questions and answers, and require the learner to tell how much he knows and understands. Performance tests require the learner to show his mastery of the material by actual performance or demonstration.

### PERFORMANCE TESTS

For our purposes the performance test ranks first. How much are your employees really learning? Is your instruc-



tion getting across? If you were a football coach showing a player how to tackle, how to punt, or how to throw a forward pass, the results of your instruction would be apparent at once. You would simply check his ability to play a better game of football. It's the same in any kind of training. As a result of his training, the employee either *can or cannot* do a better job. To determine the effectiveness of his training the instructor should first check *his* training ability, then check on the employee's learning ability. These are known as "performance checks."

The trainee's performance on the job is the most convincing kind of check. In the industrial or distributive fields you need to employ only the performance check, or test, to



measure the results of instruction. This is a simple check, but a good one, and it must not be neglected. With the use of the performance check the training cycle is completed. You will then have:

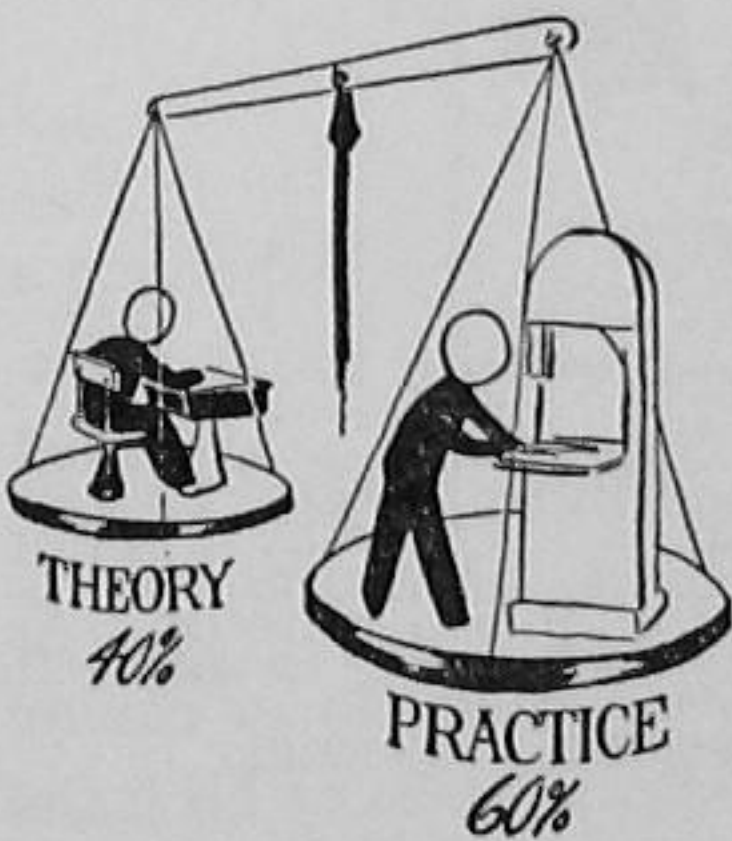


Told them how,  
Shown them how,  
Allowed them to try or practice, and  
Checked their performance.

### GRADING TRAINEES

Probably the most simple form of grading is that of numerical ratings from 0 to 100, with 70 as passing. However, many training situations do not lend themselves readily to this type of numerical grading.

There are two kinds of grades: one for written or oral tests of theory and one for practical or applicatory work. Where the lecture-and-recitation type of instruction prevails, the theory grade will dominate. In those schools which emphasize applicatory training, the grade will be based upon the learner's ability to "deliver" in an acceptable manner. When both classroom and applicatory training are



given, the test should be graded and balanced accordingly. In other words, the test must be "weighted."

When learners take both classroom and applicatory training, the weight given these two types of tests may be as follows, although there are many variations, depending upon the need:



Classroom	40%
Practical or Applicatory Training	60%

It is the responsibility of the instructor or the administrator of the training program to decide on the proper weights to be given. In doing so it will be necessary to consider the relative importance of theory and practice in the total program.

### RETRAINING

Whatever method or type of test is used, the result will reveal the weaknesses that need to be remedied—the blanks that need to be completed—the holes that need patching or filling. When definite facts or skills need reteaching, do not delay. Start the process at once. But do your job more carefully than you did it the first time. Follow the familiar pattern of:

Tell,  
Show,  
Let them practice,  
Check and commend.

But hit only those points that need hitting. Don't waste your time and the learner's time on things he already knows. The test results will tell you where retraining is needed. Then follow up in a friendly but persistent manner.

### APPEAL TO THE FIVE SENSES

A learner will come to you to acquire skills, facts, information, knowledge, or appreciation. He acquires these things through his senses: sight, hearing, touch, smell, and taste. For example:

When a learner sees a plane often enough, he learns to



identify it without taking a second glance. He has learned by *seeing*.

If a learner hears a noise, or listens to a speaker often enough, he learns to recognize that noise or the meaning of the noise. He has learned by *hearing*.

If he touches a piece of cloth often enough, he learns to tell whether it is wool, cotton, or silk. He has learned by *touching*.



If he smells a chemical agent often enough, he learns to recognize it by smell alone. He has learned by *smelling*.

If he eats ravioli often enough he learns to identify it by taste. He has learned by *tasting*.

By using one or a combination of the five senses over and over, individuals tend to learn. As the thing to be learned

*Attracting Attention*

Sight .....	87.0 per cent
Hearing .....	7.0 per cent
Smell .....	3.5 per cent
Touch .....	1.5 per cent
Taste .....	1.0 per cent

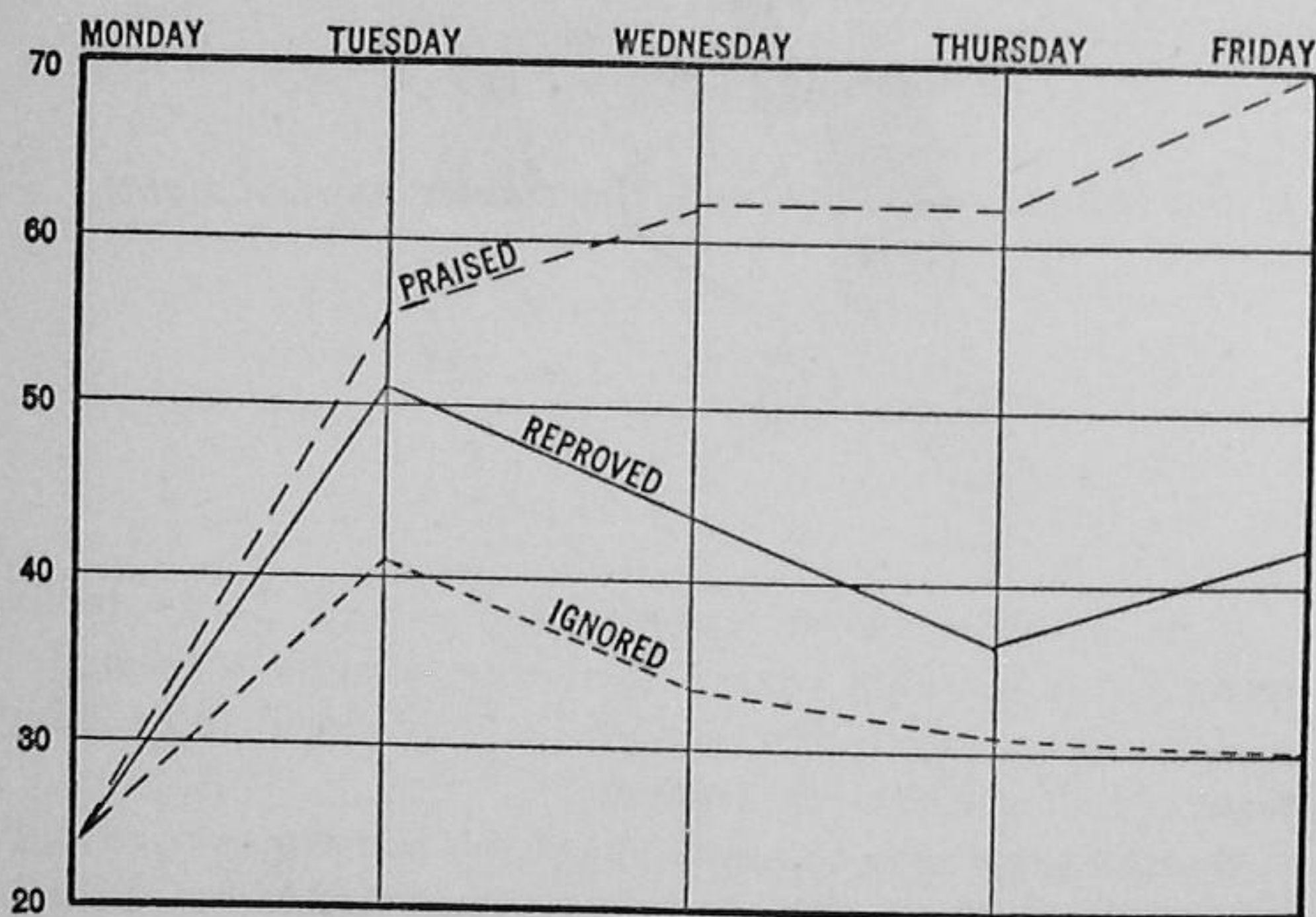


becomes more difficult and complex, more senses become involved and more practice, assimilation, and application are necessary. Good instruction, then, will involve appeals to all possible senses. It will also provide for constant doing, or assimilation, practice, and application by the learner.

### PRAISE AND PUNISHMENT

Remedial training will be strengthened if the job is made pleasant for the learner. All pleasant training is strong training—it is satisfactory, efficient, lasting, and positive.

#### EFFECT OF PRAISE, REPROOF AND NEGLECT ON PRODUCTION



On the other hand, training that annoys, dissatisfies or displeases is weak. It cannot be permanent and useful.

This is a psychological law—the *Law of Effect*. This law of learning is frequently neglected. Instructors, in general, are too prone to use the negative part of the law, punishing poor results or misconduct and rarely praising or rewarding good results or conduct. They assume that accomplishment



is its own reward. Perhaps it is, but it should not be made its only reward.

Don't take good work for granted and comment only on poor work. Many experiments have shown that punishment and reproof are of little value in training. The greater strength is on the reward side. Students who "work for grades," really work for good grades, not to avoid poor ones. In fact, all of life's worthwhile activities seem to be based upon striving for rewards of one kind or another rather than striving to avoid punishment. Praise, when praise is due. Rarely reprove a learner.

### FINALLY

Something to Remember - - -

*If the trainee hasn't learned, the trainer hasn't taught!*





## Supervision and Follow-up Training

ALL TRAINING MUST BE SUPERVISED and followed up to insure a maximum of efficiency.

*Supervisory follow-up means getting things done swiftly, efficiently, productively; first, through the efforts of the learner; second, through the efforts of the instructor. In short, the chief objective of any supervisor should be to help instructors to manipulate the human raw material of the trainee into the final product—the efficient, productive, economically self-sufficient citizen.*

### THE NATURE OF SUPERVISING FOLLOW-UP

The supervisor should follow up instruction by first determining if the learner has been offered the *chance* to learn. *Chance* means the proper analysis of the job, selection of the job, and making sure that the learner can profit by training for the specific job.

He will continue his follow-up of the learner, by seeing that he is provided, secondly, with the ability to produce—the constant day-by-day training, with all the instructional tools that are available.

The supervisor will complete his follow-up of instruction by insuring that the learner is inspired with *morale* to learn. The supervisor must build morale, for experience has shown



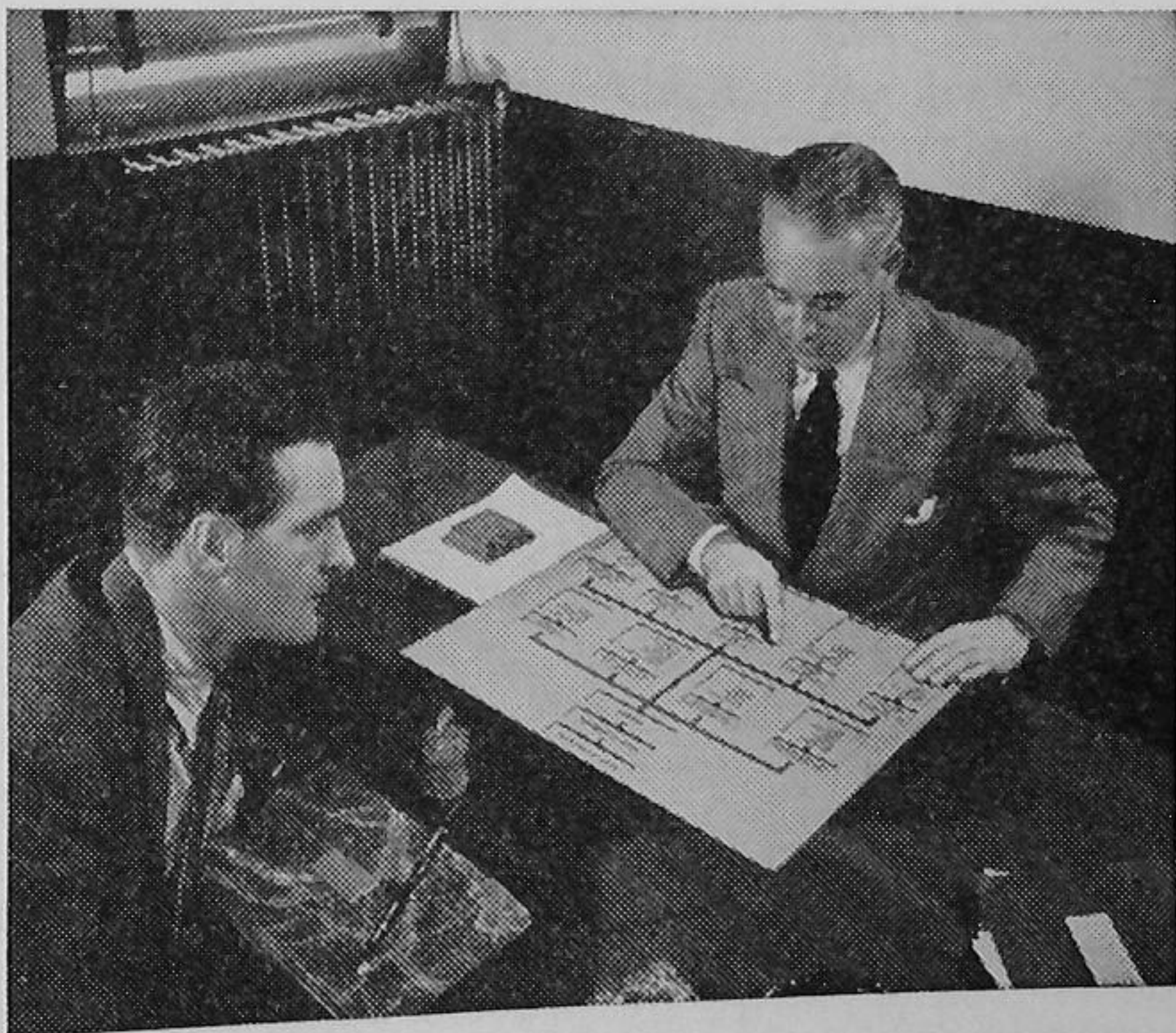
that the quality and quantity of a person's learning is invariably related to his attitude.

These three points—providing the *chance*, the *ability*, and the *morale* to learn—must be the constant concern of the supervisor. These three points are the basis of supervisory follow-up.

## PROVIDING THE CHANCE TO LEARN

### *Importance*

A good supervisor must be sure that his instructors provide their learners with the *chance* to learn. Few supervisory responsibilities are more important than this one. Few have



been more generally overlooked. For the selection of the *right job* and the *right man to train for that job* is as important as planning itineraries, holding meetings, and other supervisory duties.



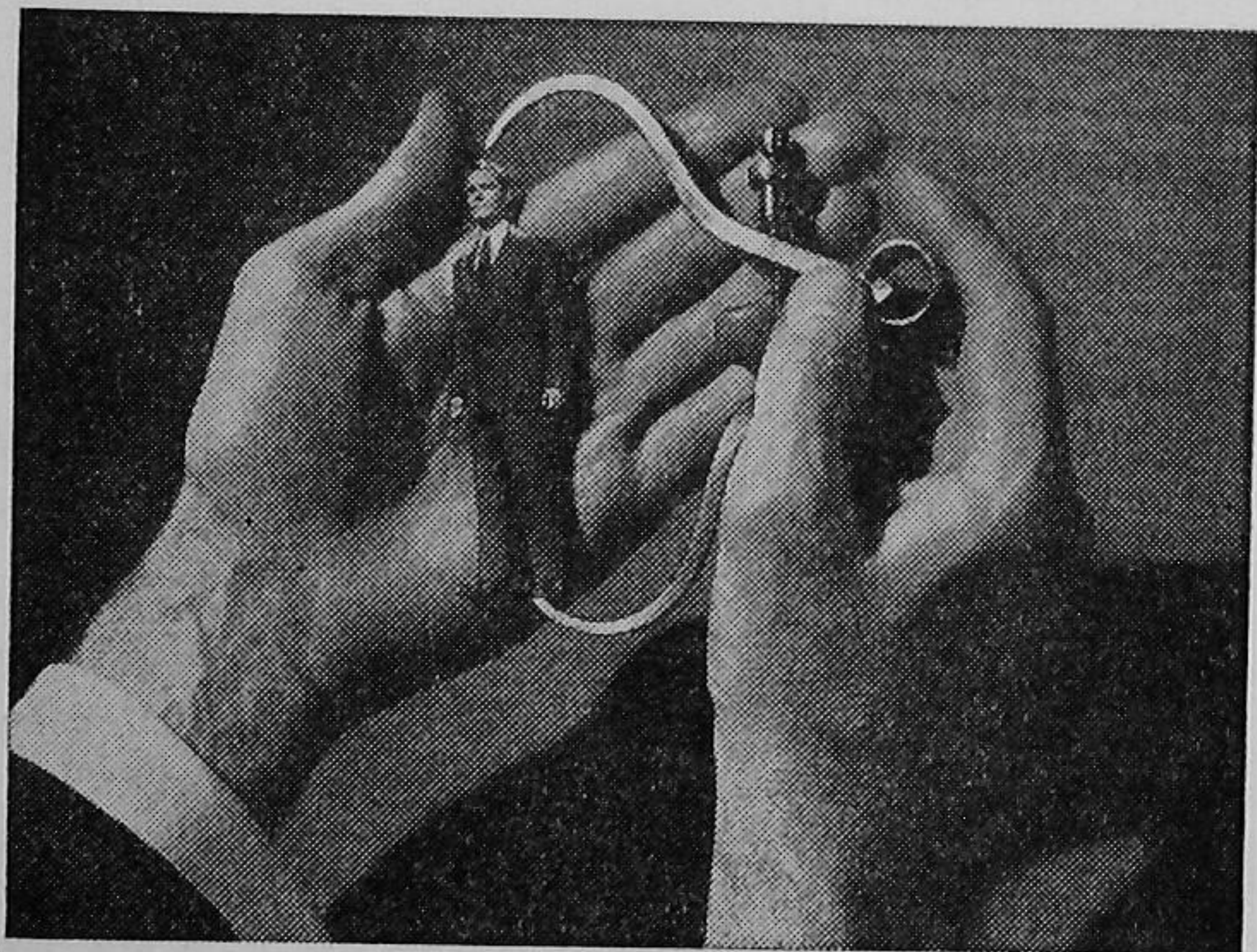
*Analyze the job*

First of all, be sure that training for specific jobs is necessary. Be sure that the instructors know *why* training is necessary and *what* their instruction must accomplish. Unless the training is necessary it will be unimportant "busy work"; it will fail to challenge the learner to do his best; it will fail to offer him the chance to learn.

The supervisor must follow up to be sure that all instructors know their subject intimately and know all the job requirements. They should have a list of all requirements. Everything should be included that must be done regularly as well as occasionally.

### SELECTING THE RIGHT PERSON<sup>1</sup>

When the jobs themselves have been thoroughly analyzed and understood, the supervisor and the instructor can select



the proper learners to train for them. The next step is to *get all the facts possible about the people to be trained.*

<sup>1</sup> From an article by Kenneth B. Haas in *The Red Barrel*, June, 1947, pp. 24-28.



The following points will guide the supervisor and trainer in their follow-up duties.

*Personal appearance and personality*

The tests for personal appearance are the degree of cleanliness, neatness of clothes, suitability of wearing apparel. If a prospective trainee lacked good personal appearance, that shortage would need to be corrected in a training program. This statement is made with the understanding that a trainee with some physical peculiarity may not be selected for employment.

An accurate estimation of such a broad term as "personality" is always difficult. For a learner we can describe it as "general effect upon other people." This can roughly be judged on the grade basis of 1, 2, 3, 4, by three or more people who may have separate interviews with the learner. If he impresses all interviewers as being distinctly in the fourth group, the chances are he would be desirable. If he were placed in the first group he would be undesirable.

*Level of general intelligence*

This can be secured through recognized intelligence tests. The Otis Quick Scoring Intelligence Test (Gamma) may be used for determining general intelligence.<sup>2</sup>

*Work record of the individual*

The work record of the individual should be secured from the individual. This should be reviewed for accuracy. There are always two things that need to be determined in such a situation—how much of the inaccuracy involved is due to hazy memory and how much to an attempt on the part of the applicant to distort the facts and give a favorable picture of himself. The number of jobs the applicant has held in the past five years is perhaps the most important information we can secure on his emotional maturity.

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<sup>2</sup> Published by World Book Company, Yonkers, New York.



*Family relationships*

The number of times the person has been married and his present marital status (living together, divorced, separated) give other clues as to the person's stability.

*Personal savings and finances*

The degree to which a person can handle his finances satisfactorily is another measure of his ability to manage himself.

*Level of education*

A long established training organization should, over a period of years, have some clues as to what level of educational experience seems to produce best results. It should be emphasized, however, that the technical nature of some products may require an ever-increasing standard of education for those representing it or learning about it. This standard may be met by a definite level of education, such as two years of college; less education than this might be offset by the general intellectual interest and informational background of the applicant. This might be determined by a current events test or a comprehensive test of general information.

*Grouping for final selections*

After applicants have been graded according to these tests, they may then be cast into four groups, on the basis of the amount of desirable personal ability they have for the promising group. After training begins these people would then be observed and graded at periodic intervals to determine the validity of the tests proposed here.

After observing the above tests in action over a period of time, it should be possible to predict a ninety per cent chance of completing the probationary training period for anyone in Group No. 1 and only a small chance for anyone in Group 4.



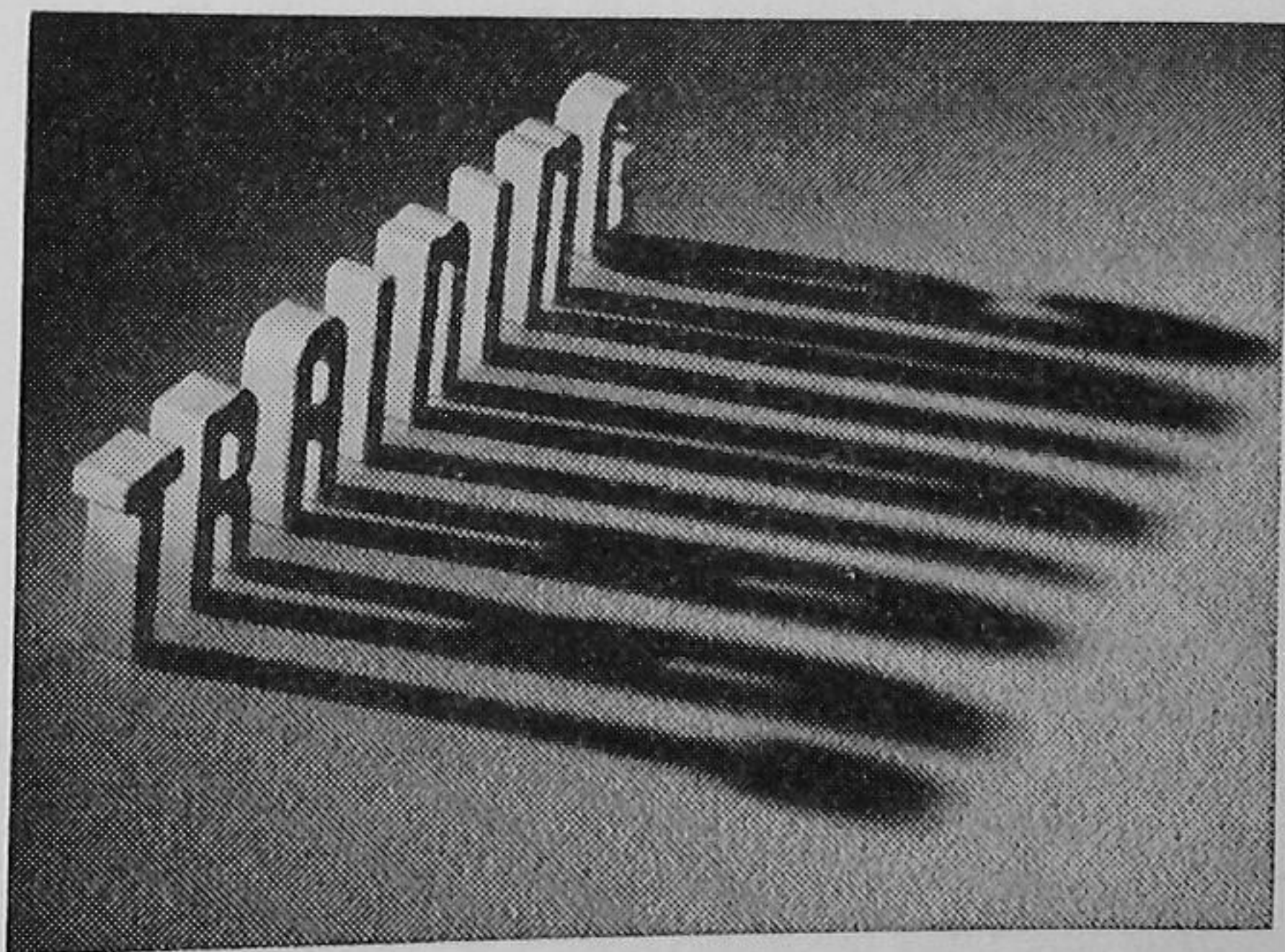
## AFTER SELECTING THE TRAINEE

When the right trainees have been selected, they should be given a clear statement of what they are to do, told what authority they have to do it, and what their relationships are with other people. Finally, give them a simple statement of results which will be considered a satisfactory learning rate. No training should escape this measuring stick. Everyone in an organization—from training director to instructor to learner—should have a clear-cut idea of the quantity and quality of the work he or she must accomplish within a given time.

## PROVIDING THE ABILITY TO PRODUCE

*Importance of training*

Let us assume that the trainees have been selected. They know where they will train, what they will do, how much



they will accomplish, and how well they must do it. And the supervisor knows their ability to do the job. But their motions, their decisions, their reactions, their learning rate may be slow and hesitant. They may lack learning ex-



perience and ability. However, we cannot let them fumble their way through. We must provide them with the *ability* to learn—ability that is the result of conscientious training and follow-up. There is a simple but helpful formula for us to use when *training* people.

### *On-the-job training formula*

The time tested formula for on-the-job training has already been stated, but it is worth repeating:

*Tell* the learner what to do.

*Show* him how to do it.

*Observe* him as he shows you how to do it.

*Correct* and commend him.

This is an easily remembered formula that all instructors should memorize and practice at all times. But behind these few words are certain basic principles of training that every supervisor must understand and insist that his instructors use.

### *Basic principles of training*

First, the instructor must know the subject, clearly, accurately, and completely. He must be able to get undivided attention. He must talk little—show much. As often as possible he must arrange demonstrations; show models or exhibits, or samples of what he is talking about. He must *Show, Not Blow*. The supervisor must follow-up to be sure instructors do these things.

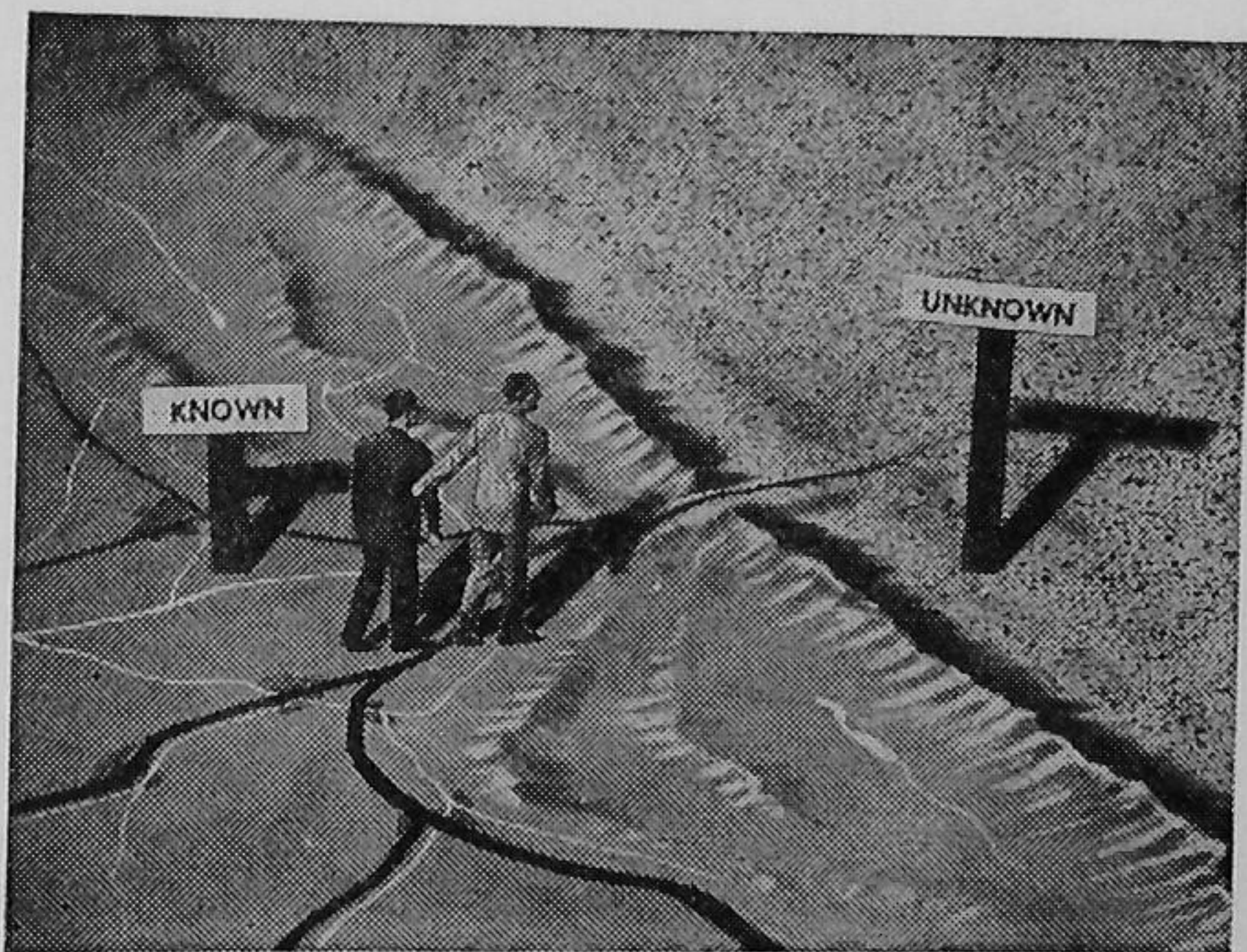
Instructors must cause trainees to want to know—create in them a desire to learn. Instructors must believe that *teaching is lighting a lamp!* It is not filling a jug. Instructors must arouse learners, interest them, inspire them before stating facts.

It is considered best to *start with the things that the trainees know*, and lead to the things they do not know. Technical terms that must be used should first be explained as simply as possible.



Good instructors will keep all explanations and verbal illustrations to the point. Unrelated stories, however interesting, only distract trainees' attention from the main subject.

Good follow-up will insure that instructors demonstrate, by doing correctly and exactly, what the trainee will later be asked to do himself. Avoid showing trainees how not to do the job. Keep everything on the positive side. After telling, explaining, and demonstrating, give the trainee the opportunity to demonstrate the job as if he were teaching the instructor.



Finally, at frequent intervals, the trainee must be followed up to see how well he is producing. He may need retraining. If so, this fact must be recognized and it must be done.

This, briefly, is the thinking that underlies the simple supervisory follow-up formula: Tell, show, observe, correct, and commend. This formula should be kept in mind and constantly applied.



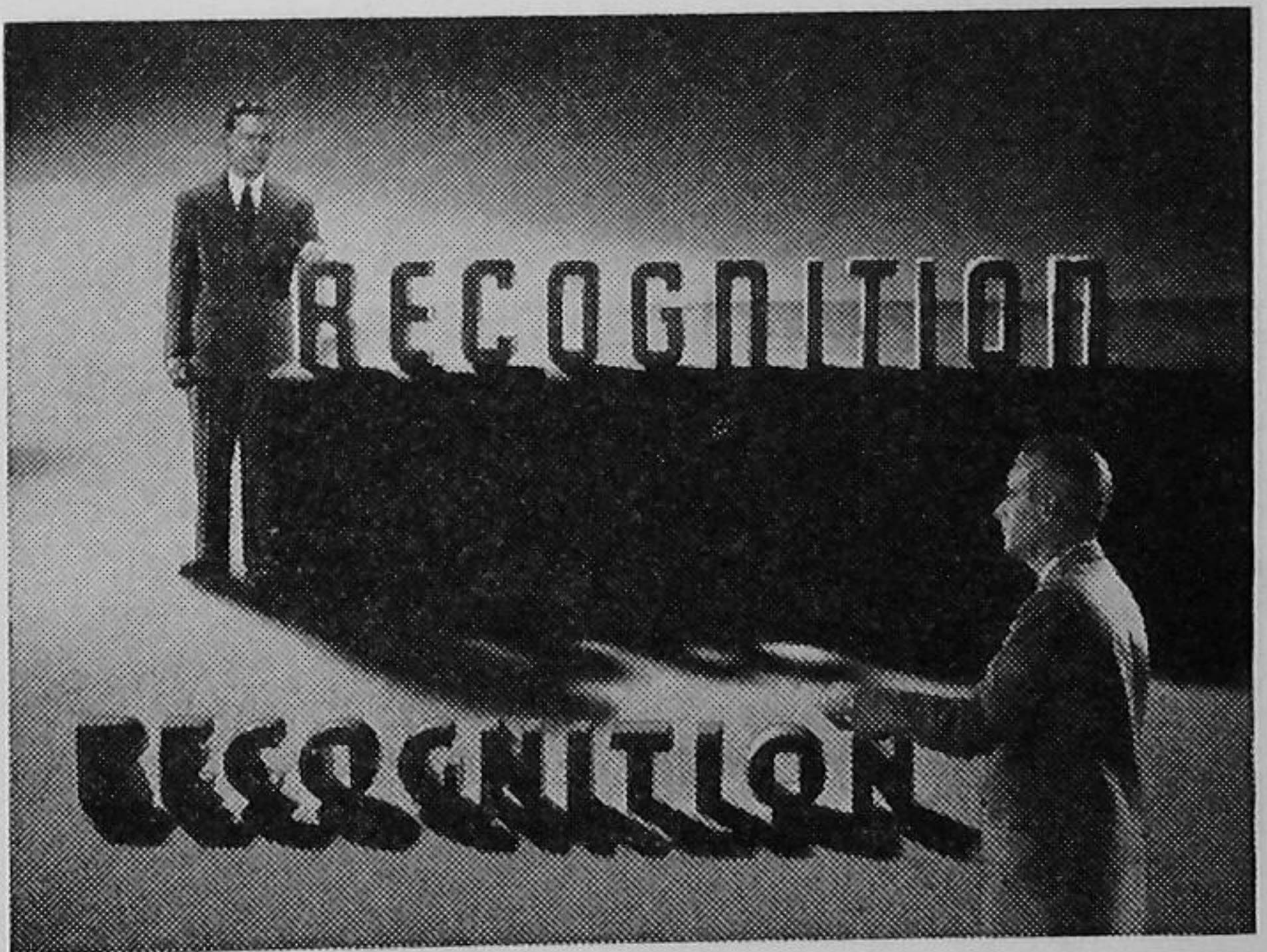
## PROVIDING THE MORALE TO PRODUCE

*The morale problem*

After the supervisor has checked and found that trainees have been given the *chance* and the *ability* to produce, one more element must be considered—the *morale* to produce. The morale to produce means good morale, the emotional element so necessary in supervisory-employee relations.

*Managerial recognition*

Morale begins with managerial *recognition of the learner* as a human being. Recognition of every man's basic desire to be someone—to be a good citizen—to receive kind, considerate treatment—to be recognized as an earnest person—



to receive recognition for a job well done—for good honest effort as well as good work. Recognition that's found in the "little things" like *names*. Everyone likes to hear his name, properly pronounced. Everyone wants his supervisor to take the trouble to know his name and to call him by it.

Everyone likes to have his instructor take an interest in