



# Effective Skills Training



A seminar for teachers and trainers in  
professional and technical vocational skills  
training



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### *Introduction*

This handout comes along with the workshop „Effective Skills Training“. It is meant to cover the main inputs given by the facilitator during the training sessions. It can be read during and after the training to help recall and better understand what has been covered during the sessions. As such, it also provides general information relevant for all who are involved in skills training: trainers, company supervisors, workshop owners, and human resource department staff.

However, it cannot substitute the training as such. While the handout focusses on three main areas – the human factor, the training goals and the training methods -, the emphasis of the seminar itself is on developing the communication skills with regard to training. Though the respective exercises of the workshop are, of course, related to the content of this handout, they are not documented in here: It is rather the actual experience of the workshop than the reading of the written material that facilitates the learning for the participants.

Nonetheless, it is hoped that the material provided can also help to enhance people's awareness of the importance of training and its numerous benefits. Further material promoting training in general and in-plant training in particular is available in form of a cd, vcd or video which can be obtained through the ded. More information on this can be found on the ded homepage [www.ded.ph](http://www.ded.ph).

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## Unit 1 The Human Factor

### 1. General considerations

Skills training today takes place in a variety of set-ups: it can be part of formal and non-formal training, it can be conducted at school, at a vocational training center, at community level, at the factory or in a workshop. Schools, colleges and training centers are usually expected to hire professional part-time or full-time trainers who, apart from the skills training, may also be in charge of classroom instruction.



Within the private sector, the situation is quite different. If at all, only the bigger companies conduct their own in-house training and, therefore, employ their own in-house trainers. Their job isn't really much different from the jobs of trainers at schools and training centers with the one exception that the respective training measures are tailor-made for the specific needs of a company.

Small- and medium-sized enterprises may also acknowledge the need for in-house training, but to employ a full-time trainer is out of the question for most of them: it may not only be beyond their reach financially, it would perhaps also not meet their real training needs. In that scenario, it is usually the supervisor who will be the one in charge of training. In the same way, also the owner of a business is a trainer with the sole difference to the supervisor that he/she has no management above him/her but simply represents it him-/herself.

Both situations have in common that their training approach is very often not systematically organised, particularly in small enterprises. Skills training there just „happens“; whenever the need arises, the respective person is shown how to perform a certain skill and then

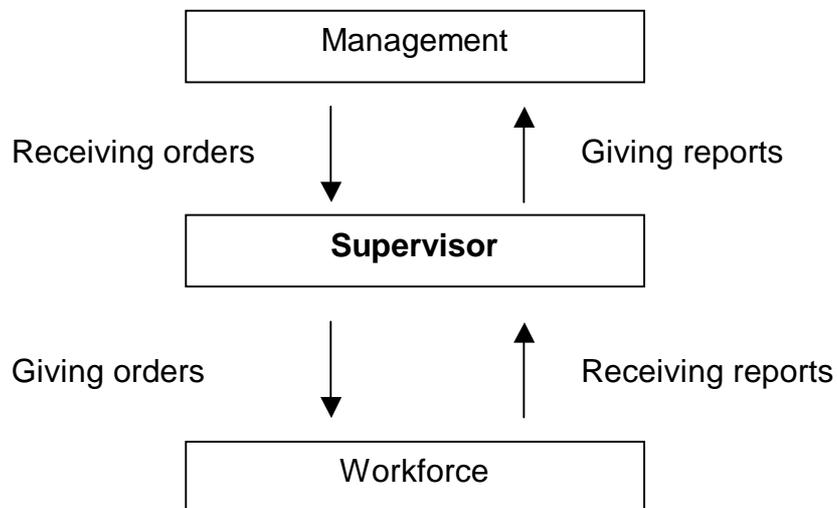


again left on his/her own. Depending on the goals, this may be sufficient, but even then it is important to recognize basic principles of skills training in order to achieve high learning results.

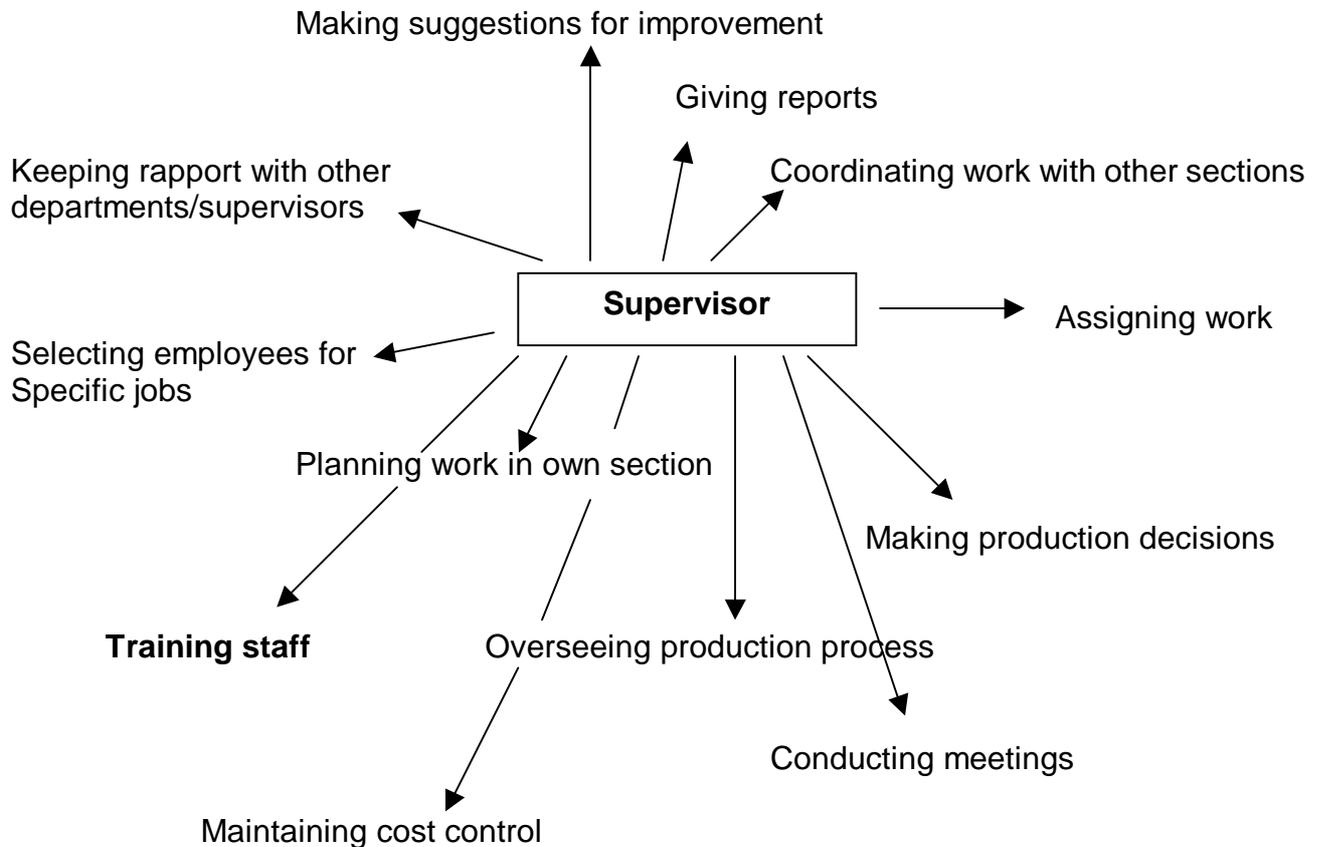
As for DTS-programs (Dual Training System), it is envisioned that the training be divided among a training institute and a company, the latter at least providing the exposure to real working conditions, and thus allowing the trainee to apply what he/she has learned. Once again, it is most likely at the supervisory level where the responsibility for the training will lie. Let us therefore first have a look at the supervisor in the company.

## 2. The supervisor

The role of a supervisor within a company can be described as that of a mediator: positioned between management and workforce, he/she has to relate management decisions to the workforce and ensure their implementation, but also communicate workers' concerns to management.



The tasks and responsibilities range from making suggestions for improvement, giving reports, conducting meetings, coordinating work with other sections and keeping rapport with other supervisors and departments such as HRD, personnel/staff; they include planning work, overseeing the production process, making production decisions, maintaining cost control, assigning work to workers and selecting employees for specific jobs. Doing the latter, however, may very well lead to another crucial responsibility: training. Finding the right people for the right job sometimes can simply mean training people.



To fulfill the duty of a supervisor, he/she relies to a great extent on the skills of the workers in his/her section since they are the ones who actually do the job. To meet deadlines, to ensure high quality in production, you not only need the proper tools and equipment but people who can handle them skillfully. It is the human factor that makes the difference!

Unfortunately, the labor market does not always provide the staff needed, be it the specialist, be it the operator of a particular machine. As a supervisor, you will be among the first to be confronted with this problem; management will expect you to come up with suggestions for solutions or even expect you to handle it all on your own. For example, they may hire people who meet a minimum level of requirements but still cannot perform the job expected from them unless their skills are being upgraded. Management may also introduce new equipment and send you to a training, and, in return, expect you to train others who will also operate these machines. In any case, chances are that, being a supervisor, you will have to train other people at some point in your working life.

Becoming a trainer, however, should not just be another add-on responsibility of a supervisor. Management has to be aware that quality training is time consuming and therefore proper adjustments have to be made, for the trainers as well as for the trainees. To understand all aspects involved in training, let us now have a look at what it takes to be a good trainer.

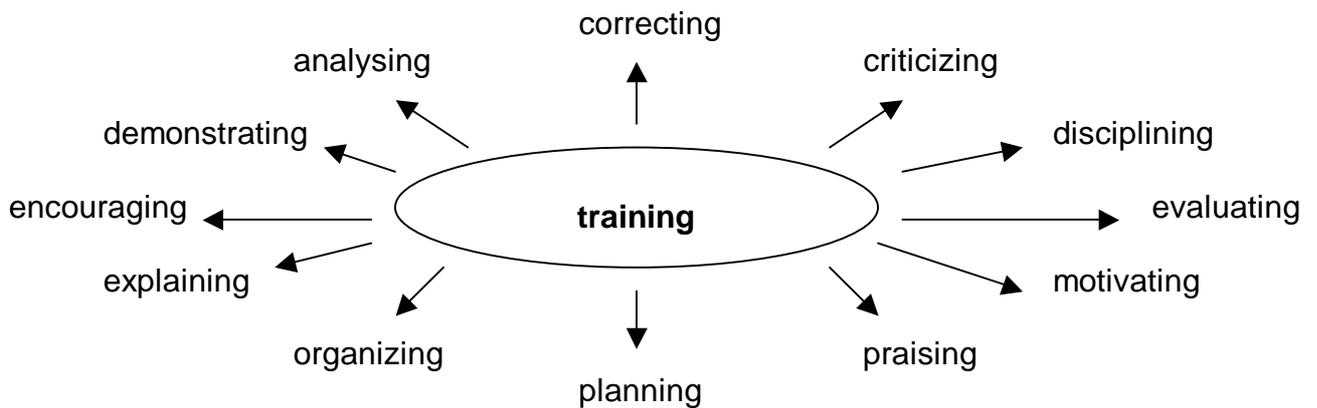


### 3. The trainer

The main task of a trainer is to train. When we look into the dictionary, it provides the following definition:

- to train = to give teaching or practice, esp. in an act, profession, or skill
- = to make ready for a test of skill

Taking a closer look we will find that training involves quite a range of different activities, such as:



As for demonstrating, it can mean many things, from welding over sawing to cutting, baking, drilling, painting, sewing, typing etc. What is being demonstrated will depend on the skill to be learned. The first requirement for you as a trainer therefore is that you can perform all the occupation specific skills involved in a particular profession and therein meet professional standards. You must also be equipped with the relevant specialized knowledge of your respective craft to be able to explain what you are doing and to give further background information whenever needed.

Analysing, correcting, evaluating, organizing and planning are some of the methodological skills you need as a trainer. You will have to organize training, decide on the sequence, plan and execute it, monitor progress of your trainees, evaluate skills and knowledge and correct mistakes. You may even have to deliver short presentations at times and make use of visual aids for better understanding.



## Who - The Human Factor



Last, not least, you must be able to display social skills, that is communicating with and relating to others. You have to be able to explain, to encourage, criticize, motivate and praise. Without communication skills and the ability to handle different kinds of people, your professional expertise, e.g. as a welder, is hardly of any use when it comes to training. Unless you can communicate the crucial points to your trainees and explain them how and why something is done in a particular fashion, you will not be successful as a trainer. The professional competence of a trainer therefore comprises three areas:



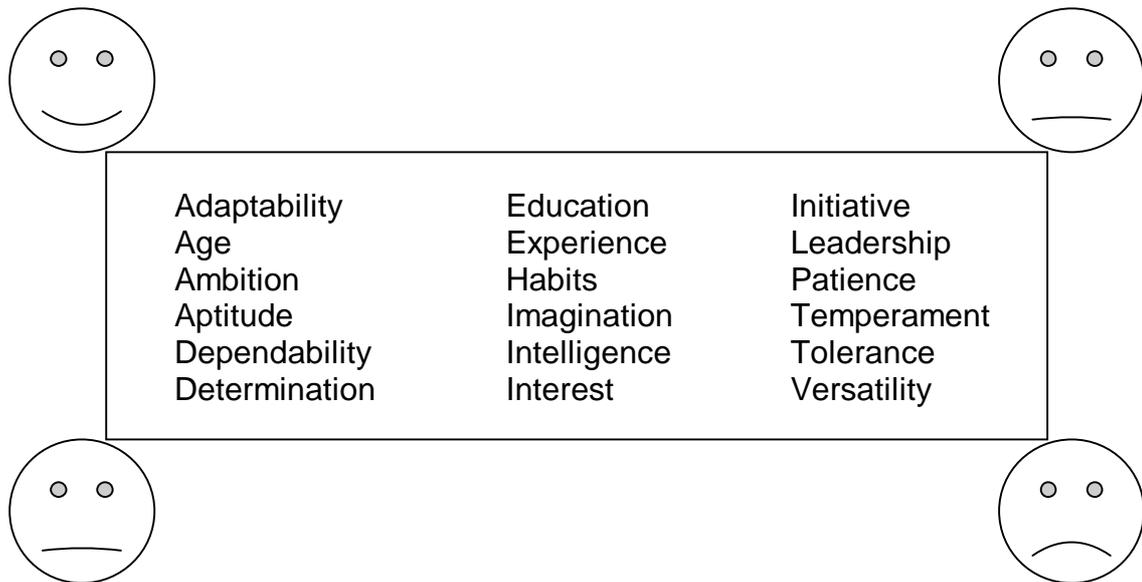
The similarities to what is required of a good supervisor are quite obvious: He/she also needs technical, methodological and social skills. The focus, of course, is different. While the trainer focusses his/her attention on the training process and the trainees, the supervisor is mainly concerned with all aspects of the production process. Nonetheless, as a trainer you also have to keep the production process in mind, in a way.

Skills training is not a purpose in itself. It is related to the needs of the industry and business sector, thus leading to or even creating (self-)employment. A thorough analysis of the skilled manpower needed in the respective business' sectors should be the foundation upon which the various training schemes of training centers and schools are build. For you as a trainer this means permanently updating your own knowledge on the latest developments in your field of expertise, be it new techniques, be it new procedures or equipment and machines. If you are not company based, staying in close touch with the industry of the area is an indispensable necessity, since the ultimate goal of skills training is to enhance the job opportunities of the trainees. Which leads us to the next set of people involved in training: the trainee.



#### 4. The trainee

Each trainee is different. While some can easily assimilate some subject matters, they encounter difficulties in other areas. As a trainer, you have to consider the individual traits and characteristics which differentiate each trainee and cause each to react in his/her own peculiar way. Some of these individual differences are:



As a trainer, you also have to adapt the training to the background of the respective trainees. This means being considerate of the level of knowledge they have, whether they are slow learners or fast learners and how they learn best. To recognize the different needs of different people in a training context is a crucial requirement for a trainer since it is his/her responsibility to facilitate learning for all trainees.

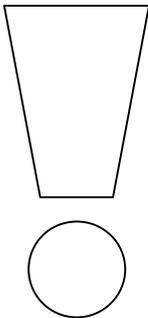
As was already said, the differences between learners depend on a wide variety of factors, one of them being age: in general, the ability to learn increases rapidly from early childhood to the early twenties, after which it declines very slowly up to about the age of 45. Somewhere around 55, a steeper decline begins. While manipulative skills are usually learned faster by the younger ones, middle-aged people can be more adept at learning due to their better background of knowledge and experience. Despite of age, continuous learning has become a necessity today because of the constant and rapid changes in procedures, processes etc.



## 4.1. The young trainee

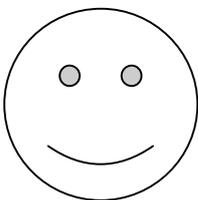
Youth, the time between childhood and adulthood (10/12 to 18/20 years), is the period in which the growing human being attempts to become an independent personality. The central conflicts of young people stem from that intermediate position. This transition period and the physical changes involved often lead to uncertainty and problems of orientation. The young people's difficulties with their own development frequently then lead to difficulties with their environment, particularly with adults. The group of persons of their own age (peer group), on the other hand, is an important aid to orientation for young people since it is also the training ground for behavior in adult society.

When dealing with young people as trainees, the following aspects should be considered:



- Young people want to be taken seriously. They would like to take on responsibility.
- They have a great urge for action and wish to press forward into the material sectors of adults but without being patronized.
- They are looking for role models in adults, but are still uncertain in dealing with them. Adults, in particular teachers and trainers, must try to break down this barrier.

Young people enjoy learning whenever



- Teaching makes link to their interest in other persons
- Teaching is eventful and diversified (urge for experience)
- They can do something themselves (urge for activity)
- They can help in planning and organizing and do things on their own (urge for self-determination & responsibility)
- They are invariably accepted with all their idiosyncrasies
- Minor achievements are also acknowledged and praised
- They can apply what they have learned to genuine problems within their life



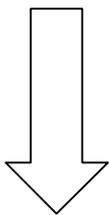
## 4.2. The adult trainee

Adults generally consist of personalities which are relatively complete. They have increasing experience of life and clearer ideas of themselves and their goals than young people. They are accustomed to acting as persons who are independent and free, who are fully capable of running a business and making sound judgements. All in all, they have developed habits which they are not easily willing to abandon or have questioned. This commitment becomes stronger, the older one becomes.

The tendency towards consistency, towards maintaining and retaining opinions and attitudes can pose a serious problem, though, when it comes to learning. For learning always means change of behavior due to experience: new knowledge, new skills or new attitudes lead to new behavior. It may therefore be difficult for them to accept new approaches, techniques etc. and thus „unlearn“ previous behavior.

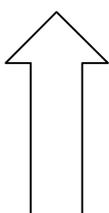
It is also a fact that earlier learning experience governs the nature of acquiring and processing new learning experience, that is what we have learned and how we learned. Depending on the experience, previous learning can have a positive or a negative effect; an adult will be motivated by hope of success or fear of failure and be a confident or rather apprehensive learner due to his/her individual learning history. To accept new forms of learning is not impossible, but will take time.

As a trainer, you have to take those aspects into consideration when dealing with adult trainees. Adults also show a:



- Slower speed of learning, therefore require more time
- Less perfect short-term memory, but usually a better long-term memory for matters concerning the profession
- Reduction in individual performances of perception, greater reaction time

On the other hand, they show a:



- Greater accuracy and improved care in the process of learning
- Greater general and professional experience and experience of life with more points of contact for learning
- Greater attention and perseverance



## 5. The trainer - trainee relationship

In the transition period between childhood and adulthood, young people develop ideas about who they might be and what they want to become, and orient themselves thereby according to models and prototypes. The latter are generally abstract concepts or characteristics – they prescribe how one is to live, for example. Models can be persons in their own personal environment, such as teachers, trainers, parents or older persons, also personalities of public importance.

A model is only effective when young people can observe and copy how adult models master problems which they themselves also have. For you as a trainer that means that you should avoid giving the impression of being able to do „everything“, and do it perfectly. It may even lead to defiance on the part of the trainees as there is too great a distance between you and them: you are too far away to be a model and you also may cause a feeling of inferiority – I can never be like this model.

Though young people want to be taken seriously, that doesn't mean to treat them in exactly the same way as other adults. On the contrary, it may tempt them to have exaggerated opinions of themselves and even result in considerable disciplinary problems. The art of relating to them means finding the right tone for the right situation and person. For your young trainees you will be a model, a supervisor, and even a counselor at times.



As towards the adult learner, wherever possible you behave in a partner-like and friendly manner; you express criticism carefully and fairly and you show that you have confidence in his/her capability. In your training approach you utilize supportive and reinforcing elements to make learning an experience of success from the very beginning. As much as the young trainee needs to be encouraged, this holds also true for the adult learner.

## 6. The human factor as the big difference

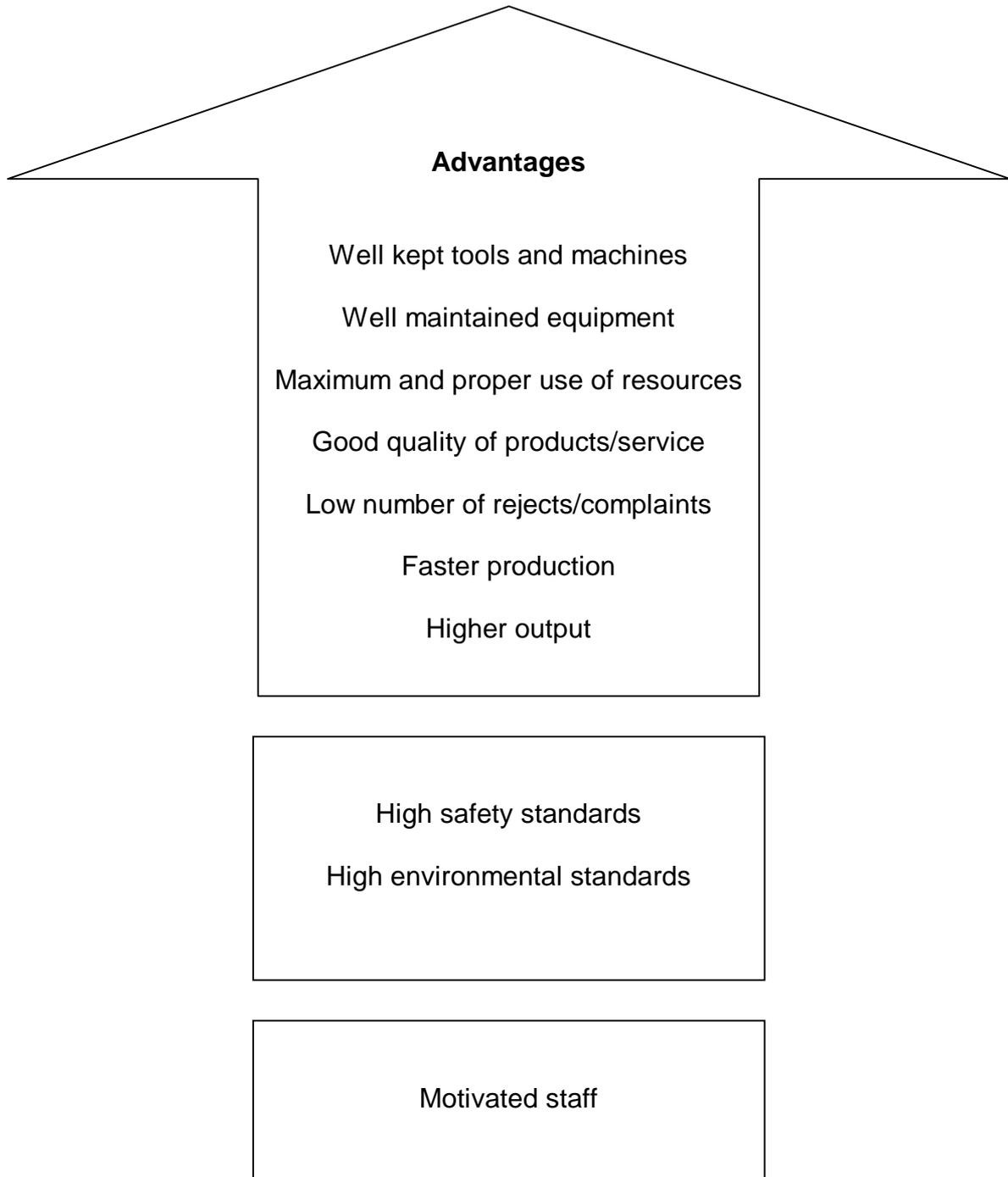
As we already said, it is the human factor that makes the difference: Whether staff is well-trained or not, will show in many ways. Though quality training is definitely time consuming and, of course, a cost factor, it is also an investment in the future that will surely pay off. Particularly when it comes to in-house training, a proper cost analysis will show that it is always to the advantage of the business to ensure that their employees meet the qualifications required for a particular job.



## Who - The Human Factor



When comparing the performance of two imagined companies with the same kind of set-up except for staff – the one working with well-trained people, the other working with people who are not equipped for the jobs that they perform – the advantages of training show easily:





## Unit 2      *The Training Goals*

### 1.    *The meaning of learning*

In the previous chapter we came to the conclusion that the human factor makes the big difference with regard to production or service: we need the right people to do the right jobs. To ensure that this happens, it is important to specify what a person is required to know and must be able to do for a particular work placement. If we cannot find someone who meets these specific requirements, we then will have to start training somebody: we will have to find a person who is willing to learn. We also said that continuous, life-long learning is a must since there are always changes – new procedures, new machines, new technologies. So learning is really an integral, necessary part of our working life. But what really is learning?

Learning has been defined in various ways by different scientists. The essence of all these definitions, however, could be put as such: Learning means that we change our behavior due to experiences. This definition excludes changes of behavior due to chemical influence, like drinking beer or taking drugs, changes due to momentarily physical strain, like being tired or, changes due to genetics while growing up. On the other hand it is broad enough to include the many different ways of what and how we learn.

<b>Definition</b>	
Learning	= change of behavior due to experiences



## 2. The areas of learning

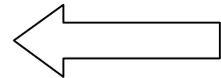
When learning is defined as change of behavior, the fact that somebody has learned something should be seen in his/her behavior after learning. If, for example, a trainee does not change his/her behavior, then it is impossible for the trainer to know whether he/she has really learned anything. This is quite obvious when we look at an example:

- Previously, he/she was not able to explain a band saw, but now he/she can!
- Previously, he/she was not able to cut wood with a band saw, but now he/she can!
- Previously, he/she was not able to cut accurately, but now he/she can!

Looking at this example, we can hereby also identify different types of learning: Through learning we can acquire knowledge (he/she understands the functions of a band saw and therefore can explain it), skills (he/she can operate the band saw and therefore cut wood) and attitudes (he/she values precision and therefore cuts accurately).

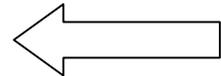
So through learning we can acquire new...

...**knowledge**



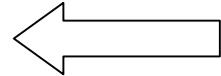
We **know** more than before.

...**skills**



We **do** things better than before.

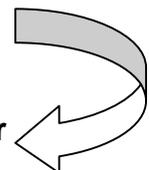
...**attitudes**



We hold a different **opinion** than before.

which leads to new...

...**patterns of behavior**



We **behave** differently than before.

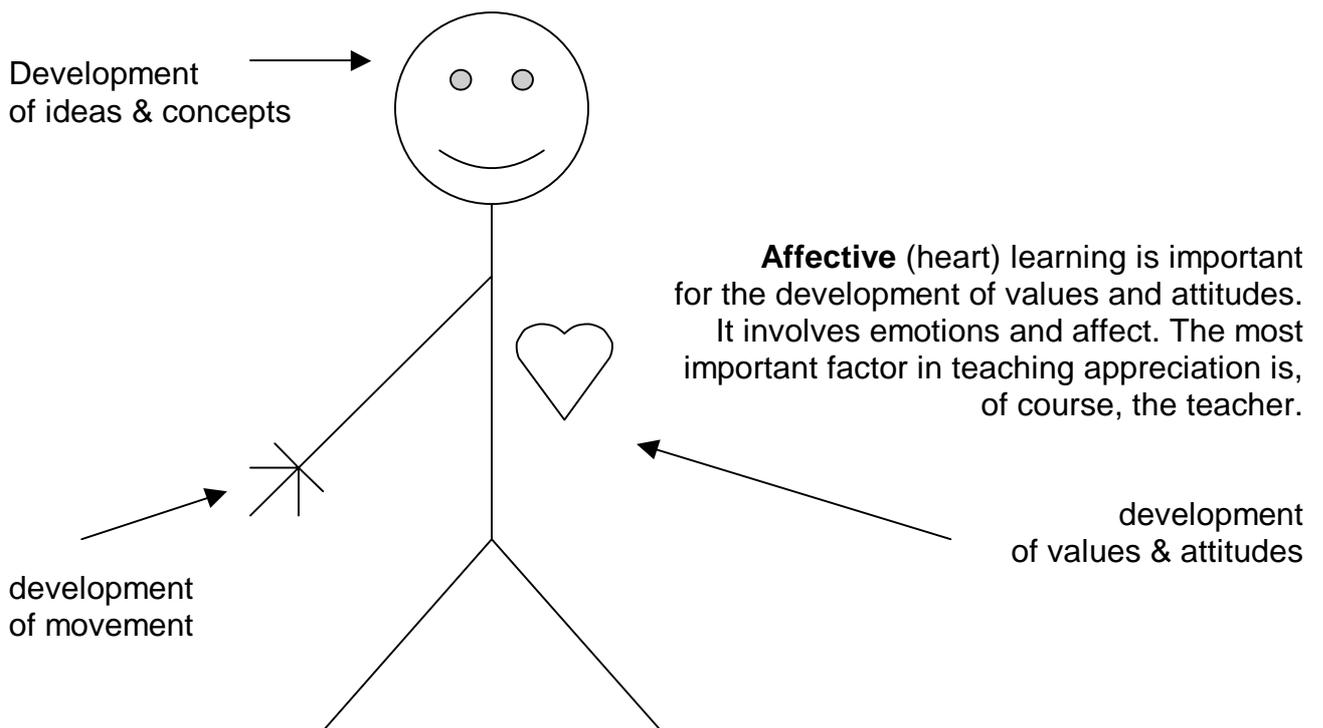


# What – The Training Goals



Learning often is quite complex and involves all areas. Let us, for example, look at driving: What actually happens when we learn how to drive a car? What knowledge is acquired? What skills are acquired? What attitudes are acquired? We can easily see that all three areas are involved which then lead to the actual behavior of how we drive a car. These different types of learning are also known as the cognitive, psychomotor and affective type. Pestalozzi, a Swiss educator, speaks of "Head, hand and heart". He recommends that successful teaching and learning has to activate all three types equally.

The **cognitive** learning (head) is concerned with the development of ideas and concepts. It covers much of what academic learning demands. It involves, among other things, understanding, reasoning and problem solving.



**Psychomotor** (hand) learning involves understanding the external world through the senses and the muscles. It varies from large muscular to fine motor skills based mainly on perception. This type of learning is particularly crucial in vocational training.



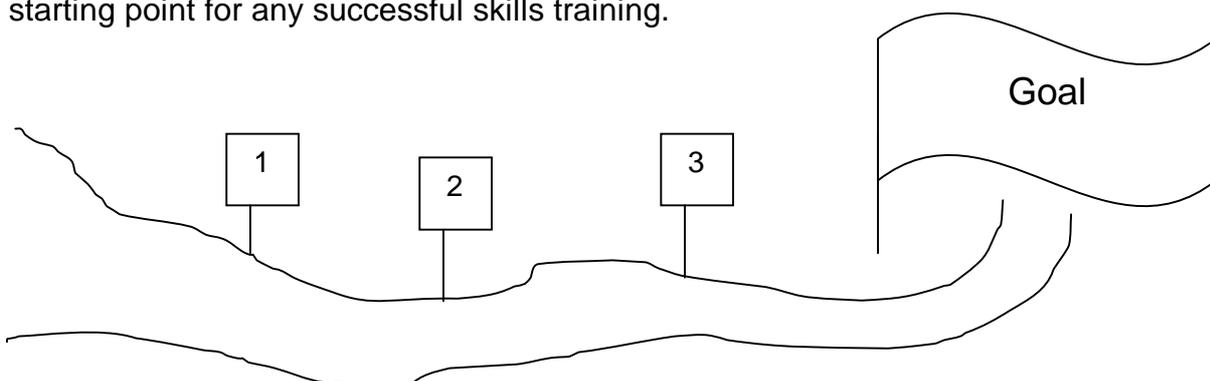
Though skills training mostly is concerned with psychomotor learning – the hand -, also cognitive and affective learning – the head and the heart – are involved in this process, else the training may not meet the desired result or even fail altogether. In the example above, the trainee may be able to operate the band saw, but since he/she lacks the right attitudes, the cuts are not being carried out accurately. Another example: when a trainee learns how to type, he/she not only has to be able to strike the keys on the typewriter in a certain pattern, but also has to display a sound knowledge of spelling and grammar as well as the general willingness to work accurately and with care. If not, the typed document might be full of mistakes and the sheet crumpled or even torn.

### 3. *The importance of learning objectives*

As we know already, training means to give teaching or practices, esp. in a profession or skill. It also means to make people ready for a test of skill. In vocational training the skills to be taught range from welding over metal work, woodwork, to tailoring, secretarial work and so on. The goal of the respective training courses therefore, is to produce professional welders, metal workers etc. Even though this is already specific with regard to the craft involved, the goal is still far too general to be of use in daily training.

Each craft in itself is usually composed not just of one, but many different skills. For example, before a plumber can install a water pipe system, he/she has to take the measurement, cut the pipes, cut the threads and so on. To become a plumber then means to learn a whole variety of different skills. To ensure that all aspects of a profession are covered, the overall training goal needs to be broken down into more specific learning goals or objectives. This holds true not only for training courses with a broader goal, it is also a requirement for the learning process of complex procedures that involve more than just one skill.

As a trainer, it will usually be your task to define what are the single learning steps involved in a particular learning process and to put these single steps into a logical sequence. To formulate precise learning objectives also helps you to control whether your training has been successful or not. In a way, the clear formulation of learning objectives is the key starting point for any successful skills training.





## 4. Formulating learning objectives

When learning means change of behavior due to experiences, successful training can be measured according to the behavior of the trainees after a learning experience. To assess whether someone has learned something or not, therefore requires a clear statement about what is being learned (content) and how it is being demonstrated or performed (behavior) by the end of the learning process. The precise formulation of learning objectives, with an integrated description of behavior and the contents of learning, is crucial for the learning process. It reduces misunderstanding concerning training measures and thus helps both parties involved – the trainer and the trainee.

### Learning objectives

- say what the trainee has to know after the instruction or how he/she has to handle something
- list by which help he/she has to do it (by using a dictionary, a tool)
- say how he/she has to do it (in which time, with what precision)

We should inform the trainees about the instructional objectives in advance. We should tell them criteria to enable them to assess or control on their own whether they have mastered the instructional objectives.

Objectives for a certain learner group need not to be identical for all learners. They can and sometimes must be different for subgroups or individual learners according to their different levels. Such objectives may be different with regard to the amount of subject matter covered and/or with regard to the level of achievement.

If you want to formulate objectives for all learners, you have to find objectives suitable for the poorest trainees. That does not mean to abandon established standards – to let pass trainees for the next level of training when they do not meet the required qualifications.



Only if you define your objectives precisely in advance it is possible to assess and evaluate the achievements of your trainees adequately to prior fixed norms. If not, you run the risk of judging out of the moment, which might not be fair to your trainees' performances, resulting in either over- or underrating them.

Learning objectives should be...			
S	specific	stated in action verbs	S
M	measurable	indicating minimum level of concept response	M
A	attainable	according to trainee potential and field of experience	A
R	realistic	resource- and reality-based	R
T	time bound	be in coherence with the training timetable	T

### 5. Classifying learning objectives

Objectives can be classified in various ways. A useful way to classify them when it comes to actual training is by their degree of difficulty and by their areas. According to the three areas of learning, we distinguish between cognitive, affective and psychomotor learning domains and the respective objectives. In skills training, of course, the emphasis is on the psychomotor domain – the hand, but as we saw already, the other two domains are also important – the head and the heart.

All three domains involve in themselves different levels: in the psychomotor area (hand) operations to be performed become more and more automatic; in the affective area (heart) attitudes become more and more internalized; in the cognitive area (head) the material becomes more and more complex.

On the following pages, you find detailed information for each domain with the different levels of learning involved, a general description with what the objectives of each level are concerned, and suggestions for action verbs to be used. This may particularly helpful for those who will have to develop a training plan, e.g. human resource department. To illustrate the meaning, the learning process of becoming a cashier is added for each domain as an example.



# What – The Training Goals



## The psychomotor domain (hand):

Here the objectives can be ordered according to the degree to which operations have become automatic.



Level	General Instructional Objectives	Action Verbs
Perception	Recognizing a given set of actions. Watching a series of motions.	attend to, listen, look at, notice, observe, view, watch
Set-up	Positioning self for action. Recognizing given procedures as preliminary to action.	adjust, arrange, order, position, prepare, select
Guided response	Imitating and repeating performance of skilled instructor. Assuming roles or situations. Acting out pre-planned actions. Demonstrating procedures and methods.	act, demonstrate, display, exhibit, illustrate, perform, role-play, show, repeat demonstrated skill (drill, fry, paint, sew, type etc.)
Internalized response	Performing skill/task up to or exceeding established standards.	Perfecting demonstrated skill (drill, fry, paint, sew, type etc.)
Complex response	Applying internalized skill to new situations and under any given circumstances. Combining internalized skills to perform complex operations.	Integrate skill into complex actions and problem solving

## Hierarchy of psychomotor learning objectives:

1.	The trainee observes the handling of a cash register.
2.	The trainee prepares the cash register for work: checking power, paper roll, change, laser reader.
3.	The trainee processes cash purchases.
4.	The trainee handles credit card purchases.
5.	The trainee can carry out all transactions involved, e.g. redeeming a voucher, correcting prices, issuing written receipts.

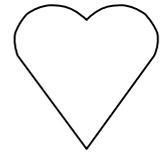


# What – The Training Goals



## The affective domain (heart):

Here one can produce a hierarchy of objectives according to the degree to which values and attitudes have been brought into the student's consciousness and to what degree they have been internalized and become automatic.



Level	General Instructional Objectives	Action Verbs
Receiving	Listening attentively. Showing awareness of the importance of learning. Paying close attention to the classroom activities.	ask, follow, listen, reply, watch
Responding	Performing according to received input (lecture, demonstration etc.)	answer, comply, conform, execute, follow observe, perform, practice, present, show
Valuing	Developing and demonstrating a preference according to outlined values and standards.	complete, describe, differentiate, explain, form, initiate, invite, join, justify, propose, select, share
Transferring	Appreciating values and high standards in other areas.	adhere, alter, arrange, combine, compare, defend, generalize, identify, integrate, modify, relate, synthesize
Creating	Displaying general awareness with regard to values and standards. Creating standards in which proper conditions prevail.	act, discriminate, display, influence, practice, propose, qualify, question, revise, solve, use, verify

## Hierarchy of affective learning objectives:

1.	The trainee listens to a lecture about payment and safety precautions involved.
2.	The trainee examines bills for authenticity.
3.	The trainee double-checks all transactions, e.g. received payment, change, credit card signatures, daily account.
4.	The trainee handles all financial transactions with care.
5.	The trainee prefers situations where safety standards are met.



# What – The Training Goals



## The cognitive domain (head):

In the cognitive domain the hierarchy of objectives follows the principle of increasing complexity. It is assumed that higher objective levels cannot be reached until those beneath them have been dealt with.



Level	General Instructional Objectives	Action Verbs
Knowledge	Knowledge of common terms, specific facts, methods and procedures, basic concepts, principles.	arrange, define, duplicate, label, list, memorize, name, order, recall, recognize, relate, repeat, reproduce
Comprehension	Understanding of facts and principles, verbal material, charts and graphs etc. Translate verbal material into mathematical formulas.	classify, describe, discuss, explain, express, identify, indicate, locate, recognize, restate, review, select, tell, translate
Application	Applying concepts and principles in practical situations and in different context. Demonstrating correct usage of a method or procedure.	apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, perform, practice, schedule, sketch, solve, use
Analysis	Recognizing assumptions and logical fallacies in reasoning. Distinguishing between facts and inferences. Evaluating the relevance of data. Analyzing structures.	analyze, appraise, calculate, categorize, compare, contrast, criticize, diagram, examine, experiment, discriminate, distinguish, inventory, question, test
Synthesis	Writing a well-organized theme. Giving a well-organized speech. Proposing a plan for an experiment. Integrating learning from different areas into a plan for solving a problem.	arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, plan, prepare, propose, set up, write
Evaluation	Judging the logical consistency of written material, the adequacy with which conclusions are supported by data, the value of a work by use of external standards of excellence.	appraise, argue, assess, attack, choose, compare, defend, estimate, judge, predict, rate, score, select, support, value



**Hierarchy of cognitive learning objectives:**

1.	The trainee can name the different forms of payment: cash, credit card, down payment.
2.	The trainee can explain the single steps involved in cash payment.
3.	The trainee can perform the mathematical operations involved in cash payment.
4.	The trainee can compare the advantages and disadvantages of each form of payment.
5.	The trainee can plan how to settle the daily account of the cash registry.
6.	The trainee can assess possible causes for mistakes in daily account.

Likewise, this can be done for all other professions or crafts. Depending on the complexity of the skills and knowledge involved, one set of learning objectives with the three different domains will not be enough, of course. It is the function of the training plan to cover all the important learning areas.

## 6. The training plan

The training plan is an instrument to help us to train people. It contains information about the topics to be covered and the time frame of a particular training activity. It can vary from a rough outline to a detailed plan.

To ensure that the right people do the right job, it is important to specify what a person is required to know and/or must be able to do for a particular work placement. Training plans break down the major qualifications – e.g. being a welder, tool and die maker, plumber – into learning modules and single learning steps, along with the respective learning objectives and the time it supposedly takes to achieve them. They incorporate different subjects and topics to be tackled, such as technical drawing, trade mathematics etc.

To formulate a training plan means to:

- Identify the needs with regard to skilled workforce
- Translate the needs into competencies
- Break down competencies into learning modules and single learning steps
- Formulate objectives
- Allocate a time-frame
- Specify entry requirements for potential trainees, e.g. educational background, working experience

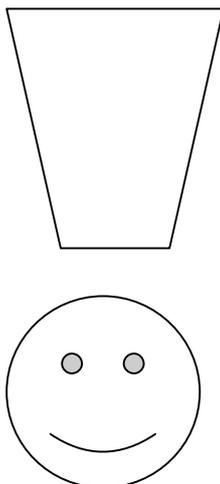


Within the business sector, a lot of companies are not conducting training courses as such or follow a particular training plan. Nonetheless, there is a growing awareness that a company will benefit in many ways once a systematic approach to training is established. However, a training plan is only as good as the people who implement it. In that context, once again it must be stressed that the ability to communicate with others is one of the crucial requirements for a trainer.

## 7. *The importance of communication*

Very often, we just assume that the other person knows what to do and how to do it and why to do it. The reason why problems arise has partly to do with this assumption. When investigating the real cause of a problem at work, many times we will find that people have not been instructed sufficiently, if at all: how to do things in the correct manner and why this is important. Basically, it is a lack of communication.

To avoid that the same mistakes happen again and again, a company can begin to document and systematize what an employee for a particular position should know and what general company rules and policies are to be followed. This way, important information is not being forgotten or left out. Instructions are laid down and can be referred to in case problems arise. Also, each workstation in a production line can be equipped with a chart that lists the sequence of steps and procedures to be observed at this particular placement. This helps to rule out mistakes, thus increasing quality and safety.



As was said, however, it is not enough to put all these matters just in writing. Once again, it is the human factor that makes the big difference. It is usually up to the supervisor or trainer to communicate what is important to the respective people: to explain the rules, to point out and demonstrate the procedures, to correct, to evaluate etc., thus facilitating learning. To do this successfully, it is useful to plan or reflect in advance on how to proceed with a particular skills training or instruction. This way, you ensure that you don't forget important things, that you are clear about the objectives and sequence of instruction and that you have an idea of how long it may take. And together with your objectives, you already have established the criteria for evaluation.



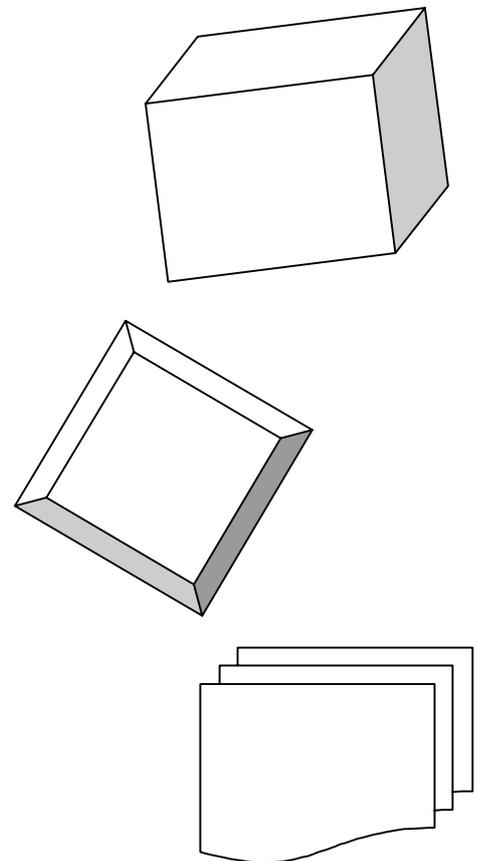
## 8. Evaluation and quality control

As we said, learning means change of behavior due to experiences. Learning objectives, therefore, state what kind of behavior we expect at the end of a learning process: what a trainee has to do/know, with what help he/she is going to do it (e.g. with a particular tool), and how he/she is going to do it (with what precision, in what time). Thus, we have already established criteria, which allow us to evaluate the performance of a trainee.

In skills training, evaluation is vital for long-term success. Evaluating means to ensure that things are done in the right way, thus guaranteeing quality work and production and good service in the long run.

Evaluation is a constant, on-going process. It means not only assessing the results at the end of a learning process, it also means to correct mistakes in between. That may incorporate repeating demonstrations, explaining a matter again, perhaps in a different way, or pointing out reasons why a work piece does not meet the required standards and how it can be improved. It also means to give an opportunity to ask questions and enough time to exercise and strengthen a particular skill.

Once more, we can see that communication skills play a vital role: as a trainer, you must be able to criticize the trainees in a way that they are not discouraged, yet understand what you mean. It is of no use “to beat around the bush” - that is to pretend that something is well done when it is, in fact, not. Also, the “This-will-do” attitude is of no help. To approve of a piece of work that does not meet established standards simply because it still somehow functions or satisfies the need, is un-professional! Thus, you will only encourage wrong work attitudes and also damage your own reputation as a good, quality-conscious trainer.



It is quite obvious that a company will benefit from the craftsmanship of their workforce. With globalization and increasing competition, quality will be one of the key factors that determine the success or failure of a business in the long run.

For the individual, the benefit is also obvious: the better skilled and trained a person is, the higher are the chances for employment or successful self-employment. In training people, you as a trainer not only contribute to other people's life in form of passing on skills and knowledge. You can also nurture and help develop the pride that people have: the pride in their craft and trade and in a job well done.

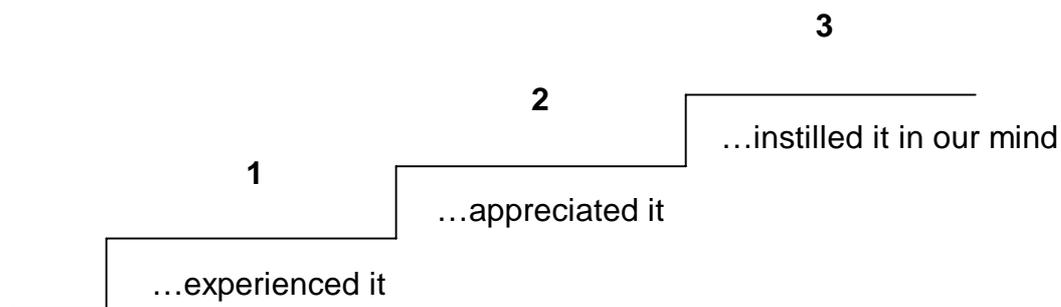


## Unit 3 The Training Methods

### 1. The three steps of learning

Since learning means change of behavior due to experiences, the first step in learning means that we have to experience something new: new knowledge, new skills, or new attitudes. However, having experienced something does not mean that we have learned it already. Apart from experiencing something new, we also have to understand the meaning of it - we have to appreciate it, the second step in learning. If not, it will be very hard to really learn it – that is, to remember it, the third step in the learning process. Without instilling the new knowledge, skills or attitudes in our minds, the learning process is not complete.

Therefore, we can say that we have not learned something until we have...



But how do we really learn? Let us take a closer look at different ways of learning of human beings that are also relevant for successful training.



## 2. Different ways of learning

To understand the different types of learning, let us look at some examples:

### Trial & error

A supervisor holds a stopwatch in his/her hand, and fumbles with the crown and the pushbuttons in order to find out how it can be started, and what function the various knobs have. He/she notes what happens when operating the crown and the pushbuttons on the side. He/she becomes familiar with the functions of the watch, and can operate it to conduct the desired function. He/she has learned by trial and error.

### Observation & imitation

It is shown to the supervisor how he/she can start and stop the stopwatch by pressing the various knobs. He/she watches closely and copies until he/she succeeds in operating it. He/she has learned by observation and imitation.

### Insight

The supervisor reads in the operating instructions that the stopwatch must be wound up carefully so that the spring does not break, and that the crown must be pressed vertically so that the axle is not deformed. He/she appreciates this and follows the advice. He/she has learned by insight.

### Repeated perception

Whoever needs to look up the same telephone number frequently in a telephone directory will gradually note this number. He/she has learned by means of repeated perception.

### Adaptation

As a heavy smoker a student in a class would like to light a cigarette. He/she looks around, and sees that no one is smoking, even those of his/her colleagues who are known smokers. He/she adapts, and from now on refrains from smoking, mostly also when it does not suit his/her environment. He/she has learned by adaptation.

### Repetition

Somebody reads the definition of learning. He/she repeats it several times until he/she knows it by heart. He/she has learned by repetition, or by instilling it in his/her mind.

So human beings learn and thus change their behavior in various ways. Of course, learning can also be very complex and thus involve different approaches that are combined. Also, people have a preference for a particular way of learning: some learn easier by insight, others have to find out on their own, thus learning by trial and error.

By the way, people, children in particular, learn most of their social behavior by observation and imitation. In the context of training this means to display exactly the behavior we expect of our trainees, else our training is unlike to be successful. For



example, if we want our trainees to cherish punctuality, we as role models have to be on time ourselves: Practice as you preach!

People also adapt to their surroundings. Just think of a very tidy environment, everything clean, no garbage around; it is quite hard to carelessly throw away something there. But once the environment is already littered, it doesn't take much to add another plastic bag full of garbage or throw away an empty bottle. For successful skills training this means to provide an environment where the desired conditions prevail: It is not enough to put up a poster about "Five S", the Five-S-approach has to be put into practice to be taken seriously!

### 3. *The meaning of training method*

When it comes to training, there are a variety of different methods that each make use of the various ways human beings learn. Before we have a closer look at those methods, let us first define what a method is.

According to the dictionary a method means:

- Method** = a way or manner of doing something
- = the use of an orderly system as opposed to luck

Correspondingly, a training method means:

- Training method** = a consciously followed way
- = to achieve specific training objectives

Furthermore, a training method is identified by:

- The social form (individual, pair, or group instruction)
- A sequence of goal-oriented steps
- A pedagogical concept

If, for example, the pedagogical concept of independent planning, executing and controlling is favored, these steps will also be highly dominant in the respective training method as is the case with the project method. The training itself then takes a typical course; patterns and individual steps can be identified clearly.

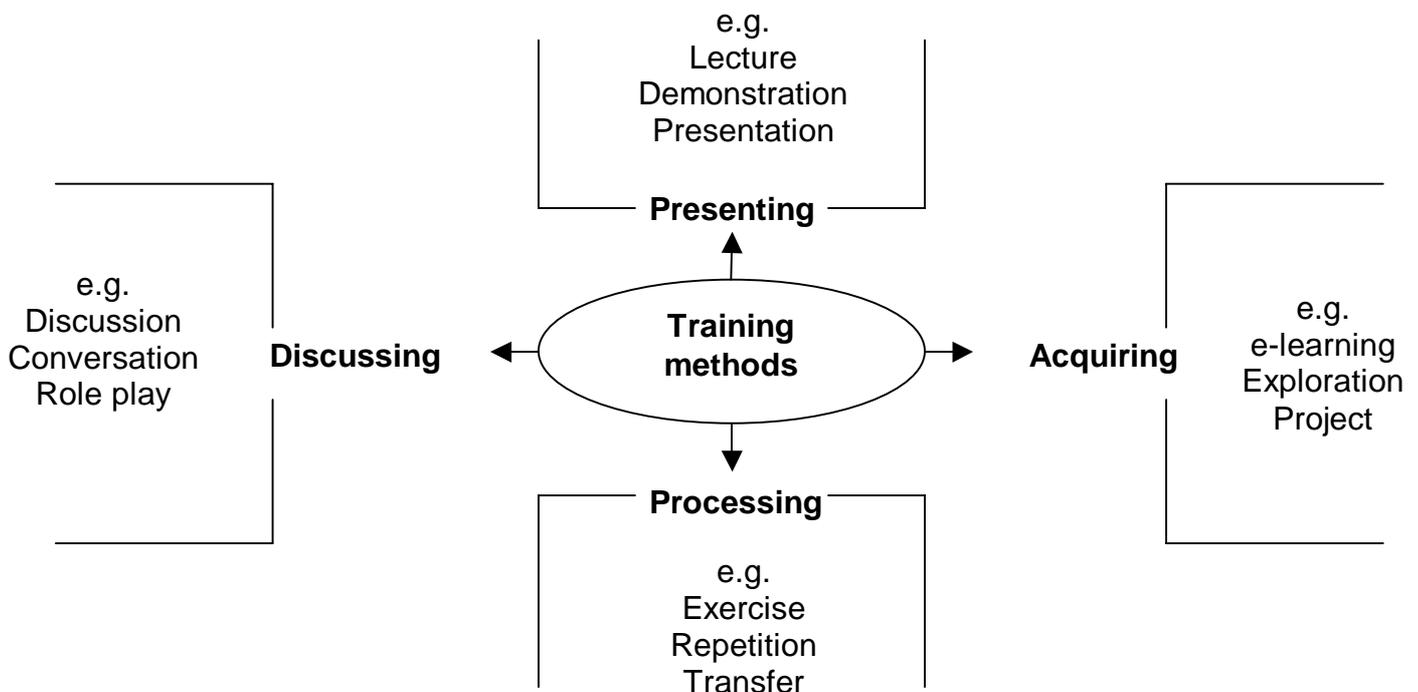


Based on these characteristic features and the definition, it is obvious that the widespread “observe – copy” approach in itself cannot be regarded as a training method. Though the trainee may learn something, the major shortcomings are:

- The training and learning is unplanned and unsystematic.
- It is a so-called “stealing with the eyes” instead of training/learning.
- It is copying without any planned and explicit demonstration.
- Beginners cannot cope because it is usually too much for them.

## 4. The four categories of training methods

Training methods can be grouped into four main categories. Each category puts the emphasis on a different aspect within the learning process, such as presenting, discussing, acquiring, or processing the material to be learned. Within each category, trainer and trainees are differently involved in the training process with regard to giving or receiving activities. Each category also has its particular features with certain advantages and disadvantages.





# How - The Training Methods

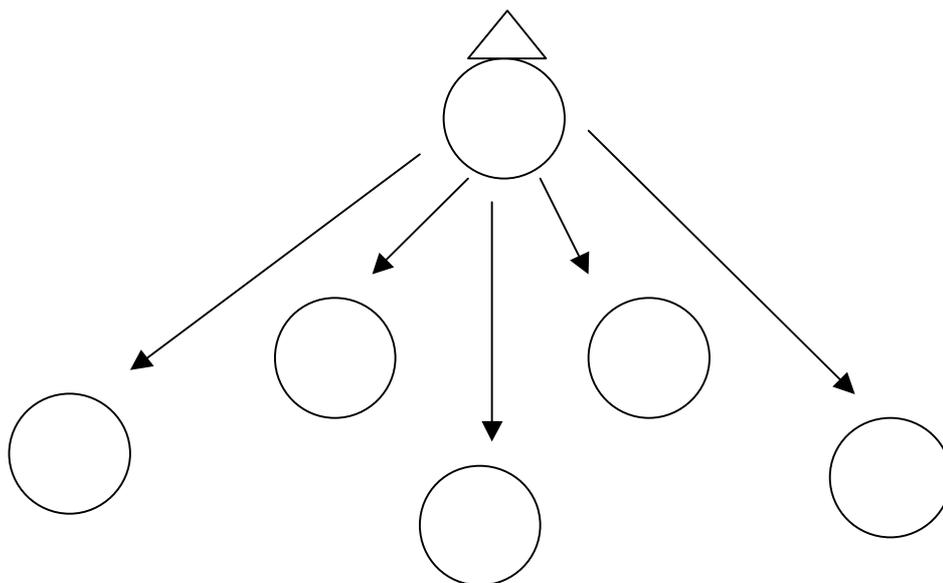


Training methods based on **presenting**

<b>Trainer:</b>	<b>Trainee:</b>
Lectures Demonstrates Presents Performs Guides process of perception and thinking	Listens Watches Re-enacts in the mind Imitates Observes Gains understanding, perception, orientation

Lectures and presentations are used to present abstract topics and training matters, to explain complicated connections, problems, complex structures and non-visible features. To enhance learning, the trainer can make use of visuals such as films, slides, mock-ups, and originals. The trainer is active and giving, the trainees are passive and receiving.

Demonstrations are used to facilitate practical skills learning. Original tools and working materials are preferred. The trainer is active and giving, the trainee is receiving and active only insofar as he/she follows the outlined steps and patterns when imitating the observed behavior. The emphasis is on the trainee re-enacting what has been demonstrated and not on finding own solutions. The broader context of the respective skill is usually neglected.





# How - The Training Methods

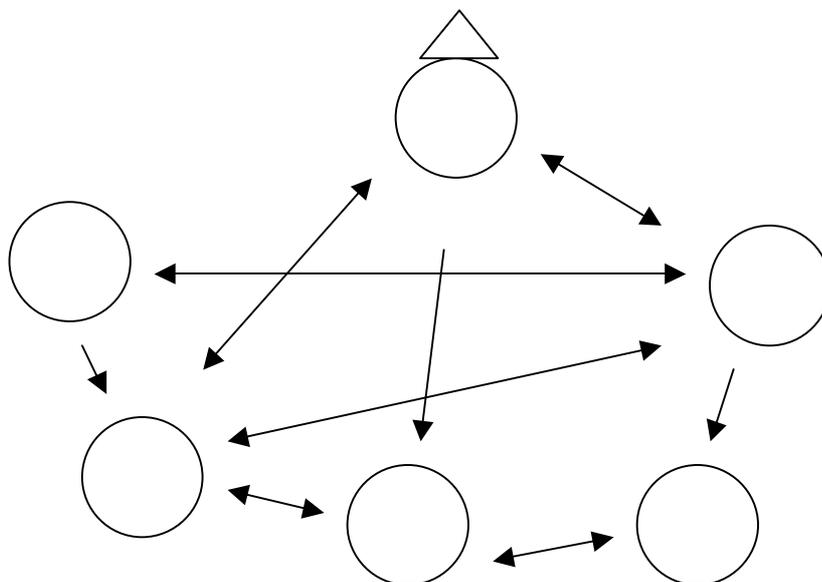


Training methods based on **discussing**

Trainer:	Trainee:
Establishes objectives Explains topic Introduces Asks Gives inspiration Answers Corrects Confirms Summarizes	Answers Asks Contributes experiences Argues Discusses Debates

Methods favoring dialogue, such as discussion, conversation, debate, circle talk, role-play etc. are useful to enhance understanding and analyzing. The trainer guides the trainees by using the questioning technique; he/she gives ideas, makes suggestions etc. The trainees are actively involved in the learning process. They learn how to communicate and express themselves.

Topics can range from factual training matters over problem solving to exchange of experiences and opinions, the latter helping to develop tolerance and understanding. Also, matters concerning the training itself can be tackled. Depending on the choice of method, the trainer is more or less dominant; sometimes, he/she is just the moderator of an exchange.





# How - The Training Methods

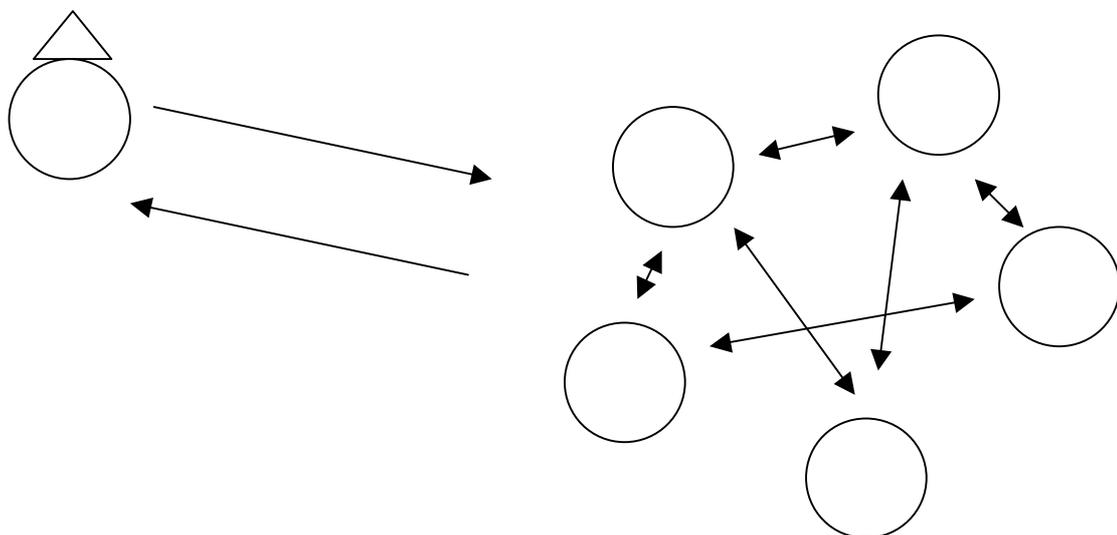


Training methods based on **acquiring**

Trainer:	Trainee:
Introduces problem or task Arranges working method Assesses work attitude Assesses result Assists if necessary	Clarifies objectives Organizes the work Searches for solutions Procures information Solves problems Works out functional solutions Controls results Presents results

Project method, e-learning, exploration, guide text method, planning game, case study etc. are all based on the assumption that you learn most by exploring the subject matter and overcoming difficulties on your own. These methods try to develop independent learning, enhance planning, organizing and executing competence along with social competence since group work is mostly favored.

The trainees are actively involved in the learning process. They approach the trainer for help or advice when needed. The trainer is a counselor and organizer who remains at the background and only interferes when necessary.





# How - The Training Methods

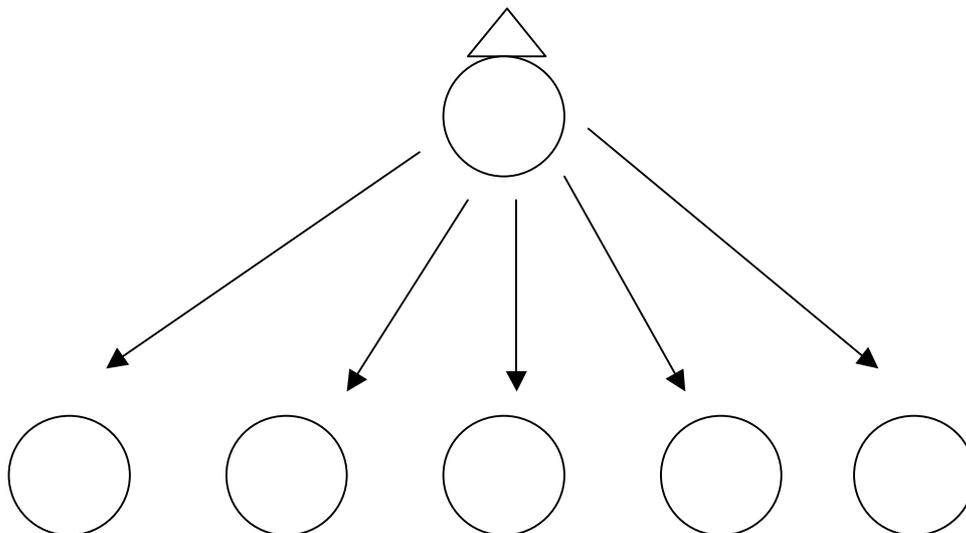


Training methods based on **processing**

<b>Trainer:</b>	<b>Trainees:</b>
Organizes processing Motivates Imparts exercising and repetition techniques Offers transfer	Memorize learning matter Develop performance speed Develop performance security Transfer learned matter to other topics and areas

Methods based on processing are focused on the third step of learning, the instilling in the mind. They aim to strengthen the new skill or knowledge through exercises, repetition and transfer to new areas, that is changing the working conditions and making use of the fact that application is the best revision of learned material.

The trainer organizes this process by motivating and giving exercises and tasks to do. He/she controls the progress of the trainees, corrects when necessary, evaluates and also acknowledges progress.



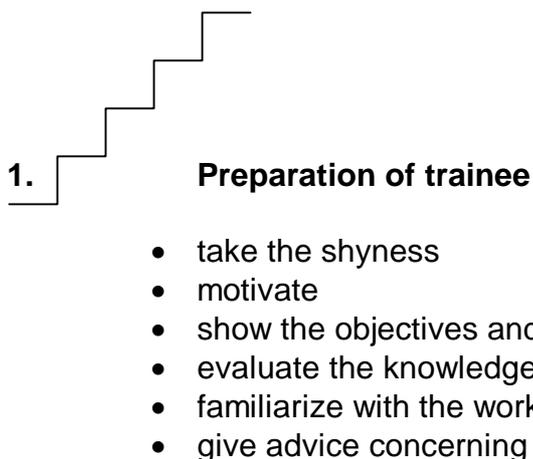


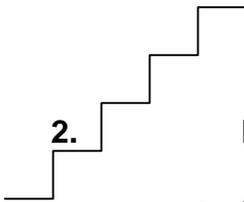
## 5. The Four-step-method

The Four-step-method is a simple but very successful method for skills training on a one-to-one level. It combines features of two categories: presenting and processing. The four steps refer to the way human beings learn: that they have to experience something new, to appreciate it and, last, not least, instill it in their minds to make the learning process complete.

For you as a trainer this method requires very good communication skills since each step of what you are doing has to be explained in detail. As a skilled person you may take a lot of things for granted. But as we already pointed out, assuming that the other person knows already can lead to serious misunderstandings and cause a lot of trouble. Also, it is not sufficient to simply demonstrate without explicitly telling the trainee what and how and why you are doing something. Without proper explanation, crucial procedures may not be noticed, thus leading to wrong ways of doing something.

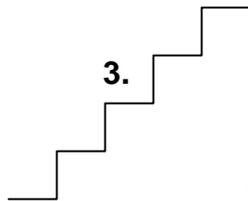
The success of the four-step-method lies mainly in the ability of the trainer to explain exactly what he/she is doing. Another crucial feature is the follow-up: the trainee is given enough time and opportunity to strengthen the skill. During these exercises the trainer will observe the trainee and correct him/her when necessary, and acknowledge progress, of course. All in all, this approach can be considered quite effective, even though it is time consuming. But remember: quality training always requires plenty of time!





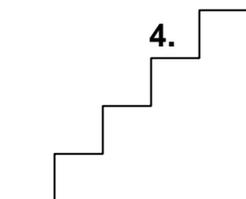
## Demonstration and explanation

- place the trainee that he/she is standing in the same direction to the work piece as you do
- 1. demonstration: demonstrate the whole procedure in original time
- in case of complicated procedures divide them into modules and teach them step by step
- 2. demonstration: repeat the demonstration and make the single steps visible; demonstrate difficult steps repeatedly
- say what you are doing, how and why you are doing it in that way (what? how? why?); go into detail
- give the opportunity to ask questions
- 3. demonstration: summarize and demonstrate uninterrupted



## Trainee activity

- encourage the trainee to try it on his/her own
- don't interrupt the trainee in his/her first attempts
- make comments only on serious mistakes
- precision is more important than speed
- let the trainee say what he/she is doing, how and why



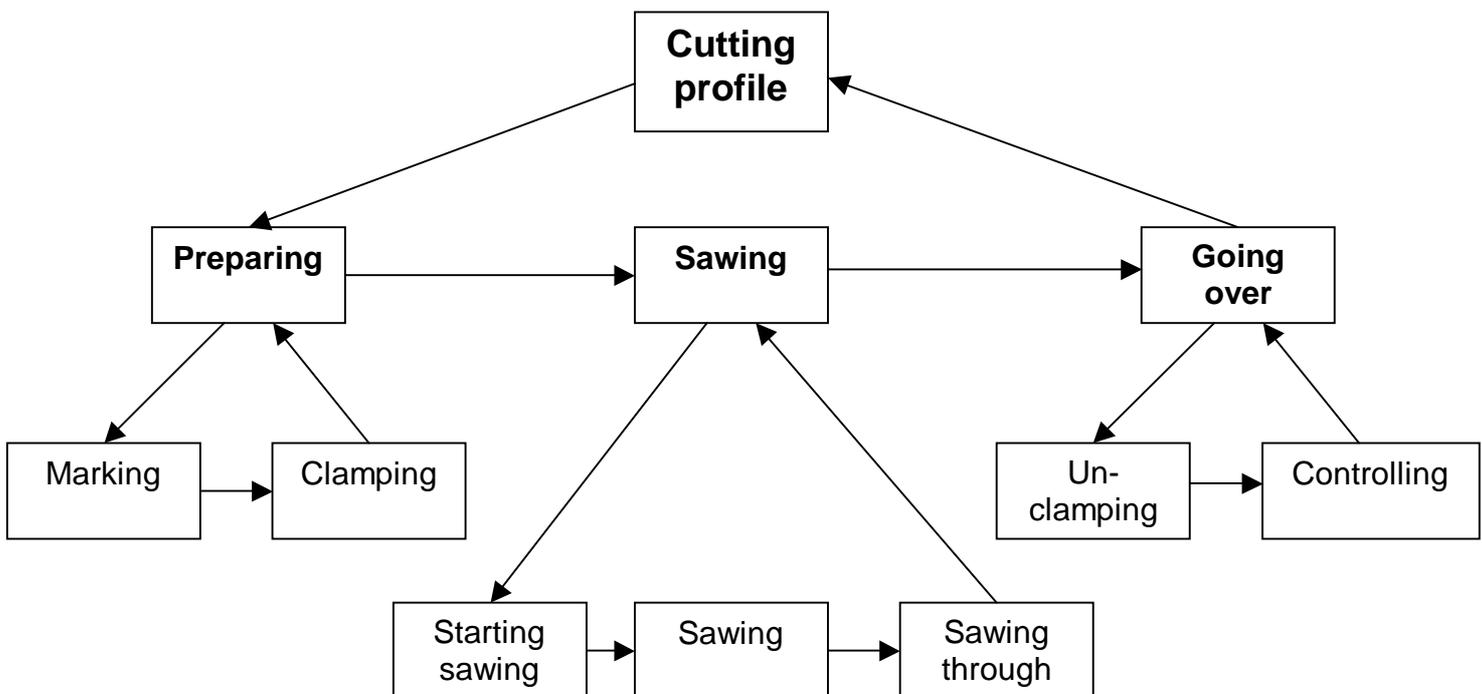
## Exercising and strengthening

- give enough time to exercise
- acknowledge progress
- control that no mistakes are done during exercising
- change conditions of exercising
- slow adaptation of real working condition



### 6. Example of sequence-of-actions analysis

Let us now look at an example of a sequence of actions within the context of a Four-step-method training: the skill to be taught is cutting a profile. First, the task has to be analyzed and broken down into the major steps, such as preparing – sawing – going over. Each of these three major steps once again is analyzed and broken down into the main activities involved: Preparing then really means marking and clamping, sawing means starting, sawing and sawing through, while going over involves unclamping and controlling. The chart below shows this sequence of activities.



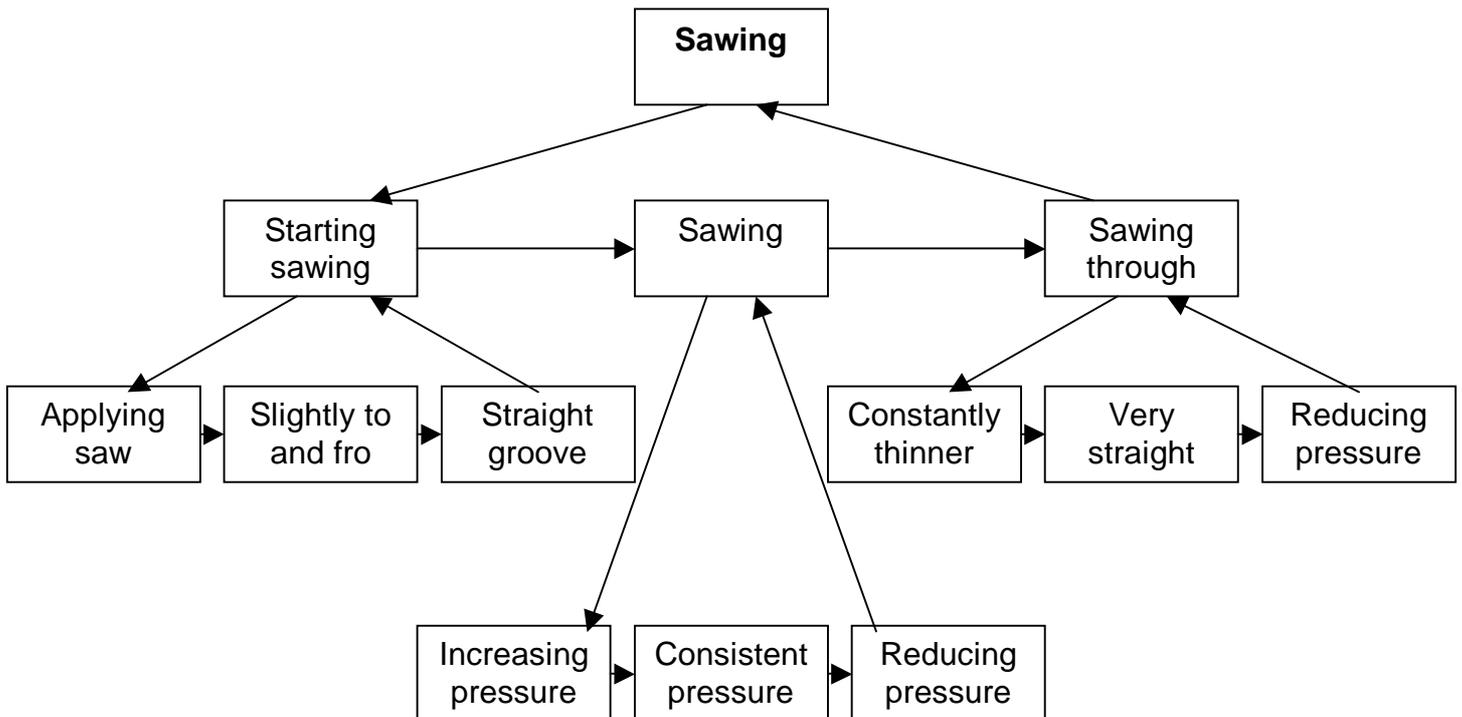
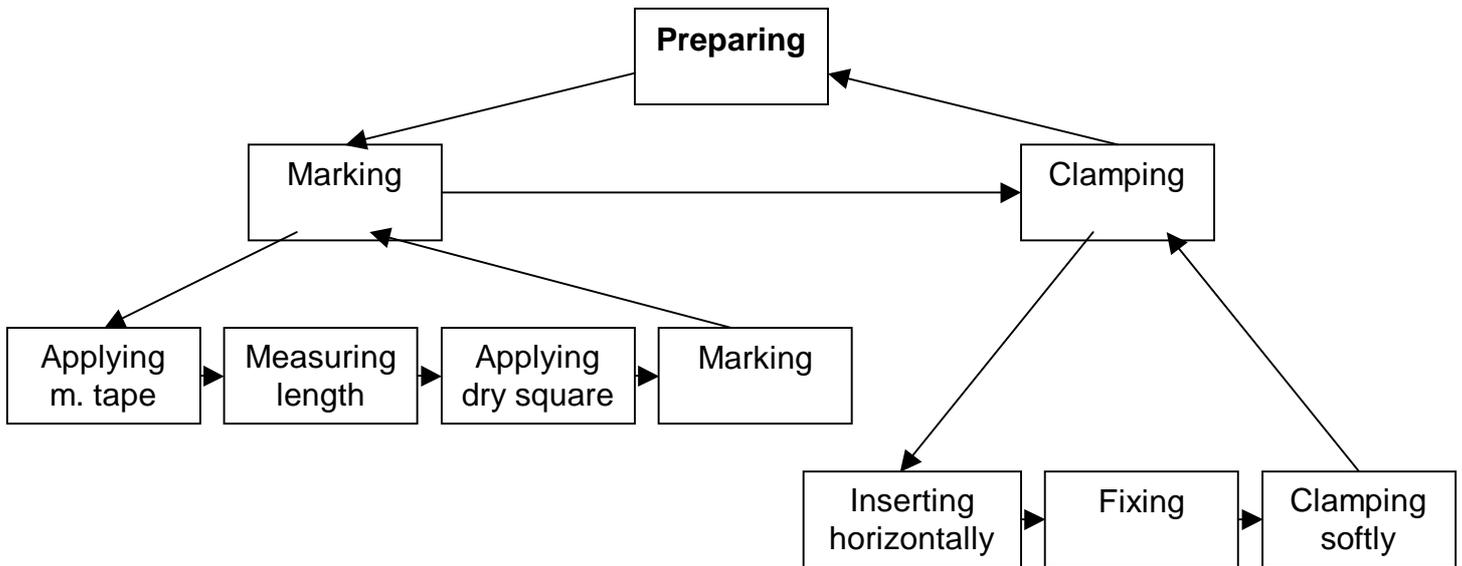
When analyzing each activity, however, we will find that it is not yet enough to describe preparing as marking and clamping. In order to be able to execute these activities, once again they have to be broken down into the various actions involved. Thus it is ensured that all important actions are included and made visible to the trainee. It also helps to prevent assuming the trainee may already know or that he/she may just recognize each action by simply observing the demonstration of the skill.



# How - The Training Methods

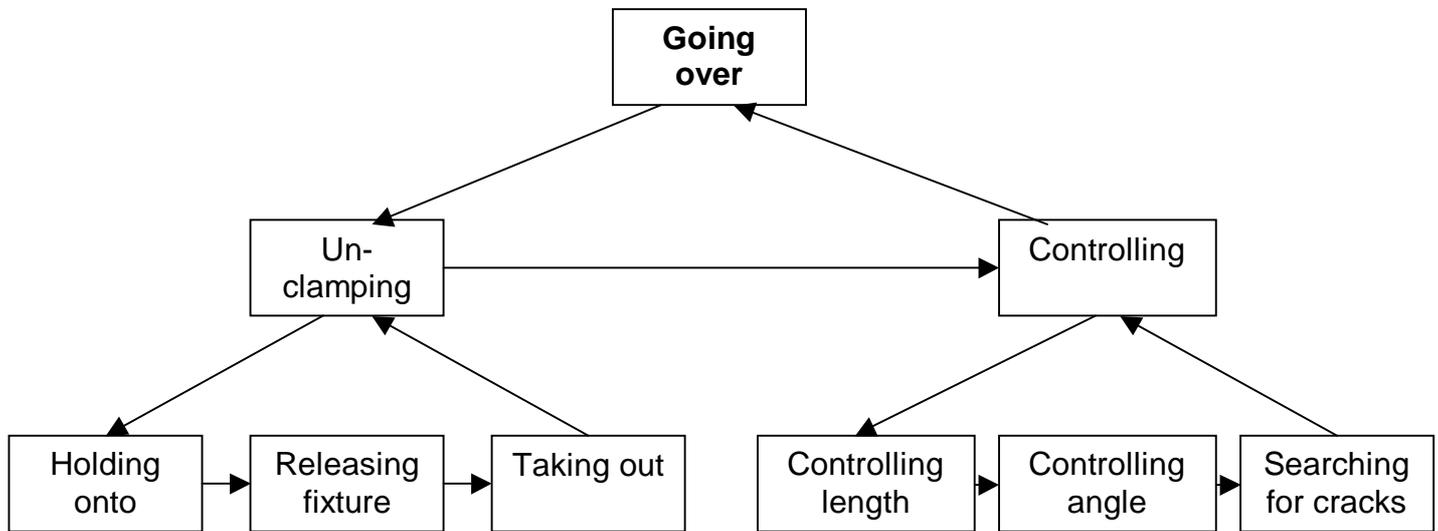


The following three charts illustrate the sequence of actions for the three major steps involved in cutting a profile: preparing, sawing and going over.





# How - The Training Methods



When demonstrating the skill, the trainer explains what he/she is doing (learning segment), how he/she is doing it (learning tip), and why he/she is doing it in that particular way (explanation). The chart below takes up the 22 single actions involved in cutting a profile and lists the learning tip and explanation for each.

No.	What? Learning segment	How? Learning tip	Why? Explanation
1	Applying measuring tape	Putting profile on level surface, hooking tip of measuring tape to pre-cut side and applying tape to upper edge of profile	To ensure correct measurement
2	Measuring length	Marking correct measurement with tip of pencil	To allow for precise marking with dry-square
3	Applying dry-square	Long side is applied alongside marked spot, short side is applied to edge of profile	To guarantee sawing at right angle
4	Marking	Pulling fine pencil tightly along dry square on top side of profile; apply same procedure for marking both sides of profile using drawn line on top side as point of reference	To minimize deviation from correct measurement



## How - The Training Methods



5	Inserting profile horizontally	Edge of profile is level with edge of bench vise; marked line is 1 to 2 cm away from vise	Condition for straight and safe sawing
6	Fixing profile	Tightening vise slightly until profile holds	Final corrections are still possible
7	Clamping vise	With appropriate force, so safe sawing is possible	If clamped too tightly, wood can be damaged
8	Applying saw	Saw blade is lying exactly on drawn line in vertical position to profile using thump as guide with safe position of hands ensured	Starting point determines the whole result
9	Sawing slightly to and fro	Exerting as little pressure as possible on workpiece	Danger of tilting teeth and material breaking off
10	Sawing straight groove	Keeping saw perpendicular	To get proper vertical cut
11	Continuing sawing with increasing pressure	Increasing sawing pressure appropriately	Sawing pressure depends on sawing speed; ensuring quality
12	Sawing consistently through material	Finding optimum for frequency and stroke using whole length of saw blade	To achieve best quality cut
13	Reducing pressure	Reducing sawing pressure appropriately	Sawing pressure depends on sawing speed; ensuring quality
14	Getting constantly thinner	Preparing for sawing through with low pressure while keeping up frequency	Too much pressure and too little frequency can cause material to break off
15	Sawing very straight	Saw blade has to run parallel to remaining workpiece	Like during start: danger of tilting teeth and material breaking off
16	Reducing pressure	Sawing through with minimal pressure	To reduce parts breaking off, to avoid cracks
17	Holding on to workpiece	Taking clamped part into hand	Falling down of workpiece could cause damage
18	Releasing fixture	Turning vise in correct direction exerting slight pressure	If turned in wrong direction, workpiece will be damaged
19	Taking out profile	Putting workpiece on level surface	Here, final length measurements can best be taken



20	Controlling length	Measuring tape is exactly applied to upper edge of profile	A slanting position would cause inaccuracy of measurement
21	Controlling angle	Putting dry-square on cut end	Divergencies of angle can be made out against light
22	Searching for cracks	Examining area of sawing for cracks	Probability of cracks in that area is highest

## 7. Final conclusions

As we said earlier, a training method is a consciously followed way to achieve specific training objectives. Depending on these particular objectives and the nature of the material to be taught, you will decide which of the training methods out of the four categories you will choose. Your choice of method will also depend on your trainees – whether they can handle this particular method or not. Also you as the trainer must be able to handle the method you use. For example, it is not advisable to do role play when you are neither confident with the method nor convinced that your trainees will benefit from this exercise!

We also said that a training method is identified by its social form: training can take place on an individual (1 : 1) level, but there can also be pair or group instruction. Once again, this will depend on the objectives and the nature of the training matter.

Group instruction, of course, is favored out of organizational and financial reasons. But there are also other benefits: trainees can compare each other's performance, they can find help and assistance in other trainees, the likeliness of discussions and thus clarifications of problems is higher, and there is also a greater challenge while learning in a group as compared to learning on one's own. Particularly young trainees will favor group instruction since they rely so much on their peers and are usually more comfortable when being with people of their own age. Also the adult trainee will be happy to exchange views with people in similar positions whose advice on matters concerning the training can be asked.

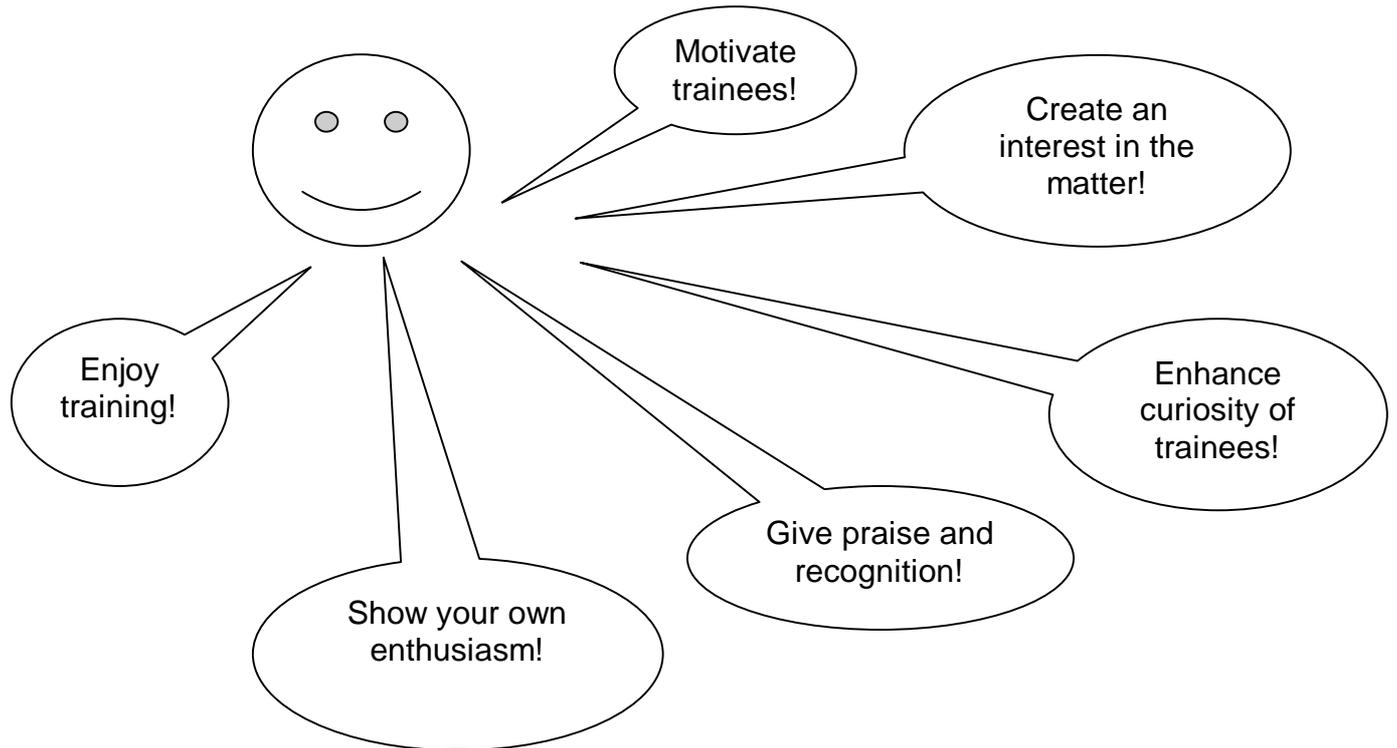
In skills training, however, it is important to ensure that each trainee has an equal chance of learning. This may mean to present background information/theoretical knowledge to the whole group, while the actual demonstration of the particular skill is done on an individual or pair level. When demonstrating a new skill to a whole group, you have to ensure that the trainees' follow-up activities are supervised on an individual level. You also have to ensure that each trainee gets his/her turn and nobody is being left out. Once again, it has to be said that quality training is time consuming.



## How - The Training Methods



Whatever method you choose, however, they all have in common that you must have good communication skills: The success of your training efforts will largely depend on your ability to communicate!





## Exercise 1

Explain the use, handling, safety and maintenance of a particular tool.

General remarks	Example: wooden hand saw
<p><b>Use:</b>            State the major purpose.            Name the features.            Point out variety.            Give reason for particular features.</p>	<p><b>Use:</b>            A hand-driven tool for cutting wood. Consists of handle and thin flat steel blade with row of V-shaped teeth on the edge. Direction of teeth indicates direction of sawing.            Size of saw depends on wood (humidity, hardness, thickness).            Wooden saw must have flexible blade.            Bigger teeth make a rougher cut, finer teeth make a smoother cut.            Set teeth allow blade to cut through wood.</p>
<p><b>Handling:</b>            Explain handling in general.            Explain reasons.            Give special tips where possible.</p>	<p><b>Handling:</b>            Fix piece to be sawn firmly with cut 0,5 to 2 cm off bench vise – if too close, saw gets into bench vise; if too far, material bends or breaks off, no straight cut possible; if not fixed firmly, material bends, no straight cut possible.            Position body properly to make use of its force (upright position, body at ease, feet apart, sawing below waist level for proper vision of marking).            Start with short strokes.            Continue with long strokes using whole blade.            Finish with short strokes reducing pressure.</p>



<p><b>Safety:</b> Point out safety measures. Highlight possible consequences if advice is not followed.</p>	<p><b>Safety:</b> All cutting tools should generally be handled with care. If not, injuries, such as cutting fingers, are likely to happen. Fix piece to be sawn firmly, else piece might fall down or saw might slip. Ensure safe position of fingers. Be aware of piece cut off falling down and hitting your feet. Ensure firm grip of saw to avoid saw slipping off work piece. Be aware of sharp teeth.</p>
<p><b>Maintenance:</b> Explain maintenance measures. Discourage wrong use.</p>	<p><b>Maintenance:</b> Sharpen teeth with triangle file when needed. Apply oil to blade to prevent corrosion. Use wooden saw only for wood, not for metal. Don't cut through nails or screws.</p>
<p><b>Demonstration:</b> Show how tool is used by demonstrating.</p>	<p><b>Demonstration:</b> (see pages 33 – 37 of handout)</p>
<p><b>Application:</b> Allow for trainees' exercise.</p>	<p><b>Application:</b> Let trainees practise after they have observed proper demonstration. Vary exercises according to trainee's ongoing performance. Emphasize that accuracy is more important than speed.</p>



## Exercise 2

Evaluate and control work piece of trainee and give feedback.

General remarks	Example: cutting profile
<p><b>Task:</b> State trainee's task. Point out particulars.</p>	<p><b>Task:</b> Cut a profile to length of 76 cm. Ensure right angle of cut. Handle material carefully.</p>
<p><b>Assessment:</b> Assess execution of skills involved. Control particulars.</p>	<p><b>Assessment:</b> Control length. Control angle. Control cut side for cracks. Control profile for other damage.</p>
<p><b>Diagnosis:</b> Point out achievements. Point out failures. Diagnose cause of failure, e.g.: Has not understood task. Cannot perform skill required. Is afraid to use tool/equipment/machine. Has used wrong tool. Has used wrong material. Displays wrong work attitude. Thinks speed is more important than accuracy.</p>	<p><b>Diagnosis:</b> Possible failures: Too long, too short – not familiar with correct measuring procedure; not able to read metric tape measure; wrong work attitude regarding accuracy.  No straight cut/right angle – not familiar with correct marking procedure; wrong sawing technique; lack of sawing exercise; wrong work attitude regarding quality.  Cracks – wrong sawing procedure; lack of sawing exercise; wrong work attitude regarding quality.  Wood damaged – clamped too tightly in bench vise; tightening bench vise instead of releasing when taking work piece out; wrong work attitude regarding quality.</p>



<p><b>Cure:</b>          Offer opportunities for overcoming mistakes according to diagnosis,          e.g.:          Repetition of knowledge required.          Repetition of skill involved.          Offer of help in general.          Special assignments.</p>	<p><b>Cure:</b>          Explain metric system.          Incorporate practical measuring exercises in daily training.          Demonstrate correct measuring procedure again. Let trainee repeat exercise.          Demonstrate correct marking procedure again. Let trainee repeat exercise.          Demonstrate correct sawing procedure again. Let trainee exercise.          Vary exercises.          Emphasize importance of accuracy instead of speed.          Point out additional costs through careless work (rejects, minor quality, abuse of resources, extra time to correct mistakes).          Offer assistance whenever needed.</p>
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Dealing with different trainee behavior:

Type of trainee	Trainer behavior
The <b>aggressive</b> trainee	Remain objective and calm. Do not enter into quarrel. Reject personal attacks. Lead back to subject. Ask other trainees to discuss matter. Keep focus on training issue.
The <b>bored</b> trainee	Awaken interest. Emphasize importance of subject. Encourage to participate. Transfer responsibility. Call for attention. Ask selective questions to evaluate knowledge.



<p>The <b>entertaining</b> trainee</p>	<p>Call for attention. Interrupt private discussions. Prevent activities that are not related to training. Concentrate on subject. Point out importance of serious attitude. Increase involvement in serious activities.</p>
<p>The <b>nervous</b> trainee</p>	<p>Try to calm down trainee. Try to focus trainee's attention on work piece and your feedback. Interrupt trainee politely when talking too long. Ask trainee to be brief and precise in statements. Have main points summarized. Ask selective questions.</p>
<p>The <b>over-confident</b> trainee</p>	<p>Call for attention. Emphasize importance of accuracy. Evoke ambition in trainee for good craft. Point out details. Give specific assignment to improve skill. Give responsibility.</p>
<p>The <b>quiet</b> trainee</p>	<p>Recognize progress. Ask questions to find out where trainee needs more instruction. Encourage trainee to ask questions himself/herself. Show that you take trainee seriously. Ensure trainee is being recognized despite his/her quiet nature.</p>
<p>The <b>quick</b> trainee</p>	<p>Acknowledge interest and result of first attempt. Stress that precision is more important than speed. Give reasons for accuracy. Point out that speed will come with time. Assign exercises. Vary conditions of exercises.</p>



## Appendix

<p>The <b>shy</b> trainee</p>	<p>Encourage to cooperate. Encourage to talk. Reinforce self-confidence. Address directly. Praise progress. Entrust with specific task.</p>
<p>The <b>slow</b> trainee</p>	<p>Encourage. Support. Talk slowly. Emphasize important points. Let trainee repeat important points to ensure he/she understood.</p>
<p>The <b>timid</b> trainee</p>	<p>Encourage. Reassure. Find out cause of fear. Help to overcome fear. Create opportunity for achievement. Acknowledge progress. Assign specific task.</p>