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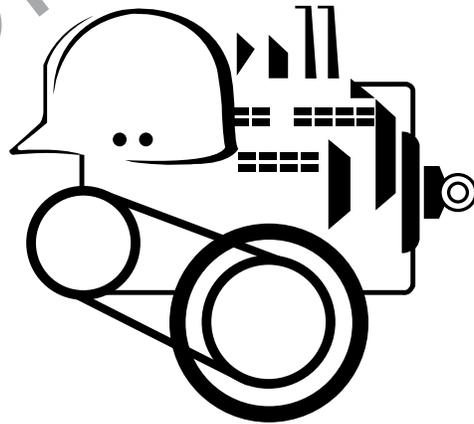
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**MANAGING A TRAINING PROGRAM**

**Lesson One**

**Analyzing Your  
Training Needs**



**TPC Training Systems**

90701

**Lesson****1****Analyzing Your Training Needs****TOPICS**

Reasons for Training  
Why People Want to be Trained  
Your Training Attitude  
What is Training?

Kinds of Training  
Front-End Analysis  
Written Performance Objectives  
Making Sure Training Works

**OBJECTIVES**

After studying this lesson, you should be able to...

- Define training and state the main reason for training today.
- Explain the problems involved with trial-and-error learning.
- List three important steps in administering training.
- Explain why good communication is important in training.
- Name three distinct kinds of training.
- Explain the steps involved in a front-end analysis
- Tell why it is important to write performance objectives.

**KEY TECHNICAL TERMS**

**Life-changing event** 1.12 a significant new circumstance  
**Front-end analysis** 1.31 the process of deciding what action to take

**Written performance objective** 1.40-1.46 a goal written in observable terms

The job of training crew members usually falls on the first-line supervisor. No matter who actually administers the training or supplies the training materials, the supervisor has the final responsibility.

Training does not just happen. It is a planned, systematic, and organized effort. Not only is it important to give trainees new information, it is also critical that they understand this information and know how to apply it to their jobs.

Training should begin the first day on the job and continue until the last. This involves not only skills training, but training in job duties, department organization, company policies, safety, and work standards. This lesson examines different kinds of training and explains important procedures to follow before beginning a training program.

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### Reasons for Training

1.01 Change is the main reason for training today. With constant technological and social changes taking place, people must adapt to new situations more quickly than ever before. Change brings a flood of new information—all of which must be sorted. Some new information is crucial, some of it is useful, and some of it is simply in the way. Good training presents all of the crucial information, some of the useful information, and none of the information that gets in the way.

1.02 It is when people are confronted with the most change in their jobs and in their lives that they are the most receptive to—even demanding of—training. Once workers realize that new techniques and

innovations are to become a part of their day-to-day work routines, they become more willing to learn (Fig. 1-1).

1.03 Some supervisors have a tendency to let people learn by trial and error. Supervisors may feel that this is the best way to have people learn. But trial-and-error learning has its shortcomings.

1.04 Take a look at the trial-and-error process. As trainees start learning a job, they work in any way that feels comfortable. The method chosen is largely a matter of chance. If this method seems to be successful, trainees will keep it indefinitely. As long as their methods do not get them into trouble, there is no reason to change or improve. If the first style is unsuc-

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**Fig. 1-1. Dealing with change is a major reason for training**



cessful, trainees will try other ways until they find one that works or until they give up.

1.05 There are several problems with the trial-and-error approach to learning:

- It is slow. It takes a long time to try a method, discover its faults, and then think of a better way.
- It is costly and inefficient. Trainees put their efforts into discovery and rediscovery rather than into productive activity.
- It is frustrating to the worker. Chances of failure are at least as great as chances of success.
- It is haphazard. Trainees may or may not find a good way of doing the job.
- It can reinforce bad habits. If a certain method gets the job done, it is acceptable. However, there may be many levels of quality above “acceptable” that the trainee will never reach.

1.06 Training makes learning a systematic and organized process instead of a trial-and-error process. Training communicates what has already been determined to be the best methods. It keeps new trainees from having to “reinvent the wheel.”

1.07 Having a system for learning makes learning easier. Ideally, the system puts information in order of priority. That is, you do not instruct the material handler to remove boxes from the fifth shelf before you teach him how to operate the forklift.

1.08 Training is a step-by-step approach to learning. The sequence is important. Good training often follows the format “First you do this. Next you do this. Then you do this. If this happens, you do this.” Once again, the training is systematic and organized.

1.09 For the worker, being well-trained is motivating. The worker trained with the best method is very likely to be successful on the job. The trial-and-error worker, however, is likely to be too bruised by failure to give an outstanding performance.

### **Why People Want to be Trained**

1.10 Many supervisors assume that workers want training so they can get a job upgrade and make more money. Studies are finding, however, that people are eager to learn anything that will make things go better for them on the job. The primary motivation for learning is that the new information and skills are actually useful in real-life situations.

1.11 For example, if you show movies about laser welding machines, acceptance among crew members

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**Fig. 1-2. Life-changing events make people want to learn**



will probably be low if you do not expect to have any laser welding machines in your facility. However, if the department was about to receive its first shipment and your crew is responsible for keeping them running, the crew is probably going to be very eager to learn as much as possible about them.

1.12 One of the best motivators for learning is what is called a life-changing event. A *life-changing event* is a new circumstance that makes it impossible for life to be the same as it was before. The invention of electricity was a life-changing event, for example. The introduction of new equipment and procedures in a facility can be considered life-changing events for the people who have to deal with them.

1.13 People are often reluctant to change. But when they realize that change is inevitable, they are usually eager to learn to deal with the change. And the more changes people encounter, the more eager they are to learn (Fig. 1-2).

### Your Training Attitude

1.14 Most supervisors, at one time or another, have had to do some training. Supervisors' reactions to training vary greatly, depending on past experiences and ideas about training.

1.15 See if you can see yourself making any of the following statements:

- Training is just another monkey on my back. I'm already in up to my neck in work, and now management wants this too.
- Training is "nice to do." Sure it's fine if you have the extra time and money. It's a good way to reward good employees.
- Training is scary. As soon as I try to tell them something—if I get up in front of a training class—they'll take the chance to take pot shots at me.
- Training is boring for me and for the trainees. School is always boring. Everybody hates it.
- We have to have training. Without it, especially with all these changes in personnel and equipment, we're sunk.

**Fig. 1-3. The coach makes a winning team**



Whatever your feelings, you will probably have a more positive attitude about training once you know a little more about it. Then you will not only see its value, but you may even come to enjoy it.

1.16 When you are a supervisor, your crew is a lot like a football team, and you are a lot like the coach. Your crew members all have their special skills. They are often craftsmen, and have spent some time learning to play their positions on the maintenance crew. Somewhere and somehow, many of your crew members have received some training. But training cannot stop—it must be ongoing. There are always skills to update, and there are always new skills to learn.

1.17 Just who is responsible for training? On the ball team, the coach is responsible. And, on the maintenance crew, the supervisor is responsible. Taking on this responsibility can be a pleasure, because when your team wins, you look good (Fig. 1-3).

### What is Training?

1.18 Training is a visible, results-oriented activity that, in the long run, saves time and money. Training is a method of communicating knowledge, skills, and abilities to employees. Training can be considered results oriented because it focuses on change. A particular undesirable behavior may be replaced by a desired behavior. Or a person with no skills may become a skilled worker. In both cases, the change is a result of training.

Fig. 1-4. Aspects of training



1.19 Training involves making an investment. You have to take people off the job to train them, and technically, their time off the job represents lost time and money. But in the long run, training saves time and money. Having a person doing a job incorrectly or inefficiently is a poor use of resources. A company's investment in training pays off in increased productivity.

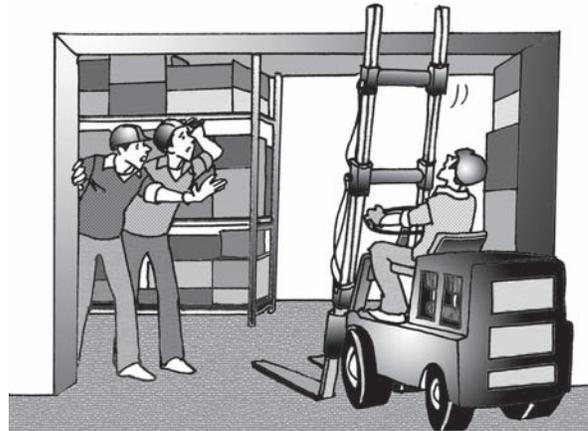
Don's crew members were just getting by when they silver soldered. Over the years, they had developed the habit of using too much solder "just to be sure." Not only was the silver solder expensive, but the excess solder caused electrical shorts and had to be removed. The workers were wasting material (an estimated \$200 each month), and they were having to do repair work that could have been avoided.

Don decided to give his crew members some refresher training in soldering, including examples of too much, too little, and just enough solder. The training cost the company \$20/hr (workers' wage)  $\times$  10 employees  $\times$  2 hr—a \$400 investment. In two months, material savings alone covered the training costs. In the long run, time was saved because little repair work needed to be done. And management was very impressed when Don pointed out the drop in his department's costs.

1.20 Training can be easy to administer if you remember to follow these three steps:

- give trainees a clear statement of what you expect

Fig. 1-5. Lack of training can cause problems



- allow trainees to practice new skills
- offer constructive feedback.

Each of these steps is surprisingly simple to carry out. But if a step is left out, successful training is in jeopardy (Fig. 1-4).

1.21 The most important consideration in training is clear communication. Communication is not simply a matter of telling trainees what to do—trainee understanding is also a part of communication. Communication is a two-way street. You can say, "I told him so and I told him so and he still did the opposite." And if that's all you ever did, the employee was told, but was never trained.

John, the facility's maintenance supervisor, told one of his new employees not to drive the forklift with the forks raised. In fact, John told Jim three days in a row to put the forks down, and then walked away each time. On the fourth day, Jim crashed the top of the lift mechanism into the overhead doorframe. "Why the heck did you do that?" John asked. Jim replied, "How was I to know? Besides, there's too much to remember when you're new on the job like me."

1.22 Ridiculous as it may seem to the experienced forklift driver, Jim needed a chance to practice putting the forks down when he finished an operation. John, instead of telling him to put the forks down and walking away, could have made sure he communicated by making sure that Jim did indeed put the forks down. John's mistake was in walking away and not explain-

ing the importance, assuming that Jim would do what he was told.

1.23 There are several possible reasons for Jim's failure to put the forks down (Fig. 1-5).

- Maybe, with all the noise in the facility, Jim never heard John tell him to put down the forks.
- Maybe Jim was working so hard trying to learn the new skill of driving the forklift that he meant to put the forks down, but simply forgot.
- Maybe Jim didn't know how far down the forks had to be.
- Maybe Jim did not understand the reason for keeping the forks down. He decided that he could save time by doing it his way.
- Maybe Jim thought John was not serious.

1.24 If Jim had received feedback on the job he was doing, he would not have had any of these doubts.

It was Jim's first day on the job. After being instructed in forklift operation, he started to drive away with the forks up. John, his supervisor, stopped him and said, "Jim, put those forks down before you move or you'll run into something. See how they could run into that stack of boxes? The reach mechanism could run right

into that overhead doorframe." Jim looked at the possible dangers and lowered the forks. When the forks were lowered completely, John said, "Good job."

This time, communication has taken place. Jim understands what he is to do and has had an opportunity to practice lowering the forks. Also, he received the necessary feedback (John saying "Good job.") This feedback is a form of reinforcement. It lets the trainee know that he is on the right track and that the way he does his job is important.

### Kinds of Training

1.25 Many people think that training and explaining are the same thing. For example, they think that if you explain the operation of a steam system to someone, the person will be able to repair the system. Many training manuals operate on this principle. However, the fact is that a person may understand perfectly well that you need an expansion tank for hot water heat, and still not be able to locate the device in the system, let alone service it.

1.26 Actually, there are three distinct kinds of training (Fig. 1-6):

- theoretical or "think about it" training
- practical or "how to do it" training
- skills or "hands-on" training.

**Fig. 1-6. There are three distinct types of training**



1.27 Theoretical training is a purely mental activity. For example, suppose you want to replace a broken piston rod. You have a book entitled *All About Pistons*. The book tells you how and when pistons were invented. It then goes on to describe and illustrate five different types of piston. Finally, it shows a number of popular applications and engines that have particularly interesting pistons. When you finish, you know a lot about pistons, but you still do not know how to repair a broken rod.

1.28 Here is another example of “think about it” training. Suppose you want to repair a frayed electrical cord, but you are not sure how to go about it. You look in a book entitled *Basic Electricity*. It starts out with basic theory. Then it moves on to wiring diagrams. This information may be nice to know, but it does not tell you how to replace the frayed cord.

1.29 Next, you might decide to try looking in a home handyman’s book. This book leads you through all the practical steps of doing the task. When you finish, you know all about doing the job.

This knowledge, unlike knowing about basic theory, is necessary for getting the job done. But alone it is not enough.

1.30 In addition, skills or “hands-on” training is needed before the cord can be replaced. A person may know the steps necessary to replace a cord, but the manual skill involved cannot be learned in this way. The “how-to” instructions may say connect wire A to terminal B. Transferring this information to the real thing may not be as easy as the instruction makes it sound. Hands-on training is often called practice. Practice involves actually performing the job repeatedly until the manual skill is developed to match the mental knowledge.

**The Programmed Exercises on the following page will tell you how well you understand the material you have just read. Before starting the exercises, remove the Reveal Key from the back of your book. Read the instructions printed on the Reveal Key. Follow these instructions as you work through the Programmed Exercises.**

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<p>1-1. The main reason for training today is _____.</p>	<p>1-1. CHANGE Ref: 1.01</p>
<p>1-2. Trial-and-error learning can reinforce bad _____.</p>	<p>1-2. HABITS Ref: 1.05</p>
<p>1-3. In training, the sequence of information presented is important. True or False?</p>	<p>1-3. TRUE Ref: 1.08</p>
<p>1-4. Training is a results-oriented activity that saves _____ and _____.</p>	<p>1-4. TIME, MONEY Ref: 1.18</p>
<p>1-5. After you tell trainees what you expect, allow them to _____ new skills, then offer constructive _____.</p>	<p>1-5. PRACTICE; FEEDBACK Ref: 1.20</p>
<p>1-6. The most important consideration in training is clear _____.</p>	<p>1-6. COMMUNICATION Ref: 1.21</p>
<p>1-7. Feedback is a form of _____.</p>	<p>1-7. REINFORCEMENT Ref: 1.24</p>
<p>1-8. The three distinct types of training are theoretical, _____, and _____.</p>	<p>1-8. PRACTICAL, SKILLS or HANDS-ON Ref: 1.26</p>

## Front-End Analysis

1.31 Before beginning a training program, it is important to perform a front-end analysis. A *front-end analysis*—sometimes called a needs analysis or a needs assessment—is the process of deciding what action, if any, to take.

1.32 The first question to ask in a front-end analysis is “What is the problem?” What is it that makes you or someone else think that training may be needed (Fig. 1-7)? Possible answers range from “The automatic screw machine is broken down too much” to “Nobody seems to care if anything gets done around here.”

1.33 Another way of looking at this question is “What should be different than it is now?” It is important to be specific about what needs to be different, because training focuses on changing what *is* to what *should be*. It is especially important to be able to put into specific terms what should be after training.

1.34 If you can be as specific as “We want a maximum downtime of 5% on the automatic screw machine,” then you have identified a problem. But if the best you can do is to say “I want people to accept more responsibility around here,” you still have a long way to go. One thing is certain—if you start trying to train before you are certain what the problem is, chances are very slim that training is going to solve the problem.

**Fig. 1-7. What is the problem?**



1.35 The second question to ask in the front-end analysis is “Is the problem a training problem?” This question is often overlooked, but it is just as important as asking what the problem is (Fig. 1-8). People tend to label something a training problem when they do not know what else to call it. Training is often seen as a cure-all, as if a little training can solve any problem. But the best attitude to take is to assume that the problem is not a training problem until you have proof to the contrary.

1.36 Trying to solve a non-training problem with training is useless—like trying to push-start a car that is completely out of gas. All your efforts will only wear you out.

1.37 Here are two questions to ask yourself to see if you do have a training problem.

- **Does the person know what to do?**

If the answer is yes, there probably is not a training problem. The problem might be that something is keeping the job from being done. It could be an external circumstance. Maybe the right tools are unavailable, or materials are in short supply. Or it could be an internal problem. Maybe the person just does not want to do the job. If the answer is no, chances are good that you have a training problem.

- **Does the person want to do the job?**

If the answer is no, you probably have a motivation problem rather than a training problem. Training can do little about a motivational problem. If the answer is yes, you probably do not have a motivation problem, but you still may have a training problem.

1.38 For example, suppose it is a mechanic’s job to repair the drill press. The mechanic has been instructed not to work without a work order, but most of the work orders somehow get lost or never get written. This problem is not a training problem with the mechanic. However, it may be a training problem if the people requesting the repairs do not understand that no work will be done without a work order.

1.39 A third front-end analysis question to ask is “Who is going to be trained?” (see Fig. 1-9). To use the “must have a work order” example again, suppose

someone complains that the drill presses are not being repaired. So you talk to the mechanics and find out that they understand that they are not to work without a written work order. The problem has two possible solutions—either the mechanics need to be told that they can work without the work order, or the people who want the machines repaired must be told that they have to fill out a work order. If necessary, they may have to be taught how to fill out the form. In short, if you decide that training is needed but give training to the wrong people, you have just wasted everyone's time.

### Written Performance Objectives

1.40 After the front-end analysis, but before you begin training, you need a *written performance objective*. Let's look at these words one at a time.

1.41 **Objective.** Setting an objective is setting a goal. To do a good job, you must know exactly what

Fig. 1-8. Is the problem a training problem?



Fig. 1-9. Who needs the training?



**Fig. 1-10. Setting the goal**

it is that you are trying to accomplish. Vague, general terms at the outset will cause problems later.

1.42 Setting an objective before beginning training is a lot like taking the time to plan a vacation trip. Suppose you are planning to take a week of vacation. It might be tempting to save all the planning time and just hop in the car and take off. But as you head off down the road, a problem is bound to occur to you—you do not know where you are going. Then you either have to stop on the road to make plans, or just wander around for a week.

1.43 Obviously, the thing to do before beginning the vacation trip is to decide exactly where you want to go. If you decide that your goal is to get to Disneyland and back, you have set your vacation objective. You chart your route, decide who is going, and take off. Before starting a training project, you also need to

decide exactly what you are trying to accomplish. You must set your training goal or your training objective (Fig. 1-10).

1.44 **Performance objective.** In training, it is easy to set an objective in terms too general to be useful. For example, you might say “I want the crew to know more about wiring circuit breakers.” But how do you know when a person knows more about something? More important than that, what good does it do on the job if the crew members simply know more about wiring circuit breakers?

1.45 What you are really concerned with is whether or not the crew can do the job. This is why the objective must be in performance terms. Put into performance terms, the objective then becomes observable—something you can see and measure.

1.46 **Written performance objective.** Insisting that the performance objective be in writing may sound silly at first, but there are two good reasons for doing so. First, writing the objective forces you to be exact. It is usually harder to put ideas on paper than it is to think them up. Second, writing makes a permanent record. This will serve as a guideline while you are developing, delivering, and evaluating the training. If you have written what you intend to accomplish, you will not be as willing to settle for less later on, or, as sometimes happens, forget completely what it was you were trying to

**Fig. 1-11. Writing performance objectives**

Who _____ will be able
To do what _____
With what accuracy _____
In how much time _____

**Fig. 1-12. Training ensures success**

do. A good format for a performance objective is shown in Fig. 1-11.

1.47 Suppose your training problem involves wiring circuit breakers. It seems to you that there have been too many mistakes. Plugging the problem into the format shown in Fig. 1-11, you ask “who?”. Electricians are the only people who wire circuit breakers. Is it all electricians? No, you say, only the electricians on first shift are having trouble. So “who” becomes “first shift electricians.”

1.48 Now you ask “what?”. This is something you have already decided. So you can write “First shift electricians will be able to wire circuit breakers.”

1.49 Now, with what degree of accuracy do the electricians have to wire these circuit breakers? This is really where the problem lies. They need to wire them with 100% accuracy. On some jobs, less accuracy might be acceptable and actually more reasonable. The degree of accuracy required depends upon how critical accuracy is. Your performance objective now reads “First shift electricians will be able to wire circuit breakers with 100% accuracy.”

1.50 The final part of the objective is “How much time can these electricians take to get the job done?”. Theoretically, it is possible to train anyone to wire a circuit breaker with 100% accuracy, provided there is

an infinite amount of time in which to get the job done. By giving a time limit, you are giving an efficiency rating to the training results.

1.51 Suppose that you know from experience that a circuit breaker can be wired easily within half an hour. The final performance objective now reads:

First shift electricians (who) will be able to wire a circuit breaker (what) with 100% accuracy (accuracy) within half an hour (time).

When you know exactly how performance will differ after training, your chances for training success are great.

### **Making Sure Training Works**

1.52 Training is probably the best tool you have for coping with change. Like it or not, change is taking place at an ever-accelerating rate. Change is happening so fast that industry itself must take responsibility for training. No longer can industry expect to get trained employees from vocational and trade schools. In the future, industry is going to be providing more and more hand-tailored training for its people (Fig. 1-12).

1.53 When the responsibility for training falls directly upon industry, industry can do one of two things. It

can develop its own in-house training programs, or it can turn to commercially produced materials.

1.54 Regardless of which way is selected, it is crucial that someone within the company be committed to the training program. It is easy to purchase a set of training aids, and it is fairly easy to get employees to look at the materials one or two times. But what is difficult is transferring the information contained in the training materials to the job.

1.55 Even if you are not the person administering the training directly, you can take an active role in several ways:

- Make sure that you talk to each of your crew members personally about their progress in training.
- Make sure that the training relates directly to life on the job, even if the training has to be modified to do so.
- Make sure that you reward people who participate in training through frequent verbal praise or by giving certificates of achievement.

1.56 It can be tempting for a supervisor to bring in a training program and then turn it over to someone else for administration and follow-up. Such an action can have serious results.

Ralph Long is the maintenance supervisor of a large midwestern company. For years, he had been plagued by the fact that his crew members could not read wiring schematics very well. Ralph spent a year reviewing various training packages on the market. After much deliberation, he convinced the company to purchase a DVD program consisting of ten 20-min DVDs and a series of self-paced workbooks. He thought the package was a bargain at \$30,000,

because he would never again have to worry about his crew's ability to read schematics.

Since Ralph thought that the program was completely self-instructional, he gave all the materials to the clerk in his office with instructions to show the DVDs and books to any crew member who asked for them, and to record their scores on the self-administered tests. He then held a 15-minute crew meeting where he explained that the DVDs were available for the crew's use, and that he had spent a lot of money on them.

Ralph waited for the results. A year later, he still had not seen any changes on the job.

1.57 Put yourself in the crew's shoes, and take a look at the message Ralph was putting across about the training program:

- The training DVDs must not be very important because the clerk is responsible for them. If they really mattered, Ralph would keep them under his control.
- The training must not be a very high-priority item, because he wants us to look at them when we get a chance, not by any certain time.
- This training project must be something that Ralph's boss told him to get involved in. When a project is really important, Ralph always sticks with it until it is finished.

1.58 Someone in a responsible position in the company must take a personal interest in the training. Someone must be visibly committed to it, not only to be sure that the training is being done, but to be sure that it is applied on the job. The best person as far as your crew goes is you, the supervisor. You are the one who gives them direction. You are the one who influences their success or failure on the job. So you are the one who should make sure they succeed.

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## 18 Programmed Exercises

<p>1-9. The process of deciding what action to take is called a(n) _____.</p>	<p>1-9. FRONT-END ANALYSIS Ref: 1.31</p>
<p>1-10. It is usually safe to assume that training can solve any problem. True or False?</p>	<p>1-10. FALSE Ref: 1.35, 1.36</p>
<p>1-11. Before you begin training, you need a written _____.</p>	<p>1-11. PERFORMANCE OBJECTIVE Ref: 1.40</p>
<p>1-12. Setting an objective is like setting a(n) _____.</p>	<p>1-12. GOAL Ref: 1.41</p>
<p>1-13. Writing an objective makes a permanent record and forces you to be _____.</p>	<p>1-13. EXACT Ref: 1.46</p>
<p>1-14. A performance objective should tell who will be able to do what with a certain _____ in a set amount of _____.</p>	<p>1-14. ACCURACY, TIME Ref: 1.49, 1.50</p>
<p>1-15. Industry is being forced to prepare more and more training for its people. True or False?</p>	<p>1-15. TRUE Ref: 1.52</p>
<p>1-16. Not only must training be done, but it must be _____ on the job.</p>	<p>1-16. APPLIED Ref: 1.58</p>

Answer the following questions by marking an "X" in the box next to the best answer.

- 1-1. The main reason for training today is
- a. boredom
  - b. change
  - c. inflation
  - d. management pressure
- 1-2. Which of the following is true of trial-and-error learning?
- a. It is frustrating to the worker
  - b. It is slow
  - c. It is inefficient
  - d. All of the above
- 1-3. What is the primary motivation for learning?
- a. Curiosity
  - b. Job upgrade
  - c. More money
  - d. Usefulness on the job
- 1-4. Which of the following is *not* characteristic of good training?
- a. Focuses on change
  - b. Is results oriented
  - c. Reinforces undesirable behavior
  - d. Saves time and money
- 1-5. The most important consideration in training is
- a. communication
  - b. practice
  - c. testing
  - d. trainee orientation
- 1-6. Training a class in the basic principles of electricity is an example of
- a. developmental training
  - b. practical training
  - c. skills training
  - d. theoretical training
- 1-7. A front-end analysis is the process of
- a. analyzing training success
  - b. deciding what action to take
  - c. putting an objective in performance terms
  - d. setting a training goal
- 1-8. Which of the following questions is *not* part of a front-end analysis?
- a. Is the problem a training problem?
  - b. What degree of accuracy is required?
  - c. What is the problem?
  - d. Who is going to be trained?
- 1-9. To be useful, a training objective must be
- a. complicated
  - b. prepared before the front-end analysis
  - c. stated in performance terms
  - d. written after training
- 1-10. You can take an active role in training by
- a. making sure the training relates to the job
  - b. rewarding people who participate
  - c. talking to crew members about their progress
  - d. all of the above

## SUMMARY

Because change is taking place rapidly today, training is becoming more and more important. And, when confronted with change, workers are usually eager to learn to deal with it. People want training if they know that it will make their jobs easier.

Training is an organized, results-oriented activity that can improve worker performance and motivation. The responsibility for training usually falls on the first-line supervisor. Training involves careful planning and an investment of time and money. The three steps involved in training are communication, practice, and feedback. The three

distinct types of training are theoretical, practical, and skills training.

Before beginning any training program, you must perform a front-end analysis to determine what action to take. Once you have defined a problem, you need to write a performance objective so you know exactly what you are trying to accomplish. Training requires a commitment from the supervisor to be effective. To ensure success, a supervisor must not only make sure that training gets started, but must also follow through to make sure that the training is being applied on the job.

## Answers to Self-Check Quiz

- |      |   |       |  |
|------|---|-------|--|
| 1-1. | b. Change. Ref: 1.01                          | 1-6.  | d. Theoretical training. Ref: 1.27, 1.28               |
| 1-2. | d. All of the above. Ref: 1.05                | 1-7.  | b. Deciding what action to take. Ref: 1.31             |
| 1-3. | d. Usefulness on the job. Ref: 1.10           | 1-8.  | b. What degree of accuracy is required? Ref: 1.32-1.39 |
| 1-4. | c. Reinforces undesirable behavior. Ref: 1.18 | 1-9.  | c. Stated in performance terms. Ref: 1.45              |
| 1-5. | a. Communication. Ref: 1.21                   | 1-10. | d. All of the above. Ref: 1.55                         |

## Contributions from the following sources are appreciated:

- Figure 1-1. Imperial Sugar Company  
 Figure 1-2. PacMoore Products, Inc. [www.pacmoore.com](http://www.pacmoore.com)  
 Figure 1-8. TEAM Industrial Services  
 Figure 1-10. Hope Aero Propeller & Components, Inc.  
 Figure 1-12. Imperial Sugar Company