

CHOSSING APROPRIATE TRAINING ACTIVITIES

The following issues and questions should be considered when determining the reasons why one activity might be better than another in training. They can act as an aid to assist the trainer in selecting the most appropriate and effective technique.

Doing-Active Learning

- Does the activity maximize participation?
- Does the activity involve the trainee in finding a solution rather than telling him/her the answer?
- Does the activity provide an opportunity to try out new skills or behaviour?

Feedback and Assessment (reflection)

- Does the activity provide a new source of information on the performance, behaviour or attitude of a trainee?

Impact and Involvement

- Does the activity allow for application of new knowledge/behaviours/attitudes in a 'real world' situation. (e.g. the work place)?
- Does the training balance the need for tension to learn, but not become so threatening that the individual backs away?
- Does the activity reflect the real concerns and needs of the trainee?

Multiple Learning

- Does the activity meet more than one objective at a time?
- Does the activity reinforce previous learning?

Trainers Comfort

- Is the activity something that the trainer knows how to do, or feels flexible enough to try?

Sequence Flow

- Does the time available allow for this activity to complete the learning cycle from doing through processing, generalizing and applying or does it fit in a sequence to the next activity which will be the next step in the learning cycle?
- Does the risk level of the participants, or the level of complexity in the activity fit with the development of the group, i.e. is it too early, too simple, too involved, etc. for the amount of knowledge or information they have?
- Has this type of activity been used too often? Does the trainer need another type of activity to offer some variety or respond to other learning styles?

Some of the material in this section is adapted from Dugan Laird, Approaches to Training and development, Addison Wesley.1985.