



SESSION 8

TRAINING METHODS

Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Describe several methods to effectively train leaders.
- ◆ Demonstrate the use of several effective training methods.
- ◆ Explain the pros and cons of each training method.
- ◆ Explain why the use of different methods is important to be a successful trainer.

Method

Talk, demonstration

Faculty Preparation

- ◆ This session is best taught by two trainers who can take turns explaining the training methods. By having two trainers, each has the time to prepare materials for a fast transition. Participants can clearly see the differences between the various methods being presented.
- ◆ Be aware of your room arrangement. Plan the movement of participants in ways to minimize disruption and the loss of time.
- ◆ Practice making the flapping bird. Instructions are below.
- ◆ Know which methods are being used in each session and relate the methods to the discussions in this session.
- ◆ Review the “[Training Technology](#)” session handouts for tips on using overheads.

Note: Whenever possible, tie the methods used in the other training sessions to the appropriate section in this session.

Materials

- ◆ [Instructions for flapping bird](#)
- ◆ [Case studies](#) (one set for each team)
- ◆ Props for role playing on the basis of the case study
- ◆ Overhead projector and screen
- ◆ Flipchart and markers
- ◆ Flipchart paper, cut down to be in squares, for presenter to demonstrate making the origami bird
- ◆ [BSA 500 Answers sheet](#) for each steward

Overhead

[BSA 500 Questions](#)

Handouts

- ◆ Origami paper or square sheets of paper cut from 8½" × 11" sheets of paper
- ◆ [“Rules for Discussion Leaders”](#)
- ◆ [“Summary of Training Methods”](#)

Time

60 minutes

Pizzazz

Use a song, stunt, run-on, or other morale feature to lead into this session.

Introduction

Say or paraphrase,

An effective trainer is one who creates, seeks, and finds opportunities for learning. However, not all trainers and not even all *effective* trainers, use the same training methods to create learning opportunities. Each of us is particularly adept at one or two training styles/methods. We base the methods we use on our own learning styles and the environment in which we were educated.

Information can (and should) be presented in any number of ways. The best way for one group of learners may not be the best for another. Additionally, what is best for one learner in a group may not be the best for another learner in the same group. Thus, to be an effective trainer, you need to know what will best reach the learners in the present group. You also need to be familiar with a variety of training methods and how to use each effectively. Finally,

an effective trainer uses a variety of methods within a single training session because that helps everyone learn better.

The purpose of this session is to familiarize trainers with the training methods available, and when each method can be used most effectively. We also note some of the advantages and drawbacks of using each one.

Start with an overhead transparency or flipchart on which each of the training methods is written. Construct the flipchart or transparency in such a way to enable you to reveal one method at a time. See the session on [Training Technology](#) for hints on making an effective transparency or flipchart.

This session will cover these training methods:

Lecture	Simulation
Talk	Brainstorming
Demonstration	Buzz groups
Discussion	Question and answer sessions
Case study	Learning centers
Role playing	Reflection

Some of the training methods are only discussed. Participants will practice others. Follow the guidelines in each section for ideas.

Lecture

Begin your discussion on lecture with an example. Say,

To get us started, I have invited [other staff member's name] to teach us about [topic].

Quickly introduce the other presenter and turn the presentation over to him or her. The staff member should then give a prepared and rehearsed two-minute lecture on a topic of his or her choice.

Keep it formal. Do not allow interruptions or questions.

Thank the staff member and then say:

Everyone has experienced lectures before, either in school, at work, or in the community. Some were positive experiences; others were not.

Cover these points about lectures:

What Is a Lecture?

When one person conveys information to a group of learners by talking to them, with or without the use of visual aids. There is no participation by the learners and consequently there is little or no feedback to the presenter.

When to Use a Lecture

- ◆ In large groups where discussion involving the learners is not practical.
- ◆ When topics are new to the learners, and they have no relevant personal experiences.
- ◆ When the speaker is a recognized expert in the field, and people are coming to hear what he or she has to say.

Ask the participants to describe or list the advantages and drawbacks to the lecture method of presentation. List the answers on an overhead transparency or flipchart. Use the points listed below as a guide.

Advantages of a Lecture

- ◆ The same information may be shared in a time-efficient manner with a large number of people.
- ◆ The information is not altered or sidetracked by comments from those in attendance.
- ◆ Expert information is shared.

Drawbacks of a Lecture

- ◆ To be sure learning occurs, question or discussion periods should be used to follow up.
- ◆ Visuals are necessary to make this training method workable. (Refer back to the session: “How Adults Learn”.) Even with visuals, the overall depth of learning and remembering will be low. However, a lecture is the preferred method of learning for some adults.
- ◆ Success is contingent on the presenter’s knowledge and skills.

Talk

You are making a talk in this session. You are imparting knowledge, but you are also allowing the learners to help find the answers. Be sure to make this point to the group. Then ask them to briefly name the advantages and disadvantages of the informal talk training method. List the answers on an overhead transparency or flipchart. Make these first two points and then use those listed below them as a guide for discussion.

What Is a Talk?

A talk is similar to a lecture, except learners are more involved. Some feedback is obtained through questions, answers, or brief discussions.

When to Use a Talk

- ◆ When the information is less technical or familiar to the learners. The material is still relatively new to them, but they may have some experiences relevant to the topic.

- ◆ When time is available to allow discussion or questions from the learners.
- ◆ For most purposes in Scouting (rather than a lecture).

Advantages of a Talk

- ◆ A talk is less formal and more comfortable for everyone.
- ◆ A talk usually involves a smaller amount of material than a lecture.
- ◆ A talk allows learners to ask relevant questions and be more involved in the learning process.

Drawbacks of a Talk

- ◆ The leader must be well-versed in the subject matter, and willing and able to answer questions. A talk cannot be a canned presentation.
- ◆ Learners may interrupt the presentation of material with a question which is not relevant. The presenter must know how to deal with interruptions effectively to keep the presentation on track.

Demonstration

Begin the discussion of a demonstration by giving each participant a square sheet of paper. Using the Origami Bird directions, carefully demonstrate how to make a simple origami bird, using a larger square of flipchart paper. Be sure to do the demonstration where all the participants can easily see what you are doing. It is also helpful if your sheet of paper has color on one side and is white on the other.

Assist each participant in achieving the goal. Have the staff members help you if the group is large. Following successful completion, reveal the word *demonstration* on your flipchart or overhead transparency and discuss this training method.

Using an alternative demonstration familiar to you is also acceptable. But be sure your demonstration is something new to the majority of your learners. Do not demonstrate something well known, such as how to tie a square knot!

Make these first two points and then use those listed below them as a guide for discussion.

What Is a Demonstration?

When a person or team actually performs a task, showing and explaining to learners how to do it. A good follow-up for a demonstration is to allow learners to try to do the task themselves, with staff supervision.

When to Use a Demonstration

- ◆ When teaching a skill.
- ◆ When plenty of time is available, or when the skill being taught does not take much time for learners to master and practice.
- ◆ When the group is small, or when instructors are available to work with small groups.

Advantages of a Demonstration

- ◆ It may provide hands-on experience (hear, see, and do).
- ◆ Participants get plenty of attention from the instructor.
- ◆ Each learner can go at his own pace to achieve mastery.

Drawbacks of a Demonstration

- ◆ It requires a lot of time (best used when time allotment is flexible).
- ◆ It may require a lot of equipment and/or materials so that everyone has the opportunity to learn simultaneously.

Discussion

As with lectures, almost all adults have first-hand experience with discussions. So, it is not necessary to hold a discussion at this point. You might ask learners to share some of their experiences as well as the advantages and drawbacks they have experienced with this training method.

You may also need to reinforce the idea that a well-trained discussion leader is essential to the process. Without a good leader, discussion is a poor method for training most people.

Hand out “Rules for Discussion Leaders.” Briefly review it for the group. You will most likely see heads nod as people realize that they had bad experiences with this method.

Make these first two points and then use those listed below them as a guide for discussion.

What Is a Discussion?

A planned conversation (exchange of ideas or viewpoints) on a selected topic, guided by a trained discussion leader.

When to Use a Discussion

- ◆ To stimulate interest among learners.
- ◆ Where the ideas and experiences of the group will help them to discover the point they are learning.
- ◆ Where there is a trained and experienced discussion leader whose experience and knowledge enable him to guide the discussion and keep it on track.
- ◆ Where a few major, simple points are to be covered.
- ◆ Where several outcomes are equally acceptable.

Advantages of a Discussion

- ◆ It allows multiple points of view to be expressed.
- ◆ It allows all learners (even the shy ones) to express opinions and listen to the opinions of others.
- ◆ It creates an informal atmosphere.

Drawbacks of a Discussion

- ◆ It can get bogged down or taper off if the leader is not well trained and prepared.
- ◆ It can be dominated by one voice, unless the leader controls the process.
- ◆ It requires a well-defined purpose or objective, a reasonable time limit, and a **well-trained leader**.

Case Study

Use the teams already established. Give each team copies of the case study cards. Have each team select two people, one to argue each position. Allow five minutes for discussion before asking the entire group for comments on this training method.

Make these first two points and then use those listed below them as a guide for discussion.

What Is a Case Study?

A case study is a realistic situation or a series of actual events involving a judgment call. It is presented to learners, either orally or by handout, for analysis and resolution.

When to Use a Case Study

- ◆ When real-life situations make your point more effectively than other methods.
- ◆ Where no clear-cut or easy solution to a problem is evident.
- ◆ Where multiple points of view will help learners understand important concepts.

Advantages of a Case Study

- ◆ The point may be relevant to the lives and/or experiences of the learners.
- ◆ All learners are active participants in the process.
- ◆ It forces all learners to make a decision and defend it.

Drawbacks of a Case Study

- ◆ The topic must be relevant to the learners, age appropriate, and pertain to real life.
- ◆ The scenario must be carefully worded to avoid bias or the implication that one answer is better than another.

Role Playing

Most adults enjoy role-playing as much as kids. Role playing can enable adults to see what it is like to be a Scoutmaster faced with tough choices. Adding a few inexpensive props (hats, fake mustache, coffee cup) helps to get actors in the mood, and makes the role playing more enjoyable for those watching, as well.

Ask for volunteers for a role-playing situation. Supply a few props if possible. Use the case study you discussed above. Assign one person to each part, and let them try it.

Allow no more than five minutes on this role-playing before you thank the participants.

Ask the group:

Is the outcome the same as it was when the teams discussed the case study around their tables?

If the outcome is different, briefly discuss why that might be. If it is the same, discuss which method had more effect on the participants.

Ask if participants have any questions about the process.

Make these first two points and then use those listed below them as a guide for discussion.

What Is Role Playing?

Leaders or learners act out roles presented in an open-ended situation. Role playing is distinguished from drama because the lines are not pre-determined. The participants must supply their own dialog within the context of the roles and the situations, and develop their own ending or outcome to the scenario presented.

When to Use Role Playing

- ◆ When the subject being taught involves person-to-person communication.
- ◆ When you want all the learners to participate.
- ◆ To set a mood of fun and excitement for training.

Advantages of Role Playing

- ◆ It is excellent for exploring ethics and conflict resolution.
- ◆ Participants often get to see, experience, and/or feel a new point of view.
- ◆ Participants are more inclined to express their true viewpoints if they are playing a role.
- ◆ Participants listen better (learn more) because they are seeing the subject as well as hearing it.

Drawbacks of Role Playing

- ◆ It **must** be accompanied by a careful analysis of the situation and the roles played.
- ◆ It can be detrimental to free expression if learners are forced to participate instead of volunteering.
- ◆ You must choose the theme, props, etc., carefully to avoid potential conflicts with the Scout Oath, the Scout Law, various religious teachings, and other programs.

Simulation

Say or paraphrase,

A simulation is an excellent training method that has great potential for presenting a complete message to the group. But its use is limited to situations that are not easy to prepare, and those often do not fit into a day-long training session. However, all leaders should be aware of the potential value of simulations.

Ask learners what types of simulations they have encountered (realistic first aid emergencies, for example). What did they take away from the experience?

Make these first two points and then use those listed below them as a guide for discussion.

What Is a Simulation?

A simulation is a more complex form of role playing and case study. Simulations are used to recreate environments where participants experience potential situations that could happen.

When to Use a Simulation

- ◆ When an elaborate demonstration and role playing can best teach the subject matter.
- ◆ Simulation is excellent for disaster, rescue, or other crisis management training.

Advantages of a Simulation

- ◆ It is realistic and hands-on. Learners *feel* as well as see and do.
- ◆ The highest level of knowledge is taken away from the experience.
- ◆ It is probably the most involving type of experiential learning.

Drawbacks of a Simulation

- ◆ It requires lots of materials and preparation, such as, scripts, props, make-up, equipment, and memorization of lines.
- ◆ It requires practice and modification of the script to fit each new situation.

Brainstorming

Say or paraphrase,

Brainstorming is an excellent tool for getting groups to work together to plan. However, the group gets nowhere without follow-up analysis of the ideas collected. Patterns begin to emerge, consensus is built, and initial ideas that might have seemed “off the wall” at first can be thought through carefully and built into something great.

Extensive leadership skills are required to build group consensus without offending the individual participants or destroying their creativity. Remember that the purpose of brainstorming is to build group consensus on ideas that affect the entire group, and not to impose the leader’s or expert’s ideas on the learners.

Ask the group to identify times when this training method is the most useful. And ask them for some of the advantages and drawbacks of brainstorming as a teaching method. List their responses on a flipchart or overhead transparency.

Make these first two points and then use those listed below them as a guide for discussion.

What Is Brainstorming?

Brainstorming is a method of problem solving. Group members suggest possible solutions, in rapid-fire order, either orally or on cards to be posted. All ideas are considered. Criticism and editorializing are not allowed.

When to Use Brainstorming

- ◆ For program planning.
- ◆ When the message to be learned involves pulling together shared ideas of participants.
- ◆ When a group is having a hard time deciding what to do.

Advantages of Brainstorming

- ◆ Everyone’s ideas are listened to and no one is ignored.
- ◆ All ideas are accepted as valid.
- ◆ A lot of ideas are gathered quickly.
- ◆ Patterns of similar ideas begin to emerge.

Drawbacks of Brainstorming

- ◆ This must be followed up with honest evaluation (requires work on the part of both the leader and the group).
- ◆ Ideas are off the top of the head, and the group might miss the most reasonable solutions to problems.
- ◆ The recorder must be careful not to misinterpret or impose bias on any of the ideas presented.

Buzz Groups

Before you discuss buzz groups, have each table of learners spend four minutes answering the following question (have them record answers as a team).

What are the five most important life skills that every Scout should learn? (In other words, if the Scouting program—Cub Scouting, Boy Scouting, and Venturing—were limited to learning just five skills, which five would give a young person the best skills and training for the rest of his life)?

At the end of the four minutes, have one person from each team report. Record and show the results on an overhead transparency or a flipchart. Note the similarities and discrepancies between the teams.

Follow up by describing the use of buzz groups. Make these first two points and then use those listed below them as a guide for discussion.

What Is a Buzz Group?

A buzz group is a way to promote the quick exchange of ideas. Usually its a part of a larger training session. Small groups are given short periods of time to consider a simple question or problem, offering ideas or suggestions that are recorded. Group ideas are then presented to the larger group for further discussion and a solution. As with brainstorming, buzz groups are merely a starting point. Buzz group ideas need to be followed by careful analysis that is reported to the large group. This analysis is sometimes done by the group as a whole, and sometimes done by a subgroup or a separate committee.

When to Use Buzz Groups

- ◆ When the group is too large for a general discussion or for brainstorming.
- ◆ When the experiences of the group members can lead them to discover solutions for themselves.
- ◆ When some members of the group are slow or reluctant to participate.
- ◆ Where participation by discussion leaders is not needed.

Advantages of Buzz Groups

- ◆ Buzz groups can be used spontaneously. Groups take little time to set up, and can be called back quickly.
- ◆ They do not require multiple discussion leaders.
- ◆ They allow all group members to participate.
- ◆ They lead to team consensus building.

- ◆ They allow sharing of leadership (reporting).
- ◆ They help build community or small-group spirit.

Drawbacks of a Buzz Group

- ◆ Groups may get off track, or on a tangent different from the original purpose.
- ◆ Groups may end up with “pooled ignorance.”
- ◆ Buzz groups alone cannot be relied on to reach viable conclusions.
- ◆ Reporting of results may get bogged down.
- ◆ Buzz groups require an experienced leader and recorder.

Question and Answer Session

Lead a discussion that comes to the point that this training method is most appropriate near the conclusion of a training course. Often the Scout executive, council, or other professional will address questions related to BSA policy and goals. A question and answer session is rarely used in a one-day or shorter course. It's appropriate for longer sessions, and is often used around a campfire or during a cracker barrel.

Make these first two points and then use those listed below them as a guide for discussion.

What Is a Question and Answer Session?

This is when an expert provides specific knowledge, responding to direct questions from a group of learners.

When to Use a Question and Answer Session

- ◆ Near the end of a training conference, after learners have received the bulk of information related to the topics.
- ◆ When an expert is available whose knowledge is superior or whose authority makes his answers unassailable.

Advantages of a Question and Answer Session

- ◆ Answers to questions are obtained from the expert, in first person.
- ◆ This offers an opportunity for learners to interact directly with an expert or authority figure who might otherwise be inaccessible.

Drawbacks of a Question and Answer Session

- ◆ You have no control over the content of questions asked. (It is usually best to start with a set of ground rules about this.)
- ◆ Questions could come in an accusatory fashion, putting leaders on the defensive.

Learning Centers

Begin a discussion on learning centers by saying,

We experienced this training method in the “Training Technology” session.

Another example of using learning centers would be to show various aspects of nature. At one learning center, participants would handle seeds of various sizes and shapes and learn about the origins and uses of the seeds. At a second center, various local trees would be studied through their leaves and bark, and with photographs. A third learning center might involve bird study through feathers and photos.

Discuss ways to use this training effectively. Make these first two points and then use those listed below them as a guide for discussion.

What Are Learning Centers?

Learning centers are a series of rooms, stations, tables, corners, etc. All centers teach related parts of the same general topic. Each station accommodates a small group, and the groups rotate through the set of centers on a given schedule. Some of you may have heard of “round robins.” That is another name for learning centers.

When to Use Learning Centers

- ◆ When all centers can teach related parts of the same general topic.
- ◆ When you need to impart a lot of information in a short period of time.
- ◆ When the group is too large to teach the topic effectively by any of the other training methods.
- ◆ For a weekend training session, learning centers can be set up and remain up throughout the entire course, allowing learners access to the information when they are ready to learn.
- ◆ When you need a way to allow learners to work through material on their own time schedule and according to their own abilities.

Advantages of Learning Centers

- ◆ This method combines the advantages of demonstration (skill based) and lecture (expertise).
- ◆ It allows for small-group or independent learning.
- ◆ You can link similar topics together.
- ◆ It is predominantly hands-on, and may involve the use of multiple senses for gaining information.

Drawbacks of Learning Centers

- ◆ This method requires a lot of advance preparation and set up.
- ◆ If the concept is being used in a limited time period, all the learning centers must be coordinated so that learners can get through the material in approximately the same amount of time.
- ◆ The method requires enough space so groups can be separated enough to concentrate.

Reflection

Begin the discussion on reflection by saying,

Reflection is not a separate teaching method, but rather it is a part of the entire Scouting experience. If they are to use reflection, leaders must be constantly alert for information that can be useful.

Reflection allows the group to come forward openly with their perceptions instead of holding hushed conversations or one-on-ones. It is a formalization of what many of us have been doing for years.

Make these first two points and then use those listed below them as a guide for discussion.

What Is Reflection?

Reflection is thinking about the meaning of a topic in a larger context. In reflection, a group talks about “what it all means.” Leaders direct reflection by asking questions that encourage participants to do the thinking, dig into their feelings, and build their own collections of observations. The leader provides an atmosphere in which participants feel free to think and say what they think.

Instead of beginning with something abstract and emotional, begin with something concrete, such as the “What” questions:

- ◆ What happened?
- ◆ What was the sequence of events?

The “What” questions get people to thinking and establishes a basis to build on.

The “So what” questions are next. These questions are interpretive. Lead into them by questions as simple as:

- ◆ Did everyone participate?
- ◆ Did we stick to the rules we set up?

Obviously with such questions, we must move beyond simple yes or no answers.

The “Now what” questions are the application phase.

- ◆ How can we apply what we learned during this exercise to something else?

Here your job is to help the group make the transition into the application phase.

When to Use Reflection

- ◆ At the end of an activity.
- ◆ As a form of evaluation.
- ◆ When connecting activities or when connecting an activity to a larger picture.

Advantages of Using Reflection

- ◆ It gives everyone an opportunity for input.
- ◆ The leader provides structure, but the solution comes from the group.
- ◆ It emphasizes present experiences.

Drawbacks of Using Reflection

- ◆ It can be time-consuming.
- ◆ It can create discomfort in some people who dislike being put on the spot.
- ◆ It is sometimes difficult for people to understand and use.

Summary

Hand out copies of “Summary of Training Methods.” Answer any remaining questions about the various methods discussed.

Refer back to the statement in the introduction to this session: “Each of us is particularly adept at one or two teaching styles, which we base on our own learning styles and the environment in which we were educated.”

Ask this question:

Is it possible for us as trainers to change our teaching styles if we know the predominant learning style of our participants is different from our usual teaching style?

The answer is, of course, yes, if we are open to new ideas. We must want to be effective trainers to be able to change our teaching styles.

Display the following phrase:

For teaching to be effective, learning must take place.

Say,

Learning requires an environment that is conducive to receiving the message. That environment is set (for the most part) by the trainer and the methods he or she chooses to use. Remember that multiple training methods result in the broadest learning scope for the entire group. Now that you have learned the training methods, you can choose more wisely for each environment that you wish to create.

BSA 500 Game

Place the BSA 500 questions transparency for this session on the overhead projector, but do not turn the projector on. Announce that when the questions appear on the screen, each team will have exactly one minute to answer as many of the questions as they possibly can. The answers are to be given to the race steward at each table by the team's crew chief.

Turn the overhead projector on. After exactly 60 seconds turn the projector off, and announce that time has expired. After the stewards have determined the number of correct answers for each team, allow a little time for the crew chiefs to move their team's racecar along the track.

Pizzazz

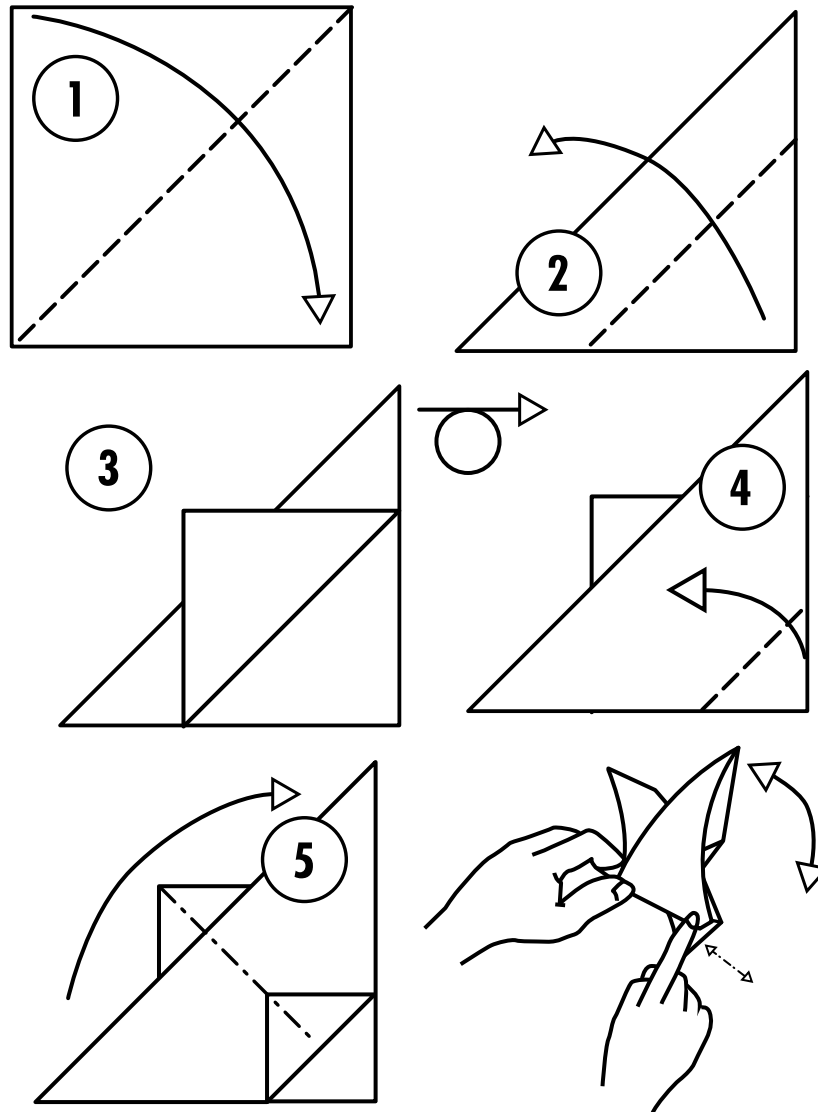
Add a song, stunt, run-on, or other morale feature to lead into the next session.

To continue, scroll down to view session materials, or follow one of these links:

[Session 9: Pizzazz](#)

[Contents](#)

FLAPPING BIRD DIRECTIONS



Numbers correspond to panels in the diagram.

1. Fold the square paper in half along a diagonal.
- 2.–3. Fold one corner so tip extends beyond original fold line.
4. Turn over. Fold other corner up about one-third.
5. Using the other two corners, fold in half with a peak fold (the ends are down and the middle is up).
6. The head will point out, with the tail folded up. Hold the bird's body along the crease with one hand and hold the tip of the tail with the other hand. Gently pull the tail down, and the wings will flap.

CASE STUDY: FAST-BUCK FREDDY

Position One: Inform Them

You are Barb Wire, a manager at the This-Is-Your-Life Insurance Company. A few weeks ago you dismissed an employee, Freddy Fingers, for misappropriation of funds. His was the most blatant and outrageous act of this kind that you had encountered in your 10 years with the company. The employee acted strictly out of his own self-interest. He had no intention of making restitution. The company's legal department determined, however, that prosecution should not be initiated. They do not want to subject the company to liability for a defamation action by a former employee.

The company has a policy stating that no one is to provide information about any terminated employee except dates of employment, last position held, and social security number. You may not verify attendance, salary, home address, performance level, or eligibility for employment.

This morning you received a phone call from a manager in another company. She indicated she is interviewing Freddy for a position as assistant controller. You temporarily put her off but promised to get back to her shortly.

What do you do?

Your position: We have a social and moral obligation to inform the other company of our problem with Freddy. It is possible that we would not have hired Freddy if his previous company had informed us of any problems they might have encountered. The new company may be inheriting a problem from us. If Freddy does have problems at the new company and they find out about his history, we might be considered liable or receive bad publicity for perpetrating the problem by not informing them or pursuing legal action.

I feel that our company made a mistake in not prosecuting Freddy. Informing his new employer is a way of making up for that mistake.

Position Two: Don't Inform Them

You are Barb Wire, a manager at the This-Is-Your-Life Insurance Company. A few weeks ago you dismissed an employee, Freddy Fingers, for misappropriation of funds. His was the most blatant and outrageous act of this kind that you had encountered in your 10 years with the company. The employee acted strictly out of his own self-interest. He had no intention of making restitution. The company's legal department determined, however, that prosecution should not be initiated. They do not want to subject the company to liability for a defamation action by a former employee.

The company has a policy stating that no one is to provide information about any terminated employee except dates of employment, last position held, and social security number. You may not verify attendance, salary, home address, performance level, or eligibility for employment.

This morning you received a phone call from a manager in another company. She indicated she is interviewing Freddy for a position as assistant controller. You temporarily put her off but promised to get back to her shortly.

What do you do?

Your position: There is no moral obligation to inform the new company of problems with Freddy. While Freddy's actions deserved punishment, the company lawyers must be trusted, since it is their job to figure out the best way to handle problems like this. Our primary responsibility is to the best interests of our own company, not to the competition.

If the other company is told about Freddy's problem it will simply make the problem worse, since Freddy will probably sue us, leading to bad publicity for everybody. If their interview and job screening processes work right they will be able to decide if Freddy is trustworthy. It is not our job to protect the other company from harm.

This scenario was prepared by the Center for Ethics, Responsibilities, and Values, College of Saint Catherine, St. Paul, Minnesota.

CASE STUDY: EQUIPMENT DONATION

Position One: Donate the Equipment

You are the chief of a fairly large “combination” fire department—mostly volunteer, but partly paid. You recently acquired new OSHA-approved turnouts for your personnel that are state-of-the-art for safety and comfort. You also have replaced your older self-contained breathing apparatus (SCBAs) with new ones.

For many reasons, including space limitations, you want to get the older equipment out of the station. A smaller local all-volunteer department has requested your older turnouts and SCBAs. They are desperately in need of both. You know that your old equipment is no longer OSHA-approved or reliable, but you remember what it was like to try to equip a group of volunteers with extremely limited funds.

You decide to throw the equipment out but let the other chief know when and where so they can make a “midnight raid” and recover it.

Is your action ethical?

Your position: While it is true that the old equipment does not meet current standards, it is better than having no equipment at all, which is what the other department has now. You are completing your obligation by putting it in the dumpster. If the other department chooses to pick up the equipment they are taking any responsibility for its use.

Position Two: Don't Donate the Equipment

You are the chief of a fairly large “combination” fire department—mostly volunteer, but partly paid. You recently acquired new OSHA-approved turnouts for your personnel that are state-of-the-art for safety and comfort. You also have replaced your older self-contained breathing apparatus (SCBAs) with new ones.

For many reasons, including space limitations, you want to get the older equipment out of the station. A smaller local all-volunteer department has requested your older turnouts and SCBAs. They are desperately in need of both. You know that your old equipment is no longer OSHA-approved or reliable, but you remember what it was like to try to equip a group of volunteers with extremely limited funds.

You decide to throw the equipment out but let the other chief know when and where so they can make a “midnight raid” and recover it.

Is your action ethical?

Your position: If the equipment doesn't meet current standards there is no way we should be encouraging and allowing another department to use it. It may be more dangerous to use it than to not have any, since it may give false confidence. While the motive to help them is good, donating substandard equipment is not the way to do it.

Also, we might be liable for damages or injury if the equipment fails in a critical situation. The responsible thing to do is to make sure the equipment gets thrown away.

This scenario was adapted from Ethics and the Fire Service: Curriculum Needs Assessment, a report to the National Fire Academy, by Ann Murphy Springer and Phillip Stittsburg (1990).

TRAINING METHODS

BSA 500 ANSWERS

1. What are four training techniques?

- ◆ Lecture
- ◆ Talk
- ◆ Demonstration
- ◆ Discussion
- ◆ Case study
- ◆ Role playing
- ◆ Simulation
- ◆ Brainstorming
- ◆ Buzz groups
- ◆ Question and answer sessions
- ◆ Learning centers
- ◆ Reflecting

2. What is a good technique for large groups?

- ◆ Lecture
- ◆ Talk

3. What is a problem-solving method?

Brainstorming

4. What method is directed by a sequence of questions?

Reflection

TRAINING METHODS

BSA 500 Questions

What are four training techniques?

What is a good technique for large groups?

What is a problem-solving method?

What method is directed by a sequence of questions?

RULES FOR DISCUSSION LEADERS

Leading discussion is an art in itself. Leading is a talent that requires practice and care to be done in a positive manner. We make no attempt here to treat the subject exhaustively. But we do share a few important hints that should serve you as a guide:

Prepare for the discussion.

Let the whole group know the subject in advance so they can think about it.

Talk with group members individually to find out their ideas.

Read about the subject.

Write an outline of the subject so you have a pattern of ideas you want to cover.

Pick a comfortable location. Consider lighting, heating, and ventilation.

Have paper and pencil ready to record the main points.

Start the discussion on time. End it on time.

Help the group to feel at ease.

Arrange the group comfortably so they can see each other. Configure the group in a circle, semi-circle, a U, or a hollow square.

Be sure that everyone is introduced.

Encourage informality and good humor.

Permit friendly disagreement, but only on the point being discussed and not between personalities.

Keep spirits high. Let everyone have a good time. Don't let the discussion drag, get boring, or off on a tangent.

Give everyone a chance to talk.

Draw out less talkative members by asking them questions or for suggestions. If possible, call everyone by name.

Be careful of the person who tries to monopolize the discussion. Interrupt the "speech-maker" tactfully and lead the discussion to another person. If necessary, remind them of the limited time, or suggest they cut it short until others have had a turn.

Call on individuals when you see they are ready to talk, rather than going right around the circle.

Lead, rather than dominate the discussion. Ease yourself into the background when the groups really get into a good discussion.

Keep the discussion on track.

If the discussion gets side-tracked, bring it back to the main subject by suggesting there are some more important points that need to be covered in the limited time available.

Stretch a point if necessary to give individuals credit for ideas developed in the discussion.

Summarize periodically.

Stop occasionally to review the points that have been made.

If you feel that an important point is being neglected, mention it.

Close with a quick summary covering the group's conclusions so that everyone will remember the important facts brought out in the discussion.

When appropriate, shelve questions or topics that should be dealt with later or at another time.

SUMMARY OF TRAINING METHODS

Method	What It Is	When To Use It
Lecture	One person conveys information to a group of learners by talking to them, with or without visual aids. There is no participation by the learners and little feedback to the lecturer.	In large groups where discussion is not practical. When an expert is relaying new information to learners who have no relevant personal experience.
Informal Talk	Similar to a lecture, except learners are more involved through feedback and participation. Less formal.	In groups when ample time is available for questions and feedback. Material presented is not entirely outside the experiences of the learners. Most Scouting programs.
Demonstration	A person or team of persons actually perform a task and explain it to show learners how to do a task. Usually followed up by having learners practice the task.	Especially helpful for teaching a skill when plenty of time is available. Need to have enough instructors to limit learners to small groups.
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic. Guided by a trained discussion leader.	Where the ideas and experiences of the group help them to discover the point they are learning. Needs an experienced leader to keep things on track. Few major points.
Case Study	A realistic situation or a series of actual events presented to learners, either orally or by handout, for their analysis and solution.	Real-life situations get points across most effectively. Multiple points of view help learners to better understand concepts. No clear cut solutions.
Role-Playing	Leaders or learners act out roles presented in a particular situation. Participants must supply their own dialog within the context of the role and the situation.	Where high learner participation is desired. The subject involves person to person communication.
Simulations	A more complex form of role-playing and case study. Used to recreate environments where participants experience potential situations that might actually develop during an assignment.	Excellent for disaster, rescue, first aid, or other crisis management situation training. When an elaborate role-play can best teach the subject.
Brainstorming	Group members suggest possible solutions to a problem in rapid-fire order, either orally or on cards to be posted. All ideas are considered. Criticism and editorializing are not allowed.	When the things to be learned involve pulling together shared ideas of the whole group. For program planning. For an indecisive group.
Buzz Groups	A way to promote the quick exchange of ideas on a single topic in a short period of time. Ideas are presented back to the larger group for discussion and solution.	When the group is too large for general discussion or brainstorming. When the experiences of the learners can lead them to discover solutions for themselves.
Question and Answer Session	An opportunity for an expert to provide specific knowledge, responding to the direct questions about the specific topic from the group of learners.	Near the end of a training session. When an expert is available whose knowledge is either superior or whose authority makes his answers correct.
Learning Centers	A series of stations/tables/corners. Each accommodates a small group. All stations teach related parts of the same general topic. Learners rotate through all the stations.	Excellent way to teach a lot of information in a short period of time. When the group is too large to effectively teach by the other training methods above.
Reflection	A series of guided questions leading from the facts of what happened to interpretation to application.	As a form of evaluation tool. When connecting activities or connecting an activity to a larger picture.