

### 3.4.1 Presenting the Training: Delivery

#### Facilities Planning

The effectiveness of a training program is enhanced if the training environment is conducive to the training methods and content. Environmental distractions can dilute or even destroy the acquisition of new knowledge and skills. Ideal learning environments depend on such variables as whether the training is on-site or off-site, as well as space requirements, seating arrangements, and comfortable temperatures.

#### On-Site Versus Off-Site

Training programs can be conducted on-site at each employee's work station or in designated conference rooms, or off-site in adjacent training buildings or some isolated location. Each of these locations have advantages and disadvantages depending on the kind of training being presented. An employee's work station is the best location for teaching an employee how to perform a specific task, especially when the equipment and materials needed for training cannot be moved. On-site training tends to maximize the transfer of training, but it has the disadvantage of numerous distractions and ongoing job pressures. Another disadvantage is that employees can usually only be trained one person at a time.

The advantage of presenting training in a conference room is that it is convenient for employees to leave their work locations and return to them without having to take time to travel. The disadvantage is that the trainees are still so close to their work, both physically and psychologically, that they are distracted by work pressures. Knowledge that is relatively brief and uncomplicated can be effectively presented in a conference room.

The advantage of off-site training is that it forces trainees to leave their work stations and focus on the training content. Training that involves complex learning and reasoning is best presented away from the work site. New and unique environments, such as mountain retreats and beach houses, facilitate creative thinking and fresh approaches to important problems.

#### Space Requirements

Space requirements depend on whether trainees need to write, manipulate objects, or move about. Very little space is needed for trainees who are listening to lectures intended to disseminate information, especially if the trainees only need to sit for a short time. Chairs can be placed side-by-side approximately 20 inches apart.

Trainees who need to take notes or review training materials need to be seated at tables with sufficient space to arrange their materials. Trainees should be spaced about three or four feet apart.

Training that involves physical motions, such as aerobic exercises or emergency rescues, may need as much as 100 square feet of space or more per trainee.

#### Seating Arrangements

The most common seating arrangements and kinds of training for which they are well suited include:

1. *Theater style:* ideal for lectures, films, and video presentations.
2. *Classroom style:* well suited for listening to presentations and taking notes.
3. *Banquet style:* ideal for small group discussions and group interaction.
4. *Chevron style:* designed to allow trainees to interact with a presenter and other trainees.
5. *Conference style:* intended for group discussions among members of equal status.
6. *U-shaped style:* designed especially for case discussions where everyone can observe each other and a trainer.



### 3.4.1 Presenting the Training: Delivery

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#### 3.4.2 Training Materials

#### 3.4.3 Test Your Knowledge

Search the text...

Listen

Glossary

Flashcards

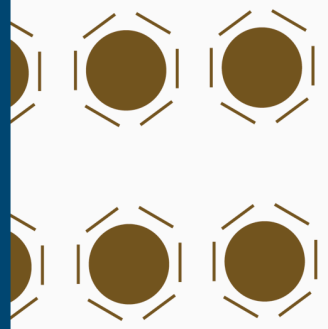
Notebook

Highlighting

Advanced Options

Support

System tray containing various application icons: Safari, Mail, Messages, Photos, Music, Podcasts, App Store, Settings, Control Center, Notification Center, and a calendar showing NOV 6.



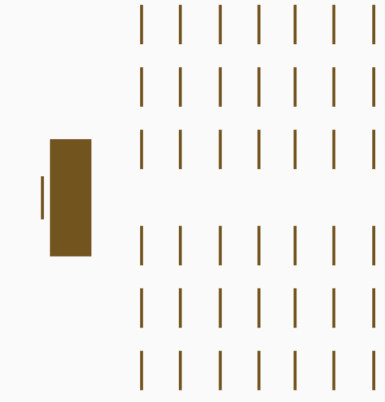
BANQUET STYLE



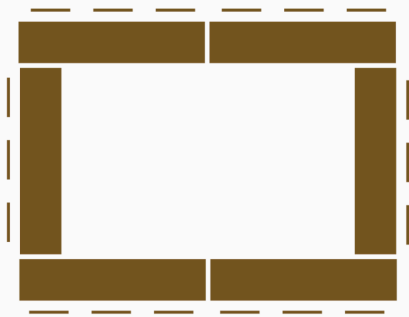
CHEVRON STYLE



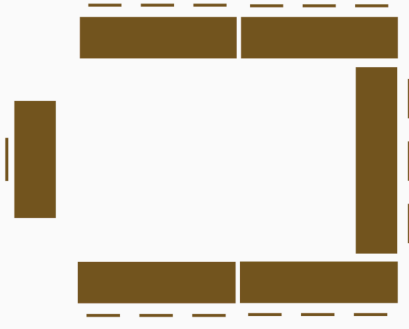
CLASSROOM STYLE



THEATER STYLE



CONFERENCE STYLE



U-SHAPED STYLE

Topic 4: Presenting the Training: Delivery

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Mac OS dock containing various application icons including Safari, Mail, Calendar, Photos, Music, Messages, WhatsApp, Telegram, Signal, Zoom, Teams, OneDrive, Word, Excel, PowerPoint, and various utility apps.

Search the text...

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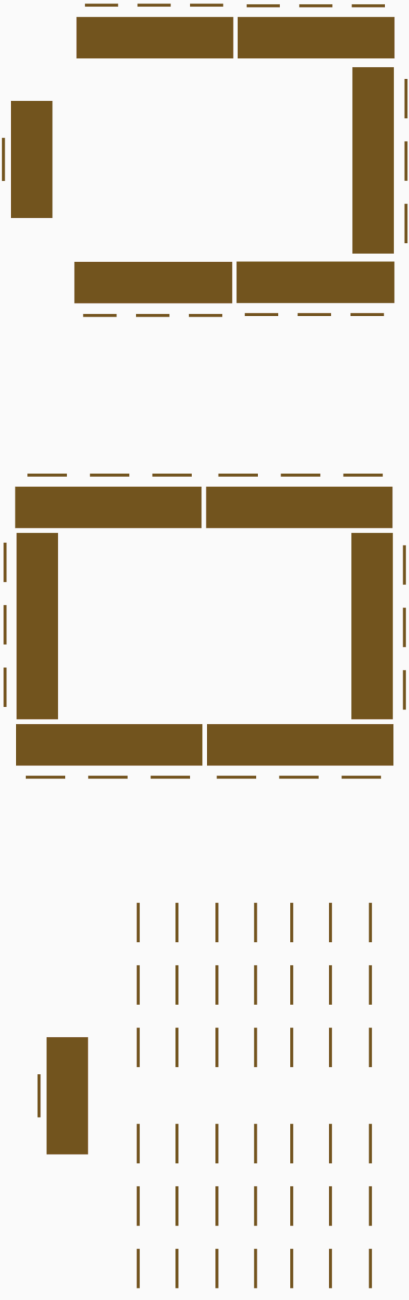
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Topic 4: Presenting the Training: Delivery

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## THEATER STYLE

## CONFERENCE STYLE

## U-SHAPED STYLE

### Environmental Considerations

A comfortable environment is essential for learning. Some of the most important environmental considerations are:

- **Temperature:** the temperature should be maintained at a comfortable "living room" level, unless trainees will be active.
- **Lighting:** trainees must be able to see clearly, which usually means brightly-lit rooms unless there are visual presentations that require reduced lighting.
- **Ventilation:** enclosed rooms should have an adequate supply of clean, odorless air.
- **Sound:** except for small training groups, a public address system should be provided so all trainees can hear what is said, especially those who have reduced hearing capabilities.
- **Comfortable chairs:** trainees prefer chairs that are either padded or contoured to increase comfort. Armrests are nice but not essential.

There is a tolerance range for each of these factors and learning can be inhibited or prevented entirely if these tolerances are exceeded. For example, rooms that are too cold can make trainees so uncomfortable that they cannot concentrate or listen effectively. Rooms that are too warm can cause trainees to fall asleep during a presentation.

### Accessibility (ADA)

The Americans with Disabilities Act requires employers to make reasonable accommodations for trainees with physical limitations. This means that the training rooms and rest rooms must be accessible for those who use wheelchairs or have other mobility limitations. Employees who are hearing impaired may need special equipment to help them hear or a person who can sign the training for them. Employees who are sight impaired may need a reader or special taped instructions.

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Navigation icons: Home, Back, Forward, Refresh, Search, Print, Share, and various social media and utility icons.

As part of the training design, trainers should give careful consideration to the kinds of materials that will help trainees learn the new information and remember it. The kinds of materials that are typically used include manuals, handouts, leader guides, and audio-visual materials.

Manuals

Training manuals typically contain a training schedule, an outline of the training, published articles and reports supporting the training, and copies of presentation slides. Having this information before them allows trainees to listen to presenters and read about what they are saying at the same time. Although most training is communicated verbally, written training materials that allow trainees to review what they hear are enormously valuable. Training manuals also help to organize the content and presentation of training programs.

Handouts

Trainers can use handouts effectively to help trainees learn the main points of their presentations and remember them. Handouts serve a variety of purposes:

- 1. Presentation outline: Some handouts are an outline of the presentation that trainees can use for note taking. Presentation outlines help to provide trainees with a broad perspective of the topic.
2. Supplemental information: Some handouts contain supplemental information that is too detailed or complex for the presenter to adequately cover. Significant quotations and detailed financial statistics are examples of information that ought to be presented in a handout.
3. Presentation highlights: Presenters who use PowerPoint presentations occasionally provide copies of their slides for trainees so they do not need to frantically copy them during the presentation.

Leader Guides

When training is presented by someone other than the person who designed it, a leader guide should be provided to facilitate the presentation. In addition to the learning content, leader guides should contain suggestions for how the information should be presented, additional insights supporting the training content, and discussion questions that can be used to lead a group discussion. If there are PowerPoint slides or other visual materials, they should also be accompanied by suggestions for how to use them effectively. The leader guide could also include essay and multiple-choice test questions to help trainees know what information is most relevant and to test the success of the training program.

Audio-Visual Materials

Audio-visual materials can be used to supplement or replace other training methods. Because of the developments in technology, every training could be presented in some kind of audio-visual form. The most common forms in earlier years were films and video cassette recordings, then CDs and DVDs. In recent years, most training is computer-based.

Audio-visual materials should be carefully selected to supplement the training design rather than serve as a substitute for a careful presentation of insight and ideas. These materials are often very entertaining, and they can be used effectively to provide variety to a training session. However, they should not replace or eliminate all other training methods. For example, computer-based presentations should not eliminate meaningful class discussions.

Copyright Statutes

A copyright is defined as the exclusive right or privilege of authors or proprietors to print or otherwise multiply, distribute, and sell copies of their literary, artistic, or intellectual creations when the copyright is obtained in compliance with the copyright statute. A copyright extends to derivative works that come from copyrighted material.

Copyright statutes have been passed to protect the rights of authors and inventors to profit from their writings and discoveries. These statutes have important implications for training when the materials that trainers want to use are covered by an exclusive copyright. Trainers have a legal and moral obligation to obtain permission or pay the respective fees to use copyrighted materials.

Copyrighted materials should not be used in training unless they have been properly purchased or permission for duplication has been granted. Copyrighted audio-visual materials can be viewed by a trainer without having a license agreement or paying a fee, but these materials cannot be shown to a group of trainees unless the trainer has a license agreement.

Under the 'fair use' privileges, trainers may make limited use of copyrighted material without asking written permission. They need to obtain permission, however, if they are using more than 250 words from a book-length work. For journal articles or articles from books of readings, permission is required for use of more than five percent of the entire work. Permission is necessary for even one line of poetry or a song.

Permission is not needed for information that is in the public domain. Publications by the federal government are usually in the public domain unless they contain materials that have been copyrighted by private sources, such as research studies. Materials that are old are also part of the public domain if they exceed the life of the author plus 70 years.

HR managers and trainers should remember these important cautions regarding copyright infringements.

- Copyright protections apply to more than just written publications. They also apply to photographs, graphic and architectural designs, software programs, videos, music, movies, charts, and tables.
• 'Original tangible expressions' are copyrighted from the moment they are created even though they have not been registered with the U.S. Copyright Office and they do not have a copyright mark and year.
• A copyright infringement does not require an exact copying of the original; paraphrasing or simply changing a few words does not eliminate infringement if the material is still substantially the same.
• Music and video clips that are used in training without permission are a copyright violation even though the trainer has purchased personal copies from a legitimate vendor. Such copies are intended for the consumers own enjoyment and not for public consumption.
• The copyright remains with the author unless the author assigns the copyright to another. The copyright for works made for hire (whether by an employee or by an independent contractor) belongs to the employer.
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