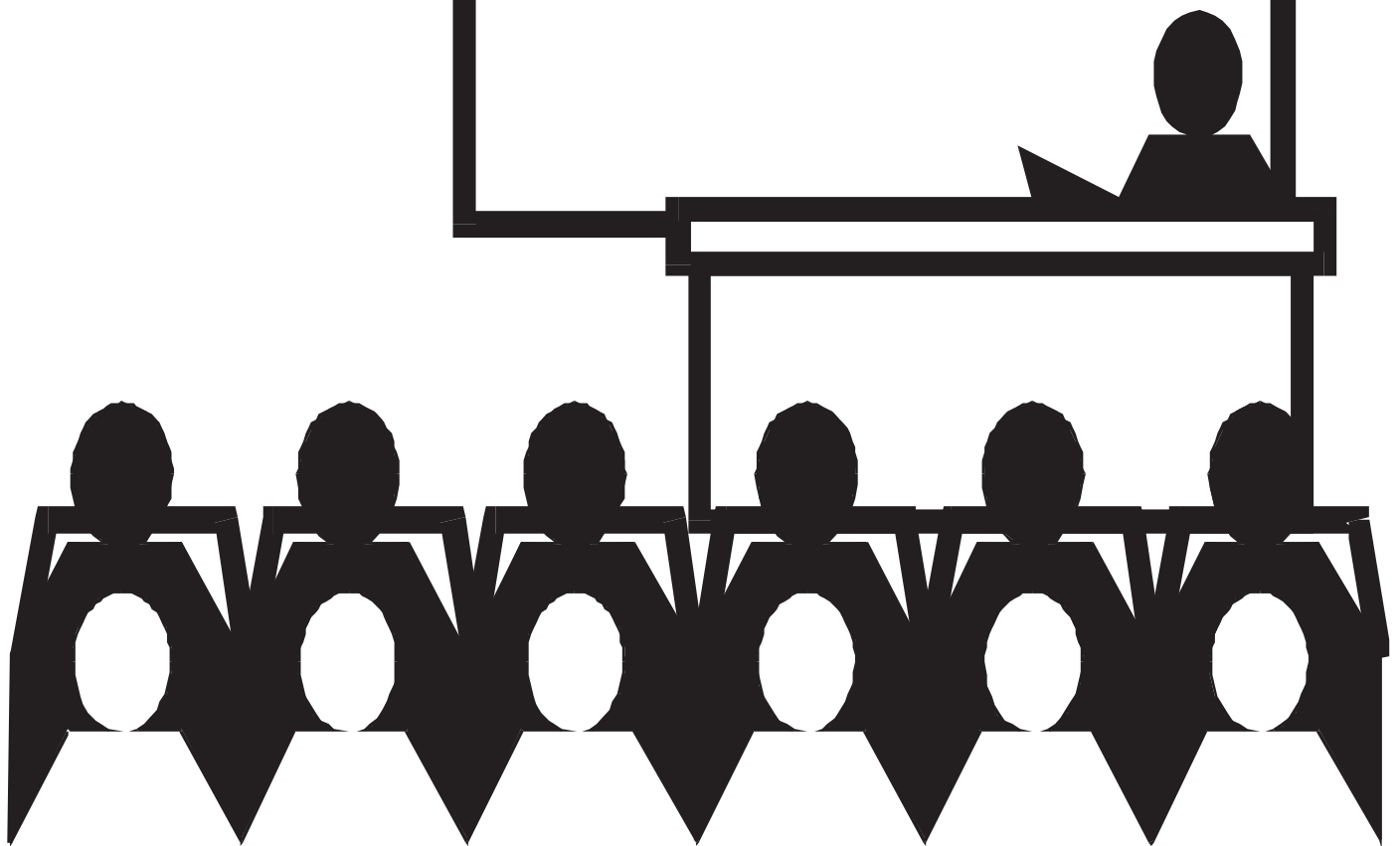


## **How to Use Video in Training**



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## Introduction

Over the last few years, training has become a responsibility of line managers. Those managers probably should always have had the task but were previously able to rely on corporate training officers. With the downsizing of the last three to five years. The corporate training officer has become almost rare. And like that flightless bird, those that remain have had their wings trimmed. Their role, more often than not, has become a co-ordination one. They now rely on line managers to deliver the training.

All this is too good if line managers are given the skills to deliver this training. Our experience though is that little is done to assist them understand the “how-to ‘s’ of training. This booklet goes further in the sense that it is aimed at those who lead what could be described as classroom training sessions. Specifically it’s aimed at those that could utilize pre-prepared, video based training courses.

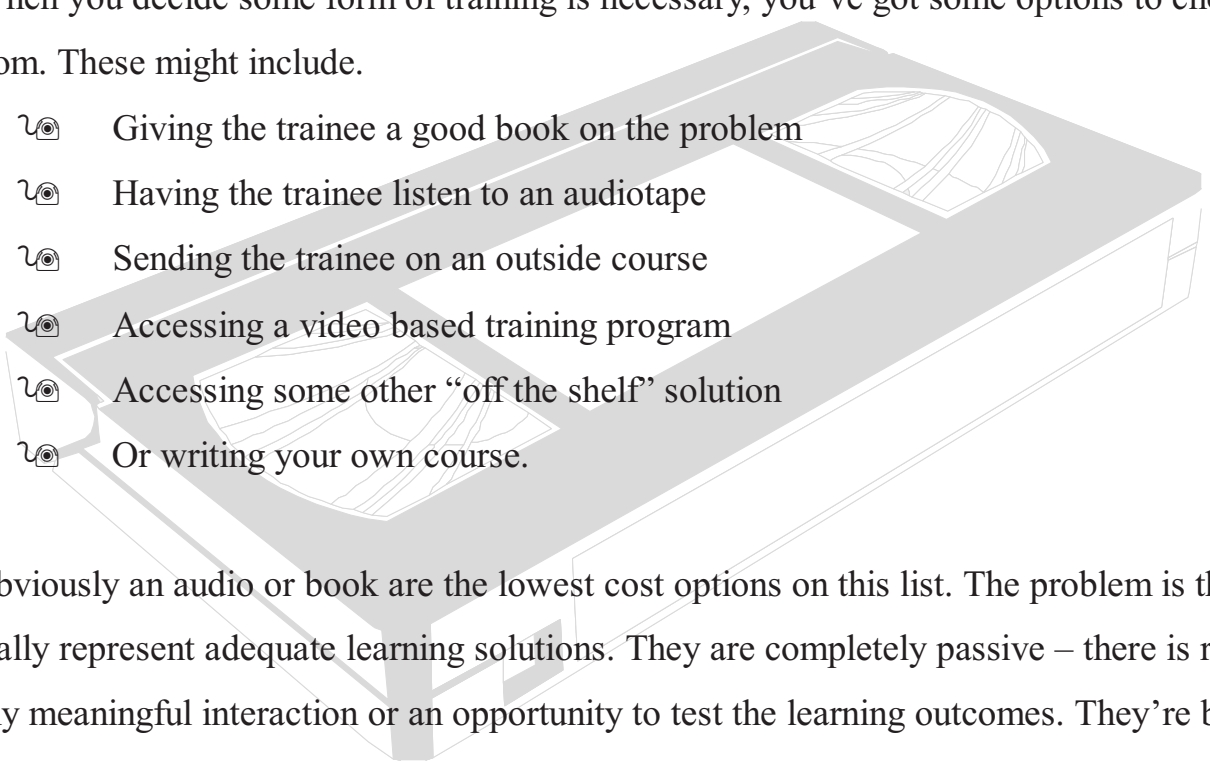
We hope that you’ll find it a useful primer in preparing yourself to select and use training videos that will make your job as a trainer easier. Never forget though that the success of your training won’t be a result of the video. You make the difference. Everything you do before the day, on the day and in follow-up will make or break your training. Success depends on YOU!

By the way, as any good trainer knows, course evaluation is critical. We need your evaluation, and indeed your experiences for the inevitable time when we sit down to revise this booklet. Please use the enclosed review form to tell us what you think and to share with us experiences you feel future readers would benefit from.

## **Dispelling Myth 1-Training Videos are Expensive**

Obviously, as a training video maker and supplier, we've got an axe to grind, but we want to start by disproving the much heard myth that training videos are expensive. At a very superficial glance and without any thought to value, they may look expensive. But let's quickly review the facts. Hopefully they'll dispel this myth.

When you decide some form of training is necessary, you've got some options to choose from. These might include.

- 
- 📺 Giving the trainee a good book on the problem
  - 📺 Having the trainee listen to an audiotape
  - 📺 Sending the trainee on an outside course
  - 📺 Accessing a video based training program
  - 📺 Accessing some other “off the shelf” solution
  - 📺 Or writing your own course.

Obviously an audio or book are the lowest cost options on this list. The problem is they don't really represent adequate learning solutions. They are completely passive – there is rarely any meaningful interaction or an opportunity to test the learning outcomes. They're best used to reinforce training.

So we'll compare the other options. Let's make a few conservative cost assumptions which you can change for your own particular situation but which will allow us to set up a comparison.

Your salary is Rs. 18,00,000

The associated overheads to your company are another Rs. 4,50, 000 per year.

You therefore cost, given 40-hour weeks Rs. 1,080 per hour.

If you design a three-day course yourself, let's say on basic supervision skills, you are likely to invest at least 9 days in preparing it from scratch.

The cost is therefore Rs. 77, 760 plus the cost of preparing other visual materials and participant handouts. There is also the opportunity cost of not having you available to do other things assuming you will train 5 people, your per head costs in preparing are Rs. 15, 552 each.

Your next option is the outside public course. Most of these courses cost on an average Rs. 9,000 to Rs. 13,500 per day. Three day courses on supervision are going to put you back at least Rs. 36,000 per person (be suspicious of ones costing less!). They will generally be well conducted, and they save you the bother of doing anything yourself. But how closely will they relate to your situation? Will the tutor give your people ideas they can apply in their job situation? And can you really afford to have someone off the job for three consecutive days as most outside courses demand? So, what does a well-constructed video based course cost you? Finding the video and associated materials that best suit you will probably cost, at most, half a days previewing time. The cost of the materials, and this might be three or four resources put together, will be less than Rs. 45,000 if rented, and probably no more than Rs. 2,70,000 if purchased. And your preparation time will be reduced to no more than two days. So all up, your investment if you rent the resources will be around Rs. 66,600 or Rs. 13,320 per person.

So, given our 5 person training group, and given that my assumptions are conservative, you comparative costs are

|                             |                        |
|-----------------------------|------------------------|
| An outside course           | Rs.36000.00 per person |
| Writing your own course     | Rs.15552.00per person  |
| Using a video based program | Rs.13320.00 per person |

Obviously if your training groups are very small, these sums wont apply. Equally, if they're larger, the video based solutions will get much more economic than the figures we have outlined, particularly when you have enough people to justify purchasing the resources.

Anyway, do the equation yourself. Analyse the need, assume my conservative preparation times, and see how it works out.

## **Dispelling Myth 2 – Videos are Passive**

Good training involves learning by discovery. It helps people experience situations that compel them to think about what their own reactions might be in similar circumstances. These facts have helped lead to the recent boom in the use of “experiential training”. Some people will tell you “Videos are not experiential – that they don’t demand anything of the viewer”.

Well, that’s not the videos fault-it’s the trainers’. Trainers (and in this context, we use that description generously ) who “squirt” a video at a group of people and expect something to magically happen are wasting one of the most valuable training mediums ever developed.

A trainer who “works” a video, who helps the group discover its meanings, who helps the group live the experiences vicariously, knows the power of the medium. Use the techniques we’re going to share with you in this booklet, and you’ll see this power for yourself. You certainly wont have any passive video showings.

## When Do I Choose a Video?

There is a wonderful model we discovered in “Using Video in Training and Education” (Pinnington, Ashly; McGraw Hill Book Company), which illustrates so clearly the time to look for your video. It looked like this:

1. Needs analysis
2. Audit learning resources
3. Agree a development plan
4. Select media
5. Develop course materials
6. Pilot your program
7. Implement it
8. Evaluate it

And begin again. This model clearly highlighted for me, and we hope for you, the time to look at the video solutions available. It's right after the training need is determined, and well before you develop any course materials!

Over 15 years in the training film and video business, we've witnessed so many trainers arrive in my office looking for a video to slot into a program they had already written and being disappointed. Little wonder! They had already predetermined their course content, which had cost them hours of precious time, without doing any fundamental research on what the training resource world had to offer. With the time and emotional investment in their program, they were unwilling to think that there was something there all along that was easily tailored to their needs.

The time therefore to look for the video (or any other training resource) is immediately after the objective of your training has been determined. You will save time and money and avoid all the stress of trying to find a suitable training video to fit into a pre-determined program.

## Why Use a Video

Training videos have a large number of benefits to offer any trainer or training program.

- They bring the outside world to your classroom.
- They give you the expertise of outside consultants at a fraction of the price you'd pay the same people to perform in person for you.
- They save you reinventing the wheel. So many people have already written great courses around videos that you can save yourself a lot of the basic preparation time needed before delivering a training program.
- They give your training added variety and change of pace. You should use every appropriate medium at your disposal to get the message across.
- Video makes repetition and reinforcement easy. You can give a video based program to others to run. Given a good script and some preparation there'll be a standard of consistency that just would not have been possible before the video arrived.
- Video gives you a unique chance to focus attention. This can be particularly useful in technical or safety areas.
- Modern video "tricks" heightens the visual impact of your messages. A vivid and lasting impression can be made with even the simplest graphic reinforcement of key skills.
- Video allows you to cover a big message in a comparatively short time. One time management video boasts a skill every 30 to 40 seconds of viewing! An exaggeration, but it makes my point.
- The television medium is recognized as a major way of influencing people's outlook. Training videos exploit this capability in a way that can positively benefit your training.
- Videos easily and effectively dramatize complex human relations problems. Things you just couldn't explore any other way are dealt with quickly and effectively by using a video.



- Videos remove the danger inherent in some situations and allow you to simulate that danger without putting your trainees at real risk. This is particularly important when dealing with safety or technical issues.
- Videos reinforce the view or message you want to deliver in a non-threatening, positive way. For instance, in presenting a program on working with difficult people, you might find a video that highlights the characteristics of one of your more difficult team members. The training video can, in a non-threatening way, focus attention on the negative consequences of certain types of behavior without personalizing the message. In the same way, a training video can reinforce behaviors that have positive results.

## The Power of Visuals

Surveys have generated different results, but quoting George Lumsden from the Dartnell publication, “How to Conduct a Stimulating Training Session,” from our various senses we learn

1% through taste

3% through smell

11% through hearing

12% through touch

and a massive 73% from what we see.

Further, a study by 3M and the Wharton School of Business at the University of Philadelphia shows that we retain

30% of what we see

20% of what we hear

10% of what we read

but an impressive 70% of what we see and hear.

These are pretty conclusive statistics proving the value of video (and other audio/visual aids) in training.

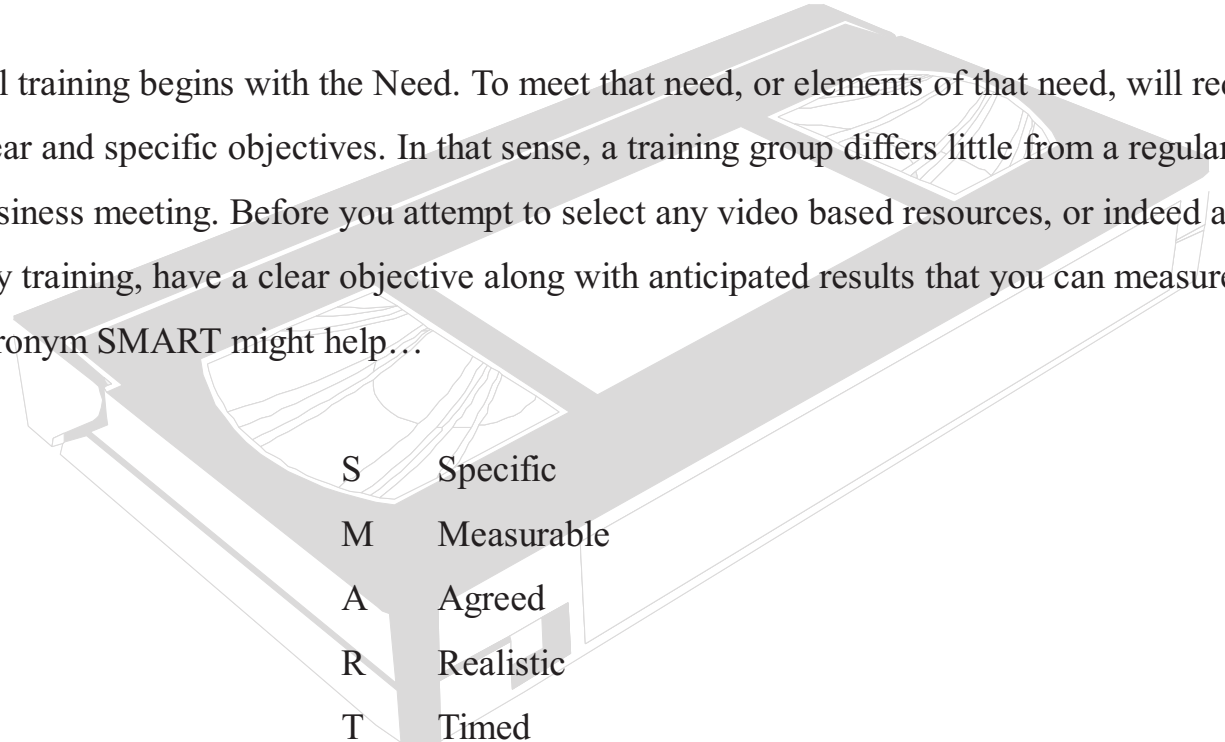
It's also worth noting that the growing trend to accelerated learning uses modern research into the brain to highlight these same statistics. Video fits readily into accelerated learning methodologies using visual stimuli and by assisting people learn through stories.

## Can 90% plus of Trainers Be Wrong?

We guess the answer could be yes, but it's unlikely. In the latest survey of trainers it was discovered that 92% of trainers used video. This made it the number one instructional method ahead of lectures, one-on-one instruction, role-plays and indeed a plethora of other training delivery methods.

### The Training Need

All training begins with the Need. To meet that need, or elements of that need, will require clear and specific objectives. In that sense, a training group differs little from a regular business meeting. Before you attempt to select any video based resources, or indeed attempt any training, have a clear objective along with anticipated results that you can measure. The acronym SMART might help...

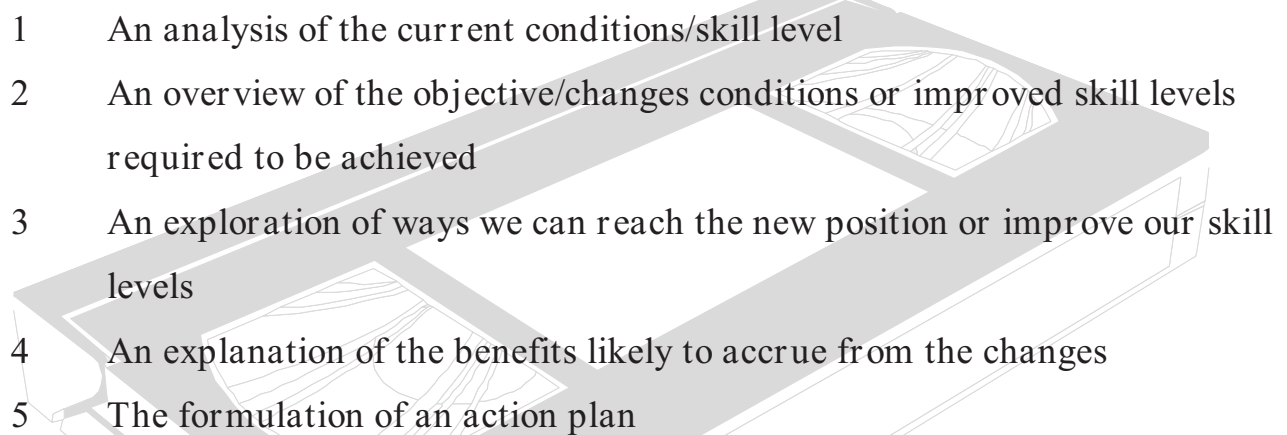


|   |            |
|---|------------|
| S | Specific   |
| M | Measurable |
| A | Agreed     |
| R | Realistic  |
| T | Timed      |

Training is Behavior Change. From your training, changes will evolve in information, in understanding, in skills, in effort, in attitudes and ultimately in behavior. Using the SMART method of setting objectives, you can aim to tackle attainable changes in any or all of these areas. Write down your objectives and how you will measure them and then review those objectives after your training. Ultimately, this will be the measure of the success of your training and will determine your next step.

## Where the Training Video Fits In

When you're selecting your videos, it pays to think of the ultimate goal of any training, and that's the communication of something new or the reinforcement or building of existing skills or performance levels. A training program will tend to follow a predictable formula that looks something like this.

- 
- 1 An analysis of the current conditions/skill level
  - 2 An overview of the objective/changes conditions or improved skill levels required to be achieved
  - 3 An exploration of ways we can reach the new position or improve our skill levels
  - 4 An explanation of the benefits likely to accrue from the changes
  - 5 The formulation of an action plan

You'll find the video element of your program is usually ideally suited to assist you with the bulk of the work associated with this plan, which lies in steps 3 and 4.

Successful training leaves your trainees with a clear understanding of the opportunities. It will also have paved a way forward to using new skills or thinking about new angles that will effect the change you seek.

## Previewing

Videos are a superb and quick source of new ideas for training opportunities. Never be concerned about taking time out to review what's new, particularly if it's in a subject area you know little about. You'll be amazed at the ideas you might discover. If you're expected to train, then with that comes the expectation that you will be an agent for change. So take time whenever you can look around in anticipation of the future.

Most often though, you will be looking for an answer to a specified opportunity so deciding what to preview is easy.

## How to Preview

To effectively select, you have to know about the problem and you have to have thought about the way forward to solving it. Once you do, you're ready to preview.

What can we tell you? Take notes. There's a form in the back of this booklet that you can photocopy to allow you to take notes on the training videos you preview. Hopefully you'll find it helps you evaluate, and over time remember the value a particular training video has had for you or your team. File your notes away. Over time, they'll become a valuable reference tool. When you view a video, don't forget that to your viewers, it's "television", and your training video has to cut it with the likes of network TV. In researching this booklet, we came across this quote from Harry Lasker of American firm, Interactive Training Systems. "We've all been exposed to the (television) medium over the years. The video we use in training has got to have sound production values in order to be watched and not seen as second class, ho-hum, even deficient programming." That says it well. Don't use second rate, low production value presentations. And by the way, that's an argument against the homemade video that you might think of making yourself. You simply won't have the production skills needed. The result will be poor viewer reactions and response.

You'll no doubt find those times where one video just doesn't do the job. Never be concerned to use excerpts from two or more programs to make your points. We know one leadership coach who hired a 60-minute Tom Peters (of "in Search of Excellence" fame) video more than a dozen times (he did finally buy it!) just to use a three-minute segment in one of his on-going programs. Use what works, and be delighted to pay for it just for the other benefits it'll bring to your presentations!

Whilst never forgetting the power of first impression, there is a much more scientific way to preview possible videos. If the first impression doesn't have you lurching out of your seat, here's how.

While you're evaluating a video, you have to determine if it is

- ☐ Right on target
- ☐ Generally on target
- ☐ Off course

If it's right on or off course, your decision is easy. When it falls into the middle group, which seems to be the case most of the time, then try some of these ideas for determining whether you will use it or not.

- \* Share it with others. It's particularly useful if you can find some representative of your target audience and assess their reactions.

- \* Review very closely the accompanying materials. These can be a great help in opening your mind to the possibilities the video presents for you. They may bring it much closer to target for you.

- \* Turn around your concerns and see if there's a positive element there. Imagine using the points that concern you to highlight the particular training issue you're dealing with.

- \* Look for a personality that your group will identify with. Even if the messages aren't spot on, if your group identifies with a character, this can help you align them with the message you're trying to share.

- \* Never assume a video is too "basic" or "advanced" for your group. You'll be surprised more times than not.

- \* Many times, you'll view your likely video choice with a number of other programs at the same time. Try reviewing it again on its own a few days later. This may help clear your mind of the influences of the other programs you've seen. And you may simply be more able to decide if you haven't just spent three hours in front of a TV and be just a little "square eyed".

- \* In your final judgement process, don't forget that you're buying (or hiring) the video for your group, not for you. Suspend your value judgements. Just because you don't like American or British Accents doesn't mean your group will care anyway. And almost all such barriers can be overcome with the right introduction.

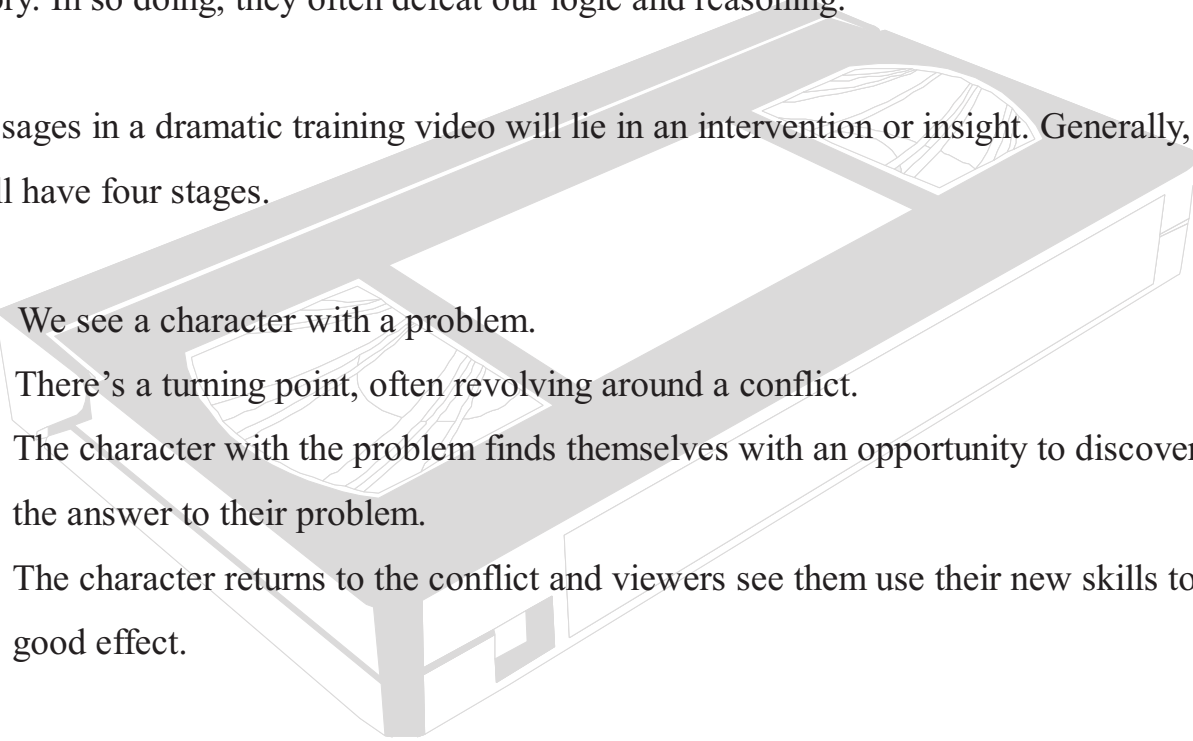
## Video styles

### The Drama

Dramatic videos use stories to communicate instructional messages. In the book “In Search Of Excellence”, Tom Peters and Bob Waterman say, “People are irrational, they reason by stories.” The most read book in the world, The Bible, illustrates its points with stories. So dramas are an effective way of putting across a message.

Studies of the way our brains work tell us that stories communicate by affecting memory, and consequently behavior. Dramatic videos help us live experiences vicariously through the characters we see on screen. Think about TV advertisements you remember. Most often they tell a story. In so doing, they often defeat our logic and reasoning.

The messages in a dramatic training video will lie in an intervention or insight. Generally, a story will have four stages.

- 
1. We see a character with a problem.
  2. There's a turning point, often revolving around a conflict.
  3. The character with the problem finds themselves with an opportunity to discover the answer to their problem.
  4. The character returns to the conflict and viewers see them use their new skills to good effect.

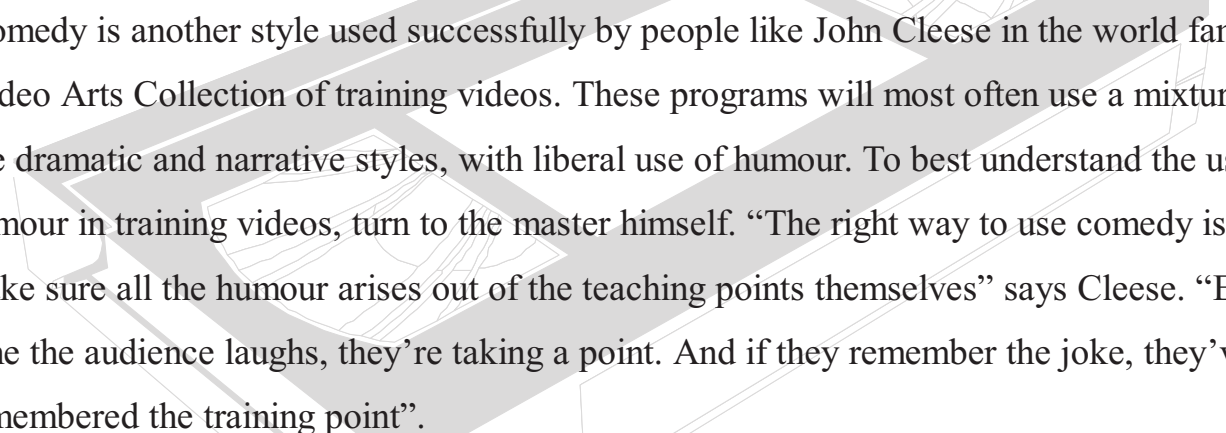
This is of course a very simplistic overview. The more talented the scriptwriters, the more they will use secondary stories to reinforce the main message. But training video writers will tend to keep the program simple. After all, this isn't a murder mystery. You want your viewers to get the point! And preferably quickly.



When using a dramatic video, be sure it's real. Your people have got to believe that this really could happen to them or others in their work groups. If the story you choose deals effectively with this barrier, then you're looking at a successful video.

By the way, dramas can be used at all levels in the organization. There's no audience group that will automatically turn off to a drama, but make sure it's a good one if you plan to share it with the Board of Directors!

## Comedy



Comedy is another style used successfully by people like John Cleese in the world famous Video Arts Collection of training videos. These programs will most often use a mixture of the dramatic and narrative styles, with liberal use of humour. To best understand the use of humour in training videos, turn to the master himself. "The right way to use comedy is to make sure all the humour arises out of the teaching points themselves" says Cleese. "Every time the audience laughs, they're taking a point. And if they remember the joke, they've remembered the training point".

Comedies will again be useful with most audience levels, particularly middle management down. Just show caution at Senior Management and Board level as some of these groups may feel talked down to by a comedy.

## The Video Expert

Where do we start? The very first commercially made training videos that we know of were the Borden and Busse sales training films made by the Dartnell Corporation of Chicago. These videos were lectures by two of the leading sales consultants of their day. This style has continued with behavioral scientists of the 60's like Peter Drucker and Saul Gellerman, Ken Blanchard of "The One Minute Manager" fame in the early 80's and of course over the years since he co-authored "In Search of Excellence", Tom Peters.



It's a tried and true method of bringing to a mass audience the current management "guru". But it's a compromise. It doesn't often use video for its best strength, the ability to "show". Rather, it uses the video to "tell". The exception to this is where the expert takes you into case studies, as is so often done by Tom Peters in his award winning collection of training videos.

The Video expert style has a valuable contribution to make; very few medium and smaller size companies can afford the massive fees these experts command for an hour of their time. Most, if not all, can afford a few hundred dollars to hear their ideas and be captivated by their passion for the subject via the video medium.

Use a video expert most often to share with decision makers ideas for new strategies or commitments they need to look at making to move your organization forward. In this top-level environment, the real power of these programs can be unleashed.

### Documentaries

The power of a documentary as a training tool was realised in a big way when Nathan/Tyler of Boston releases their TV business documentary "In Search of Excellence" onto an unsuspecting training video market. For a few months, the video seemed to lack a place, but then it took off. Thousands of copies were sold, mostly to non-training folk who saw the video as a way to create visions, develop cultures and generally motivate their people with shining examples of great business from Disney World to 3M. Leading this market today is the BBC who, with access to large numbers of television programs from their "Business Matters" series, can develop training documentaries of inestimable value to trainers.

A number of training video companies have combined the documentary style with the Video Expert style to create programs like "The Business of Paradigms" featuring Consultant Joel Barker and produced by Charthouse International Learning Corporation of Minneapolis. This, and others like it, seek to awaken within people ideas they can use within their

enterprises to grow and develop. They tend to be of a strategic nature and rely on other people's answers to the questions confronted. Each organization must develop its own answers to an opportunity it faces, but these videos get you started with a peek inside others success stories.

You'll find documentaries work best with supervisors, managers and company Directors. They're usually discussion starters rather than being focused on skill delivery. Some rare ones (like "In Search Of Excellence") will appeal across the board, but most are for the team leaders in your organization.

### Inspirational Programs

These have been around a long time. The most famous are the Vince Lombardi tapes produced by a number of American companies in the 60's and 70's Today, you can hear how General Norman Schwarzkopf won the Gulf War through leadership or how people who have suffered crippling diseases or accidents came back to succeed in life like Morris Goodman in AMI's "The Miracle Man". Common to all these videos is one person succeeding against tremendous odds to overcome life's obstacles.

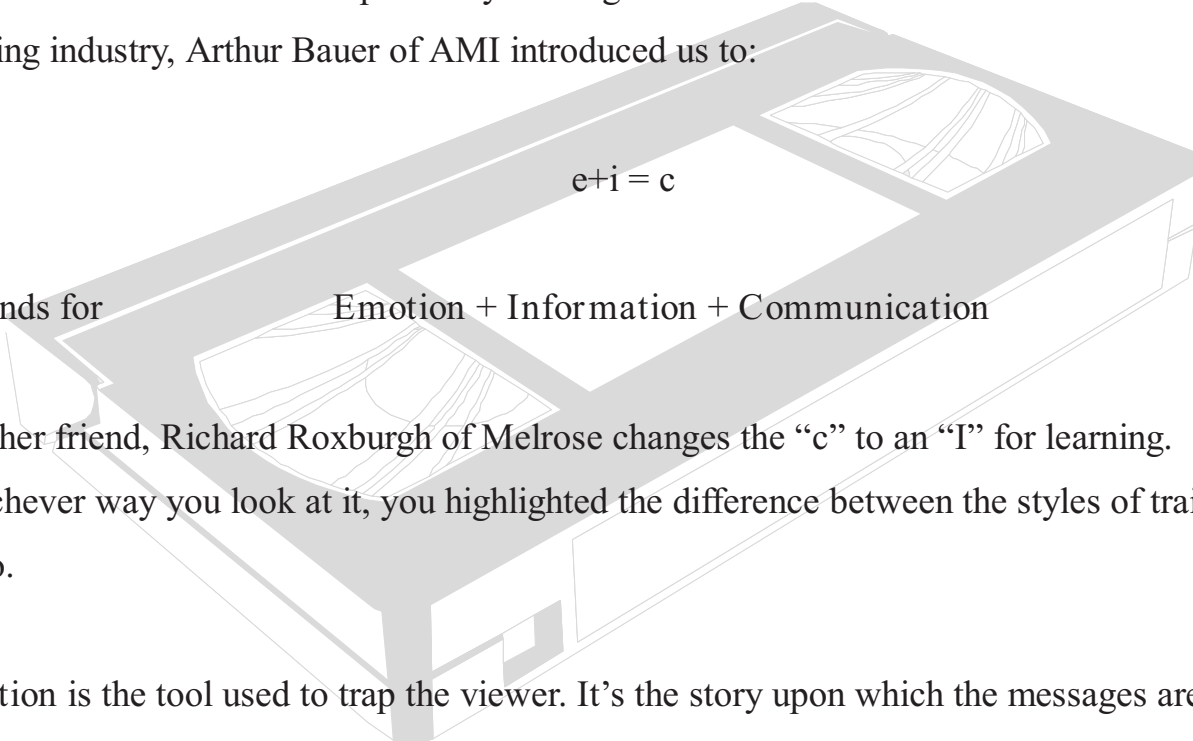
Some users call these motivational videos, but we prefer the term inspirational because that's what they offer; and inspiration to seek ways to achieve a personal goal. The motivation to achieve is different, and is intrinsic to the individual.

These videos have their place in the training mix, but don't expect miracles. Generally, they'll stir your audience up, but little else should be anticipated. Motivation results from skill meeting opportunity. Training addresses the skill element. Opportunity comes from perseverance. You'll find these videos work well with sales groups and lower level audiences in your management structure.

## Substance vs. Style... or $e+i=c$ (or I)

Whatever style you choose to use, there is no substitute for substance. You can have the most entertaining, brilliantly produced program in the world, but if after 30 minutes, your viewers have been riveted, but when asked what they learned, remember little, the video fails.

Here, you come to the most glaring difference between most British videos and most American videos. It's best explored by looking at a "sum" one of our best friends in the training industry, Arthur Bauer of AMI introduced us to:


$$e+i = c$$

It stands for Emotion + Information + Communication

Another friend, Richard Roxburgh of Melrose changes the "c" to an "I" for learning. Whichever way you look at it, you highlighted the difference between the styles of training video.

Emotion is the tool used to trap the viewer. It's the story upon which the messages are hung. In a drama, that will come from story acted out. In the expert video or documentary, it's the case studies and presentation style of the expert.

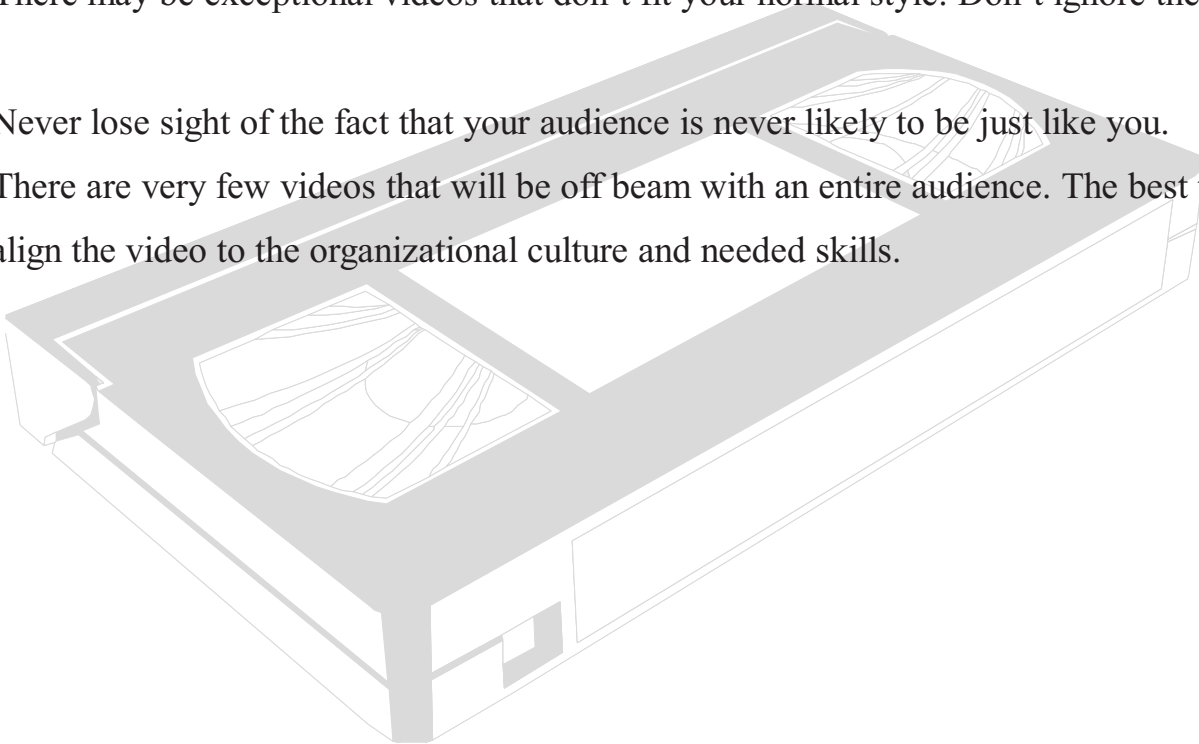
Information is the training message.

To generalize, the British tend to produce videos with high emotion, often to make a very few simple training points. The Americans on the other hand will tend toward very high information content. If it's not making points in the first two minutes, it's not doing the job would be the belief of most American training video makers.

We're not here to judge these styles. We don't go to either extreme when we make a training video, preferring instead to have an almost 50/50 split.

The point here is that you will probably tend towards a certain style according to your own beliefs and experience of what makes an effective training video. It's as well to know these preferences, because if you tell your video supplier, they'll be quicker to find the right program for you. But never close your mind. Let your training video consultant guide you. There may be exceptional videos that don't fit your normal style. Don't ignore them.

Never lose sight of the fact that your audience is never likely to be just like you. There are very few videos that will be off beam with an entire audience. The best thing is to align the video to the organizational culture and needed skills.



## **Planning Your Session**

Plan, plan, plan! That's a large part of good training. You need to know your objective, know the audience and know the way in which you will follow through.

You'll generally spend three times as much time planning as you will in presenting, although videos will shorten this timeframe. With video based training, you can customize existing ideas. This saves time, and as we showed earlier, money.

One part of the planning for a training meeting is determining the audience. Don't waste people time. Participants on your sessions must be able to benefit. Most people in today's climate have little spare time. To be hauled away from their jobs for training that has little relevance for them will simply bring a negative influence to your program. So pick only those needing your learning objectives to be there.

Most videos are easily dealt with in 30 to 90 minutes. If time is more limited, focus your thoughts on delivering just one or two critical points. The beauty of video is that you can always come back another day to extend understanding.

In planning your use of the video, treat it as a springboard into your purpose. It is rare the video will do the whole job for you. Your planning has to allow you time to open up the minds of your group and relate the key points back to your particular and unique situation.

Remember to cater for the modern attention span. Television has unfortunately conditioned us to 10 to 15 minute blocks. Advertising breaks created this. So when you're planning your session, look to cater for this need. Don't fall into the trap of thinking you've got a captive audience.

Whilst your group may never physically leave, videos can create the atmosphere in which they leave mentally.

You have to set up their viewing to give them reasons to pay attention and retain the messages being delivered. Direct them to critical elements of the video in advance of your showing and tell them why these are important to them and the organization. It's almost the creation of an "anxiety" level. Link the learning to something that's going to happen – improved performance, their personal safety, success – whatever it takes to heighten their interest in the video.

Another way is to look for any opportunity the video presents to stop the program early and discuss briefly a specific point. This will keep your viewers on their toes and prepared for another stop. As a result, they'll be taking it all in much more actively. No passive viewing here!

And another suggestion we picked up is to suggest that your viewers don't take notes. That's right, we said don't take notes. The reason is simple. It's likely to mean they'll miss something, particularly on a first showing when everything is coming as a surprise. If there's a place for note taking, it's in the second viewing. It's also in the post-video discussion where you, as facilitator, can direct them to the conclusions you've been expecting the group to draw from the training experience. If you feel your group will really want to take notes, suggest that they simply jot down single key words that will enable them to ask questions or discuss at the end of the video.

A great way to start your session is with an "ice breaker". This is typically a short exercise that gets your group interacting with each other. It might relate to the topic, or it might just be fun. Either way, it loosens up the natural pre-session nerves (for trainee and trainer!). a great place to find an icebreaker is in the McGraw Hill "Games" book series. There are three books in the original series, and an Australian look alike as well. All offer short exercises that cost you just cents each, given that each book offers 60 to 100 different choices!

In planning your session, anticipate questions that you're likely to get. Think carefully about each angle people might take and try to prepare your thoughts well. And when that curly one comes from left field, and old trainers tip is turn it around. Just say, "that's a very important question" and then turn the question into a group discussion. This takes the heat off and presents a change of pace for the group.

Reinforce your learning points with repetition. Never be concerned to go back and play key parts of the video again to highlight for your viewers those critical few points that if used, could mean the difference between the success and failure of your program. In the last couple of years, some training video companies have begun to supply useful reinforcement segments with their videos. PlayBack of England probably began it with their special "playbacks" at the end of some videos. It's now spread, with the most consistent and successful style being produced by Longman Training, again of the UK, with their double Pack format consisting of a main dramatic video and a second, generally 5-minute summary of the key training points.

After the video, you have to discuss its messages. Statistics prove that a massive 78% more material is learned from the discussion than if a video was shown on its own. This all comes back to my initial observation that the best kind of training comes from discovery.

A study by the Australian Commonwealth Government that tested six different methods of visual presentation. It found conclusively that the best results were achieved from a video introduction, showing and immediate discussion and then a repeat showing the next day. We'd suggest a variation on this. The study was undertaken in the 60's. the frenetic work pace today prevents a "tomorrow showing" in many circumstances. The variation we've seen being put to great effect is that of repeating the video a month or two later. This can be done in conjunction with a short reinforcement session. Trainees share their experiences and viewpoints and group problem solve individual difficulties that have arisen. This all helps the reinforcement process and ensures that your targeted change "sticks".



## **Using only Part of a Training Video**

Obviously the simplest way to use a training video is in its entirety. However time constraints or even the training objectives may dictate showing only part or small excerpts from training videos. To use excerpts effectively (often a 2 or 3 minute segment will set the scene for a particular session) requires the trainer to preview the whole video, carefully timing and indexing the parts of the video you will require. Select the parts you will use carefully ensuring they still have a coherent beginning, middle and end. Should this not be possible, you will need to briefly explain the story to the point of the segment you are going to play. You may also have to tell your group how it concluded, to ensure they're not deprived of the totality of the experience. Be careful when using a segment of a video that you use the remote control to quickly end at the point you want to stop. It's important to avoid the confusion that could arise if your audience views parts of a subsequent scene. Your chosen sequences can be quite short and still make a point. For instance in the video "Why Quality?" (AMA Video) there is a short segment at the start where a buyer is kept waiting by a late sales representative. In this 3-minute scene the point of the customers perception of total quality is succinctly made. It is an ideal springboard for any session on service or TQM.

## **Before Your Session**

You can plan the best training in the world, but there are some things you need to do before the day. Try these for better results.

First, sell the training. Find ways to get your participants hyped up before the day so they come along enthusiastic. Make a big thing about the announcement. Tell them the benefits they're likely to enjoy. Make them feel important. It all helps.

If you plan any special roles for any of your participants, tell them in advance what you'll be looking to them to do. They'll feel a bit special, but more importantly, they'll come prepared as well. And get some sort of pre-session reading or exercises out to people before time. This will involve them in thinking about the subject at hand before the day. That way they'll be better able to contribute.



## **A Quick Word About Location**

Choose a location where you won't be interrupted. We recommend getting right away from work. A hotel room takes away the pressures of work and allows you to focus. It's also cheaper than interrupted and therefore possibly ineffective training that you attempt to hold in the office or factory. But do choose a room that's conducive to video viewing! Don't have sunlight on your screen - that's the worst thing you can do to your video.

If you have to do the session at work, try to ensure that a message board is available where people can leave their messages rather than interrupting your training. And be sure the phone doesn't ring!

## **And On the Day**

Be there early. You want to be able to greet people and mix casually with your group. In this way you become one of them, joining them in their exploration of the topic rather than being the aloof trainer. Don't talk too much and be prepared to react and flex to the trainees' needs as they express them, as you get under way.

## **Introducing Your Video**

There are various things to do when you begin your training video.

You may like to direct people to the messages you want them to get. Without pre-empting the skill points, in a video on listening you might like to get your audience to look for the skills Harry uses to better understand Sally in such and such a scene. This will keep your audience tuned in for the answer. You should always pre-empt any likely negative reactions. You may have chosen a foreign video that you have some doubts about-a strong accent or some idioms that people may not understand. Warn them. Tell them frankly about the problem but highlight the benefits of this particular message and tell them it's the best representation of this problem you've seen. They'll warm up quickly. It's also important to pre-empt any technical failings. Explain them and ask for the audience's forgiveness.

As long as they're prepared, they'll probably ignore the problem. If they're not, they're likely to be distracted and miss that vital message. And easily illustrated example of times you may need to do this involves the Expert style video. Some of the experts are less than charismatic on video. Peter Drucker, a management thinker of vast dimensions has appeared in many videos. His voice is not easy to listen to, but by warning your audience, setting up the flawless background of Mr. Drucker, and stressing the value of what he has to say, you can save most audience situations. On the other hand, in my opinion the most charismatic management speaker is Tom Peters, but some don't like his passionate presentations. You might also set him up and prepare those in the audience likely to react negatively to the value of what Mr. Peters will share with them because of how he says it. And when you've started the video, stay with your group. They won't believe you're that interested if you walk away!

### **Gaining Participation**

Many new trainers fear this the most. "What do I do to get the group going?" they ask. "How can I be sure people will participate. Well if you've selected your video well, and planned and rehearsed your presentation, it will be easier than you think. Remember to start with a set up that makes it clear you will want to get an exchange of opinions after the video has been shown. Some of the ways you can get post-video discussion going include the following.

Listening or Point of View Teams - here you break your group into small teams to analyse how they would react to certain situations. For instance, if you were using a video on listening, you might break your audience in two. Each group would analyse from opposing points of view, how a scene between a team leader and member impacted on them. Then you can have the groups report on what might have been done differently, or how they felt they were able to relate or identify with that leader or member.

Brainstorming - here you lead your group on an unencumbered journey of ideas. You get your people to offer ideas on a given situation. You allow no criticism. You simply record as many ideas as possible on your wallboards and after 10 minutes stop and review these. Gently, you move the group toward a level of consensus on how it might be best to handle the situation being analysed.

Question Groups – breaking your team into groups of three to five, you ask them to review 1 or more questions about what they have just seen and reach conclusions that can be presented to the whole group. This works well with the groups analyzing the same questions or being assigned a different question each.

Video Breaks - We have talked about elsewhere, but it's as well to remember again that you don't have to play a 30-minute video end to end. Indeed, you'll often find it easy to use pre-planned breaks in a video to stop and analyse a given situation. Many training video makers provide you with obvious stopping points, and may even allude to these in the accompanying written materials.

Be sure to involve everyone in your session and with each other. These techniques will help you do that, but direct questions are always another way to get the slow contributor into a discussion. You can also boost people's self-esteem by asking them what they think and feel about the messages in the video.

Another popular participation method is role-play. Here you get teams of three most commonly to act out roles from the video. Each person is variously an observer, a problem creator and a problem solver. It's fun, and easy once you get over the initial hurdle of "this is stupid". Help people understand that role-play simulates the real life situation and allows you to reinforce the key skills they should have gathered from their training.

## Dealing With Problems

Here are some of the most common problems you're likely to encounter and a few ideas for coping with them.

A slow start – It's pretty common for groups to be slow to warm up. It's really quite simple to get them going. Prepare some discussion starting questions in advance. Be sure they're open ended (requiring more than a yes or no answer) and focus them on things like "Why was that important", "What's missing from what we've just seen?", "how do you feel about their reaction?", "Which of the methods illustrated would be best here", "Who amongst the video characters was most balanced" and so on!

A strong reaction- you have to deal with any strong reactions and then move along. Try something like "that's a good point, but let's start by focusing on..." or "I can see why you feel like you do, but can we come back to that after we've explored a couple of other points bearing on that."

Discussion drags – Focus your group back on something that they've discussed already and try to reenter your new point from a different angle, or again try some discussion starting questions for the new point.

Silence – Analyse why things went quiet. Was it a lack of knowledge about the point, are they confused, are they shy, or have things moved too fast and left them behind. Once you've worked that out, and again some questions will help, you'll have an answer for dealing with the silence.

Irrelevancies – People will often bring in irrelevant points. As long as they don't go on and on, don't worry. But if they ramble, just bring them back by politely interrupting with a question that brings them back to the point at hand.

Dissent – is OK, as long as it doesn't lead to a punch up. Take what the group can agree on and try to generate a consensus.

Like-mindedness – is OK if it's borne of strongly felt opinion that lines up with your training objective. However, if it's just to get out of the room quickly, you have to create some dissent.

Questions will help in getting some different opinions, or as a further method, you could try painting a situation that wouldn't fit the group consensus, and get them to deal with that. Think about the video and try and draw out of it a scene that might help.

Late Arrivals – Without intending to, these people disrupt your group. Give the person and group time to resettle (15 seconds would usually be enough) then quickly refocus attention on the main point. Don't try to bring the late arrival up to speed. That's the price they pay for arriving late, and that's a smaller price than that you would pay in trying to go back for the back for the benefit of just one.

## **Ending With Good Intentions**

Training should be geared toward ending with an action plan everyone has agreed to. As you move through your training plan, have a separate whiteboard or other obvious place where major agreed points can be recorded. Then, in the last 10 minutes or so, get everyone to write down the agreed action points and draw up their own plans for implementing the new ideas they've learned.

A great idea we've seen used to good effect is the idea of a short follow-up session. Plan for the same group to gather in 4 to 8 weeks time to discuss their achievements and to help each other practice the skills they learned. In this way, the high achievers can counsel and encourage those having some difficulty. A word of caution though. Be sure to ensure your high achievers don't overwhelm their colleagues who are working it through at a slower pace.

In certain situations this follow-up could be used to create informal links in the organization. It can get people following up with each other well after your training in a sort of mutual support network.

In closing your session, you should report back to the group the achievements you think they've made. Such positive feedback will aid in motivating them to act on their plans. And some time after your session, you should measure the results gained and feedback to everyone. This will keep them on track with the new plans you put in place during your training.



## Evaluating Your Training

Evaluation is a critical part of results focused training. It's through this feedback process you will improve your training skills, and the results get better.

The first point of evaluation should be in the session itself. At about 50 to 70% through your session plan, ask people how you're doing, and what do we still need to achieve from their point of view. Note this down and try to do it in that session. Most importantly, make a real effort to alter your session plan to accommodate what you've just learned next time!

Evaluation forms completed by the participants will also help. There are arguments over whether you get these from people before they leave, or some days later. We're inclined to think that on an in-house training program you should give them out at the session but collect them some days later, giving the trainees a chance for reflective analysis of what happened. But you can go either way. The only must is that you have to grant them the right of anonymity if they want it. Design your form for easy answers, but do include some open questions for gaining more in depth feedback. Encourage your audience to feedback. Tell them it's your desire to keep getting better at this job you've got!

After the session ask yourself the following questions:

To what extent was the purpose achieved?

Did the introduction create a good atmosphere?

Did it lead into the video and help it act as a discussion springboard?

What was the first question?

Did it create discussion?

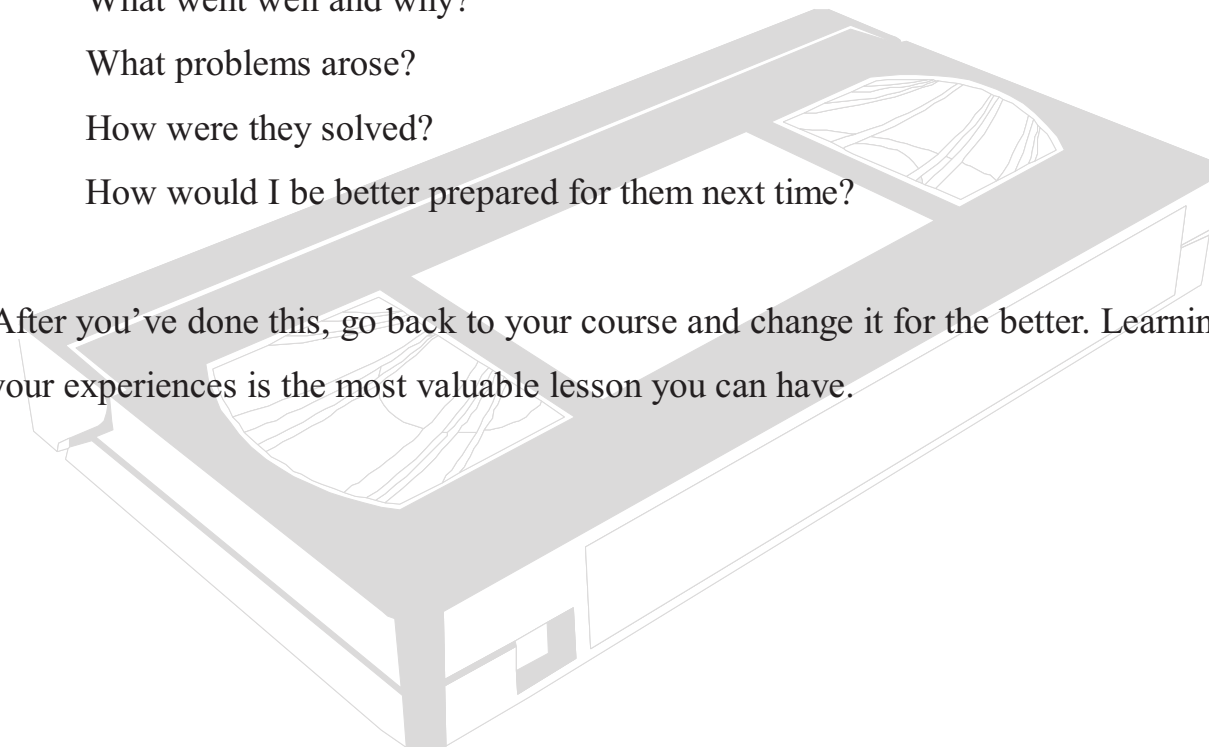
What went well and why?

What problems arose?

How were they solved?

How would I be better prepared for them next time?

After you've done this, go back to your course and change it for the better. Learning from your experiences is the most valuable lesson you can have.





## Where to Next

Obviously you want to be a good trainer or you wouldn't have read this far. You'll realize you need much more skills than the few we've covered in relation to using training videos. So what can you do?

The first thing is read. There are many books on training methods and techniques. Check your local Institute of Management or Management Association. Most have a bookshop or library. Start there. Failing that, we've found public libraries have a selection of books that cover the subject.

The second thing is to join your industry group. Associations of Training and Development exist in most countries. Finding them isn't always easy, but again try your local management association. Alternatively, call a few of the larger organizations in your area. Talk with the Training Manager and ask them if they know where you can contact a Training Association. For your convenience, we've listed contact addresses for Training Organizations in the USA, the UK, Australia and New Zealand in the back of this booklet. Wherever you are, if you have the budget, join the American Society. You'll receive a great monthly magazine and find out about events only possible in that country.

Subscribe to one of the training magazines available. Three excellent magazines you might consider are listed in the back of this booklet along with subscription addresses.

Lastly, consider train the trainer programs. These can vary from one-day introductions to training to intensive degree or diploma courses in training. We can't recommend any for you, but if you contact local Universities, Colleges or Technical Institutes as well as short course providers, you'll find many options are available to you. If you're really serious about your training ambitions, you'll need these learning experiences to discover all the training methodologies and skills you need to be a great trainer.



## Video Equipment

Players and recorders: All modern VHS units have minute timers. These are preferable to the older models with unreliable and incompatible counters. Why? Because if you want to be able to use a video to maximum effect, it's much more precise to know the minute-second reference of where you want to be. Other features you will benefit from are also standard on most of today's machines. A memory circuit can be useful for locating that scene you want to replay. A rock solid pause can also be good, particularly if you're looking at technical subjects. Machines with "4 Heads" offer the best pause facilities. A remote control is a must and of course you must buy VHS. Somewhere in the world, there's probably the modern day equivalent of America's medicine man who will try and extol to you the virtues of the worlds last Beta machine. Forget it. VHS is the video cassette standard for the foreseeable future, but keep your eye on developments with Compact Discs (CD's)

Remember the other uses you'll find for your video equipment as well. You'll find it a powerful selling tool. If you're a small business seeking to maximize their video investment, it'll pay to consider the all in one units now available. A VHS player and TV monitor all in one is very professional. Warning though...for training, these screens can be too small for groups of more than 5 to 6 people. Best answer- buy a larger, second hand TV for your training room. They're a dime a dozen, and you'll be able to plug your portable unit into it for a much better size picture. There is nothing worse for a larger group than being unable to view the action because of a small screen. Volume may also be a problem for small TV's in large rooms with larger groups.

And a quick tip about your VHS player. The most common problem with it will be that it isn't tracking properly. The result is a line of static across your picture. The newest video players have automatic tracking, so you shouldn't have that problem. But if your machine has a tracking knob, and your picture is looking a bit messy, try it. Many times, it's the answer to your problem.

Never forget regular maintenance. Every time you play a tape, small particles come off it and lodge themselves on the heads of your video machine. Get these cleaned at least every year, and if you are a frequent tape user, more often. It'll pay in longer tape life and better pictures.

Receivers and Monitors: The difference between a receiver and monitor is simple. A receiver can pick up TV signals off the air whilst a monitor is only for video playback. A monitor will deliver superior picture quality, but costs more. With today's technology a regular TV from your local rental or appliance shop is the best bet. Just be sure that it has Video and Audio in sockets. This allows you to use cables to connect your video to your TV, gives you a better picture, and saves you the hassle of tuning your TV in. it will have a "Video" channel which will pick your video up without the need for tuning.

A small tip-you know how so often you get picture fuzz and static noise when you turn your video off? Well, get a couple of plugs (without cables – your local electronic store will help) that fit the Video and Audio in sockets on your video player and pop them in. this fools your video into thinking it's getting a signal, and in 9 out of 10 cases will eliminate the hiss and picture fuzz when you press the stop button on your video. And when it comes to maximizing your investment, think about rental. No maintenance hassles and flexibility to trade up to the latest technology. It can make a lot of sense!

Formats and Standard: The format of your tape is the type of machine you play it in. the standard is the way in which it plays it. The most common format is VHS, and for the time being, it's the format to buy. Other formats include Super VHS and Video 8. Some obsolete formats you might come across include Beta and U-Matic. In the production industry, they use Betacam, Hi-Band, and 1" C-Format, but you're unlikely to need to know about these. You can also source videodiscs, particularly if you're looking at interactive video. The disc format of the future is compact disc. Coming soon, as the most user-friendly interactive format is CDI, which stands for Compact Disc Interactive. It's much cheaper than the interactive formats of the past, and we pick it as the next big training technology.

Standards that you'll come across include PAL, NTSC, and SECAM. The standard of your tape is dictated by the speed at which the tape plays and the number of "lines" of information recorded on the tape. To generalize, tapes from Europe and most British Commonwealth countries will be PAL. American and Japanese tapes will be NTSC. You won't find many SECAM tapes. You can convert tapes from one standard to another, but it's expensive and if your tape is subject to copyright, it's illegal as well. It pays therefore to buy a VHS player that is multi-standard. These cost generally only \$100 to \$200 more than a regular playback unit, and if you ever get just one tape from overseas, you'll be thankful you made that choice. If you ever want to know what tape standard applies in any overseas country, just fax me. We'll be glad to assist. Remember that VHS is the format most accepted globally. Standards vary, but buy a multi-standard machine, and you won't have a problem.

Storing Tapes - avoid heat sources (including sunlight or the inside of your car), or locations near speakers, motors or magnets. All damage tapes. This includes storing tapes on your TV. Keep them in a dust proof container and upright.

Above all, make sure the erasure tab is removed. This is the little piece of plastic located on the left hand side of the spine (the non-opening long edge of your tape) that can be removed with your fingernails. If there's just a hole there, you're OK, the tab is gone. This will ensure your tape can't be accidentally erased or recorded over.

## **Two Words About Copyright**

Don't copy!

It's really that simple. If you hire or buy an off the shelf training video, unless you have a specific contract saying you can, don't copy.

Remember, if you copy a training video, it is actually theft. It's no different to shoplifting, burglary, or any other crime against property. The prices of training videos reflect the value to one organization for the number of copies purchased (and most suppliers offer multiple copy discounts).

Training video producers invest vast sums of money to produce and bring to market their programs. If you steal them, you're limiting producer's ability to reinvest in new training video programs for your future use.

More often today, you'll also find your training video supplier is warranting the video you buy, eliminating one of the prime concerns of customers who thought if their video died, they'd have to buy another.

And beware that even the video you make yourself may be subject to limitations. If you commission a video, be sure to make the producers responsible for delivering to you all the rights you need including at the very least, public and private exhibition. The right you most often won't get without hefty fees is the right to broadcast, but it's rare you will need this. Beware, the thought that because you "buy" something, when it's software like video, that you have the right to do anything you like with it. Most often, you don't. A few minutes checking saves legal embarrassment later

## **BOOKLET EVALUATION FORM**

We'd like to learn your reactions to this booklet. If you would like to take a moment to give us your feedback, this will be incorporated in future revisions wherever possible.

What did you learn from this booklet?

What would you have liked to know more about?

What was missing from your point of view?

What else would you like us to note when we come to reprint this booklet?

Please e-mail your comments to [info@imff.in](mailto:info@imff.in)

TRAINING VIDEO EVALUATION FORM

Video Title \_\_\_\_\_

Evaluators Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Source \_\_\_\_\_ Phone \_\_\_\_\_

Price Details \_\_\_\_\_

|  |  |
|--|--|
| What session is this video required for? |  |
| What is my objective?                    |  |
| How do I intend to use this video?       |  |

EVALUATION COMMENTS

General Impression:

Training Points:

What points will my group relate directly to?

What new ideas will they gain?

What negatives or irrelevant material did the video contain?

### Checklist

- ☐ Will the message be clear to the group?
- ☐ Will it provoke discussion?
- ☐ Is the terminology used understandable and suitable?
- ☐ Does this video stimulate our work environment?
- ☐ Is this video relevant to my group's needs?
- ☐ Does the video offer positive role models for my team?
- ☐ Is the action in the video realistic?
- ☐ Does the video grab attention?
- ☐ Will the video have a positive impact on its viewers?
- ☐ Does the video communicate effectively?
- ☐ Does the video oversimplify the issues?
- ☐ Does the video offer an effective summary of its ideas?

Comments on the leaders and other Support Materials:

Rate overall usefulness (1 is useless, 10 means you buy it today)

1   2   3   4   5   6   7   8   9   10