

Delivery Strategies Video Lesson Script

Introduction (Slide 1)

I would imagine that you have a strategy for just about everything you do in your life. You probably have a strategy for grocery shopping, exercising, getting to work, cleaning your house, and taking a vacation. The same should hold true when you develop a lesson plan. The right delivery strategy can make all difference in determining whether you get your students to the intended objectives or not. It can also aid in making the training interactive and fun for everyone involved. Choose the wrong strategy and the lesson will more than likely lack the focus and interactivity needed to get your students to the intended objectives. Moreover, the lesson may turn out to be very dry and boring! Eventually, the lesson will have to be redesigned. Hi, I'm Kerry Kinslow – I'm an Instructional Systems Specialist at the NTC in Phoenix, Arizona. I have over 25 years of experience in the field of training as a designer, instructor, facilitator, and coach. Now that you know who I am, let's look at our objective for this lesson.

Main Objective (Slide 2)

At the end of this lesson each participant should be able to - Given a performance-based objective, develop a delivery strategy that would get the intended target audience to that objective and meets the minimum criteria specified in the NTC Lesson Plan Evaluation Checklist. Now that you know what our objective is, let's take a look at what we will be covering in this lesson.

Route (Slide 3)

First I will define learning and learning strategy. Next, I will then explain why it is important to select and develop the appropriate delivery strategy prior to training others. I'll also give examples of different types of delivery strategies and discuss their associated pros and cons. Finally, I will go over factors to consider when selecting the appropriate delivery strategy. Now that you know what we will be covering, let's begin by defining learning.

Learning definition (Slide 4)

I learned many years ago in the United States Air Force that learning is anything that changes the way you think, feel, or behave. When you really think about it – this makes perfectly good sense. For example, let's focus for a moment on a small child that is playing around a stove while you're cooking. The child is unaware of what the stove is – let alone what it is capable of. In a flash the child touches one of the burners on top of the stove and is burned! Did the child learn anything? Let's find out together by using our definition as a guide.

What do you think the child thought about the stove before the incident? More than likely – the child thought the stove would not hurt him; now the child thinks differently. The child now knows the stove will hurt him. Based on our definition, can we now say the child has learned because he/she thinks differently? And what about how the child feels. One would have to

assume the child felt very comfortable around the stove prior to the incident - unafraid. But what about now? The child is more than likely afraid of the stove now. And what about behavior? The most likely outcome is the child will not touch the top of the stove again. So, what does this have definition and example to do with you – the new training instructor? Specifically, it teaches you that if you want your students to learn you have to change the way they think, feel, and behave. You can accomplish that by using various delivery strategies that get them to experience things first hand - just like the child in our example. However, be cognoscente that changing the way your students feel about something related to their job duties can be a difficult endeavor! However, if you succeed – the more likely you will be as an instructor in changing their behavior. Now that we know what learning is let's talk about strategy.

Learning Definition (Slide 5)

According to the Oxford Dictionary it's a plan of action designed to achieve a long-term or overall aim. So, what is the connection between learning and strategy?

Delivery Strategy Definition (Slide 6)

If you want to maximize learning, or better yet – achievement of training objectives in the training environment then you have to have a strategy in place to change the way participants think, feel, and behave. Specifically, a delivery strategy will help you make then training interactive and fun for your students. Anytime you're developing a lesson plan, you should have a delivery strategy for achieving your lesson objectives. Think about how you can keep them physically, mentally, and emotionally involved throughout the entire lesson. Adults are generally motivated if they can see a need for the lesson as it relates to their job – this is the “hook” in the introduction but should be threaded throughout the entire lesson as you train them to do a specific job task and its associated sub-tasks.

Importance of a Delivery Strategy (Slide 7)

According to ASTD Learning System, Module 2, Delivering Training, ASTD Press, 2006, “When delivering training, keep in mind that various instructional strategies can serve the purpose to motivate learners, help them prepare for learning, enable them to apply and practice learning, assist them in retaining and transferring what they have learned, and allow them to integrate their own preferences with other skills and knowledge.” Now that you know why delivery strategies are important – let's review some basic guidelines for implementing them into your lessons.

General Guidelines (Slide 8)

Delivery strategies should be used throughout a lesson; they should be used in your introduction, each main point within the body of the lesson, and the conclusion. Normally, lessons usually contain a large amount of content matter. Therefore, in order for the participants to digest all of it, it's recommended to use a method called “chunking”. Chunking is where you arrange the content into smaller chunks of information to help people learn, remember, and perform job tasks. Remember, the less experienced the participant is (relative to

the topic and/or job task), the smaller the chunk should be. Have a delivery strategy for every chunk! Remember, your main goal as an instructor is two-fold: 1) get your students to the intended objectives and 2) make sure they “do” the stated task in each objective. Therefore, plan to have them doing something during every chunk. Sometimes this may be something quick like a brainstorming exercise - if time is a factor - while other times a complex exercise may be needed to ensure students practice the intended job task.

Make sure the delivery strategy fits or applies to the chunk. For example, if you demonstrated for your students how to “take a water sample” – it wouldn’t make much sense for you to have them do a matching exercise after you’re done. The better strategy would be to have them practice “taking a water sample”! Whatever strategy you choose to use - remember to constantly assess your students to make sure they are “getting it”. Sometimes this may be something as simple as asking them a question or series of questions. Or, it may be you taking the time to watch each and every student practice the job task you’re responsible for training them on. Either way – be sure to check on them to see if they are progressing towards the stated objectives. Now that we have reviewed some general guidelines for using delivery strategies effectively, let’s take a look at the different types of delivery strategies you can use throughout your lessons.

Types of Delivery Strategies (Slide 9)

According to the American Society for Training and Development, Learning System Module 2, Delivering Training, ASTD Press, 2006, “When a trainer uses active training techniques, learners take part in the lesson and are able to construct personal meaning from the presentation. When used correctly, active classroom training techniques increase longevity and relevance of the training delivery.” Some examples of the more common types of delivery strategies are: discussion, brainstorming, games, role-play, demonstration-performance, and case studies. Let’s take a closer look at each.

Discussion (Slide 10)

According to ASTD’s How to Create a Good Learning Environment, Issue 8506, describes the discussion method of delivery as - “This is a participative method that relies on interaction and involvement of learners for its success. In discussions, the group explores a specific topic or issue by analyzing, evaluating, or reviewing subject matter. Learners enjoy the flexibility, informality, and opportunity to contribute characterized by most discussion groups.”

Discussion (Slide 11)

You may want to have questions prepared well in advance just in case the discussion hits a lull or your facilitation skills are not quite to mastery level; you can even liven up the group by taking an unpopular or challenging position. You can guide the group through the discussion by asking spontaneous, reverse, and relay questions and clarifying comments or responses (we will talk more about these types of questions in the *Asking Effective Questions* lesson). Remember, your job is to encourage participants to contribute and to help them make connections to the content being covered. Asking thought provoking questions that begin with – *why, why not, and what would happen if* - will aid in tapping into their feelings on a particular topic. Remember, if

you change the way they feel you have a much better chance at changing their behavior on-the-job!

The pros for this delivery strategy include using the students as a learning resource. Remember, they have a wealth of knowledge – tap into it by asking them questions. If you do, you will also be getting them to think critically in the classroom versus just sitting there listening to you in a passive role. Remember, your students have stories, examples, and ideas that others in the classroom can benefit from. And don't forget - asking participants' questions is also a great way to check for understanding (think assessment).

Of course, there are cons to this method. Discussions can sometimes lead to rabbit trails. Therefore, keep your students on track by establishing ground rules before starting and using spontaneous questions to get them back on track. The discussion method can also be time consuming if not facilitated properly - as well as frustrating if dominated by just a few students.

Brainstorming (Slide 12)

According to Jean Barbazette, author of *The Art of Great Training Delivery*, "Most adults learn best when they are actively involved in their learning experiences." The brainstorming strategy is one such method that can get your students actively involved at a moment's notice. It is a participative method that relies on the interaction and involvement of the learners for its success. Let's say for example you're facilitating a lesson on Permitting, and you ask the following question of the class, "Why are permits important to the BLM?" You could easily then say to your students, "At your table take 2 minutes to quickly brainstorm all the different ways BLM can benefit from permits?" You see – it's quick, easy, and a great way to get them involved. Of course, you could ask each table to brief some or all of their answers to the class for everyone to engage in a discussion (as time permits). Let's now take a look at some of the pros and cons of this exercise.

Brainstorming (Slide 13)

The pros of this strategy are many. It can be used for any group size. It encourages input from everyone in a comfortable setting – meaning, not in front of the entire class. It provides an opportunity for the instructor to "catch-up" on the flow of the lesson while the students discuss. It can be used anytime – even spontaneously by the facilitating instructor. However, the cons can include lack of focus by some members of the group. It can be time consuming if the out-brief is allowed to be lengthy. Assessment can be difficult for the instructor unless he/she visits each table or group and listens. Finally, some students can dominate or influence the group.

Games (Slide 14)

According to Merriam-Webster online dictionary, a game is a physical or mental activity or contest that has rules and that people do for pleasure. Games are a great way to get your students involved in a fun way. However, be careful! Games should be used to support the overall objectives of your lesson. For example, if at least one of your objectives is for the

students to be able to cite and reference laws, regulations, and policies then you could play a “jeopardy style” game at the end of the lesson to reinforce the content covered. You could divide the class up into several groups then present to them a series of questions (some could be scenario-based) for competition. Each correct answer yields a point – the group with the most points wins (maybe you could have a fun award for the winner – like candy). How you would decide which team “chimed in” first would be up to you – but be creative to enhance the learning experience! By doing so – you will be greatly increasing retention levels in your students.

Games (Slide 15)

According to Carolyn Nilson, author of *Team Games for Trainers*, “Games can help create an atmosphere of playfulness, collegiality, and shared values. They can be used at the beginning of a training session or...to summarize a training experience...” In addition to being fun, games encourage participation and can aid in retention. Furthermore, games provide the instructor a tool for determining immediately if students are absorbing and comprehending the content. With games – the “sky is the limit.” An instructor is only hampered by his/her own creativity, available resources, and time available. All that aside – please remember that games can generate competitive emotions – so be sure to lay out clear ground rules and instructions before starting. Also, keep in mind games can be time consuming – so plan carefully, and make sure the game is linked to your objectives. Otherwise, you will have students contemplating how the exercise applies to what they are being asked to learn. As instructors we do not want to waste their time – they are there to be trained! Therefore – train them!

Role Play (Slide 16)

According to ASTD, Learning Systems Module 2, “Role-play is an activity in which participants act out roles, attitudes, or behaviors that aren’t their own to practice skills or apply what they have learned. Often observers give feedback.” Role play is an excellent way for students to practice soft or customer service skills in a safe environment. For example, say your objective is to train supervisors to *counsel subordinates*. After going through the process with them – wouldn’t it be a good idea to have them practice so they can do it properly when they return to the field? Letting them pass through your training course without this element would be setting them up for failure; therefore, provide them an opportunity to practice, observe them, and provide them with immediate feedback on how they did so they can make adjustments before returning to their office.

Role Play (Slide 17)

As stated already - role play is great for practicing soft skills. It’s as close as you can get to the “real thing.” Participants can feel safe in knowing that practicing the skill is the focus - with feedback offered as a mechanism for improvement. As far as the cons - it can be uncomfortable for some participants since this might not be their preferred learning style. However, it is necessary to make sure they can do it before using the skill in a real setting. Additionally, some students may not take role play seriously thus impacting their acting abilities. However, most of this can be mitigated if the instructor provides clear instructions, has well-written scripts, and takes an active role in the role-play exercise.

For example, let's say you want the students to practice *counseling a subordinate*. You could design the role play so there are three-person groups, with two people doing the role play (i.e., one the supervisor and one the subordinate) and the third acting as an observer who will provide feedback at the conclusion of the role play. The observer can be given specific instructions to "police" the role-play. Furthermore, you – the instructor – can walk around and observe the role plays as they are happening to make sure the exercise is being done properly. The whole exercise must be tied together with a well written script and exercise instructions. As much as possible, write the script without ambiguity and for two or three characters. The script should include background information like where players fit into the organization hierarchy structure (giving them an idea of reporting relationships). It should also provide information about the group dynamics; describe necessary details of the context in which the roles are going to be played out.

You will also need to create separate scripts for each role (e.g., one for the supervisor and one for the subordinate). You should describe the character and context of their role and relevant issue to be played out. You also might want to consider giving the students some latitude when they are acting and inform them that they do not need to use the exact words in the script to reduce their stress levels. Remember, it's about the process you're training them to use/follow. Now that you know the pros and cons of the role play exercise, let's move on to our next strategy – the demonstration.

Demonstration (Slide 18)

When it comes to delivery strategies, one of the most effective is the demonstration performance method. Why? Because this method focuses on the task the student will perform on-the-job. This method is the essence of what training is all about! Your role in this strategy is to show them how to do it – let them do it – let them know what they did correctly as well as incorrectly – let them practice again to make adjustments – and finally, check them one last time to make sure they can do it. According to David Merrill, a Professor in the Department of Instructional Technology at Utah State University and author of *First Principles of Instruction*, "...Learning is promoted when the instruction demonstrates what is to be learned rather than merely telling information about what is to be learned...Learning is promoted when the demonstration is consistent with the learning goal..." Now that you know what this strategy entails, let's look at some of the pros and cons associated with its use.

Demonstration (Slide 19)

The demonstration performance method is great for all types of learners because they get to see, feel, and discuss the skill. It allows students to see how the skill is done "first-hand" in a live setting. This method also allows them to practice the skill in a safe environment without fear of failure before they return to their home office. Furthermore, this method offers the students and instructors immediate feedback on performance. However, this method can be time-consuming, but when you consider the benefits, it may be worth the effort to use this method. Resources can also impact the use of this strategy - lack of equipment, time, and space can have an adverse impact on whether you use this method or not. If some of these resources

start to affect your decision – try as much as possible to still use this method, because nothing beats letting your students practice the “real thing”.

Case Studies (Slide 20)

Case studies are real or simulated job situations in written format. They can range from one paragraph to multiple pages. They usually include at least one job-related problem to be solved but can include multiple problems. They can also include any number of graphics needed to provide students with all the information and data needed to resolve the problem(s) present in the case study such as charts, maps, and pictures. Case studies are usually accompanied by a series of challenging questions for the students to answer. For example - What are the problems? What caused the problems? What should be done to correct the problems and why?). The case study exercise can be administered to either a single student or a group.

According to the Boston University Center for Excellence & Innovation in Teaching website, www.bu.edu, “Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique. Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple “What would you do in this situation?” question - to a detailed description of a situation with accompanying data to analyze.

Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives. Most case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. Requirements can range from a one-paragraph answer to a fully developed group action plan, proposal or decision.” Now that you know what the case-study method is, let’s review some of the pros and cons associated with its use.

Case Studies (Slide 21)

If designed and developed correctly, case studies are great for achieving higher levels of thinking within your students. They allow students to practice applying the knowledge learned in the classroom to real-world field examples. They can also provide the student with a basis for reflection when performing job-tasks out in the field. However, the biggest cons associated with case studies are – they can be time consuming to develop, and they can be time consuming to facilitate in the classroom if complex. But don’t let that be a deterrent! If you really want to get your students to use critical thinking skills to resolve real job related problems – then this is the strategy for you. Now that you have some basic information on several different types of delivery strategies, let’s look at some additional considerations when selecting a delivery strategy.

Delivery Strategy Factors (Slide 22)

According to ASTD Lesson Design and Development, Issue 8906, Instructional Systems Development, before choosing techniques and training materials, the designer must consider many factors. These include the following items: **Instructional Objectives** - Instructional techniques and activities must match the objectives. **Cost or Budget** - Designers must always keep in mind cost benefit when determining training media and activities. Does the effectiveness of the activity in helping learners meet learning objectives justify the expense? **Lesson Content** - Techniques and media must be consistent with the lesson content. **Learners' Knowledge and Expectations** - Learners will come from different ages and backgrounds as well as varying levels of experience and knowledge. Training activities must meet their needs while avoiding the extremes of being overly simple or too complicated. Trainers must consider the learners' level of comfort with different activities. **Trainer's Experience and Capability** – The trainer should be comfortable and experienced with the training technique. If he or she has not tried a particular technique before, sharing that information with the learners can help enlist their support. **Time Availability** - Expected duration of training activities must be realistic and fit within time constraints. **Facilities, Equipment, and Material** - Even such constraints as fixed row seating can greatly affect the choice of training and learning activities, and the availability of equipment obviously affects the choice of training media. Now that we have gone over some factors to consider when choosing a delivery strategy – let's go over the requirements for your 30-minute training presentation here at the NTC.

Your Presentation (Slide 23)

For your presentation, bottom line, you must use at least two delivery strategies during your 30-minute training presentation. The strategies you select must also align with your stated lesson objective. For example, if your lesson objective is for each student to be able to “handcuff someone” - then you should have an exercise where each student gets the opportunity to actually practice “handcuffing someone”. The exercise itself would count as one strategy. Therefore, you would still need to have one more strategy. If you wanted, you could ask some open-ended questions of the students as you demonstrate how to handcuff someone; this would count as another delivery strategy [i.e., discussion and demonstration-performance] and would also satisfy the requirement to assess your students throughout your lesson. Now that you know what your 30-minute lesson presentation must have in it, let's conclude this lesson.

Conclusion (Slide 24)

In conclusion –

Conclusion (Slide 25)

If you'll remember, the objective for this lesson was for you to be able to - Given a performance-based objective, develop a delivery strategy that would get the intended target audience to that objective and meets the minimum criteria specified in the NTC Lesson Plan Evaluation Checklist. You will reach this objective while working with your seminar instructor over the upcoming weeks to develop your lesson plan.

Summary (Slide 26)

In order to get you to that objective we covered several topics. First, we defined learning and learning strategy. Remember, in order to maximize learning you should have a planned method or technique in place to change the way participants think, feel, and behave. We also went over the importance of having a delivery strategy; remember, delivery strategies help to make the training interactive and fun for our participants. More importantly, they aid in achieving targeted lesson objectives. Next, we went over some general guidelines. Remember to “chunk” your lessons according to topic or task, and select a delivery strategy for each “chunk.” We also looked at just a few of the different types of delivery strategies you can use. For example, brainstorming, games, role-play, discussions, and demonstration-performance (see the Delivery Strategies Notebook chapter on the KRC/Instruction Seminar website - pages 6.6 – 6.16 for more options). Remember, each delivery strategy comes with its own pros and cons – each should be considered when selecting the best strategy to use to achieve lesson objectives. Finally, we went over some factors to consider when selecting the best delivery strategies for your lesson. Don’t forget to consider your objectives as well as needed resources such as time, location, and equipment (just to name a few). Now that you have been provided the foundational knowledge needed to select delivery strategies, look at your lesson plan to see what strategies you can use to make your lesson more enjoyable for your participants while at the same time achieving established lesson objectives.

Transfer & Close (Slide 27)

Delivery strategies are important to your success as an instructor. Real success in the classroom, whether it is in the traditional or virtual classroom, will be determined by your participants. They will be the ones that judge how effective you are in getting them to the intended objectives. Furthermore, the strategies you use in the classroom will ultimately determine how successful they will be on-the-job. Yes – it is that important! I hope you have enjoyed this lesson on Delivery Strategies. We are looking forward to seeing you use them during your 30-minute training presentations here at the NTC. In the meantime, good luck in preparing your lesson plans.