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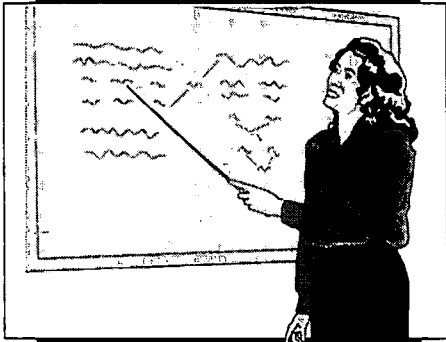
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ABSTRACT
        This teaching unit was developed to be used in an 8- to
12-hour course to train trainers. The packet contains an instructor's manual
and a resource guide designed to be used by instructors who have a background
in education and who have had some experience as a trainer in business. The
instructor's manual contains a script for the seminar, handouts, and
transparency masters. The seminar contains 11 units that cover the following
topics: introducing the seminar, identifying training opportunities,
explaining the training cycle, identifying training goals, developing a task
analysis, writing training objectives, placing objectives in order, selecting
an effective training method, preparing a training curriculum, evaluating
training, and preparing for training sessions. The resource guide describes
66 resources or series of resources for trainers. (KC)

# PREPARING EFFECTIVE TRAINERS

Commonwealth of Virginia
Department of Education
Richmond, Virginia 23216-2120
1995

# PREPARING EFFECTIVE TRAINERS

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# Table of Contents

# Introduction

*Preparing Effective Trainers* was developed in response to a survey conducted by the Virginia Marketing Training and Development Council during the 1994 VAME Summer Conference. Conference participants were asked to select their first choice from a number of topics for a new curriculum unit. The resulting unit consists of an *Instructor Manual* and a *Train-to-Train Resource Guide*, both designed to be used by instructors who have a background in education and have had some experience as a teacher or trainer.

The *Manual* contains a suggested script for the instructor, handouts, and transparencies. The instructor will need to be familiar with the script and be able to answer questions and concerns related to the various topics found in the script. It is important to note that the *Manual* should be used in its entirety in most situations. The unit is self-contained and can be used without additional materials. However, it is recommended that the instructor review the *Train-to-Train Resource Guide* in order to select appropriate resources for the needs of different participants and different instructional situations.

The unit will take from eight to twelve hours to use depending on the amount of time given for practice training sessions and the number of individuals attending. For instructors planning to teach the unit alone, the class size should be limited to ten participants. The class size should be limited to twenty participants if two instructors work as a team to teach the unit. The class will need to be divided into two groups of ten for the practice training sessions in order to stay within the time frame.

The unit can be used in private industry for preparing trainers, within school divisions for conducting workshops, or in advanced marketing or fashion high school classes. The Training and Development Council wishes instructors success with the unit and hopes they find it helpful in conducting effective training programs within their communities.

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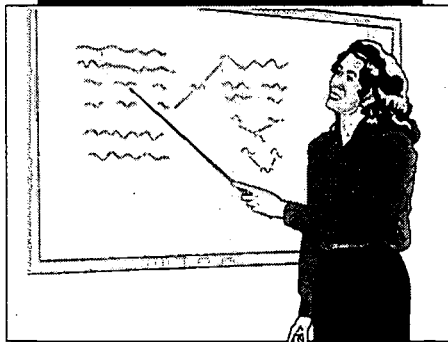
# PREPARING EFFECTIVE TRAINERS

PART 1:
SCRIPT

6

# Introducing the Seminar

**HANDOUT 1**

1. Introduce yourself and provide a brief background of your teaching and/or training experience. Welcome the seminar participants and thank them for attending. Explain that the seminar will be a learn-by-doing experience and that each participant will have several opportunities to apply the information contained in the seminar to actual training situations.

2. Distribute and refer to HO-1, *Participant Information*. Ask the participants to complete the form, and explain that you will collect the form later. You may want to walk around the room to begin learning participant names by observing the names written on the forms.

3. After the participants have completed the form, ask them each to do a self-introduction and provide a brief description of training programs and opportunities available at their place of work. You may want to ask follow-up questions of each participant if appropriate.

**TRANSPARENCY 1**

4. Thank the participants for the information they have given, and provide the participants with an overview of the course by using TR-1, *Seminar Goals*. Provide a brief explanation of the activities associated with each objective. Explain that individual concerns expressed by the participants on the *Participant Information* form will be addressed as time allows. Collect the *Participant Information* form and review during the first class break.

# Identifying Training Opportunities

1. Begin this section by using TR-2, *Training Opportunities*. Ask for examples of current training practices from participants as you present each point. Review each of the points on the transparency by providing additional examples.

| TR-2 Training Opportunities | Your Examples |
|---|---|
| • New Employees | |
| • New Procedures | |
| • New Equipment | |
| • New Products | |
| • New Services | |
| • New Policies, Regulations, and Laws | |
| • Performance Improvement | |

2. Note that training activities can be divided into two types:

   • general training programs provided by commercial sources
   • training programs developed by a trainer for a specific purpose.

   Explain that this seminar will focus on the skills necessary to develop a training program for a specific purpose. Note that the skills learned in this seminar will also apply to situations when commercial training materials could be used.

# Explaining the Training Cycle

1. Explain that the seminar objectives will be accomplished through learning by doing. Explain that each participant will be expected to develop and present a 15-minute training session if working alone or a 30-minute session if working with a partner. Explain that the preparation and presentation will be accomplished by using the steps outlined in the training cycle.

**HANDOUT 2**

2. Distribute HO-2, *The Training Cycle*, so that participants can see the components necessary for effective training. Review each point and explain that each participant will be given an opportunity to learn and practice the skills necessary for each stage of the training cycle.

   Again, you may want to give the participants an overview of the activities and expectations associated with each part of the training cycle. Do note that each step in the training cycle is based on the previous step. Note that it is important to do each step well because what happens in following stages is dependent on preceding stages.

---

**HO-2    The Training Cycle**

| | |
|---|---|
| Training Goal | *A brief statement describing the general purpose and the outcomes of the training* |
| Task Analysis | *A detailed, specific, step-by-step listing of what an employee is to do to accomplish the task* |
| Training Objective | *A statement describing the task an employee is to learn and stating how well the employee is expected to do the task (Each objective is based on one or more items in the task analysis.)* |
| Training Methodology | *The process of selecting the most appropriate training method for each training objective* |
| Training Curriculum Development | *The process of selecting, collecting, preparing, and combining the necessary learning elements in order to provide effective training* |
| Evaluation | *The process of determining the effectiveness of the training in terms of participant learning* |
| Revision | *The changing or improving of one or more components of the training cycle to improve employee learning and on-the-job performance* |

# Identifying Training Goals

1. Use TR 3, *Training Goals*, to explain that a training goal is a general statement that identifies what participants will learn or be able to do as a result of participating in the training. Note that the training goal would provide a starting point for the development of a training program and could be used to develop a notice to employees or provide a rationale for the training.

2. Use HO-3, *Sample Training Goals*, to provide an example of a training goal. Note that the first training goal is from a seminar called *Effective Supervision through Leadership* and that the second goal is from a seminar called *Customer Service*. Ask participants how each goal could be improved.

> **Sample Training Goal 1**
>
> *Participants in this training program will be able to apply effective supervision techniques in the areas of supervision goals, communications, training, evaluation, conflict resolution, motivation, decision making, counseling, and planning.*
>
> **Sample Training Goal 2**
>
> *This training program will provide participants with an opportunity to learn specific customer service skills, both in person and over the telephone, that will build customer confidence and enhance customer loyalty. Participants will also be given an opportunity to develop an individual customer service plan and practice customer service skills.*

3. Use HO-3 to provide an opportunity for participants to develop individual training goals related to their work. Ask the participants to think of areas in their work they would like to improve or change. Use TR-2, *Training Opportunities*, to stimulate thinking. Give participants 5-10 minutes, and assist individuals as needed.

4. Have each individual discuss his or her training goal with the group.

5. Explain that each participant will develop a training goal that will be the basis of training he or she will provide in class.

11

# Developing a Task Analysis

**TRANSPARENCY 4**

1. Use TR-4, *Task Analysis*, to explain that a task analysis is a step-by-step description of what an employee is to do in order to accomplish a job task. Explain that a task analysis is done in order to avoid making false assumptions about the individual steps necessary to accomplish a task correctly. Note that the task analysis is the basis for developing training objectives.

2. Explain to participants that task analysis skills will be learned through planning a training program for new employees to train the employees how to make coffee. Place participants into small groups of 5 or 6 people.

**HANDOUT 4**

   Refer participants to HO-4, *Task Analysis*. Note that their assignment is to train a new employee to brew and serve coffee. A task analysis was done and the resulting list represents the small steps necessary to accomplish the task. Note that the steps are not in the correct order.

**TRANSPARENCY 5**

3. Use TR-5 to explain **serial learning** and **parallel learning**. Note that serial learning must occur in a certain order while parallel learning can occur in any order. Note that this is important to consider when planning the order in which the training will be accomplished. Explain that placing steps to be learned in order is called **sequencing**. Gathering together related steps is called **blocking**. Note that blocking is used to develop a lesson plan for a part of a task.

**FLIPCHART**

   Have participants work as a group to complete Section 1 and 2 of HO-4. Have each group list their results on a flip chart or chalk board and post for discussion. Note similarities and differences.

**HANDOUT 5**

4. Ask that each group select a task such as starting an automobile, baking a cake, or performing a simple job-related activity; they will then develop a listing of the small steps necessary for accomplishing the identified task. Use HO-5, *Developing a Task Analysis*, as a reference. Have each group report back with the resulting task analysis and instructional grouping.

# Writing Training Objectives

**HANDOUT 6**

1. Use HO-6 to explain the components of a training objective. Note that a training objective is developed from and based on the steps identified in the task analysis.

---

**HO-6    Elements of Effective Training Objectives**

- Who is to exhibit the behavior?

- What is the employee to do?

- What conditions exist?

- How well is the employee expected to perform?

**Example**

*Given the standard xyz sales contract and the attached customer information, each employee in ABC course will complete the sample contract with fewer than three errors.*

**Who?**   each employee in the seminar

**What is the employee to do?**   complete the sample contract

**What conditions?**   given the standard xyz contract and customer information

**How well?**   with fewer than three errors.

---

**TRANSPARENCY 6**

2. Explain that the verb in a training objective must describe a behavior that can be observed and measured. Use TR-6, *Words to Avoid*, to give examples of verbs that would be difficult to measure in terms of new learning.

**HANDOUT 7**

3. Use HO-7, *Writing Training Objectives*, so that participants can practice writing training objectives. Have the participants work individually and share at least one objective with the group. Discuss as necessary.

12

# Placing Objectives in Order

**TRANSPARENCY 7**

1. Explain that there are six major levels of learning. Use TR-7, *Six Levels of Learning,* to illustrate each of the levels. Note that the level of learning an employee must reach depends on the task analysis and the resulting training objective.

   Explain that to function at the application level an employee must first have knowledge of what is to be done and comprehend how that knowledge should be applied to a specific situation. Thus, for an employee to function at the application level, the employee would need to receive training at three levels:

   - the knowledge level
   - the comprehension level
   - the application level.

**HANDOUT 8**

2. Use HO-8, *Classifying Training Objectives,* to identify the verbs associated with each level of learning. Review the verbs at each level with the participants. Have each participant classify the objectives they have written at the appropriate level. Have participants share their results and discuss as needed.

# Selecting an Effective Training Method

1. Note that the training method selected will depend on the verb contained in the training objective and the level of the training objective. For example, if the verb in a training objective states that employee will *create* a customer service plan, the training should include the creation of a customer service plan.

   Note that this example is at the synthesis level. Explain that this would mean that some training would need to take place at the knowledge, comprehension, application, and analysis levels prior to the creation of a customer service plan. Use HO-9, to illustrate this point.

---

**HO-9   Developing a Customer Service Plan**

| | |
|---|---|
| *Knowledge* | Know elements and principles of a general customer service plan. |
| *Comprehension* | Summarize main points of a general customer service plan. |
| *Application* | Relate main points of general customer service plan to daily actions of employees. |
| *Analysis* | Select elements of a general customer service plan that are appropriate for specific organization. |
| *Synthesis* | Use selected elements to create an organization-specific customer service plan. |
| *Evaluation* | Determine effectiveness of developed customer service plan. |

---

2. Summarize by using TR-7. Note that how a person trains employees (training method) is determined by what the employee is to be trained to do (the training objective) and at what level the employee is expected to function.

14

3. Use HO-10, *Training Methods*. Reinforce the point that the method selected should match the objective. Note that the first method (i.e., lecture) is the least effective training method but often the most frequently used. Explain that each succeeding method is generally more effective than the preceding method. Note that each participant will participate in a simulated experience and will be responsible for training other participants.

---

**HO-10    Training Methods**

- Lecture
- Lecture with visuals
- Group discussion with important points listed for group
- Demonstration by instructor
- Individual practice sessions with instructor/class feedback
- Role play/demonstration by employee
- Small group learning experience, project, or case problem
- Simulated experience
- Supervised job experiences with frequent feedback.

---

4. Use TR-8, *Effective Training Experiences*, to summarize the characteristics of effective training methods. Note that the training method selected should match as many points on TR-8 as possible.

---

**TR-8    Effective Training Experiences**

*Newness or surprise occurs* (sometimes called the aha reaction).

*The experience is multisensory* (involves sight, sound, touch, movement).

*Emotional involvement takes place* (a feeling of joy, mild tension, responsibility).

*A sense of achievement and growth occurs* (participant can identify what was learned).

---

15

**HANDOUT 4**

5. Have participants work in small groups to accomplish the following activities.

> **Directions for Participants**
>
> Use HO-4 *Task Analysis - Brewing Coffee*. Your tasks are as follows:
>
> - to write appropriate training objectives based on the task analysis
> - to identify the level of each objective
> - to place the objectives in a logical order
> - to select a training method or combination of training methods suitable for each objective.

Circulate between the groups to offer assistance and to give feedback. Judge time needed based on the progress of the groups. When the groups have completed the task, have each group select one objective and report back to the group on the level of the objective and the training method selected. Allow time for discussion and questions.

16

# Preparing a Training Curriculum

1. Use HO-11, *Developing a Training Curriculum*, to explain the basic steps in preparing a training program.

---

**HO-11    Developing Training Curriculum**

- Review task analysis and objectives.

- Select appropriate methods.

- Develop or secure the materials necessary for selected methods.

- Write a specific training outline for each objective, to include
  - Task
  - Objective
  - Method
  - Content/information
  - Procedures and materials to use.

- Organize the developed outlines into a training guide.

- Prepare an appropriate training environment.

- Implement training.

- Evaluate training.

---

2. Use TR-9, *Selecting Training Materials*, as guidelines to the participants for selecting training materials. Ask for examples or additions from participants.

---

**TR-9    Selecting Training Materials**

- Are materials necessary to accomplish the objective?

- Are materials cost-effective?

- Can materials from actual job situation be used?

- What equipment will be needed to use materials?

| | |
|---|---|
| TV | Slide Projector |
| VCR | Computer |
| Overhead Projector | Telephone |

---

3. Use HO-12, *Practice Training Outline,* to provide an example of a form that could be used to prepare a training outline for an objective. Review each part of HO-12.

---

**HO-12   Practice Training Outline**

*Situation:* Employees in Section X of a business are not answering the telephone properly. You have been assigned the job of training all employees in this section to answer the telephone properly.

* Identify the task and steps:


* Write objective(s):


* Identify the method(s) you plan to use:


* Identify the materials and equipment you will need:

---

Using the outline form on page 2 of HO-12, have class members work individually to develop an outline for training employees how to answer the telephone according to company standards in a given section of a business. Note that a series of training outlines would be needed for most job tasks.

18

# Evaluating Training

**TRANSPARENCY 10**

1. Use TR-10, *Evaluating Training,* to provide participants with guidelines for evaluating the effectiveness of a training program. Note that these guidelines are relevant to an evaluation of the training program and an evaluation of the employees' performance in the training program.

   Emphasize the point that the effectiveness of the training program is dependent upon the performance of the employees in the training program. Note that the point of training is effective employee performance. How well an employee performs after training is the single most important indicator of an effective training program.

ι    19

# Preparing for Training Sessions

**HANDOUT 13**

1. Distribute copies of HO-13, *Training Checksheet*, to participants. Review the points listed on the HO-13. Explain that the checksheet should be used prior to each training session.

**HANDOUT 14**

2. Distribute HO-14, *Training Outline for Demonstration Lesson*. Explain that this form is to be used in planning a 15-minute demonstration lesson. Review the content/information section and the methods/ procedure/materials section. If you feel it necessary, you may provide some examples using a flip chart or chalk board.

**HANDOUT 15**

3. Distribute HO-15, *Demonstration Lesson Evaluation*. Review each item on the evaluation form. Explain that each demonstration will be evaluated by class members and discussed when the lesson is completed. Explain that the evaluation forms for each demonstration lesson will be given to the person presenting the lesson.

4. Provide 30 minutes of class time for initial planning. This will allow you to make sure the participants have a realistic topic and can use the training outline form correctly. The participants will need to complete their planning and obtain any necessary training materials in the time between training sessions. Explain that demonstration lessons will start at the next class meeting. You will need to indicate the order in which participants will present.

5. Complete the *Demonstration Lesson Evaluation* form for each presentation. Discuss each lesson with participants. Point out positive points and offer constructive criticism as needed.

6. At the completion of all the demonstration lessons, review positive points that you observed.

**HANDOUT 16**

7. Thank participants for attending, and distribute HO-16, *Seminar Evaluation*. Collect the evaluation form from the participants.

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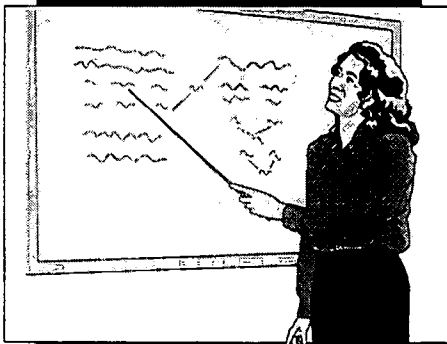
# PREPARING EFFECTIVE TRAINERS

## PART 2:
## HANDOUTS

# Participant Information

Name _____

Business Name _____

Business Address _____

_____

Business Phone _____

1. Please describe any previous courses, seminars, or instruction you have received in the area of training.

2. Please describe any experience you have had in training employees.

3. What training responsibilities do you now have at your work place?

4. Do you have any concerns regarding training or training programs you would like to see addressed during this seminar?

HO-1  *Participant Information*

# The Training Cycle

- **Training Goal** - A brief statement describing the general purpose and the outcomes of the training.

- **Task Analysis** - A detailed, specific, step-by-step listing of what an employee is to do to accomplish the desired task.

- **Training Objective** - A statement describing the task an employee is to learn and stating how well the employee is expected to do the task. Each objective is based on one or more items in the task analysis.

- **Training Methodology** - The process of selecting the most appropriate training method for each training objective.

- **Training Curriculum Development** - The process of selecting, collecting, preparing, and combining the necessary learning elements in order to provide effective training.

- **Evaluation** - The process of determining the effectiveness of the training in terms of participant learning.

- **Revision** - Changing or improving one or more components of the training cycle to improve employee learning and on-the-job performance.

# Sample Training Goals

## Sample Training Goal 1

Participants in this training program will be able to apply effective supervision techniques in the areas of supervision goals, communications, training, evaluation, conflict resolution, motivation, decision making, counseling, and planning.

## Sample Training Goal 2

This training program will provide participants with an opportunity to learn specific customer service skills, both in person and over the telephone, that will build customer confidence and enhance customer loyalty. Participants will also be given an opportunity to develop an individual customer service plan and practice customer service skills.

## Training Goal 3

_____

_____

_____

_____

_____

## Training Goal 4

_____

_____

_____

_____

_____

HO-3    *Sample Training Goals*

39    24

# Task Analysis

## SECTION 1

**Trainer Assignment:** Train a new employee to brew and serve coffee.

**Employee Task:** Brew and serve coffee.

**Required Steps:**

    \_\_ Pour coffee.
    \_\_ Identify and locate storage area for ingredients and materials.
    \_\_ Identify appropriate controls.
    \_\_ Operate appropriate controls.
    \_\_ Determine correct proportions of various ingredients.
    \_\_ Locate and identify appropriate water source.
    \_\_ Operate water source.
    \_\_ Place coffee into filter.
    \_\_ Install filter into container.
    \_\_ Place filter container into coffee machine.
    \_\_ Measure correct amounts of coffee.
    \_\_ Measure correct amounts of water.
    \_\_ Dispose of filter.
    \_\_ Clean filter container.

S = Series Learning -   Item must be learned in some order in relation to other items on the list.

P = Parallel Learning -  Item can be learned independent from other items on the list.

## SECTION 2

Place the above steps into three related groups for training purposes. When you have completed the activity, you will have listed the related steps that you would use to develop training activities for three training sessions.

    **Group 1 steps**

    **Group 2 steps**

    **Group 3 steps**

        HO-4   *Task Analysis*

# Developing a Task Analysis

1.  What is the task?

2.  Develop an outline of the major steps necessary to accomplish the task.

3.  Develop a detailed list of small steps necessary to accomplish each major step.

4.  Review each small step on your detailed list and develop instructional groupings based on serial and parallel tasks.

# Elements of Effective Training Objectives

1. Who is to exhibit the behavior?

2. What is the employee to do?

3. What conditions exist?

4. How well is the employee expected to perform?


**Example:** *Given the standard xyz sales contract and the attached customer information, each employee in ABC course will complete the sample contract with fewer than three errors.*

1. Who?                              *each employee in the seminar*

2. What is the employee to do?      *complete the sample contract*

3. What conditions?                 *given the standard xyz contract and customer information*

4. How well?                        *with fewer than three errors*


*HO-6   Elements of Effective Training Objectives*

45      27

# Writing Training Objectives

A training objective is a written statement. The statement contains at least two parts: a desired performance and a standard. A training objective may also reference any conditions necessary in order for the performance to be accomplished. The desired performance describes a specific, observable behavior. The standard relates the described behavior to some measure such as time, counts, or number of errors. Conditions usually refer to materials needed in order to complete the performance. An example of a condition would be, *given a pen and form xyz, the employee will...*

**Directions:** Read the example training objective. What questions would come to your mind if you were a new employee? (Where do I file the form? How often do I file the form? How do I file the form--by date, type of complaint, etc.?) Write an improved version of the training objective in the space provided. Try to make the training objective clear and specific.

## TRAINING OBJECTIVE EXAMPLE

Performance:    Employees in Section A will complete and file incident report form 1299

Standard:    for each telephone complaint received.

## IMPROVED VERSION

Performance:

Standard:

You may notice that the performance part of a training objective tells an employee what is to be done. The standard part of a supervision objective tells an employee how it is to be done, when it is to be done, how quickly it is to be done, or some other appropriate measure. Write three training objectives based on the task analysis you completed using Handout 5, *Developing a Task Analysis*.

## TRAINING OBJECTIVE

**Objective 1**

    Performance:

    Standard:

**Objective 2**

    Performance:

    Standard:

**Objective 3**

    Performance:

    Standard:

# Classifying Training Objectives

You are at the **knowledge** level of learning if your training objective contains these verbs:

> define
> memorize
> repeat
> list
> recall
> name

You are the **comprehension** level of learning if your training objective contains these verbs:

> restate
> discuss
> describe
> explain
> review
> express

You are at the **application** level of learning if your training objective contains these verbs:

> translate
> interpret
> apply
> use
> demonstrate
> illustrate

You are at the **analysis** level of learning if your training objective contains these verbs:

> differentiate
> test
> compare
> analyze
> relate
> appraise

You are at the **synthesis** level of learning if your training objective contains these verbs:

> compose
> plan
> design
> formulate
> construct
> organize

You are at the **evaluation** level of learning if your training objective contains these verbs:

> judge
> evaluate
> assess
> compare
> revise
> select

# Developing a Customer Service Plan

**Knowledge**          Know elements and principles of a general customer service plan.

**Comprehension**      Summarize main points of a general customer service plan.

**Application**        Relate main points of general customer service plan to daily actions of employees.

**Analysis**           Select elements of a general customer service plan that are appropriate for specific organization.

**Synthesis**          Use selected elements to create an organization specific customer service plan.

**Evaluation**         Determine effectiveness of developed customer service plan.

# Training Methods

Below you will find a list of training methods. The method you select will depend on the verb in your training objective and the level of learning you wish to accomplish.

- Lecture

- Lecture with visuals

- Group discussion with important points listed for group

- Demonstration by instructor

- Individual practice sessions with instructor/class feedback

- Case study

- Small group problem solving

- Role play/demonstration by employee

- Small group learning experience, project, or case problem

- Simulated experience

- Supervised job experiences with frequent feedback.

HO-10   *Training Methods*

# Developing Training Curriculum

1. Review task analysis and objectives.

2. Select appropriate methods.

3. Develop or secure the materials necessary for selected methods.

4. Write a specific training outline for each objective.
   Task
   Objective
   Method
   Content/information
   Procedures and materials to use

5. Organize the developed outlines into a training guide.

6. Prepare an appropriate training environment.

7. Implement training.

8. Evaluate training.

# Practice Training Outline

**Situation:** Employees in Section X of a business are not answering the telephone properly. You have been assigned the job of training all employees in this section to answer the telephone properly.

**STEP 1** *Complete the information listed below.*

Identify the tasks:

Write objective(s):

Identify the method(s) you plan to use:

List what materials and equipment you will need:

**STEP 2** *Complete the attached training outline.*

Develop a training outline using the form below.

| CONTENT/INFORMATION OUTLINE | PROCEDURES/MATERIALS |
| --- | --- |
| | |

Notes:

HO-12   *Practice Training Outline,* Page 2 of 2

# Training Checksheet for Supervisors

**Directions:** Use the form below to complete as either yes or no each item in order to make sure you are ready for your demonstration lesson.

1. Be prepared to teach.
   ___ a. Describe what the employee will be able to do when the training is completed.
   ___ b. State how well the employee will be able to perform.
   ___ c. Gather necessary materials.
   ___ d. Determine duration of training.
   ___ e. Plan ways to make the training a sensory and/or an emotional experience.

2. Prepare the employee.
   ___ a. Explain what will be accomplished during the training session.
   ___ b. Explain why the activity to be learned is necessary and/or important.
   ___ c. Explain your expectations (performance level).
   ___ d. Check for understanding.

3. Present the material or activity.
   ___ a. Demonstrate from start to finish.
   ___ b. Demonstrate first (small) step.
   ___ c. Observe employee complete the first step.
   ___ d. Use constructive criticism or positive reinforcement.
   ___ e. Demonstrate first and second step.
   ___ f. Observe employee complete item *e.*
   ___ g. Use constructive criticism or positive reinforcement.
   ___ h. Continue as necessary.

4. Review the session.
   ___ a. What was to be learned
   ___ b. How well it was to be performed
   ___ c. What was learned
   ___ d. How well it was performed
   ___ e. Future expectations (next session, on-the-job)

5. Check on learning and continue to provide constructive criticism and/or positive reinforcement.
   ___

**HO-13** *Demonstration Lesson Checklist*

# Training Outline for Demonstration Lesson

Topic/Task _____

Page ___ of ___

| CONTENT/INFORMATION OUTLINE | METHODS/PROCEDURE/MATERIALS |
|---|---|
| | |

Notes:

HO-14 *Demonstration Lesson Outline*

# Trainer Observation/Self-Evaluation Instrument

Y/N

1. Objectives are presented at the appropriate time.          _____

2. Appropriate methods are used to reach objectives.          _____

3. Appropriate evaluation techniques are used to
   determine if training was effective.                       _____

4. Appropriate examples are given.                            _____

5. Instructor/learner interaction is apparent.                _____

6. Preview is given.                                          _____

7. Review is given.                                           _____

8. Appropriate materials are used.                            _____

9. Frequent change of pace and methods is apparent.           _____

10. Learning by doing is evident.                             _____
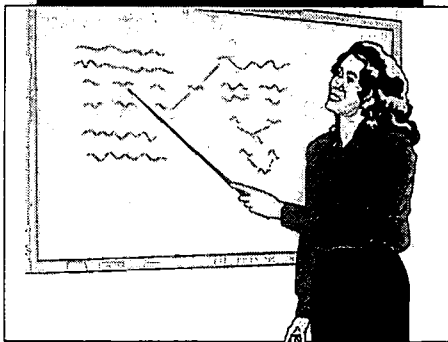
# PREPARING EFFECTIVE TRAINERS

## PART 3:
## TRANSPARENCIES

# SEMINAR GOALS

Participants will be able to:

1. Identify training opportunities.

2. Apply the seven components of a training cycle to develop a training program.

3. Construct training goals.

4. Complete a task analysis.

5. Construct training objectives.

6. Classify training objectives according to levels of learning.

7. Select appropriate training methods and materials.

8. Develop and apply training curriculum.

9. Evaluate training.

10. Conduct effective training sessions.

TR-1  *Seminar Goals*

# TRAINING OPPORTUNITIES

- New Employees

- New Procedures

- New Equipment

- New Products

- New Services

- New Policies, Regulations, and Laws

- Performance Improvement

# TRAINING GOALS

A training goal is a general statement that identifies what an employee will know or be able to do when the training is completed.

# TASK ANALYSIS

- Inclusion of critical steps

- Basis for objectives

- Basis for training strategy

- Classification of learning levels

# ARRANGING LEARNING TASKS

- Sequencing of serial tasks: Placing tasks in order

- Blocking of parallel tasks: Collecting similar tasks

* Serial learning → Tasks must be learned in a particular order.

* Parallel learning → Tasks can be learned in any order.

# WORDS TO AVOID

- know

- understand

- appreciate

- grasp

- believe

**What do the above words have in common?**

*You can't measure them!*

TR-6   *Words to Avoid*

# SIX LEVELS OF LEARNING

Knowledge - knows elements and principles

Comprehension - can relate, understand, and summarize knowledge

Application - can apply knowledge to appropriate situations

Analysis - can understand relationships between related bits of knowledge

Synthesis - can manipulate knowledge to create, organize, design, and develop concepts

Evaluation - can determine effectiveness of concepts

TR-7   *Six Levels of Learning*

# EFFECTIVE TRAINING EXPERIENCES

1. Newness or surprise occurs (sometimes called the aha reaction).

2. The experience is multisensory (involves sight, sound, touch, movement).

3. Emotional involvement takes place (feeling of joy, mild tension, responsibility).

4. A sense of achievement and growth occurs (participant can identify what was learned).

# SELECTING TRAINING MATERIALS

1.  Are materials necessary to accomplish   the objective?

2.  Are materials cost-effective?

3.  Can materials from actual job situation  be used?

4.  What equipment will be needed to use materials?
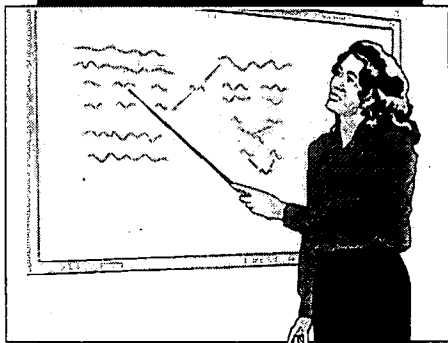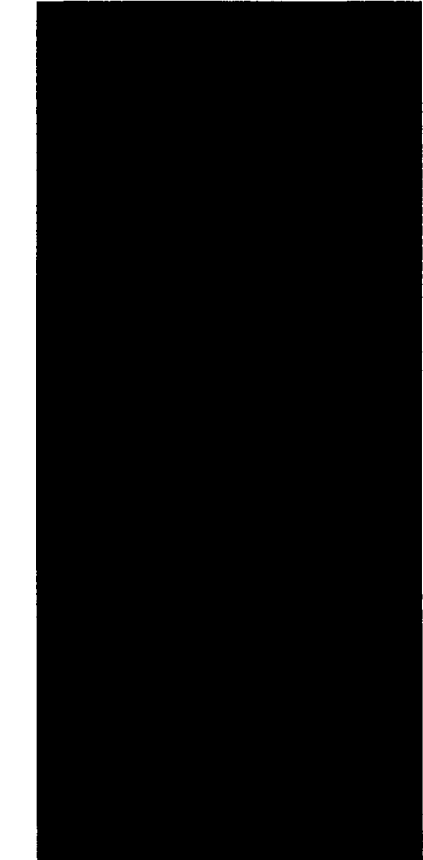
    TV
    VCR
    Overhead Projector
    Slide Projector
    Computer
    Telephone

# EVALUATING TRAINING

1. Check for learning frequently during the training period.

2. Follow up with work samples, job observations, and interviews.

3. Key point: If the training is effective, job performance will improve.

# PREPARING EFFECTIVE TRAINERS

## PART 4: TRAIN-TO-TRAIN RESOURCE GUIDE

51

# TRAIN-TO-TRAIN RESOURCE GUIDE

*Analyzing Performance Problems or You Really Oughta Wanna*, by Robert F. Mager and Peter Pipe, is about problems that arise because people are not doing what they are supposed to be doing or what managers or supervisors want them to do. It shows how to create an objective analysis of any performance problem and find a solution that is likely to work. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item 3456-M95A, cost $16.95.

*The ASTD Reference Guide to Professional Human Resource Development: Roles and Competencies*, 2d ed., by William J. Rothwell and Henry J. Sredl, is a two-volume reference set providing comprehensive information on human resource development and the competencies trainers require as identified by the American Society for Training Development. Published by HRD Press, Inc., 22 Amherst Road, Amherst, MA 01002-9709 (phone 1-800-822-2801). Item ASCD, cost $79.95 for the set.

*Beginnings and Endings: Creative Warm-Ups and Closure Activities*, by Michele Barca and Kate Cobb, includes interactive games, self-audits, disclosure activities, forming activities, and course evaluations that are reproducible for use in classes. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is BCBE, cost $34.95.

*The Best of Creative Training Techniques Newsletter*, by David Zielinski, contains effective training tips, techniques, and tactics. It includes chapters on low cost creative resources, use of audiovisuals, ice breakers, ways to motivate learners, information on administering and evaluating training, and more. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Cost is $19.95.

*A Compendium of Icebreakers, Energizers, and Introductions*, by Andy Kirby, is a collection of 75 quick exercises to break down barriers, increase motivation, and provide the best possible start to a training class. Instructors can use the exercises to start a class, to break down formal barriers and encourage groups to work together, to raise the level of energy for group work, to move attention from one topic to another, to bring a group to conclusion, and to provide for class evaluation by participants. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is KACI, cost $59.95.

*Computerized Management Training Library* is one diskette that contains one hundred training activities, instruments, and role plays covering topics such as leadership, communication, decision making, problem solving, creativity, time management and planning, coaching and counseling, self development, and ethics. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is 100CMT-MW (Microsoft Word for Windows format) or 100CMT-WP (WordPerfect for Windows format), cost $195.00.

*Creative Training Techniques Handbook*, 2nd ed., by Robert Pike, includes the eight steps to proper presentation preparation, explains how to customize training to the audience, and shows how to keep learners motivated both during and after the

training session. It includes a comprehensive resource guide, activity sheets, transparencies, outlines, and detachable index cards. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Cost is $49.95.

*Creative Training Tools: 101 Easy-to-Use Ideas for Increasing Trainee Participation*, by Bob Pike and Julie Tilka, provides tips to help the instructor involve learners with inexpensive props and resources, promote creativity with brain teasers and games, and ease stress and energize a group during intense training sessions. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is CTTB, cost $14.95.

*Delivering Effective Training*, by Tom W. Goad, is for those new to training and contains very basic information on how to plan and present training using the systems approach. It is available from Pfeiffer and Company, 2780 Circleport Drive, Erlanger, KY 41018 or by calling 1-800-274-4434. Item number is 274B15, cost $29.95.

*Designing and Delivering Cost-Effective Training -- And Measuring the Results*, 2d ed., by Jack Gordon, Ron Zemke, and Phillip Jones, includes opinions, advice, techniques and strategies published in *Training Magazine*. It is an excellent source of information from some of the best known HRD experts. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is CET2, cost $39.95.

*Designing Training Programs: The Critical Events Model*, 2d ed., by Leonard Nadler and Zeace Nadler, is a tool for improving performance and efficiency in the workplace. It is presented in a series of steps that provides the designer with an easy-to-follow system for designing training programs. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is DTP, cost $32.50.

*Developing Attitude Toward Learning or SMATs 'n' SMUTS*, by Robert F. Mager, shows trainers how to develop positive attitudes for learning in their participants. It will assist in identifying participants' approach and avoidance responses to subjects, minimizing the incidence of negative responses, avoiding aversive conditions and consequences that might creep into instruction, modeling appropriate positive behaviors, and evaluating and improving instructional approaches. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item number is 3375-M95A, cost $16.95.

*Dynamic Openers & Energizers: 101 Tips and Tactics for Enlivening Your Training Classroom*, by Bob Pike and Sara Anderson, includes innovative ice breakers, quick practical tips on how to involve and challenge your participants, and other ideas for enlivening your presentation. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is DOE, cost $14.95.

*The Encyclopedia of Games for Trainers*, by Andy Kirby, is a collection of 145 group games that can be used to acquaint, challenge, and motivate participants involved in the learning process and to add substance to new and existing training programs on

leadership, communication, problem solving, and trainer training. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is KEGT, cost $89.95.

*Evaluating Training Programs: The Four Levels* by Donald L. Kirkpatrick, outlines the four-level model for evaluating training programs that the author introduced in 1959. The "Kirkpatrick Model" has become one of the most widely used approaches to training evaluation in the corporate, government, and academic worlds. Part I of the book presents the concepts, principles, guidelines, and techniques of the Kirkpatrick Model. Part II describes case studies of companies that have used it to evaluate training. It is available from Berrett-Koehler Publishers, Inc., 155 Montgomery Street, San Francisco, CA 94104-4109 or by calling 1-800-929-2929. Item number is 52494-098, cost $32.95.

*Evaluation: 10 Significant Ways for Measuring and Improving Training Impact*, by Sandra Merwin, provides practical techniques for developing an evaluation system to measure an organization's training impact. It is a "how-to" book that is written in clear language and is illustrated with many ready-to-use examples. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is E10, cost $15.00.

*Experiential Training Activities for Outside and In*, by Carmine M. Consalvo, contains ideas for physical activities placed in an outdoor setting. The activities are useful for developing cohesive teams, encouraging creative problem solving, and building trust within a work group. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is CETA, cost $125.00.

*FLEX: A Flexible Tool for Continuously Improving Your Evaluation of Training Effectiveness*, by Gary Schouborg, provides the techniques and procedures for evaluating the effectiveness of training programs. The system includes a set of fully reproducible worksheets which provide the key elements for evaluating a training program. The FLEX system identifies eight primary dimensions of training and shows how to evaluate each of them. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is PALW, cost $99.95.

*Flip Charts: How to Draw Them and How to Use Them*, by Richard C. Brandt, is full of ideas for using flip charts in training presentations. It is available from Pfeiffer and Company, 2780 Circleport Drive, Erlanger, KY 41018 (phone 1-800-274-4434). Item number is 544B15, cost $24.95.

*Goal Analysis*, by Robert F. Mager, provides a step-by-step approach for determining how to recognize fuzzy, abstract goals, how to redefine fuzzy goals so that their achievement can be recognized, how to describe performance that identifies the manner or extent of goal achievement, and how to chart progress toward achieving goals. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item number is 3391-M95A, cost $16.95.

*Great Games for Trainers*, by Andy Kirby, contains 75 activities designed for use in a variety of training situations. These exercises can be used for energizers, transition

exercises, or training warm-ups. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800- 822-2801. Item number is KGGT, cost $59.95.

*Handbook of Human Resource Development*, 2d ed., edited by Leonard Nadler. This is a major reference book that covers the complete field of human resource development. It includes models, explicit information, and guidance on methods and resources. It is published by John Wiley & Sons, New York, 1984, and is available from HRD Discount Book Society, Organization Design and Development, Inc. 2002 Renaissance Blvd., Suite 100, King of Prussia, PA, 19406 or by phone order (212-292-2650). Item number is D1501, cost $80.10.

*High Impact Training Series*, by Richard Chang Associates, is a five-volume series of training guides written specifically for the nonprofessional trainer and training staff with limited experience. Each 122-page guide covers a key topic in the training process. The guides are available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. The five-volume series item number is CRCB, cost $59.95. Following are the individual guides:

*Creating High-Impact Training* includes information on how to plan for and develop effective training. Item CCHT, cost $12.95.

*Identifying Targeted Training Needs* presents a systematic approach to determining exactly what people need to learn and how best to meet their training needs. Item CITN, cost $12.95.

*Applying Successful Training Techniques* focuses on the key skills and techniques that help an instructor present a successful class. Item CAST, cost $12.95.

*Measuring the Impact of Training* explains how to measure the effectiveness of any training program and identify areas that need improvement. Item CMIT, cost $12.95.

*Make Your Training Results Last* covers the follow-through roles of trainers, managers, and participants. Item CMRL, cost $12.95.

*How To Run Seminars and Workshops: Presentation Skills for Consultants, Trainers, and Teachers*, by Robert L. Jolles, covers research and preparation, questioning techniques, pacing, visual aids, evaluation and support, and more. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is HRSW, cost $16.95.

*The HRD Library* includes 12 soft cover books containing information trainers need to tackle a host of problems. *The HRD Library* can be purchased as a complete set or as individual volumes from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is NHL, cost $149.95 ($10.00 shipping). Individual volumes are as follows:

*Adult Learning in the Classroom: See What Makes Learners Tick*, Item ALC, cost $19.95.

*The Best of Creative Training Techniques Newsletter: Shortcuts to Maximum Training Efficiency,* cost $19.95.

*Choosing and Using Media and Methods: The Right Training Solutions to Your Biggest Challenges,* Item CUM, cost $19.95.

*Designing Training: Blueprints for Success,* Item DT, cost $19.95.

*Effective Training Delivery: Proven, Practical, Ready to Apply,* Item ETD, cost $19.95.

*Evaluating Training: Practical Ways to Keep Training on Target,* Item ET, cost $19.95.

*Managing the Training Function -- Book I: Trends, Politics, and Political Issues,* Item MTF1, cost $19.95.

*Managing the Training Function -- Book II: The Nuts 'n Bolts of Personnel, People and Resource Management,* Item MTF2, cost $19.95.

*Motivating and Managing Performance: Build Winning Performance Now,* Item MMP, cost $19.95.

*Performance Technology: Powerful Performance Builders That Work,* Item PT, cost $19.95.

*Service Solutions: Here's How You Can Win the Service Race,* Item SS, cost $19.95.

*Training Terms: Fast Access to In-Depth Information,* Item TT, cost $19.95.

*Icebreakers: A Sourcebook of Games, Exercises and Simulations,* by Ken Jones, contains fifty interactive games, exercises, and simulations that help people work better in a variety of training situations. Icebreakers help create a more relaxed and productive training atmosphere, break down barriers to communication, and reduce mistrust and non-cooperation. It is available from Pfeiffer and Company, 2780 Circleport Drive, Erlanger, KY 41018 or by calling 1-800-274-4434. Item number is 660B15, cost $79.95.

*Improving On-the-Job Training* by William J. Rothwell and H.C. Kazanas is a step-by-step guide for improving OJT conducted by supervisors. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is IJT, cost $27.95.

*INFO-LINE* is a series of training references published by the American Society for Training and Development. Every *INFO-LINE* issue covers a training topic and gives a comprehensive study, practical guidelines, and clear procedures for the topic. *INFO-LINE* can be purchased at $10.00 per copy from Fulfillment, American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, VA 22313-9833 or by calling 1-703-683-8129. Titles that are valuable resources for the Train-to-Train program are as follows:

*Be a Better Needs Analyst,* #8502, February, 1985.
*Be a Better Task Analyst,* #8503, March, 1985.

*Write Better Behavioral Objectives, #8505, May, 1985.*
*How to Create a Good Learning Environment, #8506, June, 1985.*
*Alternatives to Lecture, #8602, February, 1986.*
*Make Every Presentation a Winner, #8606, June, 1986.*
*First-Rate Technical and Skills Training, #8706, June, 1987.*
*Successful Orientation Programs, #8708, August, 1987.*
*Basics of Instructional Systems Development, #8803, March, 1988.*
*Basic Training for Trainers, #8808, August, 1988.*
*Course Design and Development, #8905, May, 1989.*
*Lesson Design and Development, #8906, June, 1989.*
*Testing for Learning Outcomes, #8907, July, 1989.*
*How to Train Managers to Train, #9003, March, 1990.*
*Coaching and Feedback, #9006, June, 1990.*

Other *INFO-LINE* Issues that may be of interest include

*How to Prepare and Use Effective Visual Aids, #8410*
*10 Great Games and How to Use Them, #8411*
*Get Results From Simulation and Role Play, #8412*
*Computer-Based Learning: What, Why and How, #8501*
*Succeed in Facilities Planning, #8504*
*Write, Design, and Produce Effective Training Materials, #8507*
*Career Guidance Discussions, #8508*
*Audio, Film, Video, #8509*
*Getting Inside Interactive Video, #8510*
*Business Basics, #8511*
*Build a Strong Assessment Center, #8512*
*Essentials for Evaluation, #8601*
*Train Your Sales People for Success, #8603*
*Create Effective Workshops, #8604*
*How to Market Your Training Programs, #8605*
*Create Quality Videos, #8607*
*Traveling Trainers: Success in International Settings, #8608*
*Design Productive Mentoring Programs, #8609*
*Find the Right Consultant, #8610*
*Be a Better Writer, #8611*
*Surveys from Start to Finish, #8612*
*Team Building at Its Best, #8701*
*Ensure Learning from Training Films and Videos, #8702*
*Get Results with the Case Method, #8703*
*Participants with Disabilities, #8704*
*Top-Notch Training With Partners, #8705*
*Write Successful Video Scripts, #8707*
*Best Ideas for Career Development Programs, #8709*
*More Productive Meetings, #8710*
*The Management Development Process, #8711*
*Introduction to Teletraining, #8712*
*Effective Training Manuals, #8801*
*Be a Better Speaker, #8802*
*Training and Learning Styles, #8804*

57

*Training for Quality*, #8805
*Listening to Learn, Learning to Listen*, #8806
*Training Older Workers*, #8807
*Improving White Collar Productivity*, #8809
*Make or Buy: How to Decide*, #8810
*Training for Customer Service*, #8811
*Organization Development*, #8812
*Discovering and Developing Creativity*, #8901
*15 Activities to Discover and Develop Creativity*, #8902
*Be a Better Job Analyst*, #8903
*How to Produce Great Job Aids*, #8904
*Job-Related Literacy Training*, #8908
*Coming to Agreement: How to Resolve Conflict*, #8909
*Managing Change: Implementation Skills*, #8910
*Icebreakers: Warm Up Your Audience*, #8911
*How to Design Training Rooms*, #8912
*Negotiating Skills for Sales People*, #9001
*How to Manage High-Tech Training*, #9002
*Project Management*, #9004
*How to Conduct a Performance Appraisal*, #9005
*How to Conduct a Cost-Benefit Analysis*, #9007
*How to Collect Data*, #9008
*Basics of Intercultural Communication*, #9009
*How to Survive Mergers and Downsizings*, #9010
*How to Delegate*, #9011
*Family-Supportive Work Environments*, #9012
*Using Statistics in HRD*, #9101
*How to Make a Large Group Presentation*, #9102
*Ethics for Business*, #9103
*Using Mapping for Course Development*, #9104
*Basics of Employee Empowerment*, #9105
*More Great Games*, #9106
*How to Develop a Vision*, #9107
*How to Motivate Employees*, #9108
*Diagnostic Tools for Total Quality*, #9109
*Measuring Attitudinal and Behavioral Change*, #9110
*Fundamentals of Quality*, #9111

*Inside Training and Development: Creating Effective Programs,* by Susan Warshauer, concerns the process of developing a viable training function. It emphasizes the importance of knowing as much as possible about the dynamics of an organization and then making informed decisions about planning and delivering training that helps achieve the organization's mission and goals. It is available from University Associates, Inc., 8517 Production Avenue, San Diego, CA 92121.

*Instructing for Results,* by Fredric H. Margolis and Chip R. Bell, offers basic guidelines for instructing, monitoring tasks, managing the reporting process, and guiding learning activities. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Cost is $19.95.

58

*The Instructor's Survival Kit: A Handbook for Teachers of Adults,* 2d ed., by Peter F. Renner, is a "how to" book for instructors. It contains suggestions on methods and strategies that have proved useful in teaching adults. Published in 1983 by PFR Training Associates, LTD., Vancouver, B.C. Canada, it may be ordered by calling 604-263-7091.

*Introduction to Instructional Development: Process and Technique,* by Castelle G. Gentry, is a comprehensive examination of the systematic approach to the design, production, evaluation, and implementation of instruction. This book, published by Wadsworth Publishing Company, Belmont, CA, is intended as a graduate-level text.

*Make Training Worth Every Penny: On Target Evaluation,* by Jane Holcomb, outlines simple evaluation methods for finding out why trainees may not improve after training, creating a basis for rewards and reinforcements, designing future training to meet participants needs, and making training more effective. It is available from Pfeiffer and Company, 2780 Circleport Drive, Erlanger, KY 41018 or by calling 1-800-274-4434. Item number is 04241B15, cost $29.95.

*Making Instruction Work or Skillbloomers,* by Robert F. Mager, takes the complex business of course preparation and makes it simple and logical by organizing the process into four stages: analysis, development, implementation, and improvement. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item number is 4673-M95A, cost $16.95.

*Making Training Stick: A Collection of Techniques to Follow Up, Follow Through, & Reinforce Training,* by Dora Johnson and Barbara Carnes, features easy-to-use, low cost, reinforcing techniques that will increase trainee retention. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is MTS, cost $39.00.

*Manager/Supervisor Training.* This is a MarkED LAP that outlines the types of training and development needed by supervisors and managers, occasions for training them, and the processes used to train them. It is available from MarkED, 1375 King Avenue, PO Box 12279, Columbus, OH 43212-0279 or by calling 1-800-448-0398. Item number is MN-050-SU-J, cost $14.50.

*Managing the Front-End of Training: 101 Ways to Analyze Training Needs -- and Get Better Results!,* by Bob Pike and Chris Busse, includes ideas for conducting better needs analysis and for taking care of other pre-course administration. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is MFT, cost $14.95.

*Mastering the Instructional Design Process: A Systematic Approach,* by William J. Rothwell and H.C. Kazanas, is a hard cover research-based guide to developing courses that improve employee performance. The authors explain how to identify employee performance problems, identify the causes of the problems, decide on remedies, and implement working solutions. It is a comprehensive, thorough, and valuable resource for instructional designers, trainers, and human resource development managers. Published by Jossey-Bass, San Francisco, CA, it is available from HRD Discount Book Society, Organization Design and Development, Inc., 2002

Renaissance Blvd., Suite 100, King of Prussia, PA 19406 or by calling 212-292-2650. Item number is D1514, cost $44.45.

*Measuring Instructional Results or Get A Match,* by Robert F. Mager, is designed to help trainers determine how well their instruction works and covers test construction based on instructional objectives. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item number is 3405-M95A, cost $16.95.

*Motivating Your Trainees: 101 Ways to Get Them to Really Want to Learn,* by Bob Pike and Randy Johnson, contains ideas for getting and holding, attendees' attention and how to impress upon trainees the importance learning holds for them. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is MYT, cost $14.95.

*Optimizing Training Transfer: 101 Techniques for Improving Training Retention and Application,* by Bob Pike and Dave Kielinski, shows management how training improves job performance by extending training's impact beyond the classroom door. It includes low-cost, interactive tips and strategies for content review and evaluation techniques, as well as games, memory and job aids, evaluation models, and more. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street., Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is OTT, cost $14.95.

*Powerful Audiovisual Techniques: 101 Ideas to Increase the Impact and Effectiveness of Your Training,* by. Bob Pike and Julie Tilka, includes tips, tactics, and how-tos for creating high-impact audiovisuals. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is PAT, cost $39.95.

*The Practical Trainer Series* is series of basic guidelines of helpful training tips and step-by-step instruction for training design and implementation. Each handbook provides specific guidance on improving training; writing, selecting, and using training materials; and conducting needs analysis and training validation. They are available from Pfeiffer and Company, 2780 Circleport Drive, Erlanger, KY 41018 or by calling 1-800-274-4434.

*How to Design and Deliver Quality Service Training* by Tony Newby. Item 744B15, cost $19.95.

*Cost-Effective Training: A Manager's Guide* by Tony Newby. Item 1004B15, cost $19.95.

*Training Needs Analysis in the Workplace* by Robyn Peterson. Item 1003B15, cost $19.95.

*Validating Your Training* by Tony Newby. Item 1001B15, cost $19.95.

*The In-House Trainer as Consultant* by Keith Holdaway and Mike Saunders. Item 1002B15, cost $19.95.

*How to Take a Training Audit* by Michael Applegarth. Item 744B15, cost $19.95.

*A Practical Approach to Group Training* by David Leigh. Item 745B15, cost $19.95.

*How to Write and Prepare Training Materials* by Nancy Stimson. Item 747B15, cost $19.95.

*Selecting and Using Training Aids* by David Flegg and Josephine McHale. Item 748B15, cost $19.95.

*Preparing Instructional Objectives,* by Robert F. Mager, is a clearly written self-instructional guide that helps the reader learn how to identify, select, and write well-stated instructional objectives. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item number is 3413-M95A, cost $16.95.

*Providing Adult Training and Development in Marketing: A Procedures Manual,* by William T. Price, is a loose-leaf manual designed to be used by marketing educators involved in developing and maintaining a successful adult training and development program. The information is primarily for the local secondary teacher-coordinator who has responsibilities for planning and administering adult marketing education courses and services. It is available from the Virginia Vocational Curriculum and Resource Center. Item number is 35-381.018, free to Virginia vocational educators.

*Sales Training* is a MarkED LAP that outlines the benefits of sales training, the reasons it is sometimes not provided, information on instructors, content, instructional methods, and the guidelines for developing sales training programs. It is available from MarkED, 1375 King Avenue, PO Box 12279, Columbus, OH 43212-0279 or by calling 1-800-448-0398. Item number is SE-123-SU-J, cost $14.50.

*Skills Training for Tomorrow's Workforce,* by Laurie Field, is a manual that covers planning, conducting, and assessing training in job-related skills. It includes topics such as analyzing job competencies, preparing performance objectives, designing and using job aids, structuring a training program, using computers in training, explaining and demonstrating a task, supervising practice, and assessing skill development. It is available from Pfeiffer and Company, 2780 Circleport Drive, Erlanger, KY 41018 or by calling 1-800-274-4434. Item number is 274B15, cost $29.95.

*Smart Training: The Manager's Guide to Training for Improved Performance,* by Clay Carr, is not a "how-to" manual; instead it focuses on how to get the best return on money spent on training by analyzing training needs before choosing or designing a training intervention. It is available from HRD Discount Book Society, Organization Design and Development, Inc. 2002 Renaissance Blvd., Suite 100, King of Prussia, PA, 19406 or by calling 212-292-2650. Item number is D1510, cost $22.20.

*Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace,* by Ronald L. Jacobs and Michael J. Jones, is an approach to on-the-job training that combines the structure of most off-site training programs with the inherent efficiency of training conducted in the actual job setting. It outlines step-by-step guidelines for

designing and delivering effective training in the job setting. It is available from Berrett-Koehler Publishers, Inc., 155 Montgomery Street, San Francisco, CA 94104-4109 or by calling 1-800-929-2929. Item number is 52206-098, cost $29.95.

*The Supervisor and On-The-Job Training*, 3d ed., by Martin M. Broadwell, focuses on the supervisor as a trainer. It provides information about dealing with the new employee, with problem learners, and with employees who have been poorly trained. It is a good resource for those who wish to use the on-the-job method of instruction. Published by Addison-Wesley Publishing, Reading, MA.

*The Systematic Design of Instruction*, 3d ed., by Walter Dick and Lou Carey, is a college-level text that provides detailed instructions for designing training. It is based on twenty years of experiences teaching the systems approach model at Florida State University and is an excellent reference for those who wish to be professional training developers. It is published by Scott, Foresman and Company, Glenview, IL.

*Training and Development Handbook*, 3d. ed., edited by Robert L. Craig, is the standard human resource development reference. It is a source of innovative training ideas, as well as a sensible refresher course in the fundamentals of training, and is a valuable reference for those without a background in training. It is available from HRD Discount Book Society, Organization Design and Development, Inc., 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406 or by calling 212-292-2650. Item number is D1505, cost $70.75.

*The Training and Development Sourcebook*, 2d ed., edited by Craig Eric Schneier and others, contains over fifty important and useful articles written by practitioners in the training field. Some topics include Nine Reasons that Most Training Programs Fail, Get Ready for the New Workforce, Working Knowledge: Charting a New Course for Training, and Transfer of Training: A Review and Directions for Future Research. In addition, this reference includes fifty tools and instruments such as A Self-Diagnosis Tool to Understanding Your Learning Style, Evaluation Instruments, Getting Appropriate Participation, and A Worksheet to Use When Determining Objectives for Training Programs. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is PTAD2, cost $49.95.

*Training and Human Resource Development* is a MarkED LAP that outlines the importance of training and development, the benefits, types of training and human resource development, and management's responsibilities for training. It is available from MarkED, 1375 King Avenue, PO Box 12279, Columbus, OH 43212-0279 or by calling 1-800-448-0398. Item number is MN-042-SU-J, cost $14.50.

*Training Managers to Train* explains how to prepare for, plan, present, and follow up on training programs. It includes checklists, tips, and activities to sharpen basic training skills. It is available from MarkED, 1375 King Avenue, PO Box 12279, Columbus, OH 43212-0279 or by calling 1-800-448-0398. Item number is FI-FTY-TT-J, cost $9.50.

*Training Methods That Work* provides guidelines for selecting instructional methods, finding the most appropriate exercises, and using them in a systematic process. It is

available from MarkED, 1375 King Avenue, PO Box 12279, Columbus, OH 43212-0279 or by calling 1-800-448-0398. Item number is FI-FTY-TR-J, cost $9.50.

*Training Program Workbook & Kit,* by Carolyn Nilson, provides over 140 worksheets, checklists, and guidelines that will guide the trainer though every step of creating and implementing a training program. Every aspect of systems training -- analysis, design, development, implementation, and evaluation -- are covered. It is available from Lakewood Publishing, Books Dept., 50 South Ninth Street, Minneapolis, MN 55402 or by calling 1-800-707-7769. Item number is TPWK, cost $69.95.

*The Train the Brain Game,* by Steve Sugar, is a set of 10 to 25 questions based on a training topic. The game can be played with up to six teams. It is useful for reinforcing concepts presented in training, encouraging team interaction, adding excitement to training, and motivating participants to learn. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is SXOC, cost $49.95.

*Train-the-Trainer Workshop,* by Penny L. Ittner and Alex F. Douds, is designed for the non-professional trainer who must develop and conduct training sessions. It includes a 178-page instructor's guide, a 200-page reproductive coursebook, lesson plans, handouts, and transparency masters. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is PTTT, cost $139.95.

*Using Adult Learning Principles Workshop,* by Sharon Fisher, focuses on the physical aspects of passive versus active learning and the emotional factors that influence. adults in the learning process. The workshop package includes an instructor's guide, reproducible coursebook, lesson plans, and handouts. It is available from HRD Press, 22 Amherst Road, Amherst, MA 01002-9709 or by calling 1-800-822-2801. Item number is PALW, cost $99.95.

*What Every Manager Should Know About Training,* by Robert F. Mager, is written for managers who want to use performance technology to get the greatest benefits from training and performance services. Topics include the four conditions necessary for successful performance: how to define performance problems, how to translate abstractions into concrete goals, how to work productively with the training department, and how to help employees get the most from training. It is available from Lake Publishing Company, 500 Harbor Blvd., Belmont, CA 94002 or by calling 415-592-1606. Item number is 3456-M95A, cost $16.95.

*Workplace Basics: The Essential Skills Employers Want,* by A. P. Carnavel, L. J. Gainer, and A. S. Meltzer, is a manual outlining the sixteen basic workplace skills demanded by companies today. These skills include communication, adaptability, developmental skills, and learning how to learn. It is published by the American Society for Training and Development and Jossey-Bass and is available from ASTD Publishing Service, PO Box 4856, Hampden Station, Baltimore, MD 21211. Item number is CABM, cost $36.75.
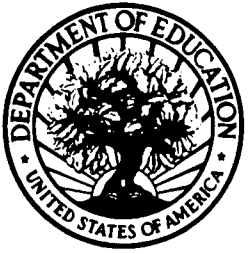
*Workplace Basics Training Manual,* by A. P. Carnevale, L. J. Gainer, and A. S. Meltzer, is a manual providing step-by-step guidelines for developing and implementing

effective training programs of all kinds, and in particular workplace basics training programs. It is published by the American Society for Training and Development and Jossey-Bass and is available from ASTD Publishing Service, PO Box 4856, Hampden Station, Baltimore, MD 21211. Item number is CABM, cost $36.75.

64

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