Instructor's Manual and Test Bank

for

BEEBE, MOTTET, ROACH

Training and Development: Communicating for Success

Second Edition

Prepared by

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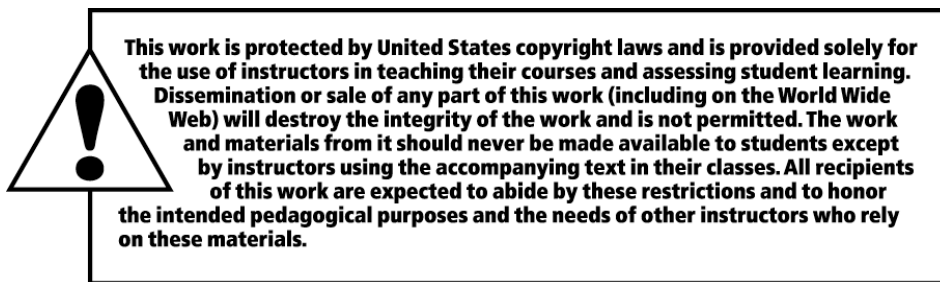
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Introduction

To the Instructor:

This manual offers suggestions for teaching possibilities when using *Training and Development: Communicating for Success.* One of the main learning objectives of the course is to have students create and present a two hour training module complete with learning objectives, trainer's guide, and participant's workbook. Each week in the course offers background and necessary skills for this to be accomplished.

The goals for the manual are to provide the instructor with focused guidelines for learning objectives and activities and test items that address these objectives. The manual is divided by chapters and covers the specific objectives, a detailed chapter outline, activities and learning exercises, a chapter summary, and test questions specific to each chapter. In each chapter outline, glossary terms are underlined.

In addition to what is offered here, there are excellent examples of discussion starters and topics at the end of each chapter in Questions for Discussion and Review. In some cases, the short essay questions included in this manual can also be useful as discussion starters or small group discussion topics.

Although the syllabus offers a plan and timetable for presenting the information, the instructor can easily organize and present the chapters in a way that best fits his or her preference or plan for the semester.

I was honored to revise and edit this instructor's manual. As a graduate student at Texas State University, I was encouraged and inspired by Dr. Steven Beebe and Dr. Tim Mottet. Both were integral to my success inside and outside the classroom. As a first year student, Dr. Mottet gave me the motivation to stay the course and overcome tremendous adversity. He believed in me and saw my potential even when I did not believe in myself. During my second year, Dr. Beebe literally showed me the world. While attending the Eastern Communication Association Conference, he invited me to the Boston Museum of Fine Arts. Sharing that experience with him and seeing history unfold gave me a sense of excitement and hunger to leave my own piece of history in the lives of others. Any success I may have earned in higher education is a direct result of the values that were instilled by these inspiring men along with the faculty and staff at Texas State University. I've been extremely fortunate to have them as my mentors and even luckier to call them my friends and colleagues.

I hope you find this guide useful. May you have success and enthusiasm as you prepare for your course and satisfaction as you work with your students on their journey.

Instructor:
Department:
Office Location
Office Phone:

Office Hours:
E mail:

Course Description

This course is designed for students interested in learning more about communication training as a tool for human resource development in organizations. This course will help students prepare and implement communication workshops, seminars, and training programs for professional development. In additional to instructional design, the course will focus on methods of teaching communication skills to adult learners and instruction and practice in conducting experiential activities. Methods of assessing learning outcomes and evaluation of training programs will also be covered.

Course Objectives

At the end of this course, students should be able to:
      (1) Compare and contrast training with education, development, and consulting.
      (2) Identify at least five characteristics of adult learning.
      (3) Describe the steps involved in producing communication training programs.
      (4) Conduct a needs analysis.
      (5) Write clear learning objectives that meet the criteria for a well worded objective.
      (6) Identify two advantages and two disadvantages of various training methods.
      (7) Use appropriate visual aids to enhance training.
      (8) Produce a trainer guide for two contact hours of communication training.
      (9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
      (10) Identify at least three advantages and disadvantages of various types of assessment instruments.
      (11) Model appropriate training techniques in a training presentation.

Required Text:

Beebe, S. A., Roach, D. & Mottet, T.P. (2012). *Training and Development: Communicating for Success*. (2nd ed.). Boston: Pearson.

Overview of Course Requirements:

Assignments and Grading: Grading in this course is based on a combination of exams, other written works, presentations, and class participation and attendance, as follows:

Assignment/Activity	Weight/Points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Preliminary Written Work	150 points
Written Training Module	300 points
Training Session Presentation	200 points
Class Participation/ Attendance	50 points
Total	1,000 points total

In this course, a grade of "C" indicates average work, "B" indicates above average work, and "A' indicate superior work. Conversely, a "D" represents below average work, and an "F" indicates unsatisfactory work.

Final grades will be calculated in the following manner:

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F= Below 6000.

Course Guidelines:

1. **Leadership and Attendance:**
   You are expected to attend class and participate in class discussions and exercises. If you know that you will be missing class, please advise me ahead of time. You are responsible for everything that happens in class, whether or not you attend. Attendance will be considered when assigning final course grades.

2. **Academic Honesty**
   All work must be the original work of the student claiming credit for it. Students guilty of knowingly using, attempting to use, or allowing the use of another's work will receive an "F" for the course. Students should be familiar with the University's policy on plagiarism. If there are any questions on what constitutes plagiarism, please consult your instructor *before* the assignment is due.

3. **Late Work**
   No late work will be accepted unless there are well documented extenuating circumstances. Grade reductions of up to one letter grade for each day a project is

late may be imposed. I must be notified *prior* to a problem with an assignment in order for it to be considered for acceptance.

4. Special Circumstances
If you have a specified physical, psychological, or learning disability and require

accommodations, please let me know early in the semester so that your needs may be

appropriately met. You will need to provide documentation of your disability to the

Disability Coordinator.

Suggested Daily Schedule

(Subject to change by notification from the instructor)

Date	Topic(s)	Readings/ Assignments Due
Unit 1: Training Foundations		
Meeting 1	Course Orientation	Buy Texts
Meeting 2	Training vs. Education vs. Development vs Consulting: An overview of the training and development process	Read: Chapter 1
Meeting 3	How Adults Learn: Laws of learning and learning styles	Read: Chapter 2

Unit 2: Training Preparation		
Meeting 4	Task Analysis	Read: Chapter 3 Due: Training Topic
Meeting 5	Assessing Learner Needs	Read: Chapter 3 Due: Bibliography
Meeting 6	Developing Training Objectives	Read: Chapter 4 Due: Task Analysis
Meeting 7	Practicum	Due: Needs Analysis Due: Training Objectives
Meeting 8	Developing Training Content	Chapter 5
Meeting 9	Exam 1	Chapters 1-5
Unit 3: Training Strategies and Delivery		
Meeting 10	Introduction to Training Methods	Chapter 6
Meeting 11	Practicum	Chapter 6
Meeting 12	Using Technology and Presentational Aids	Chapter 7
Meeting 13	Developing Training Plans	Chapter 8
Meeting 14	Preparing Training Plans	Chapter 8
Date	**Topic(s)**	**Readings/**

		Assignments Due
Meeting 15	The Training Proposal	Chapter 12 Due: One hour Lesson/Training Plan Draft
Meeting 16	Delivering the Training Session	Chapter 9
Meeting 17	Exam 2	Chapters 6-9
Unit 4: Classroom Management and Learning Assessment		
Meeting 18	Managing Conflict	Chapter 10
Meeting 19	Assessing Learning Outcomes	Chapter 11 Due: Training Proposal
Meeting 20	Evaluating Training	Chapter 11
Unit 5: Training Practice and Presentation		
Meetings 21/26	Training Presentations	
Meeting 27	Trends and Career Opportunities	Chapter 12
Meeting 28	Exam 3	Chapter 10-12

Assignment Summary:

Training Topic: *Due date*

Select and describe a communication training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) appropriate for organizational training. The topic should permit a focus on *skills* rather than knowledge or information.

Bibliography   Due Date:

Annotated bibliography of at least five sources related to your training topic.

Task Analysis   Due Date:

Prepare a task analysis of the skill(s) you will be teaching. This will involve a step-by-step outline listing of the skills, knowledge and behaviors necessary to perform the skill in the order the skills will be taught.

Needs Analysis   Due Date:

      This will be a written proposal containing the following:
1. Describe the function, goals, employees, etc. of an organization. This organization may be an actual organization or one you create. (Approximately 2 pages)
2. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
3. Summarize the "results" describing the communication skill needs in a table.
4. Summarize the "results" in dialog form identifying the implication of the "results' for training.

Instructional Objectives   Due Date:

      Based on your needs assessment, develop 8 to 20 specific instruction objectives for a multi session two hour communication workshop.

Draft of one hour Lesson Plan   Due Date:

      This is a preliminary plan for one module (or part of a module) for your final presentation.

Training Proposal   Due Date:

      This should include the following:
1. Cover letter
2. Workshop title
3. Workshop description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives (revised from previous assignment)
6. Qualifications of Trainer (1-2 paragraphs)

Presentation of Training Module Due Date:

The following will be due on the day you present;
1. Trainer's Guide: Detailed lesson and training plan including objectives, methods, audio visual, content outline, etc.
2. Participant's Workbook
3. Assessment instrument (Copy for each class member to be distributed at the end of your session.

Final Draft of Training Proposal Due Date

The proposal for your two hour training workshop should include the following:
1. Training proposal
2. Description of organization, needs assessment instrument, and "results' summary
3. Task analysis
4. Trainer's Guide: Detailed lesson and training plan including objectives, methods, audio visual, content outline, etc.
4. Assessment instrument for entire workshop
5. Participant's Guide/Workbook: Copy of all training handouts and materials for your workshop.
6. Bibliography of all materials related to your training topic.

Additional options for syllabus:

1. Change the exam schedule to include 2 exams (chapters 1-5 and chapters 6-12) with a comprehensive final. Offer an alternative assignment in lieu of the final exam. This assignment would require students to present a one hour training session to an actual group or audience pre-approved by the instructor. All materials (Trainer's guide, participant's guide, and evaluations) would be turned in to the instructor by a specified due date. Student's final grade would be calculated based on a percentage without the final 15%.
2. Offer an opportunity for students to work together in training dyads or groups to plan and present the training module.

Table of Contents

Chapter One: Introduction to Training

Objectives:

1. Define training.
2. Compare training with the processes of education, development, motivation, and consulting.
3. Describe three approaches to consulting.
4. Define and describe the communication process.
5. List skills that are frequently presented in communication, leadership, and management training seminars and workshops.
6. Identify and describe the nine steps involved in designing and presenting a training workshop.

Chapter Outline:

I) Training is the process of developing skills in order to more effectively perform a specific job or task. Communication, leadership, and management training involves teaching "people skills". A skill is an ability to do something as opposed to knowing something. The goal of communication training is the performance of an observable and measurable skill that can be assessed in some way. Over $200 billion dollars is spent annually on organizational training.
   A) Training and Education. Education is the process of imparting knowledge or education.
      1) Training emphasizes doing, and education emphasizes knowledge.
         (a) Training emphasizes knowledge that is not linked to a specific job or career.
      2) Training emphasizes achieving a certain level of skill attainment, and education often evaluates mastery by comparing one student to another.
      3) Training is more a closed system, and education operates as an open system.
         (a) In education there is less emphasis on finding the "right answer; the focus is finding the best answer.
      4) Training emphasizes requirements to perform a specific job linked to a specific job duty, whereas education is often less linked to a specific job.
         (a) Training is the process of developing skills for a specific job or task.
      5) Training emphasizes a comprehensive listing and description of the skills required to perform a specific behavior; education is less likely to provide a complete summary of all information on a specific subject.
   B) Training and Motivation. Motivation is an internal state of readiness to take action or achieve a goal.
      1) Trainers seek individual and organizational change by teaching a skill.
         (a) Change happens because the listener has gained a repertoire of tools and behaviors that they did not have before.
      2) Motivational speakers seek change by using emotions to encourage people to take action to achieve a worthwhile goal.
         (a) The assumption is that if emotions are heightened and attitudes are touched, change will follow.
            (i) Emotions are feelings of states that often results in behavior change
            (ii) Attitudes are learned predispositions to respond favorably or unfavorably toward something.
         (b) Motivational messages may not have staying power, therefore, listeners may still need strategies and skills to enact change.
   C) Training and Development. Organizational development is linked to both training and human resources. Development is any behavior, strategy, design, structuring, skill or skill

set, strategic plan or motivational effort that is designed to produce growth or change over time.
1) Development encompasses education and training.
2) Combining training and development suggests training is designed to achieve a broader function than performing a specific skill.
3) The goal of the training is to facilitate the transformation of the organization—to bring about positive change not just for one person, but have a larger impact on the organization.

D) Training and Consulting. Organizations may hire consultants to offer insight, advice, wisdom, research, or experience based intervention strategies to help solve the organization's problems. Communication or management consultants provide advice about some aspect of the organization's communication or leadership. There are three different approaches to consulting.
1) The Purchase approach is used when a member of the organization has diagnosed the problem and purchases a solution from the consultant.
   (a) There is little consultant involvement in diagnosing the problem.
2) The Doctor-Patient approach is used when the consultant diagnoses the problem and recommends a solution.
   (a) The manager or director may know that something is wrong but is unsure what the problem might be.
   (b) There is some consultant involvement in diagnosing the problem.
3) The Process approach uses a variety of assessment measures to determine the overall vitality of an organization and recommend strategies for improvement. The consultant spends time analyzing the organization and joining members of the organizational management team to identify problems and obstacles to organizational effectiveness.
   (a) There is considerable consultant involvement in diagnosing the problem.

II) Understanding "Soft Skills": Communication, Management, and Leadership. Soft Skills are skills that focus on managing people, information, and ideas. Communication and leadership skills are "soft skills" that are valued in the workplace.

A) Defining Communication. Human communication is the process of making sense out of the world and sharing that sense with others by creating meaning by verbal and nonverbal messages.
1) It is inescapable.
2) It is irreversible.
3) It is complicated.
4) It emphasizes both content and relationships.
5) It is governed by rules.

B) Model of Communication. Communication is described as a transactive process in which both sender and receiver of a message simultaneously express and respond to messages.
1) The sender is the originator of the message.
2) The receiver is the person who decodes or makes sense of the message.
3) The message is the written, spoken, and unspoken elements of communication to which we assign meaning.
4) The channel is the pathway through which messages are sent.
5) Noise is interfering messages that decreases the accuracy of the communication.
6) Feedback is response to the message.
7) Context is the physical and psychological communication environment.

C) Communication, management, and leadership training is designed to teach people specific skills that will enhance the quality of messages and human relationships.

1) Helping people enhance the quality of communication is a positive, direct way of helping an organization become more effective.
2) Understanding communication as a transactive process helps learners understand and learn the skills taught in communication training.

D) Understanding the Training Process. The Needs-Centered Training Model focuses on the trainee needs and drives every step of designing and delivering a training presentation.
1) Identify and understand the needs of the organization and the specific trainees.
    (a) Learn what the trainees need to know.
    (b) Analyze what the organization needs to achieve its mission.
    (c) Determine how training can help address those needs.
2) Analyze the training task.
    (a) Task analysis is a detailed, step-by-step description of precisely what the trainee should do and know in order to perform that desired skill.
3) Develop training objectives.
    (a) Develop precise behaviors you want the trainees to perform at the end of the training.
4) Organize training content.
5) Determine training methods.
6) Select training resources.
7) Complete training plans
8) Deliver training.
9) Assess training.
    (a) Competent trainers evaluate how effective their training was received.

Chapter Summary:

This chapter presents an overview that compares training to education and other methods of enhancing organizational effectiveness. Training may be part of the overall process of organizational development when the need is for employees to develop certain skills in order to more effectively perform a specific job or task.

The needs centered model of communication training is described.

Activities and Learning Exercises

1. Education versus training

Ask students to think of past experiences when they were involved in situations that had training as a goal. Ask students how these experiences were different from their usual classroom experiences in college,

2. Why training is important

Put students into small groups and ask them to respond to the following scenario:
    Using a current or imaginary work situation, recommend a topic for communication-based training. Build an argument for why it is important and how it will benefit the company.
3. Ask students to complete the "Analyzing your Training Skill" worksheet. This will also provide instructors with an overview of the skills, knowledge, and current practices of their students.

Analyzing Your Training Skill[1]

Rate your training skill using a 1 to 10 scale. 1= low skill. 10 = high skill

	Today	Desired

I effectively identify and assess what trainees
need to learn using effective needs assessment
tools.   _____
_____

I perform well organized task analysis of the
training skills I want to teach.   _____
_____

I can write training objectives that are observable,
measurable, attainable, and specific.   _____
_____

I effectively organize material that trainees need   _____
_____
to learn.

I use a variety of effective training methods
during a training session.   _____
_____

I use effective training resources such as
overhead projectors and computer generated
graphics.   _____
_____

I develop and use high quality lesson plans
and facilitator guides.   _____
_____

I use effective delivery skills when training.   _____
_____

I systematically and effectively evaluate training
I conduct.   _____
_____

I use adult learning principles when designing and
delivering training.   _____
_____

I effectively manage difficult trainees.   _____   _____

[1] Adapted from Beebe, S.A. (Summer 2000). *Communication Training: Resources and Strategies*

Test Questions:

Multiple Choice Questions:

1. According to your text, one of the most important skills in today's information driven marketplace is the ability to
      a. interpret financial documents.
      b. work with groups.
      c. communicate skillfully and lead others.
      d. hire effective people.

Correct answer: c
Page reference: pg. 4

2. Training can be described as
      a. knowing about a subject.
      b. being able to prepare a lesson and teach a subject.
      a. the process of developing understanding.
      b. the process of developing skills in order to more effectively perform a specific job or task

Correct answer: d
Page reference: pg. 5

3. Education can be described as the process of
      a. developing skills in order to more effectively perform a specific job or task.
      b. imparting knowledge or information.
      c. developing a comprehensive list of the skills required to perform a specific behavior.

Correct answer: b
Page reference: pg. 6

4. Training has been described as a closed system. This means that training is
      a. based on certain right and wrong ways of performing a skill.
      b. continuous.
      c. based on finding the best answer.

Correct answer: a
Page reference: pg. 6

5. All of the following statements are true about the differences between training and education except:
        a. training develops skills for a specific job and education focuses on imparting knowledge.
        b. training emphasized doing and education emphasized knowing.
        c. training is a closed system perspective and education is an open system perspective.
        d. training emphasizes knowing information not necessarily linked to a specific job and education emphasizes performance levels.

Correct answer: d
Page reference: pg. 7

6. How does training compare to development?
        a. Training is narrower in focus.
        b. Development is narrower in focus.
        c. Training is a broader more encompassing function.
        d. All of the above.

Correct answer: a
Page reference: pg. 8

7. The organizational consulting approach in which the consultant is the most involved in diagnosing the problem is the
        a. purchase approach.
        b. doctor-patient approach.
        c. process approach.
        d. None of the above.

Correct answer: c
Page reference: pg. 10

7. Mary was promoted to senior executive at an accounting firm. Within the first several months of working she notices that the employees are engaged in small conflicts about day to day activities. She realizes that this is affecting the organizational environment which leads to inefficient working patterns. She decides to hire Ted, an independent conflict management consultant, to train the employees on appropriate ways to handle conflict. Which approach is Mary using:
        a. process approach
        b. purchase approach
        c. doctor-patient approach
        d. progress approach

Correct answer: b
Page reference: pg. 10

8. The best explanation of the concept that communication is irreversible is:
    a. We spend up to 90% of our time involved in purposeful communication activities.
    b. Rules governing appropriate or acceptable communication are cast in stone.
    c. Communication is a complicated process.
    d. You can't take communication back, even if you tell someone to forget your message.

Correct answer: d
Page reference: pg. 12

9. Communication is described as a transactive process in which
    a. the sender of a message responds to messages.
    b. the receiver of a message responds to messages.
    c. both sender and receiver simultaneously respond to messages.
    d. both sender and receiver simultaneously express and respond to messages.

Correct answer: d
Page reference: pg. 13

10. The idea that a trainer should be cautious in offering sweeping generalizations and step by step solutions to problems that have multiple variables is aware of the which communication characteristic?
    a. communication is governed by rules
    b. communication is irreversible
    c. communication inescapable
    d. communication is complicated.

Correct answer: d
Page reference: pg. 12-13

11. In the transactive process model of communication:
    a. both the sender and the receiver simultaneously express and respond to messages.
    b. the source decodes the message.
    c. the channel is the pathway through which messages are sent.
    d. only a and c are correct.
    e. all of the above are correct.

Correct answer: d
Page reference: pg. 13-14

12. Jorge is watching a webinar, on his office computer, on how to create a podcast for new trainers. Unfortunately, the speed of the internet is too slow for the pictures and voice to comprehend. Which element of the communication model is interfering with his ability to comprehend the message?
      a. channel
      b. noise
      c. feedback
      d. context

Correct answer: a
Page reference: pg. 14

13. What are typical kinds of communication, management, and leadership skills that are taught in training seminars?
      a. How to manage time and be more productive
      b. How to become less assertive
      c. How to deliver a sales presentation
      d. How to lead others by being collaborative
      e. How to manage conflict

Correct answer: b
Page reference: pg. 15

14. In the first step in the Needs-Centered training model the trainer must:
      a. analyze the needs of the organization.
      b. analyze the needs of the trainees.
      c. analyze the cost associated with creating the training module.
      d. only a and c.
      e. only a and b.

Correct answer: e
Page reference: pg. 16

15. The first step in the Needs-Centered Training Model is to
      a. analyze the training task
      b. analyze the organizational and trainee needs
      c. organize the training content
      d. select training resources

Correct answer: b
Page reference: pg. 16

16. A task analysis involves
     a.   developing objectives for your training course.
     b.   developing a detailed step-by-step description of what the trainee should be able to do and know in order to perform a desired skill.
     c.   determining how you will teach a skill.
     d.   a written description of how you will present your message.

Correct answer: b
Page reference: pg. 18

17. Adriana is developing a training module to enhance listening skills. She is trying to decide whether she should start the presentation using a video, a discussion prompt, or a PowerPoint slide to illustrate the concept. This reflects which step in the Needs-Centered training process?
     a. develop training objectives
     b. complete training plans
     c. select training resources
     d. organize training content
     e. analyze training task

Correct answer: c
Page reference: pg. 18

18. Deciding how to present your information is the step described as
     a.   determining training methods.
     b.   organizing training content.
     c.   selecting training resources.
     d.   developing training objectives.

Correct answer: a
Page reference: pg. 18

19. In which step of the Needs-Centered Training model do you develop a comprehensive written plan that describes how you will present your session?
     a. deliver training
     b. complete training plans
     c. select training resources
     d. organize training content

Correct answer: b
Page reference: pg. 19

20. When assessing the training process, all of the following questions should be answered except:
> a. Did the trainees learn the material?
> b. Did the trainees like it?
> c. Did the training make a difference in how they now communicate with others?
> d. Only a and c.
> e. All of above are questions that should be answered.

Correct answer: e
Page reference: pg. 19

True-False Questions:

1. If a problem in the workplace involves people, the solution is often improved communication and leadership skills.

Correct answer: True
Page reference: pg. 4

2. The training process is essentially a communication process.

Correct answer: True
Page reference: pg. 5

3. A skill is the understanding of a specific concept.

Correct answer: False
Page reference: pg. 6

4. Training emphasizes knowing and education emphasizes doing.

Correct answer: False
Page reference: pg. 6

5. All training involves education but not all education involves training.

Correct answer: True
Page reference: pg. 8

6. In the communication model, the term sender must always refer to a person.

Correct answer: False
Page reference: pg. 4

7. Feedback is the verbal response to a message.

Correct answer: False
Page reference: pg. 4

8. If you are going to teach someone a skill, you need to know the steps involved in the skill itself.

Correct answer: True
Page reference: pg. 4

9. At the heart of designing training, you should primarily analyze the needs of the specific trainees.

Correct answer: False
Page reference: pg. 4

10. Effective trainers evaluate how effectively their training was received.

Correct answer: True
Page reference: pg. 4

Short Essay Questions:

1. List and discuss the five ways that training differs from education.
    1) Training emphasizes doing, and education emphasizes knowledge. Training emphasizes knowledge that is not linked to a specific job or career.
    2) Training emphasizes achieving a certain level of skill attainment, and education often evaluates mastery by comparing one student to another.
    3) Training is more a closed system, and education operates as an open system. In education there is less emphasis on finding the "right answer; the focus is finding the best answer.
    4) Training emphasizes requirements to perform a specific job linked to a specific job duty, whereas education is often less linked to a specific job. Training is the process of developing skills for a specific job or task.
    5) Training emphasizes a comprehensive listing and description of the skills required to perform a specific behavior; education is less likely to provide a complete summary of all information on a specific subject.

Page reference: Pg. 6-7

2. Discuss the ways that motivational speakers and trainers differ in their use of motivation. What goals do they have in common?

Trainers seek individual and organizational change by teaching a skill. Change happens because the listener has gained a repertoire of tools and behaviors that they did not have before. Motivational speakers seek change by using emotions to encourage people to take action to achieve a worthwhile goal. The assumption is that if emotions are heightened and attitudes are touched, change will follow. Motivational messages may not have staying power, therefore, listeners may still need strategies and skills to enact change.

Page Reference: Pg. 7-8

3. Discuss the three typical types of consulting approaches.

1) The Purchase approach is used when a member of the organization has diagnosed the problem and purchases a solution from the consultant. There is little consultant involvement in diagnosing the problem.
2) The Doctor-Patient approach is used when the consultant diagnoses the problem and recommends a solution. The manager or director may know that something is wrong but is unsure what the problem might be. There is some consultant involvement in diagnosing the problem.
3) The Process approach uses a variety of assessment measures to determine the overall vitality of an organization and recommend strategies for improvement. The consultant spends time analyzing the organization and joining members of the organizational management team to identify problems and obstacles to organizational effectiveness. There is considerable consultant involvement in diagnosing the problem.

Page reference: Pg. 10

4. List the characteristics of communication.

1) It is inescapable.
2) It is irreversible.
3) It is complicated.
4) It emphasizes both content and relationships.
5) It is governed by rules

Page reference: Pg. 12-13

5. Describe the components of the needs centered training model.

1) Identify and understand the needs of the organization and the specific trainees. Learn what the trainees need to know. Analyze what the organization needs to achieve its mission. Determine how training can help address those needs.
2) Analyze the training task. Task analysis is a detailed, step-by-step description of precisely what the trainee should do and know in order to perform that desired skill.
3) Develop training objectives. Develop precise behaviors you want the trainees to perform at the end of the training.
4) Organize training content.
5) Determine training methods.
6) Select training resources.
7) Complete training plans
8) Deliver training.
9) Assess training.

Page reference: pg. 16-20

Chapter Two: How Adults Learn

Objectives:

1. Define and explain learning.
2. List and explain the three general laws of learning.
3. Differentiate andragogy from pedagogy.
4. List and explain the five principles of andragogy.
5. Define learning style.
6. Differentiate visual, aural, and kinesthetic learners and explain how trainers can accommodate these types of learners.
7. Differentiate reflective and impulsive learners and explain how trainers can accommodate these types of learners.
8. Differentiate whole-part and part-whole learners and explain how trainers can accommodate these types of learners.
9. Differentiate divergers, assimilators, convergers, and accommodators and explain how trainers can accommodate these types of learners.
10. Differentiate the matching, bridging, and style-flexing approaches to training.

Chapter Outline:

I. General Laws of Learning. Learning is a change in individuals, due to the interaction of the individuals and their environment, which fills a need and makes them more capable of dealing adequately with their environment. After trainees have learned something, trainers should be able to recognize changes in the trainee's behavior and attitudes. Change addresses the need or reason for training. New behavior or attitude allows trainees to more effectively manage their environment

    A. A law of learning is a statement that describes the condition that must be met in order for trainees to learn.

    B. The law of effect states that people learn best under pleasant and rewarding circumstances.

        1. Create a pleasant physical environment.

            a. Classrooms that are well lighted, temperature controlled, and clean promote learning.

            b. Large table and chairs arranged in a horseshoe or circle invite interaction and allow trainees room to spread out.

        2. Accommodate the trainees' work schedule by allowing trainees to choose from a list of training times.

        3. Schedule appropriate breaks to allow for a change of scenery and/or refreshments after about 90 minutes.

    C. The law of frequency suggests that the more often you practice a trained behavior, the more likely you will continue using the trained behavior.

        1. Make sure trainees are practicing the correct skills.

        2. Use "plus-one" mastery technique to learn a process one step at a time while adding a new step to the steps already mastered.

        3. Have trainees train the trainer by switching roles.

    D. The law of association suggests that every new fact, idea, concept, or behavior is best learned if you can relate it to or with something you already know.

        1. Use analogies

        2. Compare and contrast with other familiar processes.

II. Androgogy versus Pedagogy. Teaching and training adults is not the same as teaching and training children.
   A. Pedagogy is the science and art of teaching children.
      1. Children learn for learning's sake.
      2. Children have limited life experience on which to build.
      3. Children are motivated by external rewards or punishment.
      4. Children are more dependent on others for what they "should" know.
      5. Children are learning to learn and approach learning subject by subject.
   B. Andragogy is the science and art of teaching adults. Adult learners need to see the meaning and relationship of what they are learning to their lives and experience. Applying the five assumptions of andragogy.
      1. Adults Need Relevant Training. A needs-assessment will identify what learners do not yet know or the important or necessary skills they can't yet perform. Train employees for their "in baskets" - those action items that need immediate attention.
      2. Adult bring experience to the classroom. Get information from trainees about how training can be immediately. Negative experience can be used in a positive way.
         a. Acknowledge their less than positive experiences and empathize with trainees.
         b. Suggest that training can be used to reduce the number of negative experiences.
         c. Ask trainees how new training content might address some negative experiences.
         d. Place the negative experiences in context.
      3. Adult learners tend to be self or internally motivated. They are motivated by increased job satisfaction, self esteem, sense of accomplishment, and quality of life issues.
         a. Take advantage of the internal motivation. Challenge your trainees and keep them focused on task.
         b. Set realistic expectations and provide constant support, praise, encouragement, and constructive feedback.
      4. Adult learners are self directed and know their learning deficiencies.
         a. Make training "needs based" or "learner centered".
         b. Encourage self directed learning to allow trainees to target their specific problems and control their own stop and start times.
         c. Make training timely by providing smaller chunks of "just in time" information when it is needed.
         d. Coach trainees through mistakes by providing a safe environment and address performance deficiencies using specific behavioral and descriptive terms.
      5. Adult learners are task or problem centered.
         a. Group trainees by years of experience or types of problems experienced.
         b. Ask trainees to forward problems ahead of time so they can be addressed in training.
         c. Provide trainees with a bibliography or set of resources.
         d. Provide trainees with a series of training classes ranging from basic to more complex.
III. Learning styles are the ways individuals perceive, organize, process and remember information.

A. Perceptual learning differences (modalities) include auditory, visual, or kinesthetic learners. Learners may prefer learning in one, two, or all three modalities. Visual and mixed visual and auditory are the most common modalities with each accounting for 30% of the U.S. population. 25% of the population prefers using the auditory modality. 15% prefers the kinesthetic or tactile modality.
   1. Visual learners learn by reading or viewing.
      a. Provide modeling, an opportunity for observation of appropriate behavior by others.
      b. Use of prepackaged materials, handouts, flip charts, chalkboard and electronic presentation software will be preferred.
      c. Set realistic expectations for trainees.
      d. Model real, true to life behavior.
      e. Praise models for their behavior: acknowledge and reward successful work.
      f. Use models that are similar to trainees.
   2. Aural (or auditory) learners learn though hearing or speaking.
      a. They clarify their understanding by articulating what they learn.
      b. Use peer presentations, lectures, audiocassettes and sound tracks.
   3. Kinesthetic learners learn by touching and doing.
      a. They are partial to action and prefer to be engaged in movement.
      b. Engage learners by using simulations, case studies, role playing, and demonstrations.
B. Learning Time Difference. Learning styles can be approached by looking at learning time differences.
   1. Reflective learners take time to process information and are concerned with accuracy and precision.
      a. Allow ample time for trainees to complete work.
      b. Set realistic learning objectives.
   2. Impulsive learners quickly process information and complete tasks and are less concerned with accuracy and precision.
      a. Discourage impulsive learners by not rewarding quantity over quality.
      b. Limiting time may encourage quantity.
C. Information Processing Differences. Learning styles can be approached by looking at information processing differences.
   1. Whole-part learners prefer having the big picture before moving into the details of the concept or idea.
      a. These learners need a schema or way to organize big ideas before receiving detailed information.
      b. Training applications include showing the trainees what the product will look like when completed before breaking it down into its various parts.
      c. Use demonstrations or other visual representations.
   2. Part-whole learners prefer learning the small parts or details before learning the big picture.
      a. Show the trainees the various parts that make up the whole product.
      b. Use demonstrations of other visual representations.
D. The Kolb Learning Style Inventory can be used as a diagnostic instrument to identify a learning style preference.

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1. Divergers prefer observing a situation rather than taking action.
   a. They are innovative, imaginative, and concerned with personal relevance.
   b. They need to know how new information relates to prior experiences before learning new information.
   c. Make use of buzz groups, brainstorming, and mentor/mentee relationships.
2. Assimilators learn by listening to experts and prefer sequentially ordering information into logical forms.
   a. Make use of lectures, presentations by experts, and assigning individual research projects.
3. Convergers learn by analyzing problems and doing the work themselves.
   a. They prefer to find solutions by thinking logically through problems.
   b. Introduce new problem-solving processes, demonstrate these processes, and use "problem based" training methods such as case studies, simulations, and role plays.
4. Accomodators learn by "hands on" field experience and by trial and error.
   a. Conduct experiments
   b. Place trainees in the field or in an internship program.
   c. Organize internship programs.
E. Recommendations for the Training Practitioner. Applying the learning styles information to develop and present training programs.
   1. Don't assume everyone learns like you do.
   2. Don't always train in the way you were trained.
   3. Use a variety of training techniques and methods to tap into all learning styles.
      a. Matching involves using the trainees' preferred learning style.
      b. Bridging includes accommodating individual trainee's learning styles when they are having difficulty.
      c. Style-flexing accommodates and challenges trainees by learning in ways that are different from their preferred learning styles.

Chapter Summary:

        This chapter helps students understand the three general laws of learning that are relevant to the training practitioner, explains and compares the concepts of pedagogy and andragogy, explains different learning styles, and offers suggestions on how to apply this information to a training session.

Activities and Learning Exercises:

1. Teaching the laws of learning:

Place students in small groups top discuss the following concepts:

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        a.   Law of effect
        b.   Law of frequency
        c.   Law of association

Assign one law to each group and ask them to come up with a method of explaining and demonstrating the concept to the larger group.

2. Learning styles

The goal of this exercise is to have students consider the differences in learning styles and how these styles may affect the learning outcomes and attention of their trainees.

> First, review the four learning style modalities and ask each student to identify his or her own primary learning style preference.
>
> Students can be placed in small groups or can work alone to consider the following questions:
>
> 1. Discuss the advantages and disadvantages of each learning style preference. For example, a kinesthetic learner may have difficulty concentrating when asked to sit and read as they would prefer to be actively involved.
> 1.   Select a simple topic for a training exercise. (This can be something as simple
>   as making a paper airplane.)
> 3. Ask each group to come up with a teaching method that will address each different learning style. For example, how would they design training on this topic for an auditory learner?
> 1.   Ask each group to share the results of their discussion with the entire group.

3. Information processing

The goal of this activity is to ask students to demonstrate understanding and adaptation to each learning style by designing different approaches to training on a specified topic.

Select a topic that is relevant to the class or university. This may be "How to register online for classes" or "How to buy your textbooks online."

> Ask each group to design a short presentation (3-5 minutes) that would appeal to whole-part learners and part-whole learners.
>
> After each presentation, ask the audience how well it was adapted to each type of learner and why it was successful. The entire group can brainstorm how it might be improved.

Test Questions:

Multiple Choice Questions:

1. A law of learning states that
        a.   people learn best under pleasant and rewarding circumstances.

b. the more you practice a training behavior, the more likely you will continue using the desired behavior accurately.

c. you should take a break in training at least every 20 minutes.

d. certain conditions must be met in order for trainees to learn.

Correct answer: d
Page Reference: pg 24

2. Using analogies is an effective method for training based on the law of

    a. effect.

    b. association.

    c. frequency.

    d. learning

Correct answer: b
Page Reference: pg 26

3. When designing your training programs in accordance with the law of effect:

    a. use "plus-one" mastery

    b. accommodate trainees work schedule

    c. schedule appropriate breaks

    d. all of the above

    e. only b and c

Correct answer: e
Page Reference: pg 24-25

4. The law of association recommends that your training programs:

    a. compare and contrast with other familiar processes

    b. use the trainees to train the trainer

    c. use analogies

    d. all of the above

    e. only a and c

Correct answer: e
Page Reference: pg 26

5. Sandy is creating a training program to help sales associates deal with angry customers. She has decided to have the associates take turns training the trainer and each other. Which law of learning is Sandy initiating?

    a. law of association

    b. law of frequency

    c. law of effect

    d. law of redundancy

Correct answer: b
Page Reference: pg 25-26

6. Which of the following is accurate when comparing andragogy to pedagogy?
      a. Andragogy is described as task or problem oriented learning while pedagogy is described as subject centered learning.
      b. Andragogy is described as building on the learner's experience rather than using the learners experience as a rich resource.
      c. Pedagogy makes use of internal incentives while andragogy make us of external rewards.
      d. Pedagogy is increasingly self-directed while andragogy depends on others for what he or she should know.

Correct answer: a
Page Reference: pg 28

7. All of the following are true about the learning differences between children and adults except:
      a. Children are internally motivated and adults are externally motivated.
      b. Children have limited life experiences and adults bring many life experiences to the classroom.
      c. Children learn for learning's sake and adults need to know "why" they're learning something.
      d. Children approach learning subject-by-subject and adults are problem-centered.
      e. all of the above are true.

Correct answer: a
Page Reference: pg 27-28

8. While conducting a training session on conflict management, the trainer is challenged by a trainee who had a negative experience when trying to handle a similar situation. What strategy does your text suggest might be helpful?
      a. Ignore the trainee.
      b. Ask him or her to explain and expand on their experience.
      c. Acknowledge that negative experiences are inevitable and using the skills offered in training may reduce the negative experiences.
      d. Ask the trainee to demonstrate the problem and brainstorm for solutions.

Correct answer: c
Page Reference: pg 30

9. Charlie has been hired to conduct a training seminar for returning employees of a pharmaceutical company. He has not been given any instructions about the specific topic just to refresh these employees basic knowledge of salesmanship. He decides that the first step in deciding the training topic is to conduct a needs assessment to find out what skills they need. Which principle of adult learning best reflects Charlie's approach to training?
      a. Adults are internally motivated.
      b. Adult learning is problem-oriented.
      c. Adults need relevant training.

    d. Adults bring experience to the classroom.
    e. none of the above.

Correct Answer: c
Page Reference: pg 29

10. An effective method of training visual learners is
    a. peer presentations
    b. simulations
    c. case studies
    d. modeling

Correct answer: d
Page Reference: pg 36

11. All of the following are suggestions for motivating visual learners suing modeling except:
    a. use models that are similar to trainees.
    b. Praise models for their behavior.
    c. Model "artificial" behavior.
    d. Set realistic expectations for trainees.
    e. all of the above are true.

Correct Answer: c
Page Reference: pg 36

12. Learners that tend to work carefully and with a higher degree of precision are described as
    a. impulsive learners.
    b. aural learners.
    c. whole-part learners.
    d. reflective learners.

Correct answer: d
Page Reference: pg 37

13. Showing trainees the final product and breaking down the product into various parts is an effective method for training
    a. whole-part learners
    b. part-whole learners
    c. divergers
    d. convergers

Correct answer: a
Page Reference: pg 38-39

14. Mike is a reflective learner. Which training application would work best to fit Mike's learning needs?
    a. Allow ample time to complete work.

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b. Allow a limited time to complete work.
c. Set learning objectives a little higher that realistically possible.
d. None of the above training applications would fit Mike's learning needs.

Correct answer: a
Page Reference: pg 37-38

15. Buzz groups, brainstorming sessions, and mentor-mentee relationships are useful when working with
     a. accommodators.
     b. convergers.
     c. assimilators.
     d. divergers.

Correct answer: d
Page Reference: pg 40

16. Rachel prefers learning on the job rather than a formal training classroom. She enjoys internships where she can learn pertinent skills while still being supervised. What exhibits what type of learning style?
     a. diverger
     b. assimilator
     c. converger
     d. accommodator

Correct answer: d
Page Reference: 41

17. Carla is a careful, sequential thinker who likes to rely on expert opinions. When in training, she organizes her notes and data and puts it into a concise, logical form. She would be categorized as a/an
     a. accommodator.
     b. converger.
     c. assimilator.
     d. diverger.

Correct answer: c
Page Reference: pg 40

18. Roberto approaches the training experience as a problem solver. He likes analyzing problems and testing theories over finding solutions. How does your text suggest you might work best with Roberto?
     a. Present traditional lectures.
     b. Introduce new problem solving processes.
     c. Conduct experiments.
     d. Use buzz groups

Correct answer: b

Page Reference: pg 41

19. When developing and presenting training programs, the textbook suggests:
  a. train in the manner you were trained
  b. don't assume everyone learns as you do
  c. use a variet of training techniques to tap into all learning styles
  d. all of the above
  e. only b and c

Correct answer: e
Page Reference: 42-43

20. Which of the following approaches to training seek to accommodate trainee learning styles on when they have difficulty learning?
  a. Matching
  b. bridging
  c. style-flexing
  d. all of the above

Correct answer: b
Page Reference: pg 44

True-False Questions

1. The law of effect states that trainees learn when they practice a skill or behavior.

Correct answer: False
Page Reference: 24

2. The plus-one technique is when you learn a process by teaching it to one other person.

Correct answer: False
Page Reference: 25

3. Grouping your trainees by their years of experience is a helpful method for training.

Correct answer: True
Page Reference: 33

4. The most prevalent learning style of the U.S. population is auditory.

Correct answer: False
Page Reference: 35

5. Bridging is when a trainer instructs trainees in a manner that both accommodates and challenges their learning styles.

Correct answer: False
Page Reference: 43

6. Children approach learning subject-by-subject where adults approach learning problem by problem.

Correct answer: True
Page Reference: 28

7. One of the general rules of training is that it is always better to get a message into someone than to get a message out of someone.

Correct answer: False
Page Reference: 30

8. Helping learners develop a schema is a particularly useful for part-whole learners.

Correct answer: False
Page Reference: 39

9. Conducting experiments is a successful training method for convergent learners.

Correct answer: False
Page Reference: 41

10. In bridging, trainees' learning styles are accommodated only when they are having difficulty.

Correct answer: True
Page Reference: 43

Short Essay Questions:

1. List and explain the three general laws of learning.

The law of effect states that people learn best under pleasant and rewarding circumstances. Create a pleasant physical environment. Accommodate the trainees' work schedule by allowing trainees to choose from a list of training times. Schedule appropriate breaks to allow for a change of scenery and/or refreshments after about 90 minutes.

The law of frequency suggests that the more often you practice a trained behavior, the more likely you will continue using the trained behavior. Make sure trainees are practicing the correct skills. Use "plus-one" mastery technique to learn a process one step at a time while adding a new step to the steps already mastered. Have trainees train the trainer by switching roles.

The law of association suggests that every new fact, idea, concept, or behavior is best learned if you can relate it to or with something you already know. Use analogies and compare and contrast with other familiar processes.
Page Reference: pg 24-26

2. List and explain the five principles of andragogy.

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1. Adults Need Relevant Training. A needs assessment will identify what learners do not yet know or the important or necessary skills they can't yet perform. Train employees for their "in baskets" - those action items that need immediate attention.
2. Adult bring experience to the classroom. Get information from trainees about how training can be immediately. Negative experience can be used in a positive way.
3. Adult learners tend to be self or internally motivated. They are motivated by increased job satisfaction, self esteem, sense of accomplishment, and quality of life issues.
4. Adult learners are self directed and know their learning deficiencies.
5. Adult learners are task or problem centered.

Page Reference: pg 29-34

3. Identify the learning law that is best exemplified by asking the trainees to train the trainer. What are the two benefits the text discusses for using this method?

Law of frequency. Trainees believe they know how to do a skill until they are asked to teach others. They then realize whet they don't know. Asking trainees to train others not only emphasizes frequency but also enhances their depth of understanding of the particular concept or skill.

Page Reference: pg 26

4. Explain the concept of training for your trainee's "in basket".

It is important for trainers to realize that trainees have experience and knowledge. It is not necessary to go every piece of information to have an effective training. Most employee have an in basket that they can process in minutes but some items remain challenging for them to process. Trainers need to meet the needs of the trainees by developing a needs assessment and then build the training program around the skills they are lacking.

Page Reference: pg 29

5. Briefly describe a training program that would accommodate learners whose primary learning style was visual.

Use of prepackaged materials, handouts, flip charts, chalkboard and electronic presentation software. Set realistic expectations for trainees. Model real, true to life behavior. Praise models for their behavior: acknowledge and reward successful work. Use models that are similar to trainees.

Page Reference: pg 35-36