Contents

Acknowledgments / xi Preface / xiii The Goals of This Book / xiv How This Book Is Organized / xv

PART ONE INTRODUCING ACTIVE TRAINING / 1

The Nature of Adult Learning / 2 The Social Side of Learning / 6 Concerns About Active Training / 7 The Delivery of Active Training / 10

PART TWO **DESIGNING AN ACTIVE TRAINING PROGRAM / 13**

Steps for Designing Active Training / 15 What's in the Part Two Chapters? / 17

Chapter One Assessing Training Needs / 19

Why Do Assessment? / 20 What Information Should Be Collected? / 23 How Can Information Be Collected? / 29 What If There Is No Time to Do a Proper Assessment? / 38

Developing Active Training Objectives / 41 Chapter Two

Setting Learning Goals / 42 Selecting Objectives / 44

v

Contents

Specifying Objectives / 47 Expressing Objectives / 48 Communicating Training Objectives to Others / 49

Chapter Three Creating Opening Exercises / 53

What Opening Exercises Accomplish / 53 What to Keep in Mind When Creating Opening Exercises / 67 Ten Ways to Open an Active Online Virtual Training Session / 68 Ten Ways to Obtain Participation / 69

Chapter Four Preparing Brain-Friendly Presentations / 75

Five Ways to Gain Your Audience's Interest / 75 Five Ways to Maximize Understanding and Retention / 82 Five Ways to Involve Participants During a Presentation / 88 Five Ways to Reinforce Presentations / 94 An Example of a Well-Designed Presentation / 99

Chapter Five Finding Alternative Methods to Presenting / 103

Demonstration / 103 Case Study / 105 Guided Teaching / 109 Group Inquiry / 110 Information Search / 113 Study Group / 115 Jigsaw Learning / 118 Learning Tournament / 121 Applying the Alternatives to a Common Topic / 123

Chapter Six

r Six Using Experiential Learning Approaches / 129

Role Playing / 130 Games and Simulations / 139 Observation / 144 Mental Imagery / 148 Writing Tasks / 152 Action Learning / 155

Chapter Seven Designing Active Training Activities / 165

The Three Major Ingredients of Any Design / 165 Basic Questions About Any Design / 169 The Remaining Details / 170 Three Tips for Creative Designs / 172

vi

	♦ Contents vii
Chapter Eight	Sequencing Active Training Activities / 177 Basic Sequencing Guidelines / 178 Applying Sequencing Guidelines / 181 The Finer Side of Sequencing / 188 Experiential Learning Sequences / 193
Chapter Nine	Planning Active Training Programs / 199 The Macrodesign of an Active Training Program / 199
Chapter Ten	Incorporating Active Learning in All Training / 207 Asynchronous E-Learning / 208 Group-Based E-Learning / 212 Virtual Classrooms / 216 Blended Learning / 218 Social Media Expands Active Training and Development / 220 M-Learning Offers Instant Options / 223
PART THREE	CONDUCTING AN ACTIVE TRAINING PROGRAM / 229
Chapter Eleven	Beginning an Active Training Program / 233 Preparing Yourself Mentally / 233 Arranging the Physical Environment / 236 Greeting Participants and Establishing Rapport / 242 Getting the Best from the First Thirty Minutes of Training / 245 Reviewing the Agenda / 246 Inviting Feedback to the Agenda / 248
Chapter Twelve	Gaining Leadership of the Group / 253 Setting Group Norms / 253 Controlling Timing and Pacing / 255 Increasing Receptivity to Your Leadership / 257 Handling Problem Situations / 258
Chapter Thirteen	Giving Presentations and Leading Discussions / 267 Knowing Your Group / 267 Organizing Your Presentation / 271 Watching Your Body Language / 273 Adding Visuals / 275 Making Smooth Transitions / 277 Facilitating a Lively Discussion / 279

•••••

 \oplus

 \oplus

viii	Contents

Chapter Fourteen Facilitating Structured Activities and Promoting Team Learning / 287 Structured Activities / 287

Team Learning / 298

Chapter FifteenConcluding an Active Training Program / 307Reviewing Program Content / 307Obtaining Final Questions and Concerns / 309Promoting Self-Assessment / 312Focusing on Back-on-the-Job Application / 315Expressing Final Sentiments / 316

PART FOUR EXTENDING THE VALUE OF AN ACTIVE TRAINING PROGRAM / 319

Chapter Sixteen Providing for Back-on-the-Job Application / 321

Prior to the Training Program / 321 During the Training Program / 325 At the End of the Training Program / 324 Obstacle Assessment / 328 Peer Consultation / 329 Self-Monitoring / 330 Follow-Up Coaching and Support / 340

Chapter Seventeen Evaluating an Active Training Program / 343 Expanding the Four Evaluation Levels / 344 Designing Evaluations / 354 Obtain Feedback Along the Way / 355

PART FIVE THE EVOLVING ROLE OF TRAINERS / 359

Chapter Eighteen Expanded Roles for Trainers / 361

Onboarding / 362 Leading Change / 364 Coaching Managers / 367 Mentoring Programs / 368 Internal Consulting / 371 Building Teams / 373

Contents	
----------	--

ix

Chapter Nineteen New Business Realities for Trainers / 379

Doing More with Less / 380 Globalization / 382 Working with Multigenerational Workforces / 384 Working with the C-Suite / 386 Vendor Management / 388 Working with Subject Matter Experts / 390 We've Reached the End—Or Is It the Beginning? / 391

.....

References / 395 About the Authors / 399 Index / 401

http://www.bookshop.com

 \oplus

http://www.hbookshop.com

 \oplus

 \oplus

 \oplus