24/7 Rule, 224–227 4MAT: using to create education for specific audience, 327 4MAT Wheel, 165

А

Accountability partners, 224 Action Planning Tool, 314 Activity heat index, 109

Amygdala hijack, 107

Animating lectures: choosing the right image, 147, with PowerPoint, 166–167; symbols, 155; using cartoon images, 148–152; using metaphors, 136–139; using stories, 140–144; using visual date, 145; with visual organizers, 156– 166; with visually appealing flipchatts, 153–155

The Art of Changing the Brain (Zull), 88

Assessments, 206; assessing existing programs through lens of 4MAT, 330; determining level of evaluation needed, 318–319; encouraging selfassessment, 220; evaluating at four levels, 300; knowledge gained, 308– 312; learner reaction, 303–307; on-the-way vs. at-the-gate assessments, 301–302; overview, 299; performance and business impact, 316–319; skills gained, 313–315

At-the-gate assessments: vs. on-the-way assessments, 301–302 Aveda: case study, 325–327

В

Beginning with the end in mind: clarifying stakeholder expectations and analyzing performance gap, 268–269; defining four critical learning outcomes, 270–280; overview, 267
Blogs, 227, 315
Bolte Taylor, Jill, 125
Brace maps, 161 Brain: tour of, 66–68 Brain Rules (Medina), 282 Bransford, John, 282 Breakouts, 251 Buckingham, Marcus, 1

С

Cartoon images, 148–152 Case studies, 204; Aveda, 325-327; Center for Creative Leadership, 329-332; Grundfos Pumps, 335–337; Holland America Line, 339–341 Center for Creative Leadership: case study, 329-332 Chat. 250 Coaches, 13. See also performing; practicing; on-the-job coaches, 228, 231-235 Coaching assessment tool, 203 Coaching scenarios: coaching a fellow trainen 202; hostage learners, 201; offpurpose learners, 200 Collages, 163 Common language, 330, 336 Competency assessment tools, 315 Concentric circles, 160 Conscious Competency Spectrum, 2 Consistency across training channels, 326 Content templates, 164 Covey, Steven, 267 Customer service training: defining learning outcomes, 275-277

D

Design database, 331 Dialogue: handling negative dialogue, 105–106 Doers, 36 Duarte, Nancy, 127

Е

Engaging: agreeing that improvement is needed, 196; beliefs of effective facilitators, 85–86; creating a safe learning environment, 107–112; examples of engage activities, 117–123; focuses, 87; gaining attention by linking to what learners already know, 88–90; overview, 74; strategies to encourage reflection and sharing, 94–99; strategies to engage learners before formal learning begins, 92–93; using questions to provoke reflection, generate dialogue and guide movement of the group, 100–106

Evaluating at four levels, 300 Evaluators, 15. See also assessments

F

Facebook, 227 Facilitators, 9; beliefs of effective facilitators, 85-86; focuses of, 87; gaining attention by linking to what learners already know, 88-90 Feelers, 35 Fishbone diagrams, 157 Flipcharts, 153-155 N.2000Kshop.com Follow-up e-mails, 224 Follow-up interviews, 224 Four square frames, 158 Functional role: correlation to learning style, 54 Functional strengths: overview, 52-53

G

Game show reviews, 309 Goleman, Daniel, 107 Group problem solving, 206 Grundfos Pumps: case study, 335-337

Н

Holland America Line: case study, 339-341 Hostage learners, 201 Human graphs, 162

L

Ideal learning environments, Image cards, 164

J

Job aids, 190

Κ

Kirkpatrick assessment model, 270-271 Knowledge check games, 206 Knowledge gained: assessing, 308-312

L Learner commitment, 221 Learner reaction: assessing, 303-307 Learner safety: enhancing while building sense of community, 110–112 Learners, 228

Learning: defined, 35–36

Learning cycle: four steps of, 22, 69-72

Learning journals, 133

Learning outcomes, 270–280; defining outcomes for a sales training course (example), 284-288

Learning style: correlation to role, 54; defined, 23, 24; descriptions, 37–39; equipping delivery team members to reach all learning styles, 340; vs. training style, 28; using to design learning, 73

Learning Type Measure, 40

shop.com Linking to what learners already know, 88-90 Lunch and learn sessions, 226

Μ

Manager observation checklists, 318 Markers, 250 Medina, John, 129, 282 Memory: limits of, 129 Metaphors, 136–139 Mindmapping, 130-132, 133. 156 Mindset of great sales people, 286 Mock test questions, 309

0

Observation, 192 Off-purpose learners, 200 Online social forums, 227, 251 On-the-job coaches, 228; preparing, 234–235; profile of an effective on-the-job coach, 231; ways to involve, 232-234 On-the-way assessments: vs. at-the-gate assessments, 301-302 Opportunity: identifying areas of, 27 Organizing your lecture, 129-135

Р

Parable of the boiled frog, 108 Peer review process, 331 Perceivina, 35 Performance and business impact: assessing, 316-319 Performance gap, 268–269 Performance issues: vs. training issues, 278-279

Performing. See also coaches: 24/7 rule, 224–227; committing, implementing and following up, 199; encouraging self-assessment, 220; examples of performing activities, 240–246; gaining commitment on future action, 221; increasing post-training review of content, 224–227; organizing an onthe-job support team, 228–230; overview, 78, 217–218; setting up a posttraining implementation plan, 223

Podcasts, 226

Pointer, 250

Polls, 250

PowerPoint, 127, 166; things to avoid in, 167

Practicing. See also coaches: assessments or tests, 206; case studies, 204; coaching a fellow trainer, 202; coaching and debriefing, 193; designing outcome-based practice activities, 186–187; examples of practice activities, 211–215; group problem solving, 206; hostage learners, 201; knowledge check games, 206; observing application, 192; off-purpose learners, 200; overview, 77, 183–185; role plays and simulated practice situations, 205–206; setting up activities effectively, 188–191; rying new behaviors, 198; using questions to focus the learner's attention, 194–195; videotaped presentations, 206

Presenters, 11, 126 Processing, 36 Projects: defining, 318

Q

Questions, 100; comparing lines of questioning, 102–103; creating movement with questions, 102–104; how questions create movement, 101

R

Raise hand function, 250 Recognition awards, 226 Reunion calls, 225 Role: correlation to learning style, 54 Role playing, 205–206

S

Safe learning environment, 107–112; creating a safe learning environment, 251 Sales competency, 335 Sales training: defining outcomes for (example), 284–288 Scales, 159 Schwartz, Jeffrey, 194 Self-assessments: encouraging, 220

The Seven Habits of Highly Successful People, 267 SharePoint, 315 Sharing. See also animating lectures; visual organizers: defining what can be improved, 197; examples of sharing activities, 173–180; organizing your lecture, 129-135; overview, 75-76, 125-126 Simulated practice situations, 205-206 Skill development, 336 Skills gained: assessing, 313-315 Slide display, 250 Slideology (Duarte), 127 Social media: blogs, 227; Facebook, 227; online social forums, 227; Twitter, 227; using in assessment of skills gained, 315; using to connect learners, 226 Sponsors, 228 Stakeholder expectations, 268-269 Stories, 140-144 Story journals, 133 Storyboarding, 133, 163 Strengths, 1; maximizing, 343-344; trainer's, 2 Subject matter experts, 282-283 equipping to engage every learning style, 326; working with in a sales training, 288 Success stories, 226 Support teams, 228-230 Symbols, 155 Т

Teach backs, 309 Team leaders, 228; ways team leaders can support training, 229-230 Tests, 206 Text, 250 Thinkers, 35 Thinking: defined, 67 Thinking map, 40–41 Thinking strengths, 50-51 Timelines, 165 Tracking and celebrating results, 318 Trainers: job of, 3; strengths, 2 Training strategies, 25 Training Style Inventory, 4, 5 Training styles: how it relates to the needs of each learning style, 55–59; vs. learning style, 28; overview, 6-7; Type Four, 14-15; Type One, 8-9; Type Three, 12–13; Type Two, 10–11

TRSI. See Training Style Inventory

Twitter, 227

Type Four: case study, 20; learning style, 48–49; training approach and all four styles, 59; training style, 14–15

Type One: case study, 17; learning style, 42–43; training approach and all four styles, 56; training style, 8–9

Type Three: case study, 19; learning style, 46–47; training approach and all four styles, 58; training style, 12–13

Type Two: case study, 18; learning style, 44–45; training approach and all four styles, 57; training style, 10–11

V

Venn diagrams, 159

Verbal channel: organizing your lecture, 129-135

Verbal delivery, 127

Videotaped presentations, 206



Virtual training: 4MAT design, 293; designing your virtual session 250–253; engaging, 254–255, 289; individual reflection, 255; introductions, 254; orientation plan, 252; overview, 249; performing, 260–261, 292; practicing, 259, 291; review of agenda, 255; sharing, 256–258, 200; turning up the heat slowly, 253; working with subject matter experts, 282–283

Visual data, 145

Visual delivery, 127

Visual organizers, 156; 4MAT wheel, 165; brace maps, 161; collages, 163; concentric circles, 160; content templates, 164; fishbone diagrams, 157; four square frames, 158; human grephs, 162; image cards, 164; mindmaps, 156; scales, 159; storyboarding, 163; timelines, 165; Venn diagrams, 159

W

Watchers, 36 Whiteboard, 250 Why Frame, 337

Z Zull, James, 88 http://www.pbookshop.com