

Index

- Accountability for training, 247–249
 - cost-benefit analysis, 247, 248–249
 - return on investment, 247
- Action learning:
 - about, 141–142
 - projects, 291
- Action plan, 228, 229
- Active knowledge sharing, 132–133
- Active-learning environment, 119–122
 - content, level of, 121
 - interdependence, 121
 - iterative process, 122
 - lecture, minimal, 121–122
 - methods, variety of, 122
 - participation level, 121
 - peer teaching, 122
 - physical setting/seating arrangement, 120
 - real-world application, 122
 - small groups and, 122
 - strategies and techniques, 120
 - structure and organization, 120–121
- Active training:
 - credo, 118
 - defined, 117–118
 - “frames,” 130
- Active-training activities, 122–124
 - design principles, 123
 - factors to consider, 123–124
- Active-training methods:
 - activities, design of (*see* Active-training activities)
 - case for active training, 117–118
 - cooperative learning, 118–119
 - environment (*see* Active-learning environment)
 - experiential learning activities, 136–142
 - key points, 142
 - methods and materials, common, 124–136
- Activity:
 - “Active Knowledge Sharing,” 132–133
 - conducting, 169–170
 - creating, 172, 174
 - cultures and, 261
 - experiential learning, 136–142
 - five-step process, 166–168
 - follow-up, 228
 - getting around, 161–162
 - human scavenger hunt, 159
 - icebreakers and openers, 158
 - individual, 291
 - instant assessment, 162–163
 - matching, 291–292
 - party, 159–161
 - processing, 170–172
 - sequencing, 100
 - what do you want to know, 163
- Adult learners:
 - andragogical versus pedagogical model, 25–26
 - how and why people learn, 26–28
 - key points, 38
 - learning principles, application of, 36–38
 - learning styles (*see* Learning style(s))
 - principles on, 28
- Aesop’s Fables, 269–270
- Affective learning domain, 272
- Age:
 - differences, 73
 - learning styles and, 35
- Age Discrimination in Employment Act, 74
- Allen, Michael, 294
- Ambiguity, 255
- American Council on Education, 279
- American Society for Training and Development, 94, 240
- American Society of Composers, Authors, and Publishers (ASCAP), 221
- Andragogical versus pedagogical model, 25–26
- Anecdotes, 270
- ARCS model, 156–157
- Assessment. *See also* Conducting needs assessment
 - instant, 162–163
 - instruments, tips for using, 172–173

- Assessment (*continued*)
 linking needs to, 232
 on-the-spot, 120
- Assignment(s):
 delegation, 149
 group, 290
 pre-session, 144
- Asynchronous delivery method, 284, 285, 286
- Attention:
 ARCS model and, 157
 stories and, 269
- Attitude development:
 objective type, 84
 reference chart for, 87
- Audience:
 “commercial breaks: for, 76
 needs-assessment and, 21
 oral presentation and, 20
 researching, 262–263
- Audioconferencing, 323
- Audio files, podcasting, 322–323
- Audiographics, 285
- Auditory signals, 217–218
- Baby Boomers, 77
- Bank teller–training program, 101
- Barriers:
 insecurity as, 204
 older adults and, 74
 to problems, 20
- Behavioral learning domain, 284
- Behavior-modeling approach, 100
- Blanchard, Ken, 269, 270
- Blended learning, 295
- Body language, 178
- Body movement, 194
- Boss, attitude toward, 202–203
- Brainstorming. *See* Mind mapping
- Broadcast Music Incorporated (BMI), 221
- Business metrics, 246
- Business simulations, 141
- “Buzz group,” 165
- Byham, William, 100
- Case studies:
 about, 138–139
 guidelines for writing, 139–140
 off-the-shelf, 94
- CD-ROM training, 285
- Checklist, quality participant workbook, 114
- Chevron configuration, 154
- Christensen, John, 269
- “Chumming,” participants and, 146
- Chunking information, 36
- Circle configuration, 154
- Classroom, virtual, 294–295
- Classroom style seating arrangement, 151
- Client-consultant relationship:
 case example, 331
 collaborative approach, 331–332
 communication and, 334
 positive behaviors in, 334–335
 relationship, establishing, 330
 responsiveness, 334–335
 role of training and development, 332–334
 terms, defined, 330
- Closing activities, creative, 226–229
 action plan and, 229
 commitments and, 228, 229
 follow-up activities, 228
 full circle, 227
 self-assessment, 227
 small-group summaries, 226–227
- Clothing, 177–178
- Cluster configuration, 153
- Coaching role play, 137
- Cognitive learning, 284
- Cognitive overload, 36
- Collectivism, 254
- Comfort zones, 203–204
- Communication:
 client-consultant relationship and, 334
 cultures and, 258–261
 groups and, 206–207
 interviews and, 16–17
 issues, cultural intelligence and, 258–259
 language problems, 204
 nonverbal (*see* Nonverbal communication)
 OJT trainer, 299
 verbal, 194–195, 260–261
 workplace and, 201
- Company, attitude toward, 202
- Competitors, needs-assessment process, 8–9
- Composure, maintaining your, 208–209
- Computer-based programs, 286
- Computer-based training, 285–286
- Conaway, Wayne, 258
- Conducting needs assessment:
 data analysis, 17–19

- data collection (*see* Data collection)
- design, determination of, 11
- feedback, 19–21
- problem/need identification, 9–10
- Conference configuration, 153
- Confidence, 157
- Conflict management, case example, 289
- Consensus-seeking survival
 - simulations, 140
- Consulting business. *See also* External consultant
 - clients and (*see* Client-consultant relationship)
 - expectations, setting clear, 336–337
 - external consultant, selection of, 337–340
 - key points, 341
 - ongoing relationship and, 341
 - post-project followup, 340–341
 - proposal development, 335–336
 - role of trainer, 329–330
- Content:
 - active-learning environment and, 121
 - determining, 98
 - distance learning and, 286
 - outline, 105
 - sequencing, 99–100
 - storytelling and, 277
 - topics/subtopics, 97, 98
- Control, regaining, 217
- Cooperative learning, 118–119, 130, 261
- Cost-benefit analysis, 247, 248–249
- Cost considerations. *See also* Tough times
 - active training and, 124
 - instruction plan
 - technology and, 281, 283
- Course development, 124
- Cover letter, sample participant, 145
- Co-workers, needs-assessment process, 8
- Creative Training Techniques, 217
- Creativity:
 - closing activities and, 226–229
 - games and, 221–226
 - key points, 230
 - props and other theatrical techniques, 218–221
 - small groups and, 215–218
- “Cultural Awareness Self-Assessment,” 257
- Cultural context, 257
- Cultural intelligence:
 - about, 255–256
 - communication issues, 258–259
 - components of, 255–256
 - development stages, 256–257
 - nonverbal communication, 259–260
 - self-awareness, 257–258
 - verbal communication, 260–261
- Cultural Intelligence: Living and Working Globally*, 255
- Cultural interaction, 283
- Cultural norms, 256
- Culture(s). *See also* Cultural intelligence; Diversity issues
 - application, practical, 262–265
 - cultural dimensions and, 254–255
 - globalization and, 253
 - handshakes and, 259, 262, 264
 - key points, 265
- Curiosity, natural, 27
- Customers, needs-assessment process, 8
- Customer service program, 95, 272
- Dale, Edgar, 182
- “Dale’s Core of Experience,” 182
- Data collection, 11–17
 - advantages/disadvantages of methods, 12–13
 - interviews, 12, 14–16
 - methods and tools, 11
 - method selection criteria, 11–12
 - observation, 16–17
 - questionnaires/survey instruments., 17
- Death by Meeting*, 270
- Delegation assignment, 149
- Delivery of training:
 - assessment instruments, 172–173
 - attention, grabbing their, 157–158
 - cultures and, 264–265
 - environment (*see* Positive learning environment)
 - getting around activity, 161–162
 - human scavenger hunt, 159
 - icebreakers and openers, 158
 - key points, 179
 - learning cycle (*see* Experiential Learning Cycle)
 - methods, tips for using specific, 172–176
 - party activity, 159–161
 - platform presence and, 177–179
 - power of two, 166
 - pretest, 164
 - preview of coming attractions, 165
 - seating and (*see* Seating arrangements)
 - showtime, 156–157

- Delivery of training (*continued*)
- small groups and, 165–166
 - technology-based delivery methods
(*see* Technology in training)
 - what do you want to know, 163
 - what's in it for them, 165
- Design:
- active training and, 118, 123
 - defined, 123
 - jigsaw, 134
- Designing Web-Based Training*, 294
- Design of training program:
- design matrix, 96–98
 - major components of, 96
- Direct reports, needs-assessment process, 7
- Disabilities:
- accommodating, 79–80
 - adapting materials and, 81
 - flexibility and, 80
 - participants with, 79
- Discussion, guided, 132
- Discussion groups, 287
- Distance learning:
- advantages/benefits of, 280–282
 - characterized, 279
 - consistency and, 282
 - cost savings and, 281
 - disadvantages/drawbacks to, 282–284
 - distribution of material, 282
 - efficiency and, 281
 - experts and, 282
 - learner-centered, 281
 - timeliness and, 281
 - types of, 284–286
- Diversity-awareness inventory, 72–73
- Diversity issues, 73–81
- activities and, 80
 - age differences, 73
 - attitude toward topic, 203
 - cooperative learning and, 119
 - cultural difference, 78–79
 - disabilities, 79–80, 81
 - gender differences, 76, 78
 - generational differences, 77
 - materials, adapting, 81
 - older participants, 73–74
 - younger participants, 74–76
- DVD-ROM training, 285–286
- Echo Boomers, 76
- Economizing. *See* Tough times
- E-courses, 286
- Effectiveness, increasing your, 64
- E-learning, accountability for, 245–247
- Electronic media. *See* Distance learning;
Technology in training
- El-Shamy, Susan, 76
- E-mail to manager, sample, 147
- Emotions, stories and, 269
- Employee(s):
- engagement, 269
 - linking, distance learning and, 282
- Employee handbook, in case example,
131–132
- Entertainer" style, 54
- Ethics, workplace, 293
- Evaluation of training, 237–238
- accountability (*see* Accountability for
training)
 - assessment, linking needs to, 232
 - basics, 231–233
 - cost/benefit analysis, 247, 248–249
 - e-learning, accountability and participant
evaluation, 245–247
 - end-of-evaluation form, 235–237
 - four-level model, 233–245
 - how to evaluate, 233
 - interviews, 237–238
 - on-the-job training, 307–311
 - key points, 250
 - Level 1 evaluation, 233, 235–238
 - Level 2 evaluation, 238–241
 - Level 3 evaluation, 241–243
 - Level 4 evaluation, 243–245
 - purposes of evaluation, 231–232
 - significance of evaluation process, 250
 - when to evaluate, 232
 - whom to involve, 232
- Experiential Learning Cycle, 166–172
- activity introduction, 168–169
 - case example and, 131
 - conducting activity, 169–170
 - creating an activity, 172
 - five-step process, 166–168
 - processing activity, 170–172
- Experts:
- distance learning and, 282
 - subject matter, 317
- External consultant. *See also* Consulting
business
- delivery of training and, 317–319
 - selection of, 337–340
- Eye contact, 194, 198, 260

- Fables, 269–270
- Facial expressions, 178–179, 260
- Facilitator, trainer as, 193
- Feelings, 195
- “Finding Famous Fictional Friends and Families,” grouping technique, 216–217
- Fish!* 269
- Five Dysfunctions of a Team, The*, 270
- Five Temptations of a CEO, The*, 270
- Flexibility:
- disabilities and, 80
 - training style and, 41–42, 64
- Flip charts, 186–188
- guidelines, general, 186–187
 - writing on, 187–188
- Follow-up activities, 228
- Forming/norming/storming/ performing, 133–134
- Four Obsessions of an Extraordinary Executive, The*, 270
- Frame games, 141, 224
- Fuhrmann, Barbara Schneider, 28
- Galbraith, M.W., 33
- Games:
- adaptation of, 223–225
 - advantages of, 222–223
 - caveats and, 226
 - creativity and, 221–226
 - facilitating, 225–226
 - frame, 141, 224
 - instructional, 141, 221–222
 - piloting, 224–225
 - questions/items, writing, 225
 - “Test Match,” 164
- Generational differences, 76, 77
- Generation gap, 73
- Gen Xers, 74
- Gen Yers, 76, 77
- Gestures, 178, 260
- Get-Acquainted Scavenger Hunt, 159
- Getting around activity, 161–162
- Giveaways, 219–220
- Globalization, 253, 282
- Group(s):
- active-learning environment, 121, 122
 - cooperative learning and, 119
 - creativity and, 215–218
 - delivery of training and, 165–166
 - discussion, 287
 - games and, 222
 - ground rules, 197–198, 206, 212, 214
 - “grouping card,” 81
 - jigsaw design and, 134
 - key points, 214
 - participation, encouragement of, 194–195
 - peer lessons and, 133–134
 - problems in (*see* Problem situations, groups)
 - questions, asking, 195–196
 - questions, responding to, 196–200
 - resistance and (*see* Resistance, in groups)
 - respect for, 199
 - trainer as facilitator, 193
- Group assignments, 290
- Group critique, 290
- Grouping cards, 216
- Grouping techniques, 215–217
- Group inquiry, 130–131
- Guided analysis, 292
- Guided discussion, 132
- Guided note taking, 302
- Guide to e-Learning*, 294
- Hacker, Deborah Grafinger, 238, 240
- Hall, Edward T., 258
- Head nodding, 194, 260
- Hewitt, Don, 268
- Hoffman, Jennifer, 295
- Hofstede, Geert, 254, 258, 263
- Horton, William, 246, 294
- HOT (High-Outcome Techniques) training, 221
- How to Deliver Training for the New and Emerging Generation*, 76
- How to Prepare Your Employees for Training*, 148
- Human learning, model of, 26
- Human resource personnel, needs-assessment process, 8
- Human scavenger hunt, 159
- Icebreakers and openers, 158
- Imagination, using, 220–221
- In-basket activities, 140
- Individual activities, 291
- Individualism, 254
- Industry experts or observers, needs-assessment process, 8–9

- Information. *See also* Knowledge
 development
 assimilation of, 27
 chunking, 36
 researching, 98, 131
- Information-centered (IC) versus
 learner-centered (LC) learning, 64–68
 advantages/disadvantages of, 64–65
 pedagogical model and, 26
 recognizing learner-centered behavior,
 66–68
- Information search, 131–132, 292–293
- Information technology (IT) department, 8
- Inkson, Kerr, 255, 256
- Institute for Lifespan Development and
 Gerontology, 74
- Instructional games, 141, 221–222
- Instructional guide, 104–106
 content outline, 105
 time frames, 105
 trainer's notes, 106
 training aids/materials, 105–106
- Instructional methods, 106–113
 advantages/disadvantages of, 107–109
 considerations in selecting, 106, 112
 desired outcomes and, 112–113
 when to use them, 110–111
- Instructional objective(s):
 characteristics of, 85
 components of, 86
 described, 83
 editing, 89
 key points, 92
 reason for setting, 83–84
 reference chart for, 87
 types of, 84–85
 worksheet, 88, 90, 91
 writing, 85–92
- Instructional plan:
 components of, 101–106
 content, determining, 98
 cost considerations, 95
 creating detailed, 101
 design components, 96
 detailed, creation of
 instructional guide, 104–106
 instructional methods (*see* Instructional
 methods)
 key points, 115
 mind mapping, 98–99
 organizing training, approaches to,
 100–101
 overview, 93
- participant materials, 113, 114
 program overview, 102–104
 quality participant workbook, 114
 sequencing, 99–100
 time for development of, 94–95
 topic, researching, 98
 trainer materials, 114–115
- Instructional Styles Diagnosis Inventory
 (ISDI):
 answers, sources of, 57–63
 “Coach” style, 54–55
 effectiveness and, 64
 “Entertainer” style, 54
 interpretation of scores, 51–52
 interpretation sheet, 51
 “Professor” style, 53–54
 quick reference guide, 56
 scoring sheet/chart, 49–50
 “Seller” style, 52–53
 statements/ranking, 43–48
- Instrumentation, 127–129. *See also*
 Instructional Styles Diagnosis
 Inventory (ISDI)
 selection/development, 127
 selection guidelines, 127–129
 self-assessment, 144
- Internal consultant. *See* Consulting business
- Internet:
 citing sources, 98
 storytelling and, 275
 videos/video clips, 95, 125
- Interruptions, dealing with, 320–322
- Interviews:
 about, 12, 14
 agenda for, 15
 communication techniques and, 16–17
 confidentiality and, 16
 distractions/interruptions, 15–16
 evaluation of training, 237–238
 guidelines for conducting, 15–16
 privacy and, 15
 purpose, clarifying, 16
 sample questions, 14–16
 scheduling, 15
- Introductions:
 icebreakers and openers, 158
 networking activity, 159–161
 scavenger hunt activity, 159
- Iterative process, 122
- Jacobs, Ronne Toker, 28
 James, M.B., 33
 Jigsaw design, 134

- Job aids, 36
- Job order approach, 101
- Job training. *See* On-the-job training (OJT)
- Just-in-time materials, 327–328
- Keller, J. M., 156–157
- Key points:
- active-training methods, 142
 - adult learners, 38
 - consulting business, 341
 - creativity, 230
 - cultures and, 265
 - delivering training, 179
 - evaluating training, 250
 - groups, working with, 214
 - instructional objectives, writing, 92
 - instructional plan, 115
 - on-the-job training, 311
 - learner, understanding today's, 81
 - needs assessment, 24
 - storytelling, 278
 - tough times, 327
 - trainer style, 69
 - visual aids, 191
- Kirk, James, 225
- Kirkpatrick, Donald, 233, 235, 238, 244
- Kiss, Bow, or Shake Hands*, 258
- Knowledge development:
- objectives, 84, 85
 - reference chart for, 87
- Knowledge sharing, active, 132–133
- Knowles, Malcolm, 26–27
- Kolb, David, 28
- Language:
- cultures and, 260–261
 - problems, 204
- Latch-key kids, 76
- Leaders as teachers, 317
- Leadership Pill, The*, 269
- Leadership program:
- editing objectives and, 89
 - leadership characteristics, 90–91
 - Situational Leadership Model, 135
 - subject matter experts, 317
- Learner, understanding today's:
- diversity (*see* Diversity issues)
 - key points, 81
 - self-awareness, 72
 - training environment, changing, 71
- Learner-centered (LC) versus information-centered (IC) learning, 64–68
- advantages/disadvantages of, 64–65
 - recognizing learner-centered behavior, 66–68
- Learner's role, pedagogical model and, 25
- Learning environment. *See* Positive learning environment
- Learning Model Instrument, The, 28
- Learning objectives. *See* Instructional objectives
- Learning Style Inventory*, 28
- Learning style(s), 28–36
- age and, 35
 - cognitive overload and, 36
 - determining your, 28–31
 - distance learning and, 283
 - doers, 32–33
 - emotional, 34
 - environmental, 34
 - feelers, 32
 - intellectual and experiential, 35
 - observers, 32
 - perceptual modality, 33–34
 - physical, 35
 - profile, 29–31
 - psychological, 34
 - sociological, 34–35
 - speed and, 34–35
 - thinkers, 32
- Learning tournament, 135–136
- Lectures:
- active-learning environment and, 121–122
 - active-training activities, 129–130
 - adult learners and, 36
 - alternatives to, 130
- Lencioni, Patrick, 270
- Lists, making, 292
- Literacy problems, 204
- Live streaming video, 295
- Livo, Norma J., 267
- "Lunch and learn" sessions, 320–322
- Lundin, Stephen C., 269
- Magical Number Seven, Plus or Minus Two, The*, 181
- Making lists, 292
- Management:
- skills/techniques, questionnaire, 23
 - support, 5, 144
 - time (*see* Time management)
- Management Information Systems Research Center, 182

- “Management Skills and Techniques,”
146–147
- Managers, target population’s, 7
- Matching, 291–292
- Matching activity, 291–292
- Materials:
- active training and, 123–136
 - adapting, special needs and, 81
 - adult learners and, 36
 - common, 124–136
 - cultures and, 263
 - developing, 113–115
 - distance learning and, 282
 - just-in-time, 327–328
 - “off the shelf,” 123
 - participant, 113–114
 - trainer, 114–115
 - training aids and, 105–106
- McNeish, Robert, 270
- Memory, working and long-term, 36
- Memory aids, 114
- Metaphors, 270
- Methods, active training and, 122, 124–136
- Millenials, 76
- Miller, Mark, 270
- Mind mapping, 98–99
- Mini cases, 293
- Mnemonic devices, 114
- Modules, modified, 319–320
- Morrison, Terri, 258
- Motivation:
- ARCS model and, 156–157
 - pedagogical model and, 25
 - stories and, 269
 - voluntary training and, 149
- Movement, 178
- MTV generation, 75
- Muchnick, Marc, 269
- Multicultural Calendar*, 258
- Multiculturalism, 256
- Multimedia Learning*, 182
- Multiple clapping method, 217
- Multisession training programs, 149
- Murrell, Kenneth L., 28
- Music, using recorded, 220–221
- Names, using, 262
- Needs assessment:
- action plan and, 21
 - conducting (*see* Conducting needs assessment)
 - in-depth versus mini, 6
 - described, 3–4
 - key points, 24
 - participants’ knowledge, attitudes, skills, 21–24
 - reasons to conduct, 4–5
 - on-the-spot, 24
- Needs-assessment example, 18
- Needs-assessment process:
- competitors, 8–9
 - conducting, 9–21
 - co-workers or peers, 8
 - customers (internal and external), 8
 - direct reports, 7
 - human resource personnel, 8
 - industry experts or observers, 8–9
 - overview, 10
 - senior management, 7
 - target population and, 7
 - vendors, 8
 - whom to assess, 6
- Networking activity, 159–161
- Networking story, 273–275, 277
- Nexters, 76
- Nonverbal communication, 259–260
- distance/proxemics, 260
 - eye contact/gaze, 194, 198, 260
 - facial expressions, 178–179, 260
 - gestures, 178, 260
 - posture, 178, 194, 260
 - smiling, 194
 - touch, 259
- Note taking, guided, 302
- Objectives:
- distance learning and, 286
 - learning (*see* Instructional objectives)
 - worksheet, 88, 90, 91
- Observation:
- data collection, 16–17
 - evaluation of training, 241
- 101 Ways to Make Training Active*,
130, 227
- On-the-job training (OJT):
- defined, 298
 - evaluation of, 307–311
 - instructional plan, development of,
301–304
 - key points, 311
 - model, 304–307
 - situations requiring, 298
 - structured, need for, 297–298
 - trainer, selection of, 299–301
- On-the-spot assessment, 24, 120
- Oral presentation, 20–21

- Organization, attitude toward, 202
 Overview of program, 166
- Pairs. *See also* Groups
 power of, 166
- Parables, 269
- Participant-centered training, 68–69
- Participant materials, 113–114
- Party activity, 159–161
- Paul, Harry, 269
- Pedagogical versus andragogical model, 25–26, 36–37
- Peer(s):
 lessons, 133–134
 needs-assessment process, 8
 teaching, 122, 314–315
- Peoples, David, 182
- Personal attacks, 208
- Personal issues, 202
- Personal names, using, 262
- Personal stories:
 capturing, 275–276
 networking story, 273–275
 telling, 271–275
- Pfeiffer Annuals, 28, 127
- Phillips, Jack, 244
- Pike, Bob, 130, 217
- Platform presence, 177–179
 body language, gestures, movement, 178
 facial expressions, 178–179
 physical appearance, 177–179
- Podcasting, 322–323
- Point-counterpoint, 289–290
 group assignments, 290
 group critique, 290
 peer teaching, 290
- Polling, 291
- Position paper, outline, 333–334
- Positive learning environment:
 active from the start or before, 143
 assignments, pre-session, 144
 delegation assignment, 150
 email to manager, 147
 employee preparation, 148–149
 manager involvement and support, 144, 147
 participant cover letter, 145
 post-session debriefing, 148–149
 questionnaire, pre-session, 144
 rehearsal, 149
 tip sheet, 146–147
- Posters, 219
- Posture, 178, 194, 260
- Power distance, 254–255
- PowerPoint slides. *See* Slides
- Presence. *See* Platform presence
- Presentation, oral, 20–21
- Pretest, 164
- Preview of program, 166
- Problem-centered learning experiences, 27
- Problem participants, 210–213
 belligerent, 210–211
 class clown, 211–212
 clueless, 210
 guidelines, general, 212–213
 indifferent, 212
 know-it-all, 211
 negative, 212
 personality clashes, 212
 rambling, 210
 side conversations, 212
 silent, 211
 stubborn, 211
 talkative, 210
- Problem situations, groups, 205–213
 grace and professionalism, 209–210
 guidelines, general, 212–213
 keeping your cool, 208–209
 participants and. *see* Problem participants
 personal attacks, 208
 personality clashes, 212
 prevention strategies, 205–207
 side conversations, 212
- Productivity, cooperative learning and, 119
- Professional-development program, 146–147
- Professionalism, 209–210
 “Professor” style, 53–54
- Program development, 124
- Program overview, 102–104
- Proposal development, 335–336
 approach/design, 335–336
 background/purpose, 335
 client investment, 336
 deliverables, 336
 organizational development, 335
- Props and other theatrical techniques, 218–219
 points and, 218
 sample props, 219
 using props, example of, 218
- Proxemics/distance, 260
- Puzzles, grouping and, 216

- Quality of life, 27
- Quality participant workbook,
 - checklist for, 114
- Quantitative data, 17
- Questionnaires/survey instruments:
 - data collection, 17
 - pre-session, 22–23, 144
- Question(s):
 - art of asking, 195–196
 - formats for, tests, 240
 - handling, guidelines for, 197–200
 - reasons people ask, 196–197
 - repeating the, 198
 - responding to, 196–200
 - writing game, 225
- Quiz, 164
- Real-world applications, 27, 37, 122
- Recognition, 27
- Rehearsal, 149
- Reitz, Sandra A., 267
- Relevance, 157
- Report, written, 19–20
- Resistance, in groups:
 - attitude toward boss/organization, 202–203
 - attitude toward topic, 203
 - causes of, 200
 - comfort zones and, 203–204
 - effects of, 204–205
 - language problems, 204
 - literacy problems, 204
 - not knowing why they're there, 201
 - not wanting to be there, 201
 - past experiences and, 204
 - personal issues, 202
 - recognizing, 200
- Retention/retention rate:
 - stories and, 269
 - visual aids and, 182
- Robinson, Dana Gaines, 244
- Robinson, James, 100
- Role plays:
 - about, 136
 - coaching, 137
 - game questions and, 225
 - reasons to use, 136
 - rotating trio, 138
 - scripted, 137
 - spontaneous, 137–138
 - tips for using, 176
 - types of, 138–139
- Roles, assigning, 217
- Rotating trio role play, 138
- Round configuration, 152
- Sales-training seminar, 100
- Satisfaction, 157
- Scavenger Hunt, Get-Acquainted, 159
- Scripted role play, 137
- Seating arrangements, 151–156
 - chevron, 154
 - classroom style, 151
 - cluster, 153
 - conference, 153
 - horseshoe, 120, 152
 - semicircle and full circle, 154
 - single square or round, 152
 - trainer's intent/desired interaction, 154–156
 - U-shape configuration, 120, 152
- Secret, The*, 270
- Self-actualization, 27
- Self-assessment:
 - case example, 264
 - closing activities and, 227
 - pre-session assignments and, 144
- Self-awareness:
 - cultural intelligence and, 257–258
 - diversity-awareness inventory, 72–73
- Self-confidence, 27
- Self-directed learning, 283, 294
- Self-directedness, learner, 26
- Self-esteem, 27
- Self-preparation, 149
- "Seller" style, 52–53
- Semicircle configuration, 154
- Senior management, needs-assessment
 - process, 7
- Sequencing, 99–100
- Service providers, delivery of training and, 317–319
- Set induction, 157–158
- Sexual harassment topic, 203, 270
- Shadowing, 297
- Silberman, Mel, 117–118, 130, 166, 228
- Simulations:
 - about, 140–141
 - subjects and, 284
 - tips for using, 176
- Single square configuration, 152
- Situational Leadership Model, 135
- 60 Minutes*, 268

- Skill development:
 objective type, 84
 reference chart for, 87
- Slides, 184–186
 color, 185
 dry run, 186
 limiting use of, 184
 pictures, 185–186
 readability, 185
 simple, 184
 use it/lose it, 186
- Small groups. *See* Group(s)
- Social interaction, 283
- Social media, 295. *See also* YouTube
- Socratic method, 132
- Soft skills training, 317
- Special needs. *See* Disabilities
- “Stage directions,” 106
- Sterns, Harvey, 74
- Story, described, 270–271
- Story matrix, 276
- Storytelling, 274–275. *See also* Personal stories
 content to story transition, 277
 elements of story, 274
 inappropriate stories, 275–276
 key points, 278
 reasons to use, 268–269
 stories, types of, 269–271
 telling your story, 277
 value of, 267–268
- Storytelling Process & Practice*, 267
- Style. *See* Trainer style(s)
- Sugar, Steve, 221, 224
- Supplier-sponsored training, 319
- Survey instruments, 17, 243
- Survival simulations, 140, 141
- Synchronous delivery method, 284
- Synergetic learning, 134
- Target audience, 14
- Target population, 7
- Teachers, leaders as, 317
- Team development, four stages of, 133–134, 135
- Teamwork, simulations and, 140
- Technology in training. *See also* Distance learning; *specific technology*
 available technology, 283
 delivery of content/activities, 294–295
 designing/developing activities, 288–294
 technology-based delivery methods, 326
 technology-based programs, 286
 workplace trends, 279–280
 younger participants and, 76
- Technophobic learner, 283
- Telecommuters, 280
- Teleconferences, 323–324
- Teleconferencing, video, 284
- Teleseminars:
 about, 323–324
 guidelines for conducting, 324–325
- Teletraining, 285
- Teller training program, case example, 331
- Telling, 34
- “Test Match” game, 164
- Tests, 238–241
 question formats, 240
 types of, 238, 240
 writing, guidelines for, 240–241
- Theatrical technique. *See* Props and other theatrical techniques
- Themes, using, 220
- Thiagarajan, Sivasailam “Thiagi,” 130, 222
- Thomas, David C., 255, 256
- Thomas, Kilmann Conflict Mode Instrument, 145, 173
- 3M Company, 120, 181
- Three Signs of a Miserable Job*, 270
- Time management:
 program, 95, 100
 session, 159
 training, 140
- Topic:
 attitude toward, 203
 researching, 98
- Tough times, 327–328. *See also* Cost considerations
 just-in-time materials, 327–328
 key points, 327
 stretching training dollars, 314–322, 328
 technology-based delivery methods, 323–326
 value of training and, 313–314
- Tournament, learning, 135–136
- Trainer:
 changing role of, 329–330
 effectiveness of, 308–309
 materials, 114–115
 notes of, 106
- Trainer characteristics/competencies, 39–41
 competencies, 40
 effective trainers, characteristics, 41
 experiences and, 39–40

- Trainer style(s). *See also* Instructional Styles
 Diagnosis Inventory (ISDI)
 characteristics/competencies. *see* Trainer
 characteristics/competencies
 components of, 51
 effectiveness and, 64
 flexibility, 42
 identifying your, 42
 key elements of, 68–69
 key points, 69
 learner-centered versus
 information-centered, 64–68
- Training:
 delivery of (*see* Delivery of training)
 on-the-job (*see* On-the-job training)
- Training, 94
- Training & Development, 94
- Training aids and materials, 105–106
- Training environment, changing, 71
- Training program. *See also* Delivery of
 training
 design (*see* Design of training programs)
 preparing employees for training, 148
 time for development of, 94–95
- Train-the-trainer program:
 case example and, 131
 outline for, 316–317
- Trends, workplace, 279–280
- Trios. *See* Group(s)
- Trust, 337–338
- Two, power of, 166
- Uncertainty avoidance, 255
- University of Minnesota. 3M study, 181–182
- U-shape configuration, 120, 152
- U.S. Office of Personnel Management, 94
- Value-added service, 319
- Vendor(s):
 needs-assessment process, 8
 -sponsored training, 319
- Verbal communication, 194–195
- Videos/video clips:
 active-training activities, 124–126
 benefits, 125, 190
 cost considerations, 95
 disadvantages, 190
 do's and don'ts, 125
 indicating, 105–106
 live streaming video, 295
 tips for using, 175
 using, 189
 video preview form, 126
- Video conferencing, 284
- Vignettes, 270
- Virtual classroom, creation of,
 294–295
- Visual aids:
 advantages/disadvantages of
 methods, 190
 flip charts, 186–188
 key points, 191
 reasons to use, 182–184
 retention rate and, 181–182
 slides, 184–186
 video (*see* Videos/video clips)
- Visual signals, 218
- Wall of resistance. *See* Resistance,
 in groups
- Web-Based Training (WBT), 285
- Webcasts, 323–324
- Webinars, 295
- Wharton School of Business, 120
- Wharton School's Applied Research
 Center, 181, 182
- White, Karen, 94
- Workforce. *See also* Employee(s)
 diverse, 71
 young (*see* Younger workers)
- Working memory, 36
- Workplace:
 behavior in, 293
 training (*see* On-the-job training
 (OJT))
 trends, 279–280
- Writing:
 instruction plan (*see* Instruction plan)
 objectives (*see* Writing learning
 objectives)
- Writing learning objectives, 85–92
 components of objective, 86–88
 editing and, 89
 formats/components, 88
 objectives worksheet, 88, 90
 reference chart for, 87
 worksheet for, 91
- Written report, 19–20
- Younger workers:
 connecting with, 74–75
 sample attitudes of, 75–76
- YouTube, 95, 293–294