

Active Training, 3rd Edition

Instructor's Guide

by

Mel Silberman

About the Instructor's Guide

This guide is primarily intended for use by instructors of undergraduate or graduate level courses using *Active Training* as its primary text. The guide can also be used by facilitators who are conducting a train-the-trainer program on active training techniques.

Because the active training approach is highly participatory and learner-centered, this guide contains suggestions that model this approach. Several learning activities, correlated to chapters in *Active Training*, are provided in this guide. My goal is to provide plenty of choices. Depending on the class time you have available and the experience level of your participants, you should select those activities that will best meet your needs. The instructions for each activity do not specify precise time allocations and group size requirements, nor other fine details, so that you have maximum flexibility in designing for your own circumstances.

A sample syllabus is provided in the Appendix. Use it as you see fit.

If you would like to ask for any clarification of this guide, please feel free to contact me at 609-987-8157 or send an email with your question (include your phone number) to mel@activetraining.com.

Keep 'em active.

Mel Silberman

Introducing Active Training

Human Scavenger Hunt

Begin with an icebreaker based on the “Human Scavenger Hunt” (see Figure 3.9, pages 63-64, in *Active Training*). Distribute Form A.

Form A

Find someone who . . .

- has the same first initial as yours**
- was born in the same month as you were**
- lives in a different city, state (or country) from you**
- dislikes role playing**
- has attended a course or workshop on training techniques**
- knows what “jigsaw learning” is**

Provide the following instructions:

This activity is like a scavenger hunt, except that you are looking for people instead of objects. When I say ‘begin,’ circulate around the room looking for people who match these statements. You can use each person for only one statement, even if he or she matches more than one. When you have found a match, write down the person’s first name.

When most participants have finished, call a stop to the activity and reconvene the full group. Then, survey the full group about each of the items. When the group has reconvened, go through the alphabet and invite each person whose first initial you just called to stand up and introduce himself or herself. Find out which participant has had the most recent birthday. Hold a brief discussion about the participants' reservations about role playing and what they learned in previous courses or train-the-trainer programs. Invite a participant to explain what "jigsaw learning" is. If no one knows, get participants to speculate about what it means and, after several guesses, explain it (see pages 112-115 in *Active Training*) and promise to demonstrate it later on in the course.

Training Is NOT Telling

Distribute to participants a sheet of paper. Tell the participants the following:

We are going to do an activity that shows us some important things about facilitating adult learning. Pick up your sheet of paper and hold it in front of you. Now close your eyes and follow the directions I will give you—AND NO PEEKING! Also, no questions are allowed. Just listen carefully.

Give the following directions while you do the same with your sheet of paper:

The first thing I want you to do is to fold your sheet of paper in half. [Give them time to do this.]

Now tear off the upper right-hand corner.

Fold it in half again and tear off the upper left-hand corner of the sheet.

Fold it in half again. Now tear off the lower right-hand corner of the sheet.

Now you can open your eyes and let's see what you have. If I did a good job of communicating, and you did a good job of listening, all of our sheets should look the same!" [Hold your sheet up for them to see. It is highly likely that few if any of theirs will match yours.]

Observe differences. There will probably be much laughter. Ask the group members why their papers did not match yours exactly. [You will probably get responses like "You didn't let us ask questions!" or "Your directions could be interpreted in different ways."]

Point out to the group what a "poor job" you did as an instructor during this exercise. Not only did you not allow for questions but you failed to recognize an important fact about the teaching-learning process: Telling is not teaching. This means that what a trainer says (or does!) is not the measure of success; what the participants do is paramount.

Distribute Form B to participants (or refer them to *Active Training*, page 2.)

Form B

When I only *hear*, I forget.

When I hear and *see*, I remember a little.

When I hear, see, *ask questions* and *discuss* with someone else, I begin to understand.

When I hear, see, question, discuss, and *do*, I acquire knowledge and skill.

When I *teach* someone, I master what I have learned.

Ask participants to relate these statements to the activity they just completed. Emphasize that if training is to be "active," it needs to include the following processes beyond telling and hearing:

- seeing
- questioning
- discussing
- doing
- teaching

Active Knowledge Sharing

This activity is based on “Active Knowledge Sharing” (see Figure 3.7, page 61 in *Active Training*). Distribute Form C or display on newsprint, whiteboard, or screen.

Form C

1. **People learn best by _____.**
2. **What goes on in people’s brains during a lecture?**
3. **A lecturer speaks _____ words per minute. A person listens at the rate of _____ words per minute.**
4. **What are the differences between an *auditory*, *visual*, and a *kinesthetic* learning style?**
5. **True or False? People need to feel secure before they are willing to reach out, take risks, and explore the new.**

Arrange participants into small groups and ask each group to take 5 minutes to complete the quiz. Inform participants that they do not have to agree with each other’s answers.

Reconvene the class and review the questions, one at a time. With each question, obtain more than one response. Also, set a ground rule that each person can only volunteer his or her answers once. (This ensures a larger pool of participation.)

Connect the quiz questions to pages 2 to 8 in *Active Training*. Here are some key points:

- People learn best by being active participants in the learning process ... questioning, discussing, doing, and even teaching.
- A person's brain may be processing what's being presented or may be thinking about something entirely irrelevant to the task at hand. What's important to realize, however, is that a person's brain is always doing something. It's never dead. A trainer's job is to connect with the brains of participants by getting them interested in what's being taught and helping those brains to understand and apply it.
- A lecturer speaks, on the average, 150 words per minute. If someone is not only listening but also thinking about what's being presented, that person only hears 50 percent or less than the lecturer stated. If someone is only listening without thinking about what's being presented (either because he or she is not interested, overwhelmed, or preoccupied), that person will be listening at a much faster rate than the lecturer is talking and using the time to think about other things. In either scenario, the lecturer and the listener are rarely in sync. That's why it is imperative to stop frequently during a lecture presentation and involve the participants or avoid sustained lecturing entirely.
- People learn in different ways, yet all learners need to be active. Auditory learners like to talk and discuss, visual learners like to observe and write, and kinesthetic learners like to figure out things by themselves.
- When people don't feel safe, they don't learn effectively. One of the best ways to provide that safety is through peer interaction. By allowing for the "social side of learning," a trainer can then challenge participants to take risks.

Designing an Active Training Program

What Makes a Training Program Effective?

Display the above question. Encourage participants to think about what a trainer can do to make a training program effective.

Indicate to participants that you will record their answers to the question “What makes a training program effective?”

Call on the first person who volunteers an answer and record his or her response.

Request that other participants add to the list, asking the first volunteer to call on anyone else who is ready with a response. Each time, request that the person volunteering select the next volunteer. Continue in this fashion until you obtain several responses.

Respond to the list, indicating where it corresponds to the eight qualities listed on pages 15 to 17 of *Active Training*. Elaborate on these eight qualities.

- moderate level of content
- balance among affective, behavioral, and cognitive learning
- variety of learning approaches
- opportunities for group participation
- utilization of participants’ expertise
- recycling of earlier learned concepts and skills
- real-life problem solving
- allowance for future planning

Ask participants whether they have experienced the presence or absence of these eight qualities in training programs they have attended. Provide your own examples. Also note that what makes a training program effective is not only how it is designed and delivered

but what happens after it is completed. Mention the concept that training is not an event, but a process. Inform students that this theme will be discussed later in the course. For now, welcome responses to the question, “What Makes a Training Program Effective?” that refer to factors external to the training event itself, such as management support, follow-up coaching, and so forth.

Chapter 1.

Assessing Training Needs

When Is Training Needed?

Ask participants to form into pairs and discuss the question: *When is training needed?*

Reconvene the class and record responses from volunteers. The list might include the following:

- when new skills are needed
- when new employees need to be oriented
- when a change in procedure/process is being introduced
- when training is court-ordered
- when attitudes need to be “changed”
- when the ongoing learning of veteran employees needs to be supported

Explain that it should never be assumed that training is appropriate for every need or problem that occurs in an organization. Often, “training is not the only or the best solution.” Elaborate on the idea that other interventions may be just as or even more effective, such as providing clear performance expectations and feedback, better tools and resources, adequate incentives, a good match between worker skills and tasks assigned, and job security.

Further explain that an assessment of needs is essential to deciding whether training is going to be helpful and what should be provided. The key to effective assessment is to decide:

- what information should be collected
- how the information should be obtained

Provide a list of possible situations in which training might be considered. Here are a few suggestions (create your own, depending on the participants you have):

- when a new team is forming
- when a new computer system is being installed
- when a new policy on sexual harassment is being introduced
- when subject-matter experts are needed to conduct training

Create small groups that are each assigned one of the situations. (Try to make the groups of even size.) Give the groups 10 minutes to brainstorm what information they would want to obtain to do an effective training assessment. Then, create new groups, called “jigsaw” groups, in which there is, if possible, only one member from each of the previous groups. Invite each jigsaw group member, in turn, to share the situation he or she discussed previously and the kinds of assessment information considered.

Reconvene the entire class and clarify the six kinds of information that might be obtained in any assessment:

- participants’ stated needs
- the nature of the participants’ work
- participants’ knowledge
- participants’ skills
- participants’ attitudes
- conditions affecting participant involvement

Query the group as to which categories their brainstorming covered and which were not covered. Emphasize that an effective assessment is comprehensive, focusing on many of these six categories.

Critiquing an Assessment Questionnaire

Refer participants to Figure 1.2 (pages 27-28 in *Active Training*) or to Figure 1.3 (pages 29-31 in *Active Training*). Or provide an assessment questionnaire from your own resources. (It may be well or poorly designed.)

Ask each participant to evaluate the effectiveness of the questionnaire selected in terms of the six kinds of information previously cited.

Also, ask each participant to think about the clarity and user friendliness of the questionnaire. Then, pair up participants to exchange views.

Reconvene the entire group and obtain three volunteers to serve on a panel that critiques the questionnaire. Serve as panel moderator. After obtaining the panelists' views, open up the discussion to the entire class. Then, provide your own critique of the questionnaire.

Brainstorming Assessment Techniques

Give each participant an index card and ask him or her to write down a technique or method for collecting assessment information *other than by questionnaire or written survey*.

Ask participants to pass their cards clockwise until each person has read each card. (If the group has over twelve participants, divide into large subgroups for this activity.) When this process is complete, invite participants to look up Figure 1.4 found on pages 32-34 in *Active Training*. Ask them to scan the list of nine techniques and identify which ones were not reflected in the cards passed around. Invite questions about each technique and challenge participants to think of examples of each technique that might be applied to some of the situations referred to in the activity *When Is Training Needed?*

Creating a Training Assessment Plan

Invite participants to complete the worksheet on page 40 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

Chapter 2.

Developing Active Training Objectives

A Planning Exercise

Tell participants the following:

Active Vacations is a company that provides a travel package to visit three major destinations in Italy—Rome, Florence, and Venice. In the package, air transportation, hotel accommodations, and transportation between each of the three cities are included. A half-day orientation sightseeing tour is also provided in each city. The remaining day and a half in each city is unstructured.

The company would like to provide a complimentary 90-minute workshop for people who have signed up for this package. It would be scheduled two weeks prior to departure at the headquarters of Active Vacations. Our class has been approached by Active Vacations to design the workshop. What topics should we cover? Let's do some brainstorming.

Invite input from participants until you receive ten to fifteen topics. Record the ideas so that all can see. Topics likely to emerge include:

- major attractions
- history of each city
- shopping tips
- currency conversion
- basic Italian words and phrases
- local customs
- inner city transportation options
- safety
- medical and other emergencies
- places to eat/types of restaurants

When you have reached ten to fifteen topics, stop the brainstorming process and ask participants to suggest how to prioritize the list, given the fact that all these topics cannot be covered in 90 minutes! Expect differences of opinion to emerge. Keep the discussion going for at least five to ten minutes OR until someone states, in so many words: *We can't prioritize the list until we decide what the major objective of the workshop is.* If no participant states this, explain this point yourself. Then, elaborate with the following remarks:

This exercise was set up to make the point that no training can be designed without coming to some decision about its goals or targets. The hallmark of good training is that it is based on objectives, not on topics. When you decide what the objectives are, you can then decide on the content, but not before. In the case of Active Vacations, we would need to decide what we want the 90-minute workshop to achieve. Here are some possibilities:

- *to allay the travelers' anxieties about the trip so that they approach it with confidence*
- *to equip the travelers with knowledge and skills to maximize their unstructured time in each city*
- *to motivate the participants to learn as much as possible about the major attractions prior to the trip*

Of course, the decision about objectives is not only ours. We should ask the client what they want to achieve as well. (Perhaps the client also has some useful assessment information to share.)

Developing Objectives Exercise

Give participants Form D or display its contents on a whiteboard, slide, or newsprint.

Form D

What Makes Feedback Useful?

1. **It is descriptive rather than evaluative.**
2. **It is specific rather than general.**
3. **It takes into account the needs of both the receiver and giver of feedback.**
4. **It is directed toward behavior that the receiver can do something about.**
5. **It is solicited rather than imposed.**
6. **It is well-timed.**
7. **It is checked to ensure clear communication.**

Divide participants into small groups and give each group newsprint and marking pens. Tell them the following:

Imagine that the president of Active Vacations asks you to create a 90-minute training session for Active's branch managers that focuses on the list in Form D: What Makes Feedback Useful? Assume the president wants to improve the quality of feedback managers give in their performance appraisals to their employees. Your group's task is to create two to three specific objectives for this session. Take the next 10 minutes to complete the following statement: At the end of this training session, participants will_____.

Before you begin, take a few minutes to review Figures 2.2 and 2.3 (page 48 in Active Training) so that the objectives you write are worded clearly. When you are done, post your objectives.

When objectives are posted, invite each group to examine the objectives written by other groups and invite their feedback about the way they are expressed. (Urge participants to use the criteria for useful feedback in Form D.)

Next, approach each list and, without explanation of what you are doing, "grade" each objective as an A, B, or C. However, don't reveal to the class the surprise you have in store for them. Instead of basing your "grade" on A = excellent, B = good, C = fair, base the grade on

A = affective, B = behavioral, C = Cognitive. Anticipate that most objectives your participants list will support behavioral and cognitive goals. Few, if any, will support affective goals. When you have given each objective a “grade” (without explaining why), ask if everyone is satisfied with the grades they received. Expect groans and protests. Then, reveal to participants that you were not judging the objectives as to their quality but as to what kind of learning goals they supported. Explain that C grades are just as valuable as B’s and A’s. The key point is that a good set of objectives might try to include all three learning goals, affective, behavioral, and cognitive. End by providing examples of each goal:

- *Cognitive*: At the end of this training session, participants will be able to identify feedback statements that are not useful according to the criteria given.
- *Behavioral*: At the end of this training session, participants will be skillful in applying these criteria in role-playing scenarios.
- *Affective*: At the end of this training session, participants will value using these feedback criteria in their upcoming performance appraisals.

Writing Your Own Training Objectives

Invite participants to complete the worksheet on page 51 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

Chapter 3.

Creating Opening Exercises

Icebreakers Participants Know

Divide the participants into subgroups. Invite the participants to share with one another the kinds of icebreakers with which they are familiar.

Reconvene the total group. Obtain three participants to serve on an informal “panel.” Serve as moderator and obtain one example of an icebreaker from each of the panelists. Have the panelists discuss their reactions to the examples presented.

Allow the audience to ask questions of the panelists.

Classifying Opening Exercises

Review the opening exercises that participants experienced in the opening module, *Introducing Active Training*:

- Human Scavenger Hunt
- Paper Tearing Exercise
- Active Knowledge Sharing

Present the three goals of opening exercises:

- Team building
- On-the-spot assessment
- Immediate learning involvement

Form small groups and ask participants to assess what each of the three exercises (Human Scavenger Hunt, Paper Tearing Exercise, and Active Knowledge Sharing) accomplished. Then, reconvene the entire class and obtain the views of three volunteer participants. Acknowledge their opinions and elaborate with the following points, if appropriate:

- The Human Scavenger Hunt was a good getting-acquainted experience that supports the goal of team building. Some of the items created the opportunity for on-the-spot assessment (e.g. who has attended a course or workshop on training techniques) and one of the items also created the opportunity for immediate learning involvement (Who know what “jigsaw learning?” is).
- The Paper Tearing Exercise was a solid example of an opening exercise that promoted immediate learning involvement. It was a dramatic way to introduce a key theme: *telling isn't training*.
- The Active Knowledge Sharing activity integrated both on-the-spot assessment and immediate learning involvement. You learned something about the knowledge of participants, and they were made curious about some key concepts.

Creating an Opening Exercise

Give participants the opportunity to create their own “Human Scavenger Hunt” (see Figure 3.9) OR “Active Knowledge Sharing” (see Figure 3.7). Ask them to select a training topic of interest to them (e.g., time management or web design) and each use the framework of one of these openers to design an exercise for their chosen topics.

Invite participants to share their creations with other participants in small groups or with the entire class. Provide feedback on the clarity and engagement value of the items.

Ten Ways to Obtain Participation

Invite the participants to read pages 67-69 in *Active Training* and to search for the methods for obtaining participation that have been used so far in this course or workshop.

Poll the total group's answers and ask participants to recall when each method was used.

Count off the participants by three. Invite the “1’s” to form a circle and have the remaining participants form a circle surrounding them [fishbowl style]. Ask the “1’s” this question, “*What* experience do you have using any of these techniques?”

Next, invite the “2’s” to replace the “1’s” in the inner circle, and ask them, “When would you use each of these methods? What are their relative advantages and disadvantages?”

Finally, invite the “3’s” to replace the “2’s” and ask, “What are your reactions to using these methods in the future as ways of obtaining participation?”

Facilitating an Opening Exercise

Obtain four volunteers and create two pairs. Assign to one pair the responsibility of facilitating “Group Resume” (see Figure 3.5 on page 57 in *Active Training*) and assign to the other pair the responsibility of facilitating “Concerns of a Training Group” (see Figure 3.6 on page 60 in *Active Training*). Give each pair 30 to 45 minutes to review the instructions and prepare to co-facilitate the assigned exercise. Inform them that the participants in the exercise will be their own classmates and that they should assume that the exercise should be appropriate to the actual class in which they are participating.

While the design pairs are preparing, meet with the remainder of the group. Ask them to review the instructions for the exercises being assigned. Then, invite them to discuss the challenges each pair will have in facilitating each exercise. For example, the “Group Résumé” exercise could become unwieldy if the groups were too large or not given enough time to complete the activity. Likewise, the “Concerns of a Training Group” could wind up stilted and of little value if the facilitators didn’t do a good job of explaining the kinds of concerns that participants write on their cards. (The purpose of this discussion is to prepare participants to be astute providers of feedback in the next portion of the design.)

Reconvene the class and give each pair time to conduct the opening exercise they were assigned. After each exercise, invite participants to give feedback to the facilitators. Add your own feedback.

Designing Your Own Opening Exercise

Invite participants to complete the worksheet on page 70 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

Chapter 4.

Preparing Brain-Friendly Lectures

A Poor Example of Teaching

Select some factual or conceptual information that can be presented in a 10-minute presentation. Here are some suggestions:

- The Situational Leadership Model
- Characteristics of Effective Teams
- Key Facts About Adult Learning
- Legal Guidelines in Establishing a Case of Sexual Harassment
- Guidelines for Videoconferencing

Present the information in a clear, straightforward manner. Be enthusiastic, but avoid most of the “brain-friendly” suggestions found in Chapter 4 of *Active Training*. Don’t build interest in the beginning; avoid using examples, analogies, headlines, and visuals; talk without interrupting to obtain participant involvement; and end without reinforcing what’s been presented.

Have the participants count by fours and assign each participant one of the four ways to improve a lecture described in Form D (building interest, maximizing understanding and retention, involving participants during teaching, and reinforcing what is taught). Ask the participants to search for suggestions in their assigned areas that would have improved your teaching.

Pair or create quartets of participants with the same assignment. Ask them to share their suggestions with one another.

Create new quartets that contain one person responsible for each one of the four areas. Ask them to report to each other the suggestions each had under the category assigned to him or her.

Reconvene the total group and elicit overall suggestions.

Form D

Building Interest

1. **Lead-Off Story or Interesting Visual:** Provide a relevant anecdote, fictional story, cartoon, or graphic that captures the audience's attention for what you are about to teach.
2. **Initial Case Problem:** Present a problem around which the lecture will be structured.
3. **Test Question:** Ask participants a question (even if they have little prior knowledge) so that they will be motivated to listen to your lecture for the answer.

Maximizing Understanding and Retention

4. **Headlines:** Reduce the major points in the lecture and in handouts to key words that act as verbal subheadings or memory aids.
5. **Examples and Analogies:** Provide real-life illustrations of the ideas in the lecture and, if possible, create a comparison between your material and the knowledge/experience the participants already have.
6. **Visual Backup:** Use flip charts, transparencies, brief handouts, and demonstrations that enable participants to **see** as well as **hear** what you are saying.

Involving Participants During the Lecture

7. **Spot Challenges:** Interrupt the lecture periodically and challenge participants to give examples of the concepts presented thus far or answer spot quiz questions.
8. **Illuminating Exercises:** Throughout the presentation, intersperse brief activities that illuminate the points you are making.

Reinforcing What Is Taught

9. **Application Problem:** Pose a problem or question for participants to solve based on the information given in the lecture.
10. **Participant Review:** Ask participants to review the contents of the lecture with each other or give them a self-scoring review test.

Reviewing the Four Steps

Ask the participants to pair up and compose a question or comment about any of the suggestions made on Form D.

Hold a “press conference” in which you field questions from the participants. To make it more fun, ask the participants to identify the media sources they represent (for example, “I am Cindy from CNN”).

Designing Your Own Brain-Friendly Lecture

Invite participants to complete the worksheet on pages 94-95 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

If time is available, allow participants to conduct their brain-friendly lectures and obtain peer feedback. To provide every participant with this opportunity, create small groups that meet in a relatively private place and in which each member conducts a brain-friendly lecture. Encourage group members to give feedback and suggestions based on the worksheet categories.

As an alternative, invite one or two volunteers to conduct a brain-friendly lecture. Facilitate feedback from participants and add your own.

Chapter 5: Finding Alternative Methods to Lecturing

Learning About the Alternative Methods

Use the jigsaw learning method for participants to learn about the eight different methods highlighted in Chapter 5 in *Active Training*. How you design this activity depends on the size of your group. One approach is to divide participants into four groups, A, B, C, and D. Assign group A demonstration and case study; assign group B guided teaching and group inquiry, assign group C information search and study group; and assign group D jigsaw learning and learning tournament. Either give each assignment prior to class or provide in-class time so that participants can read the sections of the chapter each group will require to become knowledgeable about its assigned methods.

If time is available, allow each group to review what they read. If time is limited, it is not necessary to have group review. You can immediately proceed to jigsaw groups.

Create jigsaw groups so that there is at least one person each from Groups A, B, C, and D. (Ideally, if you had sixteen participants, each jigsaw group would have four members—A, B, C, and D). Ask each jigsaw group member to explain the methods he or she was assigned. Then, ask each jigsaw group to examine Figure 5.8 (Twelve Ways to Improve Meetings) on page 119 of *Active Training* and figure out how this information could be approached using each of the eight methods. The group can then compare its ideas to the suggestions given on pages 119-120 of *Active Training*. [Of course, you can provide your own example in place of Figure 5.8.]

Learning Begins with a Question

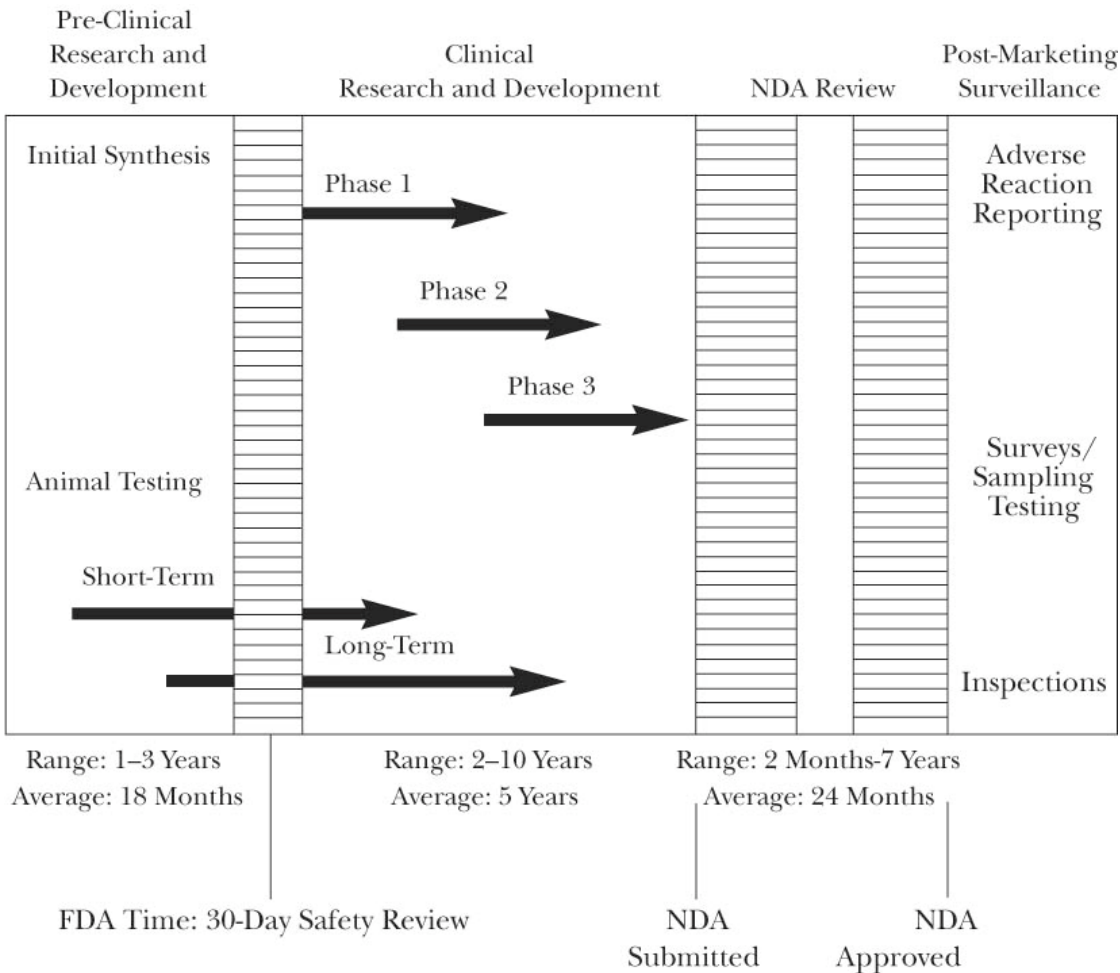
Inform the participants that the eight alternatives to lecturing encourage learners to take an active role in the learning process. Explain to the participants that the process of learning something new is more effective if the learner is in an active, searching mode rather than in a passive,

receptive one. One way to create this mode of active learning is to stimulate participants to delve into or inquire about subject matter on their own without prior explanation from the instructor. The group inquiry method is ideal for this purpose.

Distribute copies of Form E to the participants or substitute a handout of your own choosing. [A key to your choice of handouts is the need to stimulate questions on the part of the reader. A handout that provides broad information while lacking detailed explanation is ideal. The goal is to evoke curiosity.]

Form E

New Drug Development



Pair the participants. Ask participants to study Form E (or the handout you have substituted). Request that each pair make as much sense of the handout as possible, and have the pair members identify what they do not understand. If time permits, form the pairs into quartets and allow time for each pair to help the other.

Reconvene the total group and field questions that remain for the participants. [The following information is key to answering questions about Form E.]

- Preclinical research involves animals, while clinical research is conducted with human subjects.
- Pharmaceutical companies in the industry synthesize a new drug in their laboratories and test it on animals to determine what dosage levels are toxic.
- The Food and Drug Administration (FDA) conducts a safety review to determine whether clinical research can start.
- Animal testing continues to learn more about the effects of the drug, particularly with second-generation offspring (long-term testing).
- Clinical studies are undertaken with a healthy, non-target population, then with target patients to determine whether the drug is safe and effective.
- At this point, a New Drug Application (NDA) is submitted to the FDA. After an initial review, the application is returned to the applicant, requesting data to answer questions not answered by the initial application.
- After the application is approved, post-marketing surveillance begins.

Discuss the experience the participants have had with this activity. Explain that this method can be a welcome switch from traditional teacher-student interaction and that it helps promote active learning. Retention is often increased by this method because participants need to make a mental effort first before hearing information presented to them.

Learning Tournaments

Tell the participants that one of the eight alternatives, “learning tournaments,” is especially useful when the material to be learned is dry. This method combines small-group learning and team competition.

Distribute copies of Form F and instruct the participants to study these medical “roots” for 3 minutes. Have them assume that they are training to be insurance claims adjusters who need to understand medical correspondence.

Form F

ADEN	Gland
BIO	Life
CARDI	Heart
CEPHAL	Head
CHOLE	Bile
CHONDR	Cartilage
COST	Rib
CRANI	Skull
CYST	Sac
CY	Cell
DERM	Skin
ENCEPHAL	Brain
ENTER	Intestine
GASTR	Stomach
GYNEC	Woman
HEMAT	Blood
HYSTER	Uterus
KERAT	Cornea
LEUC	White
MY	Muscle
NEPH	Kidney
OPHTHAL	Eye
OSS OR OSTE	Bone
OT	Ear
PATH	Disease
PNEUM	Lung
PROCT	Anus
PSYCH	Mind
PY	Pus

Next, form an even number of even-sized teams of no greater than five members (for example, four teams of five members each). Give team members several minutes to drill one another and to study the medical terms together. Suggest that they look for memory aids such as the following: LEUC sounds like “Leukemia,” a condition involving a shortage of WHITE blood cells.

Tell teams that they soon will enter “head-to-head” competition with another team. Request that they “seed” their members for the upcoming tournament, designating the number one seed as their top-seeded contestant, and so forth.

Designate which teams will compete against each other (if there are more than two teams in the entire class). Ask each team member to find the same-seeded contestant on the opposing team and to sit facing that person. Have all participants bring Form F with them.

Explain the rules of the resulting “head-to-head” competition:

- Each contestant should quiz his or her opponent on three medical terms that he or she chooses. It is best to take turns quizzing each other. When each contestant is being quizzed, he or she cannot look at Form F.
- Each correct answer is worth 1 point (+1), no answer is worth zero points (0), and each incorrect answer costs the contestant 3 points (−3). Each contestant should keep track of his or her own score. The best total score a contestant can receive is +3 and the worst score is −9.
- When each contesting pair is finished, each person should return to the spot where his or her team originally congregated. Each team should then add together the scores of each of its members to obtain a team total.

If time permits, have the team restudy the medical terms for another round of competition, perhaps against a different team. After the second round of competition, have each team add together its team members’ scores for both rounds. Declare the team with the highest overall score the winner.

Discuss the design of a learning tournament. Point out that it is a fun, active way to learn any dry information that employees must know in their workplace. Add these comments:

- The design of a learning tournament can be adjusted to several different conditions.
- It can be used for a one-time, quick review or an ongoing part of each day of a training program.
- Teams can vary in size from two to six members.
- The material for the tournament can be terms, facts, product features, regulations, procedures, and even higher-order concepts. The only requirement is that questions concern complex subject matter).

Obtain reactions and questions.

Designing Your Own Lecture Alternative

Invite participants to complete the worksheet on page 121 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

If time is available, allow participants to conduct a lecture alternative activity in class and obtain peer feedback. To provide every participant with this opportunity, create small groups that meet in a relatively private place and in which each member conducts a lecture alternative. Encourage group members to give feedback and suggestions based on the worksheet categories.

As an alternative, invite one or two volunteers to conduct a lecture alternative. Facilitate feedback from participants and add your own.

Chapter 6.

Using Experiential Learning Approaches

Learning Through Experiential Activity

Point out to the participants that most of the techniques presented thus far are suited to *cognitive* learning. Learning that is *affective* is concerned with examining feelings, values, and preferences. Often training is directed toward helping the participants become more self-aware.

Indicate that one of the best ways to involve participants in affective learning is through experiential activities. The challenge is not only to use exercises that engage participants but also to process or debrief those exercises so that their meaning and implications are fully realized.

Inform the participants that you are about to take them through a brief experiential activity to demonstrate a three-stage process for debriefing. Form pairs and direct the participants to “thumb wrestle” their partners nonstop for 2 minutes. Indicate that whenever one’s thumb becomes pinned down, it is necessary to continue thumb wrestling until the time has expired.

When the time limit has been reached, ask the participants to stop and discuss the following questions: “How competitive were you during the game?” and “How did you play—fairly, ruthlessly, with guilt, hesitantly?” Obtain a few contrasting responses to these questions from the total group.

Ask the participants to discuss the following: “What is your conflict style in everyday life? Is it aggressive, calculating, compromising, placating? Is it similar to what you displayed in the game or not?” Again, obtain contrasting responses from the total group. Then ask the partners to discuss the following, “What would you like to change about the way you deal with conflict?”

Sort the processing questions on a flip chart under the following headings:

- What?
- So What?
- Now What?

Make these key points:

- **What?** These questions are suitable for the first stage of processing. They ask participants to analyze what happened (either individually or as a group) during the activity.
- **So What?** These questions explore the meaning of the exercise for the participants (individually or as a group). They ask participants to determine what they learned from the activity that applies to their home or work life.
- **Now What?** These questions ask participants to consider how they would like to apply learnings from the activity.

Ask the participants to select an experiential activity they have either participated in or conducted. Invite them to create what, so what, and now what questions for that activity. Have them share the questions with a partner, a subgroup, or the total group.

Alternatives in Role Playing

Present the benefits of role playing when trying to achieve not only *affective* learning but also *behavioral* learning (skill practice). Include the following points about role playing:

- It makes learning concrete.
- The drama involves the participants.
- The participants get a chance to rehearse behaviors in a safe environment.

Indicate that role playing can be designed in different ways to accommodate different circumstances. Some approaches to role playing are non-threatening, while other involve risk and challenge. Some techniques allow the instructor to give ongoing performance feedback and coaching, while other techniques allow participants to be self-directed.

Explain that the design of role playing is based on decisions one makes about *scripting* and *staging*. Distribute Form G to the participants.

Form G

Role playing is one of the most useful methods to explore attitudes and to practice skills. To be successful when conducting a role play, it helps to know different ways to create the drama (scripting) and to format it (staging).

Scripting

1. **Improvisation.** Give participants a general scenario and ask them to fill in the details themselves.
2. **Prescribed roles.** Give participants a well-prepared set of instructions that state the facts about the roles they are portraying.
3. **Participant-prepared skits.** Give participants background information about the situation and ask them to develop a role-playing vignette of their own.
4. **Replay life.** Ask participants to reenact an actual situation that they have faced.
5. **Dramatic reading.** Give participants a previously prepared script to act out.

Staging

6. **Simultaneous.** Form all participants into subgroups of appropriate sizes (for example, pairs for a two-person drama, trios for a three-person drama) and have all groups simultaneously undertake their role plays.
7. **Stage front.** Have one or more participants role play in front of the group. Ask the rest of the participants to observe and provide feedback.
8. **Rotational.** Rotate the participants in front of the group by interrupting the role play in progress and substituting a new participant for one or more of the role players.

9. Different actors. Recruit more than one participant to role play the same situation in its entirety. This allows the group to observe more than one style.

10. Repeated. Practice the role play a second time.

Form pairs. Ask individual members to assign the scripting options to one member and the staging options to the other. Ask them to read their sections with the goal of explaining its contents (in their own words) to their partners.

Invite pairs to teach one another what they have learned. Reconvene the total group and ask the following:

- Which scripting and formatting ideas are likely to reduce the threat of role playing?
- Which scripting and formatting ideas are useful when the instructor wants to play an active role as feedback observer and coach?

Discuss the advantages and disadvantages of each of the alternatives.

Show, But Not Tell

Explain to participants the concept behind Active Skill Development discussed on pages 130-131 in *Active Training*. Use the phrase “show, but not tell” to capture the essence of active skill development.

Select a skill in which you are expert. Three skills I often use are tying necktie, stretching the hamstring properly, and gripping a golf club correctly. Your choice does not have to involve a physical skill. Any skill will do. Obtain a volunteer who is willing to learn the skill you select. Use the “show, but not tell” technique when teaching the skill to the volunteer. Obtain feedback from the volunteer about how well he or she feels the skill has been learned using this approach.

Pair up participants and invite one of the pair to try the “show, but not tell” technique with a skill his or her partner does not know.

Designing Your Own Experiential Activity

Invite participants to complete the worksheet on page 153 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

If time is available, allow participants to conduct an experiential activity and obtain peer feedback. To provide every participant with this opportunity, create small groups that meet in a relatively private place and in which each member conducts an activity. Encourage group members to give feedback and suggestions.

As an alternative, invite one or two volunteers to conduct an experiential activity for the entire class. Facilitate feedback from participants and add your own.

Chapter 7.

Designing Active Training Activities

Designing with the Objective in Mind

Explain to participants that the most important consideration in designing any active training activity is whether the activity achieves its purpose. The most creative activity in the world is of no value if it does not lead to an outcome a trainer is seeking.

In this activity, you will challenge participants to create a design that achieves its stated objective. You will also challenge them to make effective decisions about such matters as: *time allocation, buy-in, key points and/or instructions, materials, setting, and ending*. (See page 159 in *Active Training*.)

Distribute Form H.

Form H

Here are five training objectives. Put together a design lasting 20 minutes that achieves the objective to which you are assigned. Assume that the design occurs during the middle of a longer training sequence and that requisite knowledge for the design has already been accomplished. Keep your design limited to the objective specified. The participants are your fellow classmates.

1. Design a way for participants to obtain feedback from others about their non-verbal communication (vocal, facial, postural). (See page 252 in *Active Training*.)
2. Design a way to help participants get in touch with their feelings about confronting other adults (e.g., problem employees).

3. Design a way to increase participants' knowledge of techniques for increasing the effectiveness of a meeting. (See page 119 in *Active Training*.)
4. Design a way to enable participants to practice skills for facilitating discussions. (See pages 257-258 in *Active Training*.)
5. Design a way for participants to discuss their preferences about team ground rules. (See pages 275-276 in *Active Training*.)

In this activity, you can obtain five volunteers to be responsible for each of the five designs and give them time to prepare their design. Have them conduct the assigned design in class and obtain feedback from participants on how well each design achieved its stated objective. Also, feedback can be given about how effective the design was in terms of *time allocation*, *buy-in*, *key points and/or instructions*, *materials*, *setting*, and *ending*. Or, you can divide the class into five small groups and assign one design to each of them. Let each group design (but not actually conduct) its assigned objective and present the design plan to the total class for feedback.

Designing Your Own Active Training Activity

Invite participants to complete the worksheet on page 163 in *Active Training*. Decide whether you want this worksheet to be completed in class or after it is over. Encourage participants to share their worksheets with each other, either by email or during class.

If time is available, allow participants to conduct the activity and obtain peer feedback. To provide every participant with this opportunity, create small groups that meet in a relatively private place and in which each member conducts an activity. Encourage group members to give feedback and suggestions.

As an alternative, invite one or two volunteers to conduct an activity for the entire class. Facilitate feedback from participants and add your own.

Chapter 8.

Sequencing Active Training Activities

Basic Sequencing Guidelines

Ask participants to read the six guidelines on pages 165-166 in *Active Training*.

Form subgroups and ask them to discuss these guidelines. Encourage participants to give examples of the how they have seen each guideline followed or ignored in training sessions they have attended or led.

Obtain questions that the participants have about the basic guidelines.

Sequencing Decisions

Ask participants to review Figure 8.1 on pages 166-167 in *Active Training*. Invite them to complete the sequencing activity, deciding in what order they would sequence the activities listed.

As each participant finishes, record vertically on newsprint or whiteboard his or her six choices. Keep a running tally of all the selections. The result might look as follows in a class of twenty participants:

```

1) C C C B B D E C C B C C D B B D C C C C
2) F B E F F F F D D E F F F F F C F F F F
3) B F B A A B A B F D B B B D C F B B B B
4) A A A C C A B A A A A A A A A E A A A
5) D D A D D A D F B D D D E C D B D D D E
6) E E D E E E C E E C E E C E E E A E E D

```

Note which choices were the most popular. In the example above, for instance, C is the most popular choice for the first activity in the sequence. Ask that a spokesperson defend the selection of C. Select another spokesperson (with a less popular selection) to defend his or her selection (for example, B). Continue obtaining reasons why participants made the

sequencing decisions they did. Acknowledge that there is no one correct order in this case situation, just as there is no one correct order in most training designs. The important thing is to apply the guidelines as often as possible in establishing a good beginning, middle, and end to the sequence.

Building an Active Training Module

Ask the participants to select topics that they might teach in the future. Invite them to brainstorm a group of training activities that they might incorporate into a 60 to 90 minute training module on that topic.

Now, ask participants to write those activities separately on either index cards or Post-it[®] pads. Instruct them to play with the order of the activities until they obtain a sequence that has a good flow. Ask them to mentally walk through the overall design, testing to see whether or not each activity complements those that precede and/or follow it.

Have participants share their sequences with partners. Ask the partners to provide feedback.

Chapter 9.

Planning Active Training Programs

Reviewing the Characteristics of an Active Training Program

Refer participants to the bulleted list on page 183 in *Active Training*. Divide participants into small groups and ask the groups to study the list and identify questions they might have about each characteristic. Then, invite participants to re-read the fuller explanation of each characteristic found on pages 15-17 in *Active Training*.

Reconvene the total class and invite further questions from any participants. Respond to them as you see fit.

Assessing a Training Program

Give participants the opportunity to assess a total training program with these characteristics in mind. As a reference point, use any of the following:

- the outline of a coaching and counseling program found in Figure 9.1 on pages 185-188 in *Active Training*.
- one of the 25 training programs found in *The Best of Active Training* (Pfeiffer, 2004)
- any training program you can provide participants in outline form

Ask participants to assess the level of content, the balance between affective, behavioral, and cognitive learning, and so forth.

Brainstorming an Active Training Program

Select a training topic with which most or all of your participants have some familiarity (e.g., interpersonal communication). Explain to participants that they will go through the following sequence:

- brainstorm possible objectives for this topic
- brainstorm possible resources one might use with such a topic

- brainstorm possible learning activities for this topic (opening activities, building blocks, middle activities, advanced knowledge and skills, closing activities)

Divide participants into small groups. Challenge them to follow this brainstorming sequence and keep notes of their ideas. Invite small groups to present their brainstorming ideas to the entire class.

Chapter 10.

Blending Technology into Active Training

Your Experiences in e-Learning

Ask participants to share their own experiences with computer-assisted learning/training. As each participant shares a personal experience, find out how he or she felt about the experience. (Some participants will have positive feedback, some negative feedback, and some mixed feedback.)

As each experience is shared, record on newsprint or the whiteboard the participant's name and a few details about what was said. When you have obtained several examples, classify each participant's example into one of the four categories listed on page 191 in *Active Training*: **independent e-learning, group-based e-learning, virtual classroom, and blended learning**. As you do this, explain each category and make clear that e-learning comes in different forms.

Making e-Learning Active

Using a call-on-the-next-speaker format (see page 68 in *Active Training*), invite participants to share their ideas of how active training techniques can be utilized to transform passive, "talking-heads" e-learning into active e-learning.

Add your own ideas and/or suggestions made throughout Chapter 10 in *Active Training* to participants' contributions.

Determining When e-Learning is Appropriate

Refer participants to the worksheet on pages 204-205 in *Active Training*. If most of your participants are currently employed in a training function, ask them to review the worksheet and assess which options make the most sense in their work context. If this expectation is not appropriate for the majority of your participants, consider developing short case situations in which they would be asked to select the best option.

Chapter 11.

Beginning an Active Training Program

Arranging the Physical Environment

An interesting way to have participants explore some options in arranging the physical environment of a classroom is to ask them to move the furniture of the room they currently occupy into as many plausible arrangements as possible. The possibilities in this activity are influenced, of course, by the actual furniture you have (types of tables, chairs) and room configuration (square, rectangular, etc.). Even if you meet in a fixed-seat auditorium, however, there will still be alternatives concerning where participants are asked to sit (e.g., in pairs).

As each option is explored, hold a discussion of its advantages and disadvantages. Introduce such criteria as:

- sightlines to the instructor and presentation media
- ease in forming pairs and small groups
- distractions
- closeness and distance of participants from each other

Role-Playing the Beginning

Demonstrate to participants an ineffective beginning of a training session. Include in your demonstration some of the following:

- failing to greet and interact with participants before formally beginning
- failing to create a bond with participants at the formal start

- being focused on the content rather than the needs and expectations of the participants
- plunging right into the material rather than orienting participants and giving them a road-map of what to expect

After the demonstration, ask participants for suggestions about how to begin more effectively. You may obtain these suggestions via any of the ten ways to obtain participation described on pages 67-69 in *Active Training*.

Practicing the Beginning

Invite participants to practice the beginning of a training session. Utilize one or more of the role-playing formats described on pages 124-128 in *Active Training*. For example, you might use simultaneously role playing by arranging participants into trios and asking each trio member to take a turn introducing a training session to the other two trio mates.

Chapter 12.

Gaining Leadership of the Training Group

Setting Group Norms

Form small groups and ask each group to create a list of group norms or ground rules for an effective training program. Ask for one participant in each small group to act as a presenter-panelist. Each volunteer would sit as a member of a panel before the class. Act as panel moderator, interviewing each panelist.

Invite interested participants from the audience to react or add to the panel's input. Add your own ideas and/or refer to the eight suggestions made on pages 229-231 in *Active Training*.

Time Wasters

Ask participants to share their own experiences as a trainer or participant in which time was wasted.

Divide participants into small groups. Give each group a set of index cards on which each card contains one of the nine "time wasters" listed on pages 232-233 in *Active Training*. Challenge the group to suggest ways on the cards to avoid or lessen each time waster.

Invite each group to compare its suggestions to those made on pages 232-233 in *Active Training*.

Handling Problem Situations

Ask participants to review pages 235-242 in *Active Training*. Form subgroups and ask each group to create a skit in which a problem situation occurs. After dramatizing the situation, have the subgroup ask other participants for remedies. If possible, expect the subgroup to enact the suggestions into a role-play demonstration.

Chapter 13.

Giving Presentations and Leading Discussions

Customizing a Presentation

Tell participants that customizing your remarks is the first step toward a successful presentation. This means knowing your audience and gearing your presentation to their language, style, and interests.

Select a topic that might be presented to a wide variety of groups. (An example would be managing conflict.) Ask participants to brainstorm a variety of groups to whom such a presentation might be made. (For managing conflict, the audience might be parents, members of intact teams, union officials, front-line supervisors, and so forth.)

Ask participants to develop ideas for customizing the topics for the groups that were brainstormed. One way to discuss these ideas is to form pairs who share ideas and then “snowball” pairs into quartets to compare ideas. Finally, quartets can be combined into octets (if numbers allow) for a final combining of ideas.

Watching Body Language

Arrange participants into groups of three to four participants. Ask each participant to prepare a brief presentation on any topic of professional interest (e.g., avoiding conflicts of interest in business dealings with customers) or personal interest (e.g., the merits of traveling to a specific destination).

When everyone is ready, provide quiet space so that each member of each small group can deliver his or her brief presentation without disturbing other groups. When the presentation is over, participants can provide feedback to the presenter by rating voice, facial expressions, and posture, utilizing Figure 13.1 on page 252 in *Active Training*.

Presentation Slides

Show the class examples of presentation slides you have prepared that violate some of the tips on page 253 in *Active Training*. Then, have students review the tips and identify your “violations.”

Next, show examples of effective slides. Select one that can be used to increase interactivity. Show the slide without explanation, and then ask participants to study it, talk in pairs, or do something with the information. Explain how the approach mitigates against audience passivity or “death by slides.”

Creating Effective Questions for Discussion

Explain to participants that merely choosing a topic and tossing it out for discussion can be a recipe for disaster. For example, take the topic of “e-learning.” If you were to ask: “Do you believe that e-learning is a good idea?” one or more of the following may occur:

- Some participants will assume that e-learning means synchronous activity, while others will assume it means asynchronous activity. The fact that there are different modes of e-learning might create confusion in the discussion. In addition, some will assume that e-learning is only for independent, self-paced learning, while others will include collaborative tools such as discussion boards, email, and so on.
- Some participants will think that you’re asking if e-learning should be the *only* training solution in an organization. Other participants will interpret the question to mean: “Under which circumstances do you think e-learning is a good idea?” As a result, two different discussions might ensue at the same time.
- Because the question is both broad and yet closed-ended (a “yes/no” question), there may be a lot of heat, but little light in the discussion.

Emphasize that the way to prevent confusion is to think carefully how you want to state the discussion question. There are three things to keep in mind in this regard:

1. Use open-ended rather than close-ended questions.

An open-ended question “opens up” the discussion to wider exploration and encourages deep rather than shallow discussion. A close-ended question limits the discussion to deciding between agreement or disagreement. Share these contrasting examples:

- What are the advantages and disadvantages of employee satisfaction surveys? versus Are you for or against them?
- When are statistics useful and when can they be misleading? versus Do statistics lie?
- What did you like about Margaret Wheatley’s book *Leadership and the New Science*? versus Did you like *Leadership and the New Science*?

2. Make the wording of a question clear.

Your words may be clear to you but not to your participants, for two reasons: (a) they are open to different interpretations and (b) your language might not be your participants’ language. Share these examples in which the wording may need to be improved:

- A trainer asks: “What should the role of a team facilitator be?” Unfortunately, the word “role” is quite broad. Also, some participants may interpret the word “role” to mean the “job” of the facilitator and therefore give very matter-of-fact answers. Yet, others will view the word “role” to mean the “responsibility” of the facilitator and therefore give more lofty replies.
- A trainer asks: “How should we deal with the energy crisis?” The trainer is actually thinking of the question: “How should we conserve

energy?” but the participants might focus instead on the question: “How can we develop alternative sources of energy?”

- A trainer asks: “What do you think accounts for fluctuations in the international monetary system?” Several participants can’t relate to the phrase “fluctuations in the international monetary system” but would know immediately what was meant if the trainer asks: “Why do you think that the U.S. dollar is worth more in some years when you travel to other countries, but is worth less in other years?”

3. Establish what your goals and objectives are.

Your discussions will be more focused if you think through what you want the discussion to accomplish. For example, do you want participants to debate or to reflect? To make a decision or to explore options? To increase their doubt or to shore up their determination? To broaden their thinking or to concretize it? While you can’t “legislate” the outcomes of any discussion, how you guide it may influence what happens to your participants at the end. Share these two examples:

- The topic is diversity in the workplace, but what is the goal? One trainer decided that he wanted the discussion to focus on how organization members can be encouraged to embrace co-workers who are different from them. Accordingly, the discussion was not focused on whether diversity is good or bad for an organization’s effectiveness, but rather on identifying when cross-cultural interactions were difficult and how to overcome those tensions.
- The topic is customer service, but what is the goal? One trainer decided that she wanted her participants to discuss what makes it difficult to provide the kinds of customer service demanded by management. She began the discussion by playing audiotape interviews of customer service reps discussing the obstacles facing them in providing good customer service and then asking her participants to share their reactions to the interviews, focusing on these questions: Do you have concerns similar to these individuals? What other concerns do you have that they did not cover?

Facilitating Discussions

Refer participants to the ten-point facilitation menu found on pages 257 – 258 in *Active Training*. Ask participants to review the ten skills listed and to identify those that need more clarification. Also invite them to identify their reactions to the skills (e.g., one they find uncomfortable, challenging).

Now, ask participants to share their questions and reactions to the menu. As you respond to participants, demonstrate as many of the ten facilitation skills as possible (e.g., paraphrase someone's comments). After a while, ask participants to use the list to identify which skills you just used.

Arrange participants into groups of five to six participants. Explain that each group will work on an assigned task for the next 25 to 30 minutes. Each participant will take a 5-minute turn as the facilitator. When a participant's turn occurs, that person should try to use as many of the ten skills from the list as possible. Urge other group members to refrain from using any of the facilitative behaviors when it is not their turn.

Give each subgroup a task that relates to their own work situations or ask them to simulate a group with one of the following assignments:

- developing creative ideas to deal with the problem of homelessness
- marketing a new gourmet cookie business
- improving customer service at (any known company or organization)
- creating a plan for faculty accountability in colleges and universities

Provide some creative way to identify the facilitator in each group, such as a hat, badge, or Hawaiian lei. Request that someone in each group volunteer to be the first facilitator.

Keep track of the time, announce when each 5-minute turn is over, and request that the person to the left of the current facilitator assume the role for the next 5 minutes. Rotate around the group until everyone has taken a turn as facilitator.

Chapter 14.

Facilitating Structured Activities and Promoting Team Learning

The Five Elements of Successful Facilitation

Refer participants to the list on page 264 in *Active Training*. Arrange them in small groups to review the common mistakes facilitators make when conducting structured activities. Ask them to discuss each point and find examples from their own experiences to illustrate them.

Reconvene the entire class and discuss each element. (Use the material on pages 264-272 in *Active Training* as your reference guide for this discussion.)

Demonstrate effective facilitation of a structured activity of your choice.

Practicing Effective Facilitation

Obtain one or two volunteers who are willing to conduct a structured activity with which they are familiar. As they prepare, ask the remainder of the class to review the questions listed on the Worksheet found on page 279 in *Active Training*.

Invite the volunteer(s) to facilitate the structured activity. When it is completed, ask the class to give feedback to the volunteer(s), utilizing the questions on page 279.

Have These Things Ever Happened to You?

Refer participants to the bulleted list on page 273 in *Active Training*. Ask them to discuss with a partner whether they have experienced most, if not all, of these events (*confusion, tangents, unequal participation, one-way communication, no division of labor, and superficiality*) as members or facilitators of learning teams.

Composing Learning Teams

Refer participants to the bulleted list of ways to compose learning teams listed on page 274 in *Active Training*.

Ask participants to imagine that they were to be placed in teams using each of the options. Discuss with the class how each option would be used (e.g., diversity categories in this class).

Use a call-on-the-next speaker technique to obtain participant views of the pro's and con's of each method.

Experiencing Team Learning

It is important for participants to experience team learning to see first hand how it works and the challenges it poses and the rewards it promises. How you create this experience depends on the time you have available and other factors. Ideally, you might give teams a rich learning assignment such as those suggested on page 277 in *Active Training*. If time permits, it would be also ideal if you had the teams experience some initial team building as discussed on pages 274-275 in *Active Training*.

Chapter 15.

Concluding an Active Training Program

Goals at the End of a Training Program

Ask participants to imagine that the class is coming to the end. (This may indeed be true.) Given two or three hours left, what would they do if they were the instructor? List the ideas you obtain from participants.

Look over the list and see how many of the goals they reflect are listed on pages 281-290 in *Active Training: reviewing program content, obtaining final questions and concerns, promoting self-assessment, planning next steps, and expressing final sentiments*. Present these closing goals to participants and show how their ideas covered or did not cover them.

Experiencing Each Goal

It would be very helpful if your participants could experience at least one activity for most, if not all of the five closing goals. You will have to create your own activities so that your participants have closing experiences that connect with the actual class in which they have participated. Here are three sample activities I have used:

Create a set of course review questions and their corresponding answers, putting each on a separate index card. (The total number of cards in the set must equal the number of your participants.) Some questions and answers might be...

- *What technique divides up course material so that different participants wind up teaching each other what they've learned?*
jigsaw learning
- *What is the first step in designing a training session?*
establishing objectives
- *Name four training assessment methods.*
questionnaire, observation, interview, work samples

Shuffle the cards and deal one card to each participant. Explain that half of the participants have question cards and half have answers. Participants are to walk around and match questions with answers. When the process is completed, the questions are read aloud, one at a time, for the group to answer. After each group response, the holder of the answer card corroborates the answer or disagrees with it.

Participants are given Form I and asked to complete it. Then, they pair up with another participant to compare responses. Afterward, the entire class discusses each survey question.

Form I

1. I have changed my views about training adults because of this course.

strongly agree *agree* *disagree* *strongly disagree*

2. I am skillful at getting adult participants engaged in what I'm teaching.

strongly agree *agree* *disagree* *strongly disagree*

3. I am confident that I can apply active training techniques from the book to the real world.

strongly agree *agree* *disagree* *strongly disagree*

4. I can explain why learning needs to be active to someone who is skeptical.

strongly agree *agree* *disagree* *strongly disagree*

As a result of this course, which three tips below would apply to you best:

- prepare more carefully
- use pairs more often
- have better visual backup
- let participants teach each other
- build interest before plunging into the lesson
- show, but not tell
- employ more examples and analogies
- other:

Assemble participants for a group photograph with a digital camera. As you are about to take their picture, share your own final sentiments. Express appreciation for their active involvement because, without it, active training could not have taken place.

Then invite one participant at a time to leave the group and become the photographer. Have each one take a final picture of the group and express his or her final thoughts. As this is happening, applaud the participant for his or her contributions to the program. (E-mail photos to participants.)

Chapter 16.

Providing for Back-on-the-Job Application

Training Is a Process

Display this statement: *Training is a process, not an event.*

Ask participants to discuss the statement with partners. What do they think the statement means?

Reconvene the total group and discuss the statement.

Promoting Back-on-the-Job Application

Ask participants this question: *What can YOU do to increase the likelihood that your training “sticks”?* Ask them to discuss the question in small groups. Then continue the discussion as a total class. Use the call-on-the-next-speaker method.

Reconvene the small groups and invite them to search through Chapter 16 in *Active Training* for ideas that were missed.

End the activity by emphasizing that opportunities to promote back-on-the-job application occurring *before, during, and after* the training program.

Planning for Back-on-the-Job Application

Refer participants to the worksheet on page 314 in *Active Training*.

Invite them to complete it in class or submit at a later date.

Chapter 17.

Evaluating an Active Training Program

Experiencing Level One Evaluation

Create or use an existing course evaluation form that is limited to level one (reactions) evaluative data. Or use the questionnaire found in Figure 17.1, page 319, in *Active Training*. Ask participants to complete it in reference to the course you are teaching.

After the course evaluation is completed, ask participants if the data gathered from this evaluation form adequately evaluates the effectiveness of this course.

Hopefully, some participants will recognize that there are many levels of evaluation that are not covered.

Review Kirkpatrick's four levels (*reaction, learning, behavior, results*).

Evaluation Card Sort

Create sets of sixteen index cards containing each of the sixteen bullet points in the pharmaceutical example on pages 317 and 318 in *Active Training*. (The first card in each set will say: *Participants were satisfied with the training facilities.*) Make as many sets of cards as the number of small groups you might use in your class. Shuffle the cards in each set so that the level of evaluation each set reflects is not evident.

Give a shuffled set of sixteen cards to each small group and invite them to sort the cards so that four cards reflect each of the four levels of evaluation.

Review the correct answers.

Applying the Four Levels

Present one or more case situations in which participants must figure out how they will obtain data at all four levels. (Idea: you can use your own course as a case situation.) Ask participants to work on the task individually and then meet with partners to compare notes.

Obtain volunteers who will serve as a panel to discuss their solutions.

Appendix

Below is a syllabus I use for a semester-long course I have taught for several years at Temple University called “Training Design and Delivery.” *Active Training* is the required text for the course. The course meets three hours, once weekly.

Training Design and Delivery

Purpose

This course is designed to teach you how to teach adults the way they learn best: *by doing*. It will examine how to effectively design and conduct active, experientially based training programs in private and public sector organizations. As this course promotes learning by doing, it will show you how to acquire these skills through learning *by example*. You will not only be exposed to several active training techniques but also be shown how they have been applied in actual training situations. You are encouraged to be an interactive participant, as designs and case examples drawn from private and public sector training professionals will be presented to give you ideas for your own situations.

Besides the practice you will get in designing, this course will also help you to learn the reasons why trainers make the design choices that they do when creating an active training program. In addition, you will learn a variety of facilitation techniques that can help you to conduct any training program professionally.

With regard to the **design** of programs, workshops, or seminars, you will learn ways to:

- assess the training group
- develop training objectives
- utilize a wide variety of training methods

- plan, design, and sequence training activities
- provide for back-on-the-job application

With regard to program **delivery**, you will learn how to:

- begin a training program
- gain leadership of the training group
- give presentations and lead discussions
- facilitate structured activities
- conclude and evaluate the program
- consider non-classroom forms of training delivery

Required Reading

Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips

Required Assignments

1. You will design a training needs assessment. Prepare a questionnaire or interview protocol that assesses the needs of a specific training population. Be sure to cover several areas such as knowledge, skills, attitudes, job analysis, and organizational context.
2. You will be given a training objective and asked to plan and conduct a short design aimed at achieving that objective. Put together a design lasting 20 minutes that achieves the objective to which you are assigned. Assume that the design occurs during the middle of a longer training sequence and that requisite knowledge for the design has already been accomplished. *Keep your design limited to the objective specified.*
3. You will design and conduct in class a short workshop on a topic of your choice. This will test your ability to create an effective mix of techniques and a sequence that has a good instructional flow.

Final Paper

A design of a six-hour training program of your choice.

Write-up will include:

- program overview and objectives
- program outline
- program directions
- program handouts

You will be evaluated on:

- utilization of a variety of active training techniques
- consistency of objectives and design
- success of opening and closing module
- attention to design details/instructions
- mix and flow in training sequence

(You will be given a sample paper.)

Course Outline

Class 1 Introduction, overview, key concepts

Reading: *Active Training*, Part One, "Introducing Active Training"

Opening a Training Program

- Group Building
- On-the-Spot Assessment
- Immediate Learning Involvement

Reading: *Active Training*, Chapters 3, 11, and 12

Class 2 Assessing Training Needs

- Why do assessment?
- What information should be collected?
- How can information be collected?

Reading: *Active Training*, Chapter 1

Class 3 Developing Training Objectives

- Setting Learning Goals
- Selecting and Specifying Objectives
- Communicating Training Objectives to

Others

Reading: *Active Training*, Chapter 2

Class 4 Designing Active Training Activities

- The Major Ingredients of any Design
- Basic Questions About Any Design
- Detailed Planning Procedures

Reading: *Active Training*, Chapters 4,5,6,
and 7

Class 5 Designing Active Training Activities
continued

Class 6 Designing Active Training Activities
continued

Class 7 Sequencing Active Training Activities

- Basic Sequencing Guidelines
- The Finer Side of Sequencing
- Experiential Learning Sequences

Reading: *Active Training*, Chapter 8

Class 8 In-Class Workshops

Class 9 In-Class Workshops continued

Class 10 In-Class Workshops continued

Class 11 Planning Training Modules and Total Programs

Reading: *Active Training*, Chapter 9;
sample designs selected from *The Best of Active Training*

Class 12 Blending Technology into Active Training

Reading: *Active Training*, Chapter 10

Providing for Back-on-the-Job Application

- Prior to the Training Program
- During the Training Program
- At the End of the Training Program

Reading: *Active Training*, Chapter 16

Class 13 Concluding and Evaluating a Training Program

Reading: *Active Training*, Chapters 15 and 17.

Supplementary Reading

Use these books as resources for your assignments and to expand your knowledge in topics of interest to you.

Brethower, D., & Smalley, K. (1998). *Performance-based instruction*. San Francisco: Pfeiffer.

Gupta, K. (1999). *A practical guide to needs assessment*. San Francisco: Pfeiffer.

Jensen, E. (2000). *Brain-based learning*. San Diego, CA: The Brain Store.

Kirkpatrick, D. (2005). *The evaluation of training: The four levels* (3rd ed.). San Francisco: Berrett-Koehler.

Kolb, D. (1983). *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.

Milano, M., & Ullius, D. (1998). *Designing powerful training*. San Francisco: Pfeiffer.

Rothwell, W. (1996). *Beyond training and development*. New York: AMACOM.

Silberman, M. (2005). *101 Ways to make training active* (2nd ed.). San Francisco: Pfeiffer.

Thiagarajan, S. (2003). *Design your own games and activities*. San Francisco: Pfeiffer.

Wilson, D., & Smilanich, E. (2005). *The other blended learning*. San Francisco: Pfeiffer.