

## THE TRAINING PROGRAM (FABRICS, INC.)

Regarding the behavioral component of the evaluation, consider these objectives:

- *When, in a role play, the trainee is presented with an angry comment, the trainee will respond immediately using one of the active listening types. The trainee will then explain orally the technique used and why, with no help from reference material. The trainee will be presented with five of these and be expected to correctly respond and explain a minimum of four.*
- *In a role-play of an angry customer the trainee/employee will show concern for the customer by listening and providing alternative solutions, using the steps in the conflict resolution model, with help from an easel sheet which has the steps listed on it. The trainee must use all the steps and two types of active listening in the role-play.*
- *After watching role-play of an angry person and an employee using the conflict resolution model,*

*the trainee will, without reference to material, immediately provide feedback as to the effectiveness of the person using the conflict resolution model. The trainee must identify a minimum of four of the six errors.*

These objectives will require carefully developed standardized role-plays. The role of the initiator will be scripted and standardized to provide each trainee with similar situations to respond to. In addition, a standardized scoring key, which will guide the scoring of a trainee in the behavioral tests, will be developed. These scoring keys will provide examples of acceptable and unacceptable behavior of the trainee, and a rating scale for different responses. There will also be a scoring key provided for the explanations (oral test) that follow the behavioral part of the test.

We will return to Fabrics, Inc., in Chapter 8, to provide a look at the development process.

### KEY TERMS

- |                           |                             |                        |
|---------------------------|-----------------------------|------------------------|
| • Behavioral reproduction | • Learning objectives       | • Standards            |
| • Climate                 | • Massed practice           | • Symbolic coding      |
| • Cognitive load          | • Negative transfer         | • Symbolic rehearsal   |
| • Cognitive organization  | • Overlearning              | • Task complexity      |
| • Conditions              | • Part learning             | • Task organization    |
| • Culture                 | • Positive transfer         | • Transfer of training |
| • Design theory           | • Progressive part training | • Whole learning       |
| • Guided discovery        | • Relapse prevention        | • Zero transfer        |
| • Identical elements      | • Sit-in                    |                        |
| • Knowledge of results    | • Spaced practice           |                        |

### QUESTIONS FOR REVIEW

1. What is a learning objective? List and explain its three components.
2. What can be done long before the trainee attends training to ensure that the trainee will be motivated to learn?
3. How does knowledge of classical and operant conditioning assist you in designing effective training?
4. How would you present training material in a manner that facilitates retention?
5. If a particular task were critical to saving a life (police officer shooting a gun, pilot responding to an emergency), what factors would you build into the design

First, we discussed the development of training. At this stage, creating a program development plan is crucial to ensure that everything that needs to be done is done. This plan outlines everything that must be done to prepare for training, from material and equipment to trainee and trainer manuals. Content learning points from each learning objective need to be highlighted to clearly identify what needs to be learned.

The type of training facility chosen is also important. Arrangement of the seating and closeness of the trainer to the trainees should be a function of the objectives of the training, not the design of the room. Also, noise levels from adjoining rooms or from outside the room need to be determined before choosing a training room. The proper training facility then allows the seating to be arranged in a manner that best reflects what type of training will be taking place.

We examined the factors to consider when choosing a trainer, and specifically an OJT trainer, because of the unique issues that revolve around OJT trainers.

Alternatives to development of the training were examined. After all, sometimes it is simply not viable to develop training. In cases like this, the use of consultants, prepackaged training, and outside seminars can provide a solution. This is especially true for the small business.

In the implementation of training, we first focused on some practical issues related to keeping trainees' interest in training. Use of icebreakers, learning objectives, variety, and an example of a type of exercise to keep training interesting was discussed. Next we provided some tips for trainers in the execution of the training program. Preparation, importance of the first impression, what to consider at the start of training, and how to use the podium were all discussed. Finally, some tips on communication and how to deal with certain types of trainees were provided.

The dry run and the pilot program were discussed. Before implementation of a large training program, it is useful to have a dry run in which the material is tested to see how effective it is. This dry run is not an actual training session but a process of going through the material and determining whether it is doing what you expect it to. The next step is a pilot program in which the first trainees go through the training, but with selected supportive trainees, so they can spread the word about the training program in a positive manner. Also, constructive feedback from the trainees is solicited to put the finishing touches on the program before it is formally launched.

### FABRICS, INC., DEVELOPMENT PHASE

Recall that in the design phase for Fabrics, Inc., we developed objectives. The output from the design was an examination of the various methods of instruction and factors that affect learning and transfer. These outputs are now the inputs into the development phase of training. The process is to develop an instructional strategy, which leads to a program development plan. The program development plan includes developing instructional material, obtaining needed instructional equipment and facilities, creating

or obtaining trainee and trainer manuals (if applicable) and selecting a trainer. Below are partial examples of some of these outputs, starting with the instructor's manual.

#### *Instructor's Manual*

First we will provide a section of the instructor's manual that will take you through the start of the active listening training. This will lead into the practice sessions for active listening followed by an example of that material.

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