**Chapter Five**

**Program Design**

**OBJECTIVES**

1. Be able to choose and prepare a training site based on how trainees will be involved and interact with the content and each other in the course.

2. Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map.

3. Explain how trainees’ age, generational differences, and personality might influence how programs are designed.

4. Prepare a request for proposal (RFP) and a list of questions to evaluate training consultants and suppliers.

5. Explain the program design elements that should be included to ensure near and far transfer of training.

6. Develop a self-management module for a training program.

7. Design application assignments and action plans to enhance learning and transfer of training.

8. Make recommendations about what managers can do before, during, and after training to facilitate learning and transfer.

9. Identify different ways to manage knowledge and the conditions necessary for employees to share knowledge.

**MULTIPLE CHOICE**

5.1. The pre-training phase primarily involves \_\_\_\_\_.

1. encouraging learners to apply what they have learned to their work
2. preparing a concept map and curriculum road map to facilitate learning
3. preparing, motivating, and energizing trainees to attend the learning event
4. preparing instruction (classes, courses, programs, lessons) to facilitate learning

Answer: c

Difficulty: medium

Learning objective:

5.2. If training emphasizes total group discussion with limited presentation and no small-group interaction, a \_\_\_\_\_ seating arrangement will be most effective.

1. conference-type
2. horseshoe
3. fan-type
4. classroom-type

Answer: a

Difficulty: easy

Learning objective: 1

5.3. Which of the following statements is most true of Traditionalists?

1. They don’t mind being put on the spot in front of other trainees unlike Boomers.
2. They dislike trainers asking them to share their experiences or anecdotes.
3. They prefer dynamic learning environments.
4. They value direct presentation of information that is organized logically.

Answer: d

Difficulty: medium

Learning objective: 3

5.4. \_\_\_\_\_ prefer blended learning.

* 1. Traditionalists
  2. Baby Boomers
  3. Millennials
  4. Gen Xers

Answer: c

Difficulty: easy

Learning objective: 3

5.5. According to the Myers-Briggs Type Indicator (MBTI), which of the following types of learners require instructors to emphasize personal needs, beliefs, values, and experiences?

1. Proactive learners
2. Feeling learners
3. Thinking learners
4. Reactive learners

Answer: b

Difficulty: easy

Learning objective: 3

5.6. Kitty has been a trainer for many years, and she has become disillusioned with her trainees. She believes that trainees today lack any motivation to learn. This attitude is apparent to her trainees, and her trainees then fail to exert personal initiative, as expected. What phenomenon is most likely occurring in this instance?

1. Expectancy theory
2. Low self-efficacy
3. Behavior modeling
4. Self-fulling prophecy

Answer: d

Difficulty: medium

Learning objective:

5.7. A(n) \_\_\_\_\_ gets learners into the appropriate mental state for learning and allows them to understand the personal and work-related meaningfulness of course content.

1. concept map
2. request for proposal
3. ice breaker
4. application assignment

Answer: a

Difficulty: medium

Learning objective: 2

5.8. Curricula differ from courses in that curricula \_\_\_\_\_.

1. consist of narrower learning objectives
2. include broader learning objectives
3. address a more limited number of competencies
4. take less time to complete

Answer: b

Difficulty: medium

Learning objective: 2

5.9. A \_\_\_\_\_ refers to an organized program of study designed to meet a complex learning objective.

1. course
2. curriculum
3. training map
4. lesson plan

Answer: b

Difficulty: easy

Learning objective: 2

5.10. Which of the following statements is true of lesson plans?

1. They are typically less detailed than a design document.
2. They ensure that both the trainee and the trainer are aware of the course and program objectives.
3. They include several courses and mainly focus on developing a set of competencies needed to perform a job.
4. They are not documented.

Answer: b

Difficulty: medium

Learning objective: 2

5.11. \_\_\_\_\_ review meetings are meetings between a manager and employee, during which the strengths and weaknesses of the employee’s performance are discussed and improvement goals are agreed upon.

1. Performance testing
2. Performance appraisal
3. Performance engineering
4. Performance budget

Answer: b

Difficulty: easy

Learning objective: 8

5.12. A request for proposal (RFP) is a document mainly used to identify \_\_\_\_\_.

1. potential vendors and consultants for training services
2. employees who do not require training
3. trainee prerequisites
4. disruptive trainees

Answer: a

Difficulty: medium

Learning objective: 4

5.13. Which of the following instances call for training with an emphasis on far transfer?

* 1. Securing offices and buildings
  2. Handling routine client questions
  3. Creating a new product
  4. Logging into computers and using software

Answer: c

Difficulty: medium

Learning objective: 5

5.14. Which of the following statements is true of near transfer?

1. If the tasks emphasized in training involve more variable interactions with people or equipment and unpredictable responses, then instruction should emphasize near transfer.
2. Programs that emphasize near transfer should ideally include general principles that might apply to a greater set of contexts than those presented in the training session.
3. Teaching learners to create a new product or solve a difficult problem requires training with an emphasis on near transfer.
4. Trainees should be encouraged to focus only on important differences between training tasks and work tasks rather than unimportant differences.

Answer: d

Difficulty: medium

Learning objective: 5

5.15. Which of the following strategies is least appropriate for far transfer?

1. Teaching general concepts, broad principles, or key behaviors
2. Focusing on principles that might apply to a greater set of contexts beyond those presented in the training session
3. Using standardized procedures, processes, and checklists
4. Providing a list of prompts or questions to help trigger thoughts and questions from trainees

Answer: c

Difficulty: medium

Learning objective: 5

5.16. Which of the following represents the lowest level of manager support for training?

1. Participation in training themselves
2. Encouragement of trainees’ participation in training
3. Allowing trainees to practice their skills
4. Serving as a trainer

Answer: b

Difficulty: easy

Learning objective: 8

5.17. In training, the greatest level of support that a manager can provide is to \_\_\_\_\_.

1. participate in training as an instructor
2. allow trainees to attend training
3. provide trainees opportunity to practice what they have learned
4. discuss progress of the training sessions with trainees

Answer: a

Difficulty: medium

Learning objective: 8

5.18. A(n) \_\_\_\_\_ is a written document that includes the steps that a trainee and manager will take to ensure that training transfers to the job.

1. concept map
2. design document
3. performance appraisal
4. action plan

Answer: d

Difficulty: easy

Learning objective: 7/8

5.19. Which term refers to a group of two or more trainees who agree to meet and discuss their progress using learned capabilities on the job?

1. Quality circle
2. Focus group
3. Support network
4. Strategic group

Answer: c

Difficulty: easy

Learning objective: 8

5.20. With opportunity to perform, activity level refers to the \_\_\_\_\_.

1. number of trained tasks performed on the job
2. frequency with which trained tasks are performed on the job
3. critical nature of the trained tasks
4. number of employees performing a similar trained task

Answer: b

Difficulty: medium

Learning objective: 8

5.21. Low levels of opportunity to perform may indicate that \_\_\_\_\_.

1. training content is not important for the employee’s job
2. refresher courses for trainees are not necessary
3. there is no decay in learned capabilities of employees
4. the work environment supports transfer

Answer: a

Difficulty: medium

Learning objective: 8

5.22. Explicit knowledge \_\_\_\_\_.

1. mainly consists of personal knowledge based on individual experience
2. can be communicated only through discussion and demonstrations
3. can be managed by a knowledge management system
4. is highly influenced by perceptions and values

Answer: c

Difficulty: easy

Learning objective: 9

5.23. Which of the following is a major aide in communicating tacit knowledge?

1. Product formula
2. Manual
3. Discussion
4. Procedure document

Answer: c

Difficulty: easy

Learning objective: 9

5.24. Which of the following statements is true of knowledge management?

1. Use of social networking sites hinders knowledge management.
2. It involves acquiring knowledge, studying problems, attending training, and using technology only within work.
3. It should be a central focus of training program design.
4. Creating communities of practice and using “after-action reviews” at the end of each project facilitates knowledge management.

Answer: d

Difficulty: medium

Learning objective: 9

5.25. Which of the following is a major cause for loss of explicit and tacit knowledge?

1. Creating chief information officer (CIO) and chief learning officer (CLO) positions
2. Requiring employees to give presentations to other employees
3. Older employees retiring
4. Use of social networking

Answer: c

Difficulty: easy

Learning objective: 9

5.26. Effective knowledge sharing is most likely when employees \_\_\_\_\_.

1. believe knowledge management is mandatory
2. see knowledge sharing as an additional responsibility
3. view knowledge as a means to have power over others
4. have easy access to information within the context of their jobs

Answer: d

Difficulty: medium

Learning objective: 9

**TRUE-FALSE**

5.27. Fan-type seating is ineffective for training that includes trainees working in groups and teams.

Answer: false

Difficulty: medium

Learning objective: 1

5.28. Traditional classroom-type seating makes it difficult for trainees to work in teams.

Answer: true

Difficulty: medium

Learning objective: 1

5.29. Conference type seating is most appropriate when training involves small group discussions.

Answer: false

Difficulty: medium

Learning objective: 1

5.30. The traditional classroom-type arrangement is good for role-play exercises that involve trainees working in groups of two or three.

Answer: false

Difficulty: medium

Learning objective: 1

5.31. Traditionalists prefer active learning environments and innovative training techniques.

Answer: false

Difficulty: easy

Learning objective: 3

5.32. Millennials like to learn by working alone and helping others to learn.

Answer: true

Difficulty: easy

Learning objective: 3

5.33. Using managers and employees as trainers decreases the perceived meaningfulness of the training content.

Answer: false

Difficulty: medium

Learning objective: 8

5.34. The dimensions of Myers-Briggs Type Indicator combine to form eighteen personality types.

Answer: false

Difficulty: medium

Learning objective: 3

5.35. The smaller the room, the more a trainer’s gestures and movements must be exaggerated to get the audience’s attention.

Answer: false

Difficulty: easy

Learning objective:

5.36. A metaphor is a device such as a pattern of letters, ideas, or associations that assists in remembering something.

Answer: false

Difficulty: medium

Learning objective:

5.37. A curriculum covers more specific learning objectives and addresses a more limited number of competencies than a course or program.

Answer: false

Difficulty: medium

Learning objective: 2

5.38. Lesson plans are typically more detailed than design documents.

Answer: true

Difficulty: easy

Learning objective: 2

5.39. In developing a lesson outline, trainers need to consider the proper sequencing of topics.

Answer: true

Difficulty: medium

Learning objective: 2

5.40. When using an outside vendor to provide training services, it is important to consider the extent to which the training program will be customized based on a company’s needs.

Answer: true

Difficulty: medium

Learning objective:

5.41. When a series of steps must be followed in a specific way to complete a task successfully, then training should be designed with an emphasis on far transfer.

Answer: false

Difficulty: medium

Learning objective: 5

5.42. To encourage self-management, it is important to emphasize that lapses are evidence of personal failure.

Answer: false

Difficulty: medium

Learning objective: 6

5.43. The basic level of training support that a manager can provide is acceptance.

Answer: true

Difficulty: easy

Learning objective: 8

5.44. Opportunity to perform is influenced by both the work environment and trainee motivation.

Answer: true

Difficulty: easy

Learning objective: 8

5.45. Regarding opportunity to perform, breadth refers to the number of times or the frequency with which trained tasks are performed on the job.

Answer: false

Difficulty: easy

Learning objective: 8

5.46. Companies experience loss of explicit and tacit knowledge when older employees retire.

Answer: true

Difficulty: easy

Learning objective: 9

**SHORT ANSWER-ESSAY**

5.47. Name and describe the three phases of training program design.

The three phases of the program design process include pre-training, the learning event, and post-training. It is important to consider what happens before training, during training, and after training. Training should not be considered an isolated event.

*Phase 1—Pre-Training*

Involves preparing, motivating, and energizing trainees to attend the learning event

*Phase 2—The Learning Event*

Involves preparing instruction and the physical environment to facilitate learning

*Phase 3—Post-Training*

Refers to transfer of training, getting learners to apply what they have learned to their work

Difficulty: easy/medium

Learning objective:

5.48. Name the four different types of seating arrangements discussed in the text and indicate when each is most appropriate.

Seating arrangements should be based on an understanding of the desired type of trainee interaction and trainee-trainer interaction.

* Fan-type seating—trainees can easily switch from listening to practicing in groups
* Classroom-type seating—appropriate when lecture and audiovisual presentations are the primary training methods
* Conference-type seating—appropriate for total groups discussions (with no small-group interaction)
* Horseshoe type-seating—appropriate for both presentation and total-group instruction

Difficulty: easy medium

Learning objective: 1

5.49. Describe how awareness of generational differences can help create an appropriate learning environment. Consider at least three of the generations discussed in the text.

* Traditionalists prefer a standard training room with a stable, orderly learning environment. They do not like to be put on the spot in front of others.
* Baby Boomers prefer classroom learning. Baby Boomers respond well to interactive training activities. They like group activities and well-organized training materials that provide an overview of the information and an easy way to access more detailed information.
* Members of Generation X prefer a self-directed learning environment that includes technology-delivered methods. They respond best to training methods that allow them to work at their own pace.
* Although techno-savvy, Millennials like to learn by working alone and helping others to learn. They prefer blended learning that includes self-paced online learning for learning basic concepts followed by group activities and hands-on practice for further knowledge and skill acquisition.
* Nexters (like Millennials) prefer entertaining training activities. Training needs to be interactive and use music, art, and games.
* Because most training groups include a mix of generations, it is important to provide a learning environment that can benefit all learners.

Difficulty: medium

Learning objective: 3

5.50. Describe different strategies to involve learners in a training session and how to facilitate discussions.

A number of strategies may be useful to involve learners in the training sessions.

* Prepare questions to be discussed in breakout groups
* Use creative activities and games
* Use assessments for trainees to learn about themselves and others
* Incorporate roleplaying

Discussions can also be an effective means to engage trainees. They should be based on clearly defined goals and rules for participation—discussion should be planned. Discussions can be used to brainstorm ideas and solutions, debrief activities, apply knowledge, and evaluate experiences. Open ended questions should be used as opposed to questions that elicit no more than “yes” or “no” responses. It is also important to have different opening questions, follow-up questions, and discussion prompts.

Difficulty: medium

Learning objective:

5.51. Describe the difference between near and far transfer and then articulate strategies to enhance each type of transfer.

Near transfer refers to applying learned capabilities exactly in a work situation. Far transfer refers to a trainee’s ability to apply learned capabilities to the work environment when it is not identical to that of the training session.

Near transfer is appropriate for closed skills, while far transfer is appropriate for open skills. Performing a closed skill involves responding to predictable situations with standardized responses. In contrast, performing an open skill involves responding to variable situations with adaptive, tailored responses. There is a one best way to perform closed skills; whereas there are multiple ways to perform open skills that are contingent upon the situation at hand.

Programs that emphasizes near transfer should include the following:

* using standardized procedures, processes, and checklists
* providing explanations as to any differences between training and work tasks
* encouraging trainees to focus only on important differences between training tasks and work tasks vs. unimportant ones
* providing an explanation why the procedure should be performed to help trainees understand underlying concepts
* focusing on behaviors and skills that contribute to effective performance

Programs that emphasize far transfer should include the following:

* teaching general concepts, broad principles, or key behaviors
* focusing on general principles that might apply to a greater set of contexts beyond those presented in the training session
* providing a list of prompts or questions to help trigger thoughts and questions from trainees

Difficulty: medium/hard

Learning objective: 5

5.52. How can opportunity to perform be measured? What might low levels of opportunity to perform indicate?

Opportunity to perform can be measured by asking former trainees to indicate (1) whether they perform a task, (2) how many times they perform the task, and (3) the extent to which they perform difficult and challenging tasks. Individuals who report low levels of opportunity to perform may be prime candidates for “refresher courses.” Refresher courses are necessary because these persons have likely experienced a decay in learned capabilities because they have not had opportunities to perform. Low levels of opportunity to perform may also indicate that the work environment is interfering with using new skills. For example, the manager may not support training activities or give the employee the opportunity to perform tasks using skills emphasized in training. Finally, low levels of opportunity to perform may indicate that training content is not important for the employee’s job.

Difficulty: medium

Learning objective: 8