

Chapter 5 Outline

Openers

- First Impressions
- Introductions
- Setting Expectations
- Developing Interest
- Making Participants Comfortable

Icebreakers

- Getting Learners Acquainted
- Setting the Tone
- More Time Equals More Intimacy
- Humor

Exercises/ Activities

- Role Plays
- Case Studies
- Small Group Interaction
- One-on-One
- Shadowing
- Simulation
- Projects
- Panel
- Demonstration

Games

- Characteristics of Training Games
- Improper Use of Training Games

Support Media

- Handouts
- Videos
- LCD or DLP Projection
- Flip Charts
- Overheads
- Microphones

Closers

- Transfer of Learning
- Closing Takes Time
- Effective Closers
- Closing a Closer

The Final Step

- Feedback and Evaluation
- Quiz/ Testing
- Recognition and Certifications

Conclusion

Competencies

1. Explain how the first several minutes of a training session affects learner interest and trainer credibility, and describe common opening activities and goals. (pp. 157–164)
2. Evaluate the effectiveness of icebreakers with groups of different sizes and learner relationships. (pp. 164–168)
3. Identify the different types of exercises and activities that can be incorporated into training sessions. (pp. 169–179)
4. Describe how games can be used for training. (pp. 179–181)
5. Distinguish the differences among support media and describe how support media can be used most effectively. (pp. 181–185)
6. Identify how closers can help transfer learning to the workplace. (pp. 185–188)
7. Outline methods and techniques for following up on training. (pp. 188–191)