TRAINING

As a staff analyst you might be a part of a training function, as a coordinator, lesson plan developer, or even a facilitator. As such, there might be questions about training on your test.

Please answer the following multiple choice questions before your training on this topic at OSA. The following pages will have five boxes about the training process. Fill in the boxes with your notes from the instructor at OSA. There are also a number of Key Words below each box that will relate to the title in each box. Begin your research of those key words ahead of time to give yourself a head start. Return to the multiple-choice quiz and see if your answers changed.

Good Luck!

1. Research shows that you have eight seconds to capture people's attention and that if you don't succeed, you won't get their attention back again for 20 minutes. Knowing this, what is the best way to start any training program?

   A. Start out by telling the class your name, title, background, and how many years of experience you have to gain credibility
   B. Announce the goals of the class and ask the class to hold all questions until the end.
   C. Start out by telling the class the history of your organization and how it developed through the years
   D. Ask class to state what learning they would like to take from the class

2. Objectives are a part of every training class. Select the choice that best describes what objectives are about.

   A. Objectives are what the learners are expected to accomplish at the end of the training that they cannot accomplish at the beginning of the training
   B. Objectives describe the bottom line of what your agency is trying to achieve, whether it be fewer accidents or fewer complaints of sexual harassment. It is the result of the training
   C. Objectives clearly describe what the instructors are supposed to teach, the criteria they are expected to achieve, and the conditions in which they are carried out
   D. A combination of A and B.

3. When participants ask questions, the trainer should:

    A. Ask them to hold their questions until the end of the class
    B. Be aware that participants usually want to catch the trainer in a mistake
    C. Listen carefully to identify parts of the presentation that may not be clear
    D. Try not to be distracted from their presentation

4. One benefit of web-based training is:

    A. The presenter can allow only one person to speak at a time
    B. It reduces travel time and expenses
    C. It takes less time to develop than classroom training
    D. It can be used to teach physical skills

5. Which if the following is required to establish an effective climate for learning

    A. Twenty or fewer people.
    B. Opportunities for participants to interact with one another
    C. Excellent PowerPoint slides
    D. A U-Shaped table arrangement to maximize participation

6. A participant arrives late for the training. The best way to react to this disruption is:

    A. Ask him why he is late, remind him of the starting time, and tell the class that lateness is unacceptable
    B. Make the person give an impromptu presentation in front of the others on why promptness is important
    C. Just ignore the lateness. After all, it's not that important
    D. Welcome the person, and direct her to sit next to someone who can bring her up to date

7. People learn best when:

    A. When their instructor commands respect by being strict and brooking no nonsense from anyone
    B. When the instructor stands behind a lectern, uses lecture in a strong voice, coupled with a number of PowerPoint slides
    C. They are allowed to express their opinions and beliefs
    D. Allow them to pick and choose their own learning so they can feel validated

8. Evaluation in training means::

   A. You should determine if people liked the course and what they would take from it, as well, as telling you ways the course could improve
   B. Being tested on the objectives to ensure that you were able to accomplish them
   C. Ensuring that the learning is transferred to the workplace to ensure it translates into performance on the job
   D. Ensuring that the training delivered results based on expectations
   E. None of the above
   F. All of the above

9. Adult learning theory is the belief that

   A. People learn best in competition with their fellow students the same way they learned in school, which requires social conformity so the adults will be able to live and compete in a society.
   B. Holding learners accountable for their learning builds character where learners have to learn how to win and lose graciously
   C. All people learn more or less the same way, in the classroom, in fair competition with classmates
   D. Adults learn best when their opinions and beliefs are respected, where they learn on their own, and have fun doing it

10. Your supervisor comes to you and tells you she wants a two-day training program on conflict of interest. What would you do next?
    A. Ask the supervisor what goals he would like the training to achieve, what behavior he wants to influence, and how the training can be measured
    B. Start writing the training program as soon as possible with the guidance of the other personnel in the training department
    C. Contact the City's Conflict of Interest Board to ask them for tips on training conflict of interest
    D. Training should determine the time, not time determine the training. Ask your supervisor if he will allow the time to be determined by the training need.

There are a few ways to approach the training process, the most common one is known by the acronym A.D.D.I.E.for Analysis, Design, Development, Implementation and Evaluation.

Analysis:

Key Words: Performance Analysis, Job-Task Analysis, Robert Mager, Peter Pipe, Needs Analysis, Performance Flow Chart.

Design:

Key Words: Lesson plan template, Learning Objectives, Learning Outcomes Criterion-Referenced Instruction.

Development:

Key Words: Participant-Centered Instruction, Formative Evaluation, Summative Evaluation, Pilot testing, Small Group Trials, One-on-One, Field Trials. Brainstorming

Implementation:

Key Words: Classroom Management, Adult Learning Theory, Andragogy, Malcolm
Knowles, Bob Pike

Evaluation:

Key Words: Criterion-Referenced Testing, Normative Testing, Donald Kirkpatrick, Four
Levels of Evaluation, Reaction, Learning, Behavior, Results.

Sources: Mager, Robert, *Analyzing Performance Problems: or you really Oughta Wanna.*
Any edition.

Mager, Robert, *Preparing Instructional Objectives.* Any edition

Mager, Robert, *What Every Manager Should Know About Training: An Insider's
Gude to Getting Your Money's Worth from Training.* Any edition