

ALASKA CHAPTER'S BOOK TALK SERIES

ATTACHMENT 2

Weblink to information about the event

<http://www.astdalaska.org/booktalks/junenotes.pdf>

Content from that page which was included in the hand out used at the Book Talk:

Why is this topic important?

All too often trainers are faced with having to teach what someone higher up in the organization said they had to teach. The problem is that those giving the orders may not have a clue as to what one can teach or how one might go about teaching it.

Training is not simply a matter of telling trainees what someone said they should hear, or at least it shouldn't be. Trainers need perspective, perspective gained from learning theory but also perspective gained from actual experience. This book contains the kinds of questions trainers need to ask themselves and others before they start to design training.

What can you achieve with this book?

A trainer can begin to understand where and how to draw the line when thinking about building new training. What does it mean to teach better communication? How can you teach people not to do something? How can you help trainees build their own stories? How can you make training fun without being silly? How can you know what simply cannot be taught? How do you properly reward training successes?

Chapter 2 – I wanted to learn but there was no money in it: thoughts on the relationship between learning goals and rewards – and how to design training that helps learners stay motivated.

Why do you want to do well in a training course? (List paraphrased from page 22)

1. You are used to school, training looks like school, so you go back to old habits.
2. You want to show fellow employees how smart you are.
3. You believe that superiors are watching and that they will know who did well and be impressed.
4. You really get into hard problems.
5. You believe that what you will learn will help you do a better job at work.
6. The training is the local currency of conversation, like this week's hot movie, and not being able to

discuss it leaves you out of it at work.

7. You have been dying to learn how to do something and the training teaches just what you have always

wanted to know.

8. Doing well at the training qualifies you for the next step at work.

9. The training is being held in a really good vacation-like spot and you want to be sure you get to come

back next year.

10. The training is a lot of fun, and the better you do the more fun it is.

The aspects of learning that are true when we learn to walk and talk are always true:
(taken from page 24)

1. There is a goal that learning the skill will help us achieve.

2. The accomplishment of that goal is the reward.

3. The approval of others is a vital element of the process, but is not sufficient to motivate learning.

4. After the skill has been tried and its first elements learned, the skill is practiced every day for

the rest of one's life.

5. There is continuous improvement.

6. Apart from other goals, the skill enables independence.

7. The initial rewards are sufficient to motivate learning.

8. Rewards that accrue from this skill later on in life are unknown to the learner at the time of learning.

9. Failure is no problem. In fact, failure occurs with nearly every attempt.

10. The process itself is not fun, but neither is it terribly painful or annoying.

How do you design training that is by its very nature inclusive of the natural occurring learning goals and internal reward system? (pages 35 – 39)

1. Make sure training is a group process.

2. Make sure training is a problem solving process.
3. Make sure that whatever is learned is merely a prelude.
4. Make sure independence is in sight.

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