**Training and Development**

**Typical Learning Experiences of Students Earning Lower-Level Credit:**

* Work as a trainer or as part of a training team.
* Attend workshops and training sessions in areas such as designing training programs, motivating employee learning, learning in adulthood, presentation skills, facilitating group discussion and developing instructional materials.
* Work with a mentor in a training and development setting.

**Typical Learning Experiences of Students Earning Upper-Level Credit:**

* Work in a training or HRD department in which they engaged in a wide range of training activities.
* Attend several training sessions in the areas listed above and/or have participated in professional conferences in the field (often, but certainly not always, candidates for upper-level credit will have made conference or workshop presentations.)
* Read books and articles in newsletters and periodicals about training, development, HRD and/or organizational development.
* Applicants for upper-level credit in this area often seek credit in more narrowly defined areas. Areas in which upper-level credit is often awarded are adult learning theory, instructional design and development, technology in training, program evaluation and program administration.

**Discussion Topics:**

If you are familiar with some (but not necessarily all) of the following topics, you may be eligible for lower-level credit in the area of training and development. If you are familiar with advanced questions, you may be eligible for upper-level credit. If knowledge of some of the topics is substantial, you may consider requesting additional credit in more narrowly defined areas.

**Adult Learning and Development**

(Includes characteristics of adult learners; motivation; adult learning and development theories; impact of individual and social factors such as class, gender, culture, etc.)  
Facts, definitions, concepts (lower-level):

* State some characteristics of adult learners.
* What are some of the main reasons adults engage in learning?
* How does aging affect adult learning?

Relationships, knowledge of discipline, methodologies (upper-level):

* Select a learning theory and discuss its implications for designing, developing, and/or conducting training.
* Discuss the impact of gender differences in learning and learning situations.

**Design**

(Includes context analysis, needs analysis, setting goals and objectives, determining content, planning evaluation.)  
Facts, definitions, concepts (lower-level):

* What types of training design experience have you had?
* What is a training need? How have you been involved in identifying training needs?
* What is the difference between goals and objectives?
* List several factors that form part of the context of training?

Relationships, knowledge of discipline, methodologies (upper-level):

* Describe an appropriate process for creating a design for learning.
* What are the difficulties in conducting an effective needs analysis?

**Development**

(Includes identifying learning resources and techniques and preparing learning materials.)  
Facts, definitions, concepts (lower-level):

* How have you been involved in developing training?
* List a number of techniques and resources that can be used for learning in a training program.
* State some reasons for providing handouts to people engaged in training?
* What are characteristics of a good instructional manual?

Relationships, knowledge of discipline, methodologies (upper-level):

* What are some guidelines for choosing particular methods, techniques, and materials for a training activity?
* Consider some technical instructional technology (video, computer-assisted instruction, computer-mediated conferencing, etc.) and discuss 1) the process of developing an instructional package, and 2) the criteria for evaluating its quality.

**Delivery**

(Includes listening, presentation, group facilitation, use of materials and media, self-directed learning.)  
Facts, definitions, concepts (lower-level):

* What types of experiences have you had delivering training?
* Select the method of delivery you prefer or use most often, and state several important principles for its use.
* Define group facilitation. For what purposes would you use facilitation in training?

Relationships, knowledge of discipline, methodologies (upper-level):

* How would you address expected differences in student learning styles through your use of techniques and materials?
* How do trainers’ listening skills influence instructional delivery?
* How would you incorporate self-instruction into a training plan?
* What are considerations for effective use of computer technology in training?

**Logistics and Environment**

(Includes registration, scheduling, room or technology set-up, environmental factors.)  
Facts, definitions, concepts (lower-level):

* Discuss your experiences in creating and operating registration processes and procedures.
* How do various environmental factors, such as air circulation, temperature, lighting, and surrounding activity, affect the learning situation? How do you plan for these variables?
* What elements are important when delivering training through technology?
* What considerations go into determining the time frame for a training program (half days vs. all day; consecutive days vs. weekly meetings; use of weekend programs, multiple vs. single-session videoconference)?
* Describe different room set-ups and discuss how you would decide what set-ups to use?

**Evaluation**

(Includes formative and summative.)  
Facts, definitions, concepts (lower-level):

* Define formative and summative evaluation.
* Describe the differences between participant evaluation and program evaluation.

Relationships, knowledge of discipline, methodologies (upper-level):

* Discuss some major factors involved in developing a program evaluation plan and how those factors influence the planning.
* Compare the advantages and disadvantages of two evaluation designs, e.g., experimental, quasi-experimental, survey, ethnographic, etc.

**Administration/Management**

(Includes staffing, scheduling, marketing, budgeting, cost/benefit analysis, legal and ethical issues.)  
Facts, definitions, concepts (lower-level):

* How do you create a budget to keep the price of training affordable?
* What costs should be factored into the calculation of the total cost of a program?
* What are the major criteria you would use for selecting trainers?
* Identify two or three ethical dilemmas a trainer/developer might face.
* What are effective promotional strategies you have used for your programs?

Relationships, knowledge of discipline, methodologies (upper-level):

* How can any given training or set of learning activities be supported on a cost/benefit basis?
* Identify an ethical dilemma (perhaps one you have faced) and discuss the issues and how you might resolve them.
* Given a particular case, develop and justify a marketing plan.

**Perspectives on Training**

(Includes history, relationship to human resource management, relationship to human resource development.)  
Facts, definitions, concepts (lower-level):

* What are the significant elements in the history of the training and development field?

Relationships, knowledge of discipline, methodologies (upper-level):

* How has the field of training and development responded to changes in management, such as scientific management, strategic management, TQM, reengineering, etc.?
* What is the relationship of training to human management?
* How has computer and telecommunications technology impacted training and development?