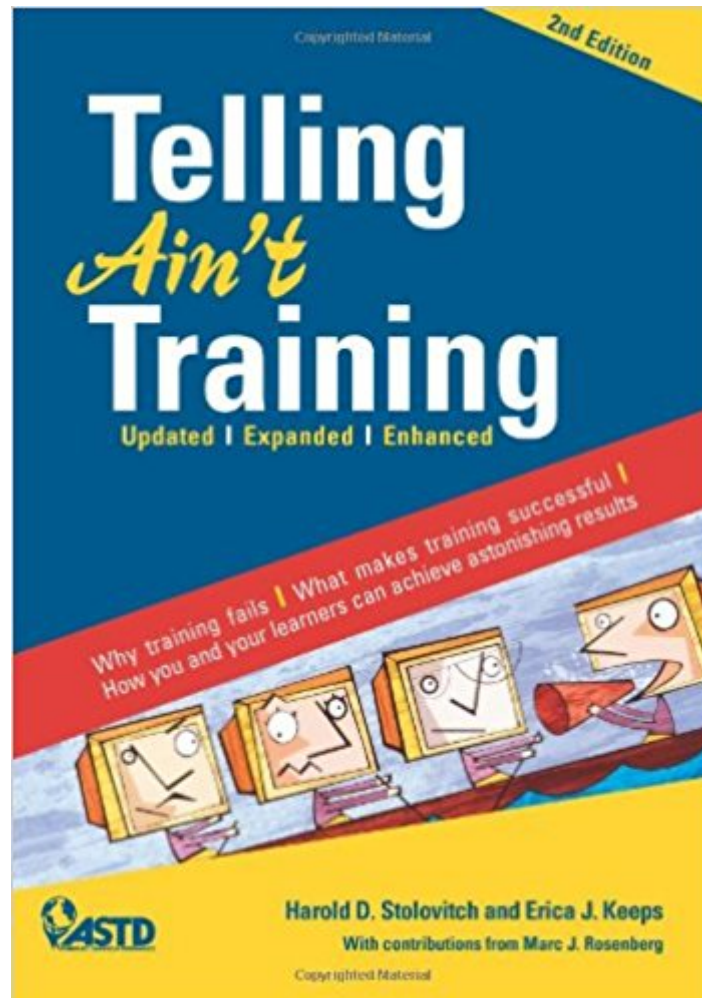




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Telling Ain't Training: Updated, Expanded, Enhanced



Synopsis

A must have for trainers... Telling Ain't Training is an essential book for all learning and development professionals. When the first edition of Telling Ain't Training was published in 2002, its practical, learner-focused approach quickly became a favorite with learning and development professionals, as well as school teachers, parents, professors, and anyone else who trains, educates, or instructs. Chock-full of myth-busting research and ready-to-use tools, always delivered in a lighthearted and entertaining style, Telling Ain't Training set new standards for the training industry. That's a tough act to follow, but the long-awaited new edition of Telling Ain't Training does not disappoint. While it has been updated, expanded and enhanced to reflect almost a decade of progress, fans of the original Telling Ain't Training will be relieved to find that its lively, user-friendly tone has been carefully preserved. In fact, this is a book that faithfully practices what it preaches, engaging the reader from page one and immediately involving them in the first of many try-it-yourself exercises that teach trainers how to avoid telling in favor of more interactive training. This substantially heftier edition covers everything you must know to be a better trainer, plus:

- Extensive new chapters covering technology and e-learning
- More methods for creating terrific learner-centered training sessions
- Expanded evidence and research to support its approach to adult learning
- Ways to retrofit your existing training programs and materials
- Even more in-depth explanations of how the basic principles of adult learning apply
- An extensive index to make the book more referenceable
- Additional tools, charts, exercises, illustrations, quizzes, and activities to involve learners.

Book Information

Paperback: 312 pages

Publisher: Association for Talent Development; 2 edition (June 16, 2011)

Language: English

ISBN-10: 1562867016

ISBN-13: 978-1562867010

Product Dimensions: 7.1 x 0.8 x 10.1 inches

Shipping Weight: 1.4 pounds (View shipping rates and policies)

Average Customer Review: 4.7 out of 5 stars 78 customer reviews

Best Sellers Rank: #31,118 in Books (See Top 100 in Books) #63 in Books > Business & Money > Management & Leadership > Training #146 in Books > Business & Money > Human Resources > Human Resources & Personnel Management #713 in Books > Business &

Customer Reviews

A must have...Telling Ain't Training is chock-full of interactive, practical ideas that are easily grasped and can be immediately applied. Don't create your next class without it! --Chuck O'Keefe, National Manager, Curricula and Operations, University of Toyota, School of Retail Professional DevelopmentI have always listened carefully to what Harold and Erica have to say about teaching. Now, with their marvelous new book Telling Ain't Training, I have what I always knew I needed--a readily accessible Harold and Erica. This is a great book and it will change your perceptions about teaching. The authors present the results of learning research in convincing, fun, and interesting ways. --J. Kimball Dietrich, Associate Professor, Finance and Business Economics, University of Southern CaliforniaThis practical, innovative, and well-researched book on how we all learn makes this book an invaluable tool for all learning and performance professionals! As a former Vice President of Training and Change Management, I would have made the book mandatory for all trainers, coaches, and managers, had it existed. Well done! --Michel Desjardins, Senior Vice President, BDC Consulting Group, Business Development Bank of Canada --This text refers to an out of print or unavailable edition of this title.

Harold D. Stolovitch, CPT, is a graduate of both McGill University in Canada and Indiana University in the United States where he completed a doctorate and postdoctoral work in instructional systems technology. With one foot solidly grounded in the academic world and the other in the workplace, he has conducted a large number of research studies and practical projects always aimed at achieving high learning and performance results. In addition to creating countless instructional materials for a broad range of work settings, Stolovitch has authored more than 300 articles, research reports, book chapters, and books. He is a past president of the International Society for Performance Improvement (ISPI), former editor of the Performance Improvement Journal, and editorial board member of several human resource and performance technology journals. He has won numerous awards throughout his 40-year career, including the Thomas F. Gilbert Award for Distinguished Professional Achievement, ISPI's highest honor; Member-for-Life, the President's Award for Lifetime Achievements from the Canadian Society for Training and Development, their highest honor; and in 2004, he and his team won the ASTD Outstanding Research Award for their work on Incentives, Motivation, and Workplace Performance. Stolovitch is an emeritus professor, Universit   de Montr  al, where he headed the instructional and performance technology

graduate programs and was the School of Educational Sciences associate dean of research. He is also a former Distinguished Visiting Scholar and clinical professor of human performance at work, University of Southern California. Stolovitch is a principal of HSA Learning & Performance Solutions LLC. Erica J. Keeps, CPT, holds a master's degree in educational psychology from Wayne State University, Detroit, and a bachelor's degree from the University of Michigan, where she later became a faculty member in the Graduate Business School Executive Education Center. Her 40-year professional career has included training management positions with J.L. Hudson Co. and Allied Supermarkets and senior-level learning and performance consultant positions with a wide variety of organizations. Keeps has not only produced and supervised the production of numerous instructional materials and performance management systems, but has also published extensively on improving workplace learning and performance. She has provided staff development for instructional designers, training administrators, and performance consultants. Keeps has been acknowledged by many learning and performance leaders as a caring mentor and major influence in their careers. She is a former executive board member of the ISPI; a past president of the Michigan Chapter of ISPI; and a Member-for-Life of the Michigan, Montreal, and Los Angeles ISPI chapters. Among her many awards for outstanding contributions to instructional and performance technology is ISPI's Distinguished Service Award for her extensive leadership roles. Keeps is the managing director and a principal of HSA Learning & Performance Solutions LLC.

For those of you in the training industry (or those contemplating becoming a trainer) READ THIS BOOK! It contains many important examples and instruction on how to become a more effective trainer. I just finished reading this book for the third time, and it seems to get better every time I read it! Post-training evaluations tell us a bit about our training delivery, but these do not always reflect our effectiveness in the training; in many cases, we are training people that know very little about the subject we are training about. So often times, our evaluations reflect how the training attendees "liked" our training; not necessarily how much they learned about our subject matter. The most important lessons I learned from this book were: 1) Making certain that your training will improve workplace performance. This is a key to ensuring that your customers invite you back for future training sessions. If your trainees are able to "hit the road running" right after the training, your value as a trainer will be magnified many, many times... 2) Using the five-step model to retrofit existing training sessions - how to make your existing training program even more effective. 3) Repetition Techniques - how to improve your training for better retention. 4) How to create effective training "tests" - I've always struggled with the testing portion of the training and this chapter is key to

providing the trainees with feedback on what they are learning.5) A table listing the different types of training tools with the advantages and disadvantages of each type.

As a non-profit professional, I've attended several workshops on training design. This book took all the trainings and made them make sense. I read the first 3 chapters before my next workshop in community, and the information made all the difference in the world. My training was very different. I used the tools and techniques I'd learned from the other workshops,, but after reading only a few chapters of this book, I knew how, why, and when to use the tools. The session was much more lively and the group walked away remembering the core principles of the session, and are currently changing their performance in their organizations! It doesn't get much better than that; I can't wait to finish the book!

Very good book on teaching techniques. I come from an engineering background it this book helped me sort between necessary and not necessary details.

This is an excellenet resource for both beginning Trainers as well as those who have many years experience. It is not only a "how-to" book, but a "why" book; explaining the adult learning process and how training adults has to be more performance and job-centered. The book is well written, engaging and gives the reader opportunities to practive the techniques discussed in the book as you are reading. It provides an excellent Training Session Planning Sheet and Training Session Scripting Sheet. It discusses how adults learn, how to get them motivated, how to reinforce the remembering process, how to develop training activities and then evaluate the students ability to perform the task.Any Instructor or Training of Adults will benefit from this book, whether you are just starting out as a Trainer or have many years experience. I am now able to understand why some of my students seem to "get it" while others never seem to grasp the concepts. I have learned some valuable new skills and will now make my training sessions more learner-focused.

Great book thus far..... I took hold on the concepts that are being used great book leadership training

Very inspiring book.

This book manages to deliver what you need to know to develop and implement training, based on

current research and still be readable and enjoyable. For once the trainers seemed to have followed their own advice -- keeping the learner active and engaged. Good overview, may use it as the basis for my own train the trainer course.

This will be my guide for years to come. For anyone who tends to focus on the content and 'data dump' on the audience, this book gets you out of that habit. It's no longer about how much 'you' know, but how much your audience 'changes' as a result of your training. Chapter 6 alone is worth the price of admission. Reading this book does not make training or teaching any easier. Using the book as a guide, I recently spent 3 days designing a 2-hour workshop. In the end, it paid off because my audience was engaged and learned as a result.

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