

Learning and HRD



Part III

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Dimensions For Assessing Trainees - 1

1. Instrumentality
 - Degree to which the trainee is concerned with the immediate applicability of the concepts and skills being taught
2. Skepticism
 - Degree to which the trainee exhibits a questioning attitude and demands logic, evidence, and examples
3. Resistance to Change
 - Degree to which the trainee fears the process

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Dimensions For Assessing Trainees – 2

4. Attention Span

- Length of time trainee can focus attention before substantial attentiveness is diminished

5. Expectation Level

- Level of quality (process) and quantity (content) that the trainee requires from the trainer or the training

6. Dominant Needs

- Range of intrinsic and extrinsic individual needs that currently drive the trainee

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Dimensions For Assessing Trainees – 3

7. Absorption Level
 - Pace at which the trainee expects and can accept new information
8. Topical Interest
 - Degree to which the trainee can be expected to have personal (job relevant) interest in the topic

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Dimensions For Assessing Trainees – 4

9. Self-confidence

- Degree of trainee's independence and positive self-regard, thus requiring high or low levels of feedback, reinforcement, and success experiences

10. Locus of control

- Degree to which the trainee perceives that training can be implemented successfully back on the job with or without organizational support

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Five Principles of Adult Training – 1

- 1) Older workers can and do develop
- 2) Supervisors cannot exclude older workers from training
- 3) Effective training needs
 - 10 Dimensions of Assessing the Trainee
- 4) The organizational climate must reward entry into training and transfer of skills back to the job
- 5) Training must be considered within an integrated career perspective





Kolb's Learning Styles

- A **learning style** represents how individual choices made during the learning process affect what information is selected and how it is processed
- A **mode of learning** is the individual's orientation toward gathering and processing information during learning



Kolb's 4 Basic Modes

1. **Concrete Experience**
 - An intuitive preference for learning through direct experience, emphasizing interpersonal relations and feeling as opposed to thinking
2. **Abstract Conceptualization**
 - A preference for learning by thinking about an issue in theoretical terms
3. **Reflective Observation**
 - A preference to learn by watching and examining different points of view to achieve an understanding
4. **Active Experimentation**
 - A preference for learning something by actually doing it judging its practical value

CE

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Kolb's Four Styles

1. Divergent

- A combination of concrete experience and reflective observation (feeling and watching) emphasizing imagination, an awareness of values, and the ability to generate alternative courses of action

2. Assimilation

- A combination of abstract conceptualization and reflective observation (thinking and watching) that stresses inductive reasoning, the integration of disparate observations into an explanation, and the creation of theoretical models



Kolb's Four Styles (Cont'd)

3. Convergent

- A combination of abstract conceptualization and active experimentation (thinking and doing), with a focus on problem solving, decision making, and the practical application of ideas

4. Accommodative

- A combination of concrete experience and active experimentation (feeling and doing), this style is usually demonstrated by accomplishment, executing plans, and the involvement in new experiences



Learning Strategies

- LS represent the “behavior and thoughts a learner engages in during learning”
- Broad Headings:
 - 1) Rehearsal strategies
 - 2) Elaboration strategies
 - 3) Organizational strategies
 - 4) Comprehension monitoring strategies
 - 5) Affective strategies



1. Rehearsal strategies
 - repeating items in a list; underlining text in an article; copying notes
2. Elaboration strategies
 - forming a mental image; taking notes, paraphrasing, or summarizing new material
3. Organizational strategies
 - grouping or ordering information to be learned; outlining an article; creating a hierarchy of material



Categories of Learning Strategies – 2

4. Comprehensive monitoring strategies
 - self-questioning
5. Affective strategies
 - increasing alertness; relaxation; finding ways to reduce test anxiety



Perceptual Preferences

- 1) Print (reading and writing)
- 2) Visual (such as graphs and charts)
- 3) Aural (auditory), i.e., listening)
- 4) Interactive (discussing, asking questions)
- 5) Tactile/manipulative (hands-on approaches, such as touching)
- 6) Kinesthetic/psychomotor (role playing, physical activities)
- 7) Olfactory (association of ideas with smell or taste)

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