

6. Go to <http://agelesslearner.com/intros/adultlearning.html>, a site created by Marcia L. Conner about how adults learn. Click on "Learning Style Assessment" and complete it. What are the assessment's implications for the way that you learn best?
7. Go to www.schneider.com, the website for Schneider National, a transportation management company that provides logistics and trucking services. Click on "Jobs." Under "Orientation" click on "New CDL Holders," Under "Company Drivers," click on "Orientation." Watch the videos "The best in the industry" and "Your Training Engineer." What types of learning outcomes are emphasized in training? Considering the features of good instruction discussed in the chapter, identify the features of Schneider's training program that contribute to learning and transfer of training. Explain how each feature you identify contributes to learning.

Case:

Safety First

BNSF Railway is a North American freight transportation company with over 32,000 miles of routes. BNSF hauls agricultural, consumer, industrial products, and coal. BNSF puts safety above everything else it does, including productivity. BNSF recognizes that safety is based on having well-trained employees who share BNSF's vision for an injury- and accident-free workplace and who are willing to look out for one another. Thanks to our employees' commitment, a carefully maintained network and equipment, and well-prepared communities, BNSF is a safety leader in the rail industry. Approaching Others About Safety (AOAS) is a training program for all BNSF Railway employees. The goal of the program is for BNSF employees to be confident about giving feedback to each other about safe behavior and avoiding unsafe situations. Employees need to learn the value of providing feedback when they see unsafe behavior or situations, including positively

recognizing when someone is working safely or correcting them when they perceive another employee is at risk. Training should focus on the types of exposures that tend to result in most injuries, including walking/path of travel around trains, rails, and equipment, pinch points between the railway cars, and climbing or descending locomotives and railway cars.

Describe the different types of instructional characteristics that this program should have for learning and transfer to occur resulting in a decrease in injuries and accident. Would these characteristics vary depending on who was attending the program (e.g., managers, train crew, employees who maintain track, structures, or signals)? If so, how would they vary?

Source: Based on "BNSF Railway: Approaching Others About Safety," *training* (January/February 2014): 108–109; www.bnsf.com, website for BNSF Railways, accessed March 11, 2015.

Endnotes

1. R. M. Gagne and K. L. Medsker, *The Conditions of Learning* (Fort Worth, TX: Harcourt-Brace, 1996).
2. M. L. Broad and J. W. Newstrom, *Transfer of Training* (Reading, MA: Addison-Wesley, 1992).
3. B. F. Skinner, *Science and Human Behavior* (New York: Macmillan, 1953).
4. J. Komaki, K. D. Barwick, and L. R. Scott, "A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant," *Journal of Applied Psychology*, 63 (1978): 434–445.
5. A. Bandura, *Social Foundations of Thought and Action* (Englewood Cliffs, NJ: Prentice Hall, 1986); A. Bandura, "Self-efficacy mechanisms in human behavior," *American Psychologist* 37 (1982): 122–147.