

Chapter 4 learning and transfer of training



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Goal Orientation goals held by a trainee in a learning situation

affects amount of effort in a trainee w motivation to learn Learning

orientation Trying to increase ability or confidence in a task.

for the sake of learning. " academic world" ON CHAPTER 4 LEARNING AND

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Now When you think of competence you think of what? KSAO's. things that

you hope preare you to perform but they add more potential than anything

else. Building potentiality Performance orientation Learners who focus on task

performance and how they compare to others.

for the sake of performance. " nike word" learners w/ high learning

orientation will.... in comparison to learners w/ performance orientation direct

greater attention to the task and learn for the sake of learning learners w/ a

performance orientation will... in comparison to learners w/ learner

orientation direct more attention to performing well and less effort to

learning need deficiency that a person is experiencing at any point in

time Need theories help to explain the value that a person places on certain

outcomes

Maslow's and Alderfer's needs theories major difference between Maslow's

and Alderfer's hierarchies is..? Maslow is in strict sequence and higher order

needs are not looked at until employees meet their lower level needs are

met.

ex: cant give pep talks about self actualization living pro career to

employees if you arent paying enough to support themselves today Maslow's

hierarchy Physiological, safety, belonging, self-esteem, self-

actualization Alderfer's hierarchy Existence, relationships, growth McClelland's

needs theory hierarchy needs for achievement, affiliation, and

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powerExpectencieslink between trying to perform a behavior and actually performing well.

if i want to do well, that my motivation of doing well, then can have the consequence of doing well

Effort> performanceInstrumentalitybelief that performing a given behavior is associated with a particular outcome

if i try hard I can produce a certain thing, if i produce a certain thing, will i get a certain outcome. Studying hard for an exam

performance> outcomeExpectency theorysuggests that a person's behavior is based on three factors:

Expectencies, instrumentality, and valenceValenceValue that a person places on an outcome.

value to me

value of outcomeAndragogyhow adults learn; much more problem solving than pedagogy

the study of learning in adultsAdult Learning Theory (Andragogy)adults bring more work-related experiences into the learning situationAdults need:(1) to know why they are learning something (2) to be self-directed (3) a problem-centered approach to learning (4) a learning experience that addresses their extrinsic and intrinsic motivatorstraining implication of andragogyself-concept, experience, readiness, time perspective, orientation to

learningInformation Processing theoryEmphasizes the internal processes that occur when training content is learned and retrainedcontains external events that influence internal processesInformation Processing TheoryInformation processing theory TOOLSverbal instructions suggesting ways to code the training content so it can be stored in memory, meaningful learning

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context(examples), demonstration helping organize learner's response closed skills Training objectives that are linked to learning specific skills that are to be identically produced by the trainee on their job open skills linked to more general learning principles. more theoretical, more room for interpretation open skills are near or far type of transfer? far, because it takes some interpretation to figure out what principles are important in what context closed skills are near or far type of transfer? near, because the type of transfer is near as in very similar to the training context Perception ability to organize the message from the environment so that it can be processed and acted upon working storage rehearsal and repetition of information occurs Learning strategies rehearsal, organizing, elaboration Working Storage part of the mental and physical processes: rehearsal and repetition of information occurs semantic encoding actual coding process of incoming messages (Part of learning processes) Obstacles in the work environment that inhibit transfer of training Lack of peer support Lack of management support time pressures, inadequate equipment, few opportunities to use skills, inadequate budget Types of learning outcomes are: verbal information (head), intellectual skills (head), motor skills (hands), attitudes (heart), cognitive strategies Maintenance process of trainees continuing to use what they learned over time generalization trainee's ability to apply what they learned to on-the job work problem transfer of training trainees effectively and continually applying what they have learned in training to their job the general learning theories include: reinforcement theory, needs theory, social learning theory, goal theory, expectancy theory, adult learning theory, information processing theory reinforcement theory emphasizes that people

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are motivated to perform or avoid certain behaviors b/c of past outcomes/consequences that have resulted from those behaviors.

Positive reinforcement, negative reinforcement, extinction, punishment
Social learning theory emphasizes that people learn by observing other persons (role models) whom they believe are credible and knowledgeable