

Glossary of Training and Occupational Learning Terms



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accelerated learning: An umbrella term for a number of practical approaches to learning and teaching. It is based upon using research about how the brain works, combined with adult learning theory. The outcome of using these approaches is that learning takes place faster, and at a deeper, more memorable, level. (See also suggestopedia).

accredited prior learning: Formal recognition of an individual's learning that has taken place in the past. This involves the individual providing evidence of formal education or training, or informal work or life experience. The recognition is given in the form of a qualification.

action maze: A case study exercise which has been designed to enable the learners to use new information that they are being taught, in order to make a series of decisions. Learners receive enough information to take them to their first decision point. The decision then takes them to the next stage, which explains the consequence of their decision. This process is continued until the maze has been completed.

action learning: A process of learning new ideas, skills and attitudes through what we do at work or in other behavioural situations, particularly where people come together in a learning 'set' to work on real problems and learn from each other. It is about learning from doing, performing, and taking action.

action planning: A technique in which people make practical plans for how they will use their learning within their work. It promotes the transfer of learning.

activist: A Honey and Mumford Learning Style Preference - activists prefer to learn by having a go and participating in a variety of active experiences.

adaptive branching technique: Any of several techniques used in CBT or programmed learning to accommodate individual differences. It may permit the learner to bypass material they already know or may provide them with additional instruction as needed

ADDIE: An instructional systems development model that comprises five phases:

- Analysis is the examination of the training required and generally answers the who, what, where, when, why, and by whom questions to prepare for the design phase.
- Design is the planning stage to formulate a plan, or outline, and learning objectives for the training.
- Development is the phase in which training materials and content are selected and developed based on learning objectives.
- Implementation is when the course is taught and delivered.
- Evaluation is the ongoing process of scrutiny to measure and constantly improve instructional efforts during and following implementation. This last phase provides data that is incorporated into the analysis phase.

adult learning theory: A term that encompasses the collective theories and principles of how adults learn and acquire knowledge. Popularized by Malcolm Knowles, adult learning theory provides the foundation that WLP professionals need. (See also *Andragogy*.)



affective domain: A classification of learning objectives that focuses on the learner's emotions in terms of their attitudes, beliefs, or values. An example of working in the affective domain would be an exercise in which participants identify their own motivation to do the training. There are five categories of affective learning objectives, which are in ascending order of difficulty:

1. Receiving: aware of, passively attending to certain stimuli.
2. Responding: complies to given expectations by reacting to stimuli.
3. Valuing: displays behaviour consistent with a single belief or attitude in situations where not forced to obey.
4. Organising: committed to a set of values as displayed by behaviour.
5. Characterising: total behaviour is consistent with internalised values.

(The affective domain is one of three domains that form part of a classification of behaviours – see learning taxonomy).

affective learning: A type of learning that is concerned with the development of specified attitudes, beliefs, or values. The word affective is used in the field of psychology to describe the emotion that lies behind action.

after action review (AAR): Intense follow-up sessions used to better understand what happened in an event and what should have happened. Feedback in AARs can include raw material, such as recorded plays and timelines; analysis (what happened and why at a thematic level); coaching on how to get better results next time; evaluation (how ready the player is to handle a more complex situation); and even game elements like a high score or rewards and recognition to spur competition and replay or redo.

algorithm: A step by step method for solving a problem. Usually used in a training context as a flow chart to aid decision-making.

The chart consists of a sequence of simple sentences or questions, ordered in a logical hierarchy from the most general to the most specific. All answers are either YES or NO. (may also be known as a decision tree, logical tree or flow chart)

andragogy: An approach to teaching adults that is based on a set of assumptions about the distinguishing features of adult, as opposed to child, learners. (Knowles) These assumptions are:



- Adults have a need and a tendency for self-directed learning.
- Adults learn more effectively when using their own experiences as a learning resource.
- Adults have an awareness of their own specific learning needs that derive from their everyday lives.
- Adults have a desire to apply newly acquired learning to their immediate circumstances.

Appropriate methods of teaching are then drawn from these assumptions. The opposite end of this spectrum of learning is pedagogy, and much adult teaching and learning in practice may lie somewhere between these two opposites. (See Pedagogy)

apprenticeship: A structured training programme involving instruction, work experience, and testing, usually for a set period of time, leading to certification in a given area, most often a craft or a trade.

assertiveness training: Training that aims to enable people to be able to stand up for their own rights without violating anyone else's rights, and be able to honestly and directly express their needs, feelings, and opinions.

assessment: An exercise that seeks to measure a learner's skills, performance, or knowledge in a subject area. This may be either prior to, during, or following their learning.

assessment centre: An event which involves a number of activities which are designed to identify the participants' strengths,

weaknesses, and suitability for selection or promotion. The activities are usually designed to assess a set of criteria, frequently in the form of competencies. (See also Development Centre)

assessment of training effectiveness: A general term for the processes of ascertaining whether training is efficient or effective in achieving prescribed objectives. It covers both validation and evaluation.

assignment: A method to promote transfer of learning. Learners are presented with a topic to further investigate, or a problem to solve, or tasks to do. The assignment is usually completed either solely by the learner or by a group of learners. (See action planning)

asynchronous communication: A method of communicating where those taking part are not connected in real time so that messages have to be left. Examples are email, bulletin boards and voicemail.

attitude: A person's habitual feelings or thoughts that influence their response and choice of action. Defined as a tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). Attitudes encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. It is necessary to take into account the attitudes of learners prior to training. There may well be attitude changes as a result of training, which can be measured. (See evaluation).

audio-visual aids (AV): Delivery methods that involve a combination of sound and visual images, so that the audience simultaneously see and hear. For example, video.

audit trail: A documented record of the relationships among data. Usually used in training programmes to ensure that the delivered content is consistent with the planned content.

authoring: (1) A structured approach to developing all elements of a unit of training instruction. (2) A computer package specifically designed to support developers of multimedia training. (3) The process of writing and designing a computer based training intervention.

awareness training: Training that aims to inform people and raise their level of consciousness about a subject.

away day: An off the job event which enables a team to meet outside of the pressures of the workplace. Usually in order to analyse and do some planning about an important issue.



B



balanced scorecard: A model for measuring effectiveness from four business perspectives: the customer perspective, the innovation and learning perspective, the internal business perspective, and the financial perspective.

behaviour: Any activity (either covert or overt) the learner exhibits before, during or will be expected to exhibit after training. The activity should be observable and measurable. It is the primary component of an objective.

behaviour analysis: (see also Interaction Analysis) A specific system introduced by Rackham, Morgan, Honey et al to enable the behaviours, overt or covert, to be observed, recorded and analysed. The technique can be used for individuals in group situations, group activities or one-to-one events.

behavioural objectives: A statement in specific written form of what a learner is expected to have achieved in behavioural terms by the end of the learning event.

behaviourists: Believe that learning results in a change in the learner's behaviour. The focus of behaviourists is on the outputs of the learning process. They study learning only through the examination and analysis of objectively observable and quantifiable behavioural events, in contrast with subjective mental states.

behaviour modification: The change in the knowledge, skills, or attitude of an individual which occurs as the result of a planned set and schedule of reinforcements. Behaviour Modification or BMod is an approach pioneered in the UK by Peter Honey in which the external events surrounding behaviours are analysed and ones that can be changed are identified.

benchmark measures: A set of measurements or standards against which jobs can be compared and used to establish goals for performance improvements.

bespoke training: Training that is designed specifically for a single or group of companies or organisations.

blended learning: The combination of multiple approaches to learning. In the strictest sense, blended learning refers to any time that two methods of delivery of instruction are used. A typical example of this would be a combination of e-learning and in-person, instructor-led training sessions.

Bloom's taxonomy: Benjamin Bloom's classification of three learning domains: cognitive, psychomotor (behavioural), and affective; sometimes referred to as KSAs (knowledge, skills, and attitude). This taxonomy or classification of the processes of thinking and learning provides the framework for the creation of instructional strategies, materials, and activities used to improve individual workplace learning and performance.

brain dominance: An individual's preference for using one's cognitive abilities. There are two styles of thinking - right brain (intuitive, spontaneous, qualitative) and left brain (factual, analytical and quantitative).

brainstorming: A group technique that is used to generate ideas on a subject. Each person is asked to think creatively and suggest as many ideas as possible. A recorder writes the ideas on a flipchart or chalkboard. No ideas are dismissed during the storming session.



branching: An instructional technique, usually in the form of CBT or programmed text, in which the learner's next step of instruction is determined by their response to a previous step. Two or more directions in a program path can go from a decision point.

branching design criteria: Previously determined paths developed by the designer and influenced by the user's input. Branching is intended to allow for differences in students learning processes.

building: A relatively rare verbal behaviour (only about 3% of all the spoken behaviours) in which the contributor develops or adds to someone else's ideas or proposals.

buzz groups: Learners are assigned to small teams or groups, usually in situ, to produce a product, decision, recommendation or questions. They then present their findings to other buzz groups or full training group for discussion.

bypassing: In programmed instruction, a technique that permits a learner to skip certain portions of the material because of prior knowledge.





cause-and-effect analysis: An analytical tool that reveals the root causes of problems by displaying the relationships between the reasons or sources and the result. It may demonstrate that the root cause originates far from where the problem occurs.

case study: A learning technique in which a real or fictional situation or series of events is presented to the learners for their analysis and determination of possible solutions to the problems identified. Their findings in a real situation can be compared subsequently with what actually occurred.

CIRO: An evaluation model which defines four opportunities for evaluation:

Context evaluation which is about determining whether a particular problem may be resolved by a training intervention and what the learning objectives should be.

Input evaluation assesses the effectiveness of the processes used in the intervention. Examples may include; the selection of the learners, the design of the learning structure, the skills of the trainer, the resources used, etc.

Reaction evaluation assesses the reactions to the intervention, usually via feedback from the learners.

Outcome evaluation attempts to assess the extent to which the objectives were achieved.

coach: A person who instructs, demonstrates, directs and prompts learners, usually on a one-to-one basis.

coaching: Helping a learner to learn new techniques or master existing ones. Generally concerned with methods rather than concepts. This is done by providing, or arranging for guidance, feedback, and direction to assure successful task completion.

cognitive: The mental processes of perception, memory, judgement, and reasoning, as contrasted with emotional and volitional processes. Cognitive also refers to attempts to identify a perspective or theory in contrast to emphasising observable behaviour.

cognitive domain: Involves mental processes. From the Latin for 'I think'. The Taxonomy of categories arranged in ascending order of difficulty are:

knowledge: Recognition and recall of information.

comprehension: Interprets, translates or summarises given information.

application: Uses information in a situation different from original learning context.

analysis: Separates wholes into parts until relationships are clear.

synthesis: Combines elements to form new entity from the original one.

evaluation: Involves acts of decision making based on criteria or rationale.

cognitivists: Believe that learning occurs when learners are able to add new concepts and ideas to their cognitive structure by recognising a relationship between something they already know and what they are learning. The focus of cognitivists is on the inputs of the learning process. Cognitive theorists emphasise internal processes and knowledge representations which are impossible to observe directly, but which are inferred.

cohort: A group of people, all or many of whom will attend successive events in a programme together.



competence: The ability to perform the activities within an occupation or function to the standards expected in employment.

competency: (1) Areas of personal capability that enable people to perform successfully in their jobs by completing task effectively. A competency can be knowledge, attitudes, skills, values, or personal

values. Competency can be acquired through talent, experience, or training.

(2) Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment.

competency-based training: Training that is organised around a set of learning objectives based upon the knowledge, skills and attitudes required to perform a set of skills called competencies. Evaluation of student success is based on competent performance of the skills. Normative measurement is specifically excluded from competency-based training.

computer-assisted instruction (CAI): The use of computers to aid in the delivery of instruction.



computer-assisted language learning (CALL): A term used to define Computer-Based Training or multimedia used for learning languages.

computer-based training (CBT): Interactive instructional experience between a computer and a learner in which the computer provides the majority of the stimulus and the learner responds, resulting in progress toward increased skills or knowledge. Has a more complicated branching program of mediation and answering than CAI. Now an all-encompassing term used to describe any computer-delivered training including CD-ROM and the World Wide Web. Some people still use the term CBT to refer to text-only training.

computer managed instruction (CMI): The use of computers and software to manage the instructional process. Functions of CMI can include a management administration system designed to track learner performance over a period of time, provide information concerning performance trends, record individual and group performance data, schedule training, and provide support for other training management functions.

concept map (learning map): The arrangement of major concepts from a text or lecture into a visual arrangement.

Lines are drawn between associated concepts, and relationships between the connected concepts are named. These concept maps reveal the structural pattern in the material and provide the big picture.

conditions of learning: Robert Gagné's theory of nine instructional events that help ensure learning occurs. The nine events are:

1. gain the learners' attention.
2. share the objectives of the session
3. ask learners to recall prior learning
4. deliver content.
5. use methods to enhance understanding (for example, case studies or graphs)
6. provide an opportunity to practice
7. provide feedback
8. assess performance
9. provide job aids or references to ensure transfer to the job



conference: Traditionally, a large formal meeting involving a mixture of presentations, plenary and workshop activities, and designed to bring together people from diverse backgrounds or locations to debate or learn about a particular topic or theme. New conference methodologies, such as Future Search, Open Space, Simu-Real and Real Time Strategic Change use a wider range of structured techniques.

constructivism: School of human learning which believes in the need to identify current learning prior to constructing new meaning.

consultancy: The provision of professional help or advice on an organisational or technical problem, usually involving investigation or evidence gathering and making recommendations for improvement.

content validity: An assessment that attests that a product will produce the desired results. One example in military training compares objectives, tests, and materials to ensure that they track with each other and, thus, may be expected to produce the desired results.

continuous assessment: Where assessment is carried out at frequent intervals during the programme. It often contributes towards a final or summative assessment.

continuous development: An essential ingredient of the Learning Organisation. Continuous development is an organisational culture where working life is seen to provide ongoing opportunities for real life learning and where the promotion of learning becomes an integrated part of work activity.

continuous professional development (CPD):

A process encouraged by professional institutions where members of the profession are required to show proof of their continued learning and development as a condition of maintaining or upgrading their institute membership.



controlled pacing: A programming principle that implies self-pacing within a teaching system. The information and learner activity are developed so that the learners can progress toward the criterion objectives according to their own learning ability.

controlled responding: Controlling learner activity throughout the training programme to ensure that each learner is progressing towards the criterion objectives.

core skills: General and usually transferable skills.

corporate university: A widely used term with little or no agreement about its meaning. The Campaign for Learning has defined it as – “A corporate university is an internal structure designed to improve individual and business performance by ensuring that the learning and knowledge of a corporation is directly connected to its business strategy. A corporate university’s students are drawn from its

employees. It has the capacity to offer formal accreditation for some of the learning it provides.” Note: this same definition could be applied to many internal learning and development centres which do not describe themselves as corporate universities. Equally, many so-called corporate universities do not offer the formal accreditation processes which most people would associate with the term university.

cost/benefit tradeoff analysis: An analytic approach to solving problems of choice. It requires the definition of objectives, identification of alternative ways of achieving each objective and the identification, for each objective, of that alternative that yields the greatest benefit for a given cost or produces the required level of benefits at the lowest cost.

counselling: A direct personal relationship where the counsellor’s skills are made available to another person to assist the latter in solving his/her own problems.

course: A complete integrated series of training sessions which are identified by a common title and/or number.



course management plan: A document that includes the course description and the administrative directions for managing a course. Sometimes called a training management plan.

course map: A chart that depicts the designed sequence for events of a course.

CRAMP: A learning taxonomy developed by Meredith Belbin which identifies 5 elements of learning:

C-comprehension skills which involve understanding the subject matter to such an extent that a person may make decisions and answer questions about the relationships between elements in the information.

R-reflex skills which involve the acquisition of skilled movements and perceptual abilities.

A-attitude development which involves change or improvement in attitude to people, objects or concepts and the development of "social skills".

M-memorisation which includes memorising information which has to be recalled without reference to source material, and in "knowing what to do in a given situation" by committing necessary information to memory.

P-procedural learning which involves the following of simple routines from memory or more complicated procedures from manuals or checklists.

The CRAMP taxonomy helps a training designer to identify training needs and to choose the most appropriate methods for dealing with them. See also SCAMPI.

criterion: The standard by which something is measured. In training, the task or learning objective standard is the measure of learner performance. In test validation, it is the standard against which test instruments are correlated to indicate the accuracy with which they predict human performance in some specific area. In evaluation it is the measure used to determine the adequacy of a product, process, or behaviour.



criterion-referenced objective: An objective with prescribed levels of performance. Each criterion-referenced objective contains a behaviour (task statement), condition (available equipment, checklists, and governing directives, or the situation requiring the task), and a standard (regulation, targets) for the task.

critical incident technique: A methodology of task analysis which determines the tasks to be included in instruction. Experts identify the critical job incidents and their products. Incidents are edited for redundancy, grouped into similar tasks, and then classified as positive or negative incidents. The incidents are summarised and then validated by the experts for completeness. This is a useful means for obtaining a list of relevant, real-world tasks to be included in instruction.

cumulative-part method: A method in which the operation to be learned is divided into separate parts, and instruction and practice are given initially in the first part only, followed by the first and second parts together, and so on, until the whole operation has been learnt.

curriculum: The aggregate of courses or programmes of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier.

cybernetics: The study of communication systems in machines and also in the human brain; or the means of controlling an activity or set of activities to keep them directed towards a particular goal. Cybernetic control is dependent on the adequacy of the arrangements for feeding back relevant and reliable information to the point at which action can be taken.



D

decay rate: The amount of time it takes learners to forget what they have learned in training. This subject area is also known as training retention.

decision matrix: A technique within the area of problem solving. The matrix is used when a number of possible solutions to a problem have been generated, in order to choose the best solution:

1. Each solution is listed in rows.
2. Criteria for evaluating the solutions are selected and listed in columns.
3. Each possible solution is rated (for example on a scale from 1 to 5) for each criterion and the rating recorded in the grid.
4. The ratings of all the criteria for each possible solution are added to determine each solution's score.
5. The scores are then used to help decide which solution deserves the most attention.

...may also be known as an 'impact grid'



decision tree: See algorithm.

delegates: Used to describe people attending an event such as a conference or an off-job training course.

demonstration-performance method: An instruction method whereby learners observe a demonstration, and then perform the same action or behaviour on their own.

dependent learning objective: Skills and knowledge in one learning objective that are related to those in another learning

objective. In order to master one of the learning objectives, it is first necessary to learn the other.

desktop training: Any training delivered by computer at one's desk.

development: A gradual personal growth or evolution of knowledge, skill, attitudes, behaviour that is gained through learning from a variety of experiences.

development centre: An event which involves a number of activities which are designed to identify the participants' strengths and development needs.

diagnostic branching: An adaptive self-instruction teaching system (programmed learning or CBT) in which a set of alternative answers are presented to the learner and a wrong choice is used to identify lack of understanding. The learner is directed to an appropriate remedial frame which gives an explanation of why the learner is wrong, a re-explanation of the main frame material and then the question is put again.

discovery learning: A method of learning which is designed to enable the learner to formulate their own understanding of a subject through the solution of a carefully designed sequence of problems.



Traditional expository methods present principles first and examples later whereas discovery learning presents selected examples first, and principles only when the learner has understood the concepts.

discussion: An exchange of knowledge, ideas and opinions in order to facilitate learning. Discussions may be free, structured or controlled.

distance learning: (1) The use of any media for self-study. (2) A multi-media based instructional system evolved from the open learning movement used to overcome geographical "place-based" learning. (3) In its most common historical form, this refers to a broadcast of a lecture to distant locations, usually through video presentations.

double loop learning: A concept originally developed by Argyris and Schon (1978) in which employees become critically aware of the norms and assumptions underlying organisational structures, and to view these as relative to the context, and thus to be proactive in promoting change.

Thus double loop learning is about learning how to learn, questioning assumptions and examining the process of learning. It can lead to self-directed learning in which individuals become aware of alternative ways of thinking and behaving, and then reflect critically on their own assumptions and try to imagine the implications of new assumptions on their own behaviour.



E E

education: A learning process, usually in a formal situation, aimed at developing the knowledge, skills and attitudes required in all aspects of life rather than those relating only to a limited, and generally occupational, range of activities. (See training)



educational technology: A complex, integrated process involving people, procedures, ideas, devices, and organisation, for analysing problems, and devising, implementing, evaluating and managing solutions to those problems, involved in all aspects of human learning.

effect size: A way of quantifying the difference between two groups using standard deviation. For example, if one group (the treatment group) has had an experimental treatment and the other (the control group) has not, the effect size is a measure of the difference between the two groups.

e-learning: (See online learning). A form of distance or open learning that makes use of techniques such as e-mail, Intranet conferencing, Internet training web-sites, etc.

electronic campus: A learning environment that enables all the learners in an establishment to access learning materials via an internal computer network or Intranet.

elements: Refers particularly in S/NVQ to the components of a task and is the smallest meaningful activity that describes what employees in an industry or occupation are expected to be able to do. Elements combine to form a unit (qv) and are assessed by performance criteria (qv).

emotional intelligence: This is a construct originally propounded by Salovey and Mayer, and extended by Goleman. It equates to IQ and enables people to know what they are feeling and to be able to handle those feelings; to be able to self-motivate and perform at a peak of creativity; and to sense what others are feeling and handle relationships effectively. (see interactive skills).

empirical: Pertaining to a statement based upon experience or observation versus deduction or theory.

empowerment: A condition whereby employees have the authority to make decisions and take action in their work areas without prior approval. Can also be applied to learners in a facilitated or non-taught learning environment when control of the learning is given to the learners.

enabling learning objective (ELO): A statement in behavioural terms of what is expected of the learner as a stepping stone in demonstrating mastery at the knowledge and skill level necessary for achievement of a Terminal Learning Objective (TLO) or another ELO.

encounter groups (see also T-group training): An approach to improving self-understanding and self-development through the exchange of personal experiences and exploring and externalising feelings in a group situation. Events of this nature are usually loosely facilitated or completely group-facilitated.

energiser: An activity on a training programme that is usually of short duration and need not necessarily be related to the learning subject. It is designed to act as a bridge between different parts of a programme, or as a tension release.

entry behaviours: Specific competencies or skills a learner must have mastered before entering a given instructional activity.

ergonomics: An approach to job design that focuses on the interactions between the person and the environmental elements such as the work station, light, sound, tools, etc.

evaluation: The assessment of the total value of a training programme, training system or training course in both value- and cost-effective terms. It differs from validation in that it is concerned with the overall benefit of the complete training programme and its implementation and not just the achievement of the laid-down learning objectives of the training course. It includes all the pre-course action, the post-course action and the post-course implementation of the learning by the learner back at work.



evaluation hierarchy: This refers to the various published models of evaluation, such as those by Kirkpatrick; Rae; Warr, Bird and Rackham; and Whitelaw among others. Kirkpatrick introduced an evaluation model widely recognised today in corporate training organisations. The model addresses the four fundamental behaviour changes that occur as a result of training.

Level one is how participants feel about training (reaction). This level is often measured with attitude questionnaires.

Level two determines if the learning objectives of both the programme and the learners were achieved. This can be accomplished by a range of pre-and post-testing, practical achievement tests and learning evaluation instrumentation (including action planning).

Level three answers the question; "Do people use the information on the job?" This level addresses transference of new skills to the jobs (behaviour change). This is most effectively accomplished by observation of the learner at work by the learners' line manager rather than an external observer (e.g. the trainer who was responsible for the training programme).

Level four measures the training effectiveness, "What result has the training achieved?" This broad category is concerned with the impact of the programme on the organisation and the resulting bottom-line effects.

evaluation instrument: A test or other measuring device used to determine achievement of the learning objectives. Evaluation instruments include knowledge tests, rating forms, learning

instruments, inventories, practical tests of skill and standard interviews.

exemplar: A term used by Thomas Gilbert, Joe Harless, and other performance pathfinders that refers to an employee who is an outstanding performer in at least one area. Some approaches also refer to this as a key performer. The purposes of studying an exemplar are to better understand the tasks, identify possible root causes, and determine quick ways to improve performance for others (by copying elements from the exemplar).

experienced worker standard (EWS): The standard and quality of output of production or services achieved by the average experienced worker over a given period of time. EWS is normally agreed between management and union representation and often derives from work study or job analysis.

experiential learning: (1) Learning from experiences (see learning cycle). (2) A practical learning activity having a behavioural objective that allows the learner to experience and practice tasks, functions, skills and attitudes during training programme.



experiential learning activities: Inductive learning through a five-stage cycle: experiencing (complete an activity), publishing (share observations of what happened), processing (interpret why the activity unfolded as it did), generalising (connect what happened to real life), and applying (plan for change or next steps) the content learned in the activity to real life.

extant data: A category of data that comprises existing records, reports, and information that may be available inside or outside the organisation. Examples include job descriptions, competency models, benchmarking reports, annual reports, financial statements, strategic plans, mission statements, staffing statistics, climate surveys, 360-degree feedback, performance appraisals, grievances, turnover rates, absenteeism, suggestion box feedback, accident statistics, and so forth.

extrinsic feedback: A judgment (for example, correct or incorrect) that does not demonstrate the consequences of a learner's response.

F F



facilitator: Someone who is responsible for managing the processes by which groups and their members seek to meet their learning objectives. Methods which may be used by the facilitator include: listening, questioning, eliciting ideas, prompting alternatives, identifying resources, and helping groups in redefining or developing aims and objectives.

faults analysis: An analysis of a task or process in terms of the faults which may occur in carrying it out, and specifying the symptoms, causes and remedies. The resulting faults specification can provide a learner with details of how to avoid faults as well as what to do about them if they occur. The acronym **FACERAP** provides a useful reminder of the headings that may be considered; **F**ault, **A**ppearance, **C**ause, **E**ffect, **R**esponsibility, **A**ction and **P**revention.

feasibility study: An analysis carried out to establish the practicality and cost justification for a training intervention.

feedback: The provision to learners of information about their actions in order to compare planned with actual performance. Feedback may be positive, negative or neutral, but should provide guidelines for further action or development to improve performance.

field validation: The point in a training intervention where the proposed intervention is tested on a representative sample of the target learner population. The plan is to test it in a realistic environment to decide whether it is feasible in administrative terms and appropriate for the intended audience.

flow chart: See algorithm.

focus group: A selected group of individuals brought together to discuss or debate a specific learning issue, with the aim of agreeing acceptable ways forward to meet the training need.

fog index: A technique for 'measuring' the ease or difficulty of understanding and learning from a passage of written work. In the Gunning Fog Index the average number of words per sentence are counted as are the number of words containing 3 syllables or more. This is expressed as a percentage of the total number of words; the two are added together and divided by 2.5. The Fog Index should be below 12.

forcefield analysis: A diagnostic tool developed by Kurt Lewin to assess two types of forces related to introducing change in organisations: driving and restraining. Driving forces are those that help implement the change, whereas restraining forces are those that prevent the change.

formative assessment: An ongoing review of the learner's progress which takes place between the learner and the trainer during a course or training programme, and as a result of which both parties may decide to continue their objectives and approach, to modify them, or to agree new ones.

forum: A relatively informal meeting of interested parties to discuss a specific learning or training topic. The group may decide on further action to progress the issues identified, but essentially the aim is to promote debate and exchange of views among group members.

frame: Elements, or 'bits' of data given to learners to achieve an answer from them. The answer they give will determine which frame they next proceed to; learner's progress through the pieces of data until they have completed the set instruction.

front-end analysis: A term credited to Joe Harless that refers to performance analysis. Typically, performance analysis includes carrying out a business analysis (or identifying key organisational

priorities); identifying performance gaps (expressed in terms of accomplishments or outcomes, not behaviour); completing a task analysis, which identifies what performers do to achieve the outcome; performing a cause analysis; and usually identifying a key performer or exemplar.

functional grouping: (1) Organising instruction or teaching so that tasks which relate to the same procedures or pieces of equipment are presented together. (2) A grouping of people, perhaps in a target audience, based around their role or function within the organisation.





gain score: a method of measuring learner performance by comparing pre- and post-test scores.

gallery (see also – talking wall): A method whereby completed flipcharts that speak for themselves are posted to the training room walls.

gaming: A technique in which the learner is presented situations involving choice and risks. The choices and the consequences resemble real-life situations, and the players are reinforced for various decisions.

gestalt: Study of human learning where understanding is based upon insight, and the capacity to see things as a whole rather than in parts.

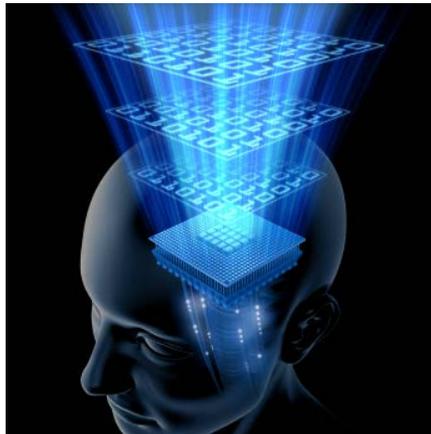
group dynamics: The study of the interaction of the behaviour of individuals as members of a group and of the behaviour of groups generally.

group-paced instruction: Learners progress as a group at a rate equal to that of the slowest participant. There is no fixed minimum time for a unit.

guided discussion method: A learning experience in which learners participate in a trainer-controlled, interactive process of sharing information and experiences related to achieving a learning objective.

guided discovery method: Similar to the guided discussion method but where the facilitator guides the learners to opportunities and resources by which they can manage their own development.

guided fantasy: A technique that involves learners becoming deeply relaxed and being gently guided through a series of mental images as if in a story or a journey. Often used as a relaxation technique or for visioning the future.



H H

Hamblin evaluation model: A five level evaluation model similar to Kirkpatrick's four levels.

Level 1 – Reaction of the trainees

Level 2 – Learning attained during the learning period

Level 3 – Job behaviour in the work environment

Level 4 – Effect on the department

Level 5 – The 'Ultimate Level'; the extent to which the training has affected the ultimate well-being of the organisation in terms of business objectives

handbook: A document prepared specifically to provide guidance information. Handbooks are used for the presentation of general information, procedural and technical use data, or design information related to commodities, processes, practices, and services.



handout: Supporting information to be used by the learner as reference material in a training programme.

hands-on: Learners' practice on actual equipment, simulators, or training aids.

happy sheets: A specific form of evaluation questionnaire used at the end of a session, course or programme to elicit an immediate response to the training. Gained its name – often used pejoratively - because of its reputation for measuring the learner's happiness with the trainer or the course as opposed to measuring the amount of learning that took place or the overall effectiveness of the training.

Herrmann Brain Dominance Instrument (HBDI): A method of personality testing developed by W.E. (Ned) Herrmann that classifies individuals' preferred approach to thinking into four different modes based on brain function: left brain, cerebral; left brain, limbic; right brain, limbic; right brain, cerebral.

hierarchy of needs: Abraham Maslow theorised that there is a hierarchy of human needs: physiological, security, social, ego, and self-actualisation. Coined as a motivational theory but is also a foundation in humanistic learning.

home group: A small syndicate group, usually self-managed, that come together on a number of occasions during a course or programme to provide continuity and support in the learning process.

humanism: Based on the premise that learning is an holistic process and is the result of individual personal experiences; it is centred on attitudes, values and beliefs. Humanistic training focuses on the fulfilment of human potential and personal growth.

human relations training: Training that is aimed at increasing the learners' ability to deal with a variety of different individuals and increase effectiveness in dealing with others.

human resource development (HRD): The process or function responsible for analysing organisational strategies and problems with a view to revealing the development needs of the staff, and, in response, setting out the development programmes necessary to address those needs.

human resource management (HRM): The process or function responsible for the deployment of human resources, not exclusively employees. Whereas *personnel* is primarily work-force centred, directed at finding, training and paying employees, HRM is resource centred and concerned more with planning, monitoring and control.

human performance improvement (HPI): A term originally coined by ASTD that refers to a systematic, systemic, results-based approach to helping organisations achieve their goals through

people. HPI is about the process used to identify a potential solution. Thus, any solution that happens to work that does not use a systematic, systemic approach to analysis is not performance based.

human performance technology (HPT): A term originally coined by Thomas Gilbert in the early 1960s that refers to the systematic, systemic, results-based approach to helping organisations achieve their goals through people. The word *human* indicates a focus on people (rather than financial or computer ability). *Performance* deals with results or accomplishments. *Technology* refers to a body of knowledge and practice. It is important to note that HPT is about the process used to identify a potential solution. Thus, any solution that happens to work that does not use a systematic, systemic approach to analysis is not performance based.



I I

icebreaker: A short, often active exercise to help people to get to know each other or to dispel tension when groups first meet (see also energiser).

identification of training needs (training needs analysis): A tool used to identify situations where there are genuine training needs and to evaluate the different ways of meeting those needs.

independent learning objective: A stand-alone objective where the skills and knowledge are unrelated to those in another learning objective (see also Objectives).

induction training: The process by which new employees are familiarised with an organisation's environment and its aims and objectives.



inductive design: A training design where examples are presented or elicited first, subsequently leading to a rule or concept. It is a structured approach based on the cognitive theory of Discovery Learning.

instruction: The delivery of information or directions to enable the transfer of knowledge and skills to learners.

instructional analysis: The breakdown in to component parts of the knowledge and skills needed by a learner to achieve an objective with a view to using that breakdown to aid the process of instructional design.

instructional design: The philosophy, methodology and approach used to deliver information. Includes the structure and sequence of the learning process, the levels and nature of the interactivity, and how the learning will be practised and consolidated. Applies to both trainer-led and computer based instruction.

instructional goals: Clear statements of behaviour that learners are to demonstrate as a result of instruction. Broadly similar to objectives but the term is sometimes used as an alternative in an instructional environment.

instructional method: A component of the instructional design defining a particular means for accomplishing the objective; the ‘method of instruction. For example, an instructional design may include methods such as lecture, a well-defined step-by-step questioning procedure, demonstration and a practice session with corrective, behavioural feedback.

instructional module: A self-contained instructional block that includes one or more objectives or instructional goals.

instructional step: It is a stage in the instructional process that represents progress in the learner’s mastery. It is assumed that learners cannot take later steps in a given sequence before taking the earlier step, and that each segment or item represents a step forward.

instructional strategy: The overall approach, or higher level design, used to present information in a manner that achieves learning. Approaches include tutorials, gaming, simulation, instructor-led sessions and computer based instruction. A strategy would also set out how the above approaches should be integrated, what is compulsory and what is optional, and the means of testing learning.

instructional system design: A formal process for designing training, be it computer-based or traditional instructor-led training. The ISD process includes analysis, design, development, implementation and evaluation. Also known as the Systematic Approach to Training (SAT).

instructional technology: The use of technology (computers, compact disk, interactive multi-media, satellite, teleconferencing, etc.) to support learning.

instructor: A particular type of trainer, or trainer role, usually associated with a more directive approach to learning. Typically this involves the giving of knowledge to learners in a systematic manner by presenting information, directing structured learning experiences, and tightly managing group discussions and activities.



interactive training: An umbrella term that includes both computer-based and multimedia training where the learner is active in the learning.

intelligence: At least eight different intelligence's have been identified:

- **linguistic** - talent with understanding and the use of language
- **logical-mathematical** - talent with numbers, logic and systems
- **visual/spatial** – ability to think in pictures, a talent with spaces, shapes and distances;
- **musical** - talent with the creation, interpretation and performance of music
- **bodily-Kinaesthetic** - talent with the co-ordinated use of body e.g. hands
- **interpersonal** - talent at meeting, mixing and relating with other people in an effective manner.
- **intrapersonal** - talent with reflection, self-analysis and inner control
- **naturalist** - talent to be in harmony with the natural world. (original concept is attributed to Howard Gardner. *Frames of Mind – The Theory of Multiple Intelligences. 1983*)

intelligent tutoring system: Computer based instruction that allows learners to work in an environment that permits open-ended problem solving.

interactive multimedia training: A system of training whereby the trainee can communicate with computers delivering information from a variety of audio-visual sources, in particular from computer disks or laser-read optical disks.

intervention: (1) In a course setting, an intervention may be anything the trainer says or does to have an intended effect on an individual or on a group process. (2) A training intervention is usually the use of a learning or training method or technique to have an intended effect on an organisation, to use training or to facilitate effective change.

in-tray exercise: An exercise set around a set of papers - such as might be found in a manager's in-tray - setting the participants a realistic selection of tasks upon which they have to exercise their judgement under time constraints.

intrinsic feedback: Feedback that demonstrates the consequences of the learner's response.

Investors in People (IiP): A national standard that recognises that investing in people is key to developing business excellence. It sets a level of good practice for improving an organisations' performance through developing its people.



J

job aid: A device designed for use on the job and providing guidance on the performance of a specific task or skill. May be printed or on-line, for example a manual, a poster pinned on the wall. Used in situations where it is not feasible or worthwhile to commit the procedure to memory before on-the-job activity.

job analysis: Breaking down the complexity of a person's job into logical parts such as tasks. It identifies and organises the knowledge, skills, and attitudes required to perform the job correctly. This is accomplished by gathering task activities and requirements by observation, interviews, or other recording systems.



job description: A formal statement of the purpose, scope, responsibilities, tasks, measurements of success etc. associated with a job.

Johari Window: A model developed by Joseph Luft and Harry Ingram to aid the process of behaviour awareness and modification. The model depicts a window having four panes each representing an area of ourselves, the panes varying in size from one individual to another, and capable of being modified as a result of feedback. The four panes are; Arena, Façade, Blind Spot, and Unknown.

just-in-time training (JITT): (1) A method of providing training whenever it is needed by the learner. (2) Producing and delivering training to order, not to capacity.

KK



kaizen: The Japanese term for continuous improvement. This involves making small and gradual improvements that keep shifting an organisation towards greater excellence in standards and performance. The improvements tend to concentrate on eliminating waste and learning from mistakes.

kinaethesis: The sense of the body's movement or touch, and also awareness of one's own feelings and emotions.

knowledge: The sum of what is known; a body of truths, principles, and information. Ranges from the possession of independent facts through to specific information required for the learner to develop the skills, behaviours and attitudes in order to do their job effectively.

knowledge management: The process of capturing and using knowledge in order to enhance the performance on an organisation.

knowledge mapping: See mind mapping.

knowledge structures: There are three knowledge structures: declarative, procedural and strategic:

- Declarative knowledge tells us why things work the way they do, or that the object or thing has a particular name or location.
- Procedural knowledge tells us how to perform a given task.
- Strategic knowledge is comprised of information that is the basis of problem solving, such as action plans to meet specific goals.

Kolb's Learning Style Inventory: An inventory, developed by David Kolb, of four learning styles or modes (concrete experience, reflective observation, abstract conceptualisation, and active experimentation) and people's orientation to them. Kolb categorizes learners as convergers, divergers, assimilators, or accommodators.

KSA: An abbreviation with two definitions:

- Knowledge (cognitive), skills (psychomotor), and attitudes (affective) are the three objective domains of learning defined by Benjamin Bloom's taxonomy in the 1950s.
- Knowledge, skills, and ability are also referred to as KSAs and are used by federal and private hiring agencies to determine the attributes or qualities an employee possesses for a particular job.



leadership: The active process through which an individual seeks to identify courses of action and to guide and stimulate the actions of others toward goals desired by the leader. Leadership may be exhibited by any person at any level, with or without formal authority. It compares with management, which may or may not be accompanied by leadership and is applied from a position of formal authority.

lead-off question: A question initiated by the presenter that is usually directed to a group of learners at the beginning of a lesson or main point and designed to generate discussion.

learner centred: An approach to learning and training that starts with, and is focused upon, the needs of learners, including the style of the learning, which requires giving primary control to the learner.

learner centred instruction: An instructional process in which the content is determined by the student's needs, the instructional materials are geared to the student's abilities, and the instructional design makes the students active participants.

learner centred instructional objective: A desired outcome of learning described in terms of student knowledge, skill, or attitude; proof of learning may be obtained through direct measurement of limited, precise student behaviour (criterion objective) or general evidence of learning may be inferred from measurements of a sampling of student behaviours (level of learning objectives).

learning: (1) a relatively permanent change in behaviour. (2) The acquisition or development of knowledge and understanding, skills

and abilities, emotional competence and attitudes. Learning is both a process and an outcome.

learning activities: Events intended to promote trainee learning.

learning analysis: The analysis of each task or subject area to determine what the learner must do upon completion of training, how well the learner must be able to do it, and what skills and knowledge must be taught in order to meet the end-of-training requirement.



learning centre: a Learning Centre is usually an 'in house' facility that allows students to access a variety of courses and programmes via a range of media e.g. text based 'distance' or 'open learning' work books, audio tape courses, video tape programmes or multimedia programmes.

learning climate: The prevalent culture or atmosphere within the organisation to the extent that it is conducive or otherwise to learning. Embraces established practices, psychological factors, resources and the perceived and actual access to learning opportunities.

learning contract: (1) An agreement drawn up between the learner and trainer and/or line manager, that identifies the desired objective/outcome of undertaking a course of study. Will often include pre- and post-course review and the standards of outcome desired with measurements of success. (2) An agreement, or psychological contract, within a learning group on the ground rules within which the group will operate.

learning curve: A curve reflecting the rate of improvement in performing a new task as a learner practices and uses the newly acquired skills. The learning curve is steepest when first encountering a new task or skill.



learning cycle: A model that describes the stages involved in effective learning - doing or experiencing, reflecting or reviewing,

theorising or concluding, planning future moves. The most well known cycles are those of Lewin and Kolb.

learning decay: The decrease of learned knowledge or skills over a period of time, especially where that learning is not applied or reinforced.

learning gap: An identified gap between the current and required/desired level of knowledge or skills, often identified as the result of a Training Needs Analysis. (see also training needs analysis)

learning hierarchy: A graphic display of the relationships among learning objectives in which some learning objectives must be mastered before others can be learned.

learning log: An individual record or diary of personal learning, usually kept as an aid to reflection or as personal record in a structured training programme. This is sometimes a requirement for membership in some professional bodies.

learning objective: A statement of what the learners will be expected to do when they have completed a specified course of instruction. It prescribes the conditions, behaviour (action), and standard of task performance for the training setting. An Enabling Learning Objective measures an element of the Terminal Learning Objective. Sometimes referred to as performance, instructional, or behavioural objectives.

learning organisation or learning company: An organisation which facilitates the learning of all its members and continuously transforms itself (Pedlar, Burgoyne and Boydell, 1991).

learning plateau: A point on the learning curve (qv) where there is a levelling off of the amount of new learning. This may be a temporary state, or, in any given topic, may be sustained where a learner has an unwillingness to accept that further learning is possible or desirable. The learning plateau can be a particularly frustrating time for the learner.



learning resource centre (LRC): Typically a learning resource centre is an 'in house' facility which primarily uses computers to deliver training courses. This method is sometimes referred to as technology enhanced training (TET), although more commonly these days as multimedia training.

learning set: A group of participants in an Action Learning programme

learning step: A sub-unit of a learning objective derived when the learning objective is analysed into its component parts.

learning style: (1) A descriptor of preferred approaches that individuals may have towards learning. Popular learning style theories include those of Kolb, and Honey & Mumford. (2) A composite of the cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. Included in this definition are perceptual modalities, information processing styles, and personality patterns.

learning style inventory: Kolb & Fry's *Learning Style Inventory* which theorises that people develop preferences for different learning styles in the same way that they develop any other sort of style, i.e. - management, leadership, negotiating etc. The four predominant styles are:

active experimentation (simulations, case study, role-play).

Indicates preferred learning style to be Activist.

reflective observation (logs, journals, research). Indicates preferred learning style to be Reflector.

abstract conceptualisation (lecture, papers, analogies). Indicates preferred learning style to be Theorist.

concrete experience (laboratories, fieldwork, coaching). Indicates preferred learning style to be Pragmatist.

learning style preferences: VAK taxonomy:

- **Visual** learners gain knowledge best by seeing or reading.
- **Auditory** learners gain knowledge best by listening.
- **Kinaesthetic** learners gain knowledge best by touching, moving, and doing.

learning taxonomy (Bloom's Hierarchy): A taxonomic classification of cognitive, affective and psychomotor behaviours for the purposes of test design invented by Benjamin Bloom and his colleagues. Learning is broken down into three domains:

1. affective: The manner in which we deal with things emotionally - our feelings, values, appreciation, enthusiasms, motivations, and attitudes.
2. cognitive: The recall or recognition of specific facts, procedures, concepts, and universals that serve in the development of intellectual abilities and skills.
3. psychomotor: Involves physical movement, co-ordination, and use of motor skill areas.

lecture: Traditionally a speech or talk given often to a large group in an auditorium in a non-participative way i.e. no learner involvement apart from passive listening with questions restricted until the end. More modern approaches to a lecture include active audience participation and the use of powerful presentational techniques.



lesson: A segment of instruction that contains a learning objective and information to be imparted to the learner.

lesson design strategy: A plan for how courseware will be produced and how it will look as an end product. A description of the decision making processes and methods in designing and implementing the presentation of material and testing student mastery of subject matter.

lesson plan: A written guide for trainers' plans in order to achieve the intended learning outcomes. It provides specific definition and direction on learning objectives, equipment, instructional media material requirements, and conduct of the training.

lesson summary: A segment of an instruction during which the presenter reiterates key points of lesson content (knowledge level) or reviews and expands on key material and develops relationships that lead to generalisations (comprehension level).

levels of competence: There are four levels of competence (unattributed)

1. Unconscious incompetence: the learner is unaware that he cannot do a task
2. Conscious incompetence: the learner is aware of the task, but cannot do it
3. Conscious competence: the learner is able to think through a task step-by-step and do it
4. Unconscious competence: the learner can do the task without thinking about intermediate steps

lifelong learning: (1) The concept of 'continuous personal development' through student centred (self-actualised) learning. (2) A philosophy and vision of the UK as a 'learning nation'.

likert scale: A type of instrument commonly constructed and used to measure opinion. It is characterised by requiring the participant to answer questions by selecting from among choices that range from strongly agree to strongly disagree

logical tree: See algorithm.



management development: The various human resource development activities to assist managers in acquiring or enhancing the knowledge, skills, and values needed to be effective in their current and future managerial or supervisory leadership roles. Management development usually includes activities for employees down to first-level supervisors, for example, time management sessions. This term is sometimes preferred over management training for prestige reasons (Reynolds, 1993).

Maslow's Hierarchy of Needs: A model of human motivation developed by Abraham Maslow and introduced in 1954 in his book *Motivation and Personality*. Maslow contended that people have complex needs that they strive to fulfil and that change and evolve over time. He categorised these needs as physiological, safety or security, social or belongingness, esteem, and self-actualisation, with the basic needs having to be satisfied before an individual can focus on growth.

measures of central tendency: The three averages: mean (the average of a group of numbers), median (the middle value of a distribution where half the scores are above the median and half are below), and mode (the most frequently occurring value in a group of numbers).

media: The means by which material is presented to learners in a controlled teaching/learning activity; e.g. film, slides, computers, etc.

mentor: A wise and trusted counsellor. There are many types of mentoring, ranging from a senior person mentoring a protégé, an experienced person mentoring a newcomer, through to a professional mentoring someone through a qualification scheme. The main points of consistency revolve around the mentor being a

friendly advisor, a trusted confidant and a role model, with a view to helping someone with their development or career.

metaskills: Cognitive strategies that an individual applies to the processing of new information in a novel situation (a scenario not previously experienced). These skills include chunking (qv) or organising new information, recalling relevant schemas (qv), adding the new information to the old schemas, and creating new schemas.

metrics: Numerical attributes that are used as the basis for judging productivity, proficiency, performance, and worth.

mind mapping: A technique, popularised by Tony Buzan, for making notes in ways that replicate how the brain operates. Thoughts are recorded along lines leading from a central idea. Colour is used for coding and further lines are drawn to show connections, resulting in a web-like map.



mnemonics: Memory enhancers used to help learners recall things, often in the form of rhymes or 'key' letters. Frequently confused with acronyms.

model: (1) A person that serves as a target subject for a learner to emulate; as in a role model. (2) A representation of a concept, process or system. Analysis of the model leads to insights into the system. (3) A physical representation of a real object, as in a model car.

modelling: The process of observing and mapping the successful behaviours of other people.

module: A component of a training programme; usually a short, discrete block of study. Often designed as a series to lead to a certain level of qualification, or as a related group from which programmes may be chosen according to need.

motivation theory: A theory based on the idea that by creating the right environment for people to work in, they will be motivated to grow and become connected to that environment. This theory is important to coaching.

multimedia training: An instructional system that incorporates all or various instructional methods and media. It describes any application that uses multiple media (graphics, text, animation, audio, video), but multimedia is primarily thought of as any application that uses high-bandwidth media (audio and video) and is most often delivered on CD-ROM.



multiple intelligence theory: A theory, popularized by Howard Gardner in *Frames of Mind* (1985), that describes how intelligences reflect the ways people prefer to process information. Gardner claims that most people are comfortable in three to four of these intelligences and avoid the others. For example, for learners who are not comfortable working with others, doing group case studies may interfere with their ability to process new material.

Myers-Briggs Type Indicator (MBTI): Based on *Jung's theory of personality type* and made into a practical instrument by Myers and Briggs. It is a particular test vehicle for personality typing. Personality typing essentially assumes that our whole personality can be divided into four orthogonal (or independent) areas or scales:

- extroversion (E) or introversion (I)
- sensing (S) or intuition (N)
- thinking (T) or feeling (F)
- judging (J) or perceiving (P)

Within each scale we have a preference for one of two opposites that define the scale. This makes for a total of 16 different combinations (2x2x2x2), each of which defines one particular and unique personality type.





national vocational qualifications (NVQ's): A nationwide (SVQ's in Scotland) system of accrediting occupational competence. Vocational competence and underpinning knowledge is assessed by qualified assessors and a system of internal and external verifiers is used to ensure consistency of approach and standards. NVQ's are structured around a number of modular units which are aggregated to provide a full NVQ qualification. Five levels of qualification exist with a Level 1 qualification reflecting very simple and basic competence through to a Level 5 qualification which relates to very senior and professional skills, usually of a highly complex nature.

needs analysis: A method used to determine training needs by reviewing work tasks, identifying performance factors and objectives, and defining training objectives and recommendations.

needs assessment: Problem identification process that looks at the difference between "what is" and "what should be" for a particular situation. A systematic study that incorporates data and opinions from varied sources in order to create, install and evaluate educational and informational products and services. Also known as training needs assessment, needs analysis, front-end analysis, task and subject matter analysis.

neuro-linguistic programming (NLP): Developed in the 1970's by John Grinder, professor of linguistics, and John Bandler, a mathematician. They produced a set of 'hypothetical' rules for self-management and one-to-one communication. Many practitioners now apply these rules to education, training and development to allow learners to recognise their 'automatic' responses and behaviour and apply strategies to control them.

nominal data: Numbers or variables used to classify a system, such as digits in a telephone number.

normal distribution: A particular way in which observations tend to pile up around a particular value rather than be spread evenly across a range of values. It refers statistically to a bell-shaped curve that gives the distribution of probability associated with the different values of a variation.

norm-referenced measurement: The process of determining a learners' achievement in relation to other learners

norm-referenced test: A test that measures a person's knowledge or skill relative to scores of other learners in the same group. Norm-referenced tests are useful for sorting people into groups. Grading "on a curve" involves norm-referenced measurement because an individual's grade depends on the position on the curve (performance of other students). Generally, norm-referenced tests are not appropriate in workplace learning and performance and should not be used to evaluate either the learners or the instruction if there are explicitly stated objectives.





objectives (see learning objectives): A statement, preferably written, of the behaviour that the learner is expected to display during or at the end of the training. It normally has three basic requirements: the performance required; the conditions under which the task must be performed; and the standards to which the learner must perform. An enabling objective is what a learner must be able to do to enable them to achieve the desired training objective.

off-the-shelf: A training programme or program produced and marketed by a company for purchase and use by other organisations. Normally used by organisations when in-house produced training programs would be more costly or not available.

on-line learning: A learning program delivered to a learner's computer via the Internet or Intranet. The program can be text only, intended for straight reading and exercise, or can be interactive. The program can be supported by contact with a source expert by e-mail, post or phone. It can also be supported by other media items, e.g. interactive CD-ROMs.



on-the-job-training (OJT): Formal training for learning the skills and knowledge to perform a job that takes place in the actual work environment.

ontological coaching: An approach to coaching that seeks to alter the way of being that the client experiences in relation to a situation. The expectation is that the new, altered way of being will make possible behaviours that result in learning, growth, and resolution of a given situation.

open-ended test item or open-ended response: A question that can be answered in a variety of ways (e.g., an essay).

open learning: The term used for a range of approaches to learning that, with multi-media techniques, allows the learners to study and learn at a time, place and pace which suits them best. Can be text-based, CD-ROM and CD-I, via the Internet or Intranet, or a mixture of these and other techniques. (see distance learning and on-line learning).

operant behaviour: Behaviour that is simply emitted by the organism rather than elicited by a known stimulus.

operational training: Systematic training that exercises previously acquired knowledge of function and systems to enhance proficiency in the operational environment or in a simulated operational environment such as a training programme.

optimum group size: The largest number of learners in a group that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, trainers and the methods of training employed.

optimum step: The largest step of instruction a learner is expected to master without frustration or boredom.

ordinal data: Numbers or variables that allow ranking order of importance from highest to lowest.

ordinal variables: Factors that make it possible to rank order items measured in terms of which has less and which has more of the quality represented by the variable.

organisational development (OD): A group of strategies and associated techniques centred around the longer-term development of the organisation as a whole. OD programmes examine questions of organisational climate and philosophy, as well as structural and social factors, including communication management.

outdoor development: Learning programmes that use principally outdoor, experiential activities followed by diagnostic feedback and discussion to enable the total learning process.

outlier: A data point that's far removed in value from others in a data set.

overlearning: Practice beyond what is required for immediate retention. Also called overtraining.

overt behaviour: Behaviour that is observable and measurable, as opposed to a covert response, which is not publicly observable.



P P

part method: A method in which the operation to be learnt is broken down into separate sections, each of which is taught and practised separately. When each part has been learnt, the parts are brought together and practised in appropriate combinations until the whole operation has been mastered. Not all material can be broken down in this way.

passive learning: Learning where the learner is in an outwardly passive state – as in listening to a lecture – and is not required to actively participate.

pedagogy: Literally means the art and science of educating children, pedagogy is often used as a synonym for teaching. Pedagogy embodies teacher-focused education. (c/f Andragogy)



peer group assessment: The structured assessment of a learner or their work by other trainees or peers.

perceptual modality: Learning style that refers to the primary way our bodies take in and perceive information; auditory, visual, kinaesthetic, and tactile.

performance: The accomplishment of a task, usually with a set standard of completeness and accuracy.

performance analysis: It is the process by which professional's partner with clients to identify and respond to opportunities and problems, and through study of individuals and the organisation, to determine an appropriate cross-functional solution system. Performance analysis is a systematic and systemic approach to

engaging with the client. It is the process by which we determine when and how to use education and information resources.

performance-based instruction: Instruction which develops learner performance proficiency via task-based learning objectives written with an action verb. Learners prove competency by actual performance of the objectives to the established standards.

performance checklist: A checklist setting out the key items of successful performance in working through a process or in producing a product. Usually used by an observer to record the extent to which a learner has demonstrated their ability to perform a task or skill.

performance criteria/standard: (1) A component of a National Standard; describes the specific actions that candidates or learners should demonstrate to prove their competent performance skills. (2) Part of a learning objective that describes the observable learner behaviour (or the product of that behaviour) that is acceptable as proof that learning has occurred.

performance deficiency: The inability of a unit or individual to perform the required tasks to the established standard.

performance evaluation: A process of data collection and analysis to determine the success of learners on a specific task as a result of a training programme.

performance gap: The shortfall between desired and actual performance.

performance measure: The actions that can be objectively observed and measured to determine if a task performer has performed the task to the prescribed standard.

performance objective: A criterion for prescribing the desired learner performance. This is a generic term and may be either a criterion objective or an enabling objective.

performance-oriented training: Training in which learning is accomplished through performance of the tasks or supporting

learning objectives under specific conditions until an established standard is met.

performance specification: A statement of requirements, in terms of the required results with criteria for verifying compliance, without stating the methods for achieving the desired results.

performance step: A single discrete operation, movement, or action that comprises part of a task.

personal construct theory: This states that self is forged out of our interaction with others and is acquired through the process of social living and social learning; each of us creates our own constructs – models, theories, beliefs – as a result of these experiences. (G.A.Kelly)

personal development plan (PDP): A plan that charts the ongoing development of an individual, including the needs and projected methods of meeting those needs.

personalised system of instruction (PSI) or Keller plan: A teaching technique that involves dividing course material into segments, evaluating learner performance on each segment for subject mastery, and allowing learners to move from segment to segment at their own pace.

phased training: Training that has been compartmentalised into distinct phases to enhance learning.



plan of instruction: A qualitative course control document designed for course planning, organisation and operation. Generally for every block of instruction within a course there is a listing of criterion objectives, duration of instruction, and support materials/guidance factors. Also called 'syllabus'.

plenary: A session within a training course when all participants come back together following taking part in smaller work/discussion groups.

practical exercise: An opportunity for learners to consolidate, test out or experiment with their knowledge and skills in a practical activity; ranges from 'hands on' practice to practical games.

practice: Repeated and systematic performance to gain proficiency using the psychomotor, cognitive, and affective skills acquired in the training phase.



pragmatist: A Honey and Mumford Learning Style Preference - pragmatists prefer to learn by being practical, using practical techniques and tips, and by concentrating on learning that can be put to use.

predictive validity: The extent to which the test or expert opinion predicts how well students will actually perform on the job.

procedural analysis: A method for analysing tasks that lend themselves to flowcharting.

procedural tasks: A task for which a set of procedures has been published to produce the desired results. The procedures may be either a single fixed array (linear) or a set of alternatives on the contingencies encountered (branching).

process: (1) A planned series of actions that advances a procedure from one stage of completion to another. A process always has an input and an output. (2) Used to describe the nature of human interaction in a learning group – the group process – as opposed to the content that is being covered or the structure of the programme.

process chart: A chart that represents a sequence of steps or tasks needed to complete an operation. It serves as a basis for examining and possibly improving the way the operation is carried out.

process evaluation: An early stage in Instructional Systems Development (ISD) that identifies the steps in the process that will be used for the course under development. The purpose of the process evaluation is to describe and document the actual developmental process for this particular instruction.

programmed instructional package (PIP): All the components of a specific unit of programmed instruction, including the programmed instruction, including the programmed instructional materials, learning aids, instructor guide or manual, pre-tests and post tests, validation data, description of intended student target population, and objectives.

programmed learning: A programme that provides information to the learner in small steps, guarantees immediate feedback concerning whether or not the material was learned properly and allows the learner the pace with which s/he can go through the material.

programmed text: A publication that uses programmed instruction principles, such as self-pacing, controlled responding, feedback etc.

progressive training: Training which is sequenced to require increased levels of performance proficiency.

project management: The processes involved in planning, organising, directing, and controlling resources for a finite period of time to complete specific goals and objectives.

protégé: An inexperienced person, usually younger or more junior, who is assigned to a mentor.

psychometric tests: The term is applied to both ability testing and to personality questionnaires, although the two should not be confused, These tests are often used in recruitment, to try and match the individual to their work as closely as possible, and in development centres as a diagnostic or awareness tool.



psychomotor domain: Involves physical movement and coordination. The taxonomy's major categories in order of ascending difficulties are:

- Imitation: Observes skill and tries to repeat it.
- Manipulation: Performs skill according to instruction rather than observation.
- Precision: Reproduces a skill with accuracy, proportion and exactness. Usually performed independent of original source.
- Articulation: Combines one or more skills in sequence with harmony and consistency.
- Naturalisation: Completes one or more skills with ease and becomes automatic.



qualitative analysis: An examination of participants' opinions, behaviours, and attributes that is often descriptive.

qualitative data: Information that can be difficult to measure or express in numbers.





random sampling: A portion of the target population in which there is a high degree of probability that it contains at least some or all of the characteristics (educational level, background, intelligence quotients, etc.) of the infinite target population. The selection of the sampling is based on proven random sampling techniques (each sample selected is based on pure chance).

rapid instructional design (RID): A collection of strategies for quickly producing instructional packages to enable a group of learners to achieve a set of specific instructional objectives.

reductionism: A meaningful way to study complex subjects by dividing them up into smaller components.

reference-dependent task: A task that requires frequent or continuous use of a reference during task performance.

reference-independent task: A task that must be performed without the aid of references due to operational or job requirements.

reflector: A Honey and Mumford Learning Style Preference - reflectors prefer to learn by reading, listening, observing and mulling things over before taking any action.

refresher training: Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge.

reinforcement: Affects the tendency to make a specific response again. It is either positive (increases the response) or negative (decreases the response). Feedback is almost always considered external while reinforcement can be external or intrinsic (i.e., generated by the individual).

reliability: Yielding comparable results each time. In examinations, reliability is consistency; the same result is achieved on successive trials.

repertory grid technique: A particular form of structured interview or questionnaire which is used to explore the content and structure of a person's value judgements. Systematic comparisons are drawn between chosen elements (e.g. people, things, events, ideas) to bring out the 'constructs', or qualities which an individual uses to discriminate between different parts of their world. Originally developed from George.A.Kelly's "Personal Construct Theory".

response: Any behaviour that results from a stimulus or stimuli. In instruction, it designates a wide variety of behaviour which may involve a single word, selection among alternatives (multiple choice), the solution of a complex problem, the manipulation of buttons or keys, etc.

response analysis: A Computer-Based Training term for the process of analysing a learners reply to a question.

return on investment (ROI): A method of evaluating a training intervention by comparing the financial benefits achieved from the intervention with the financial cost of its implementation.

role-play: A form of simulation in which learners act out a working model of a real-world/human situation. They are provided with background data and roles to play, together with constraints. Changes may occur, due to outside intervention or chance factors, as the simulation proceeds. Learners work in interacting groups, experience a problem presented to them, and try to solve it. Role-plays may be improvised or based on detailed scripts.





self-directed learning (SDL): Individualised, or self-paced, learning that generally refers to programs that use a variety of delivery media, ranging from print products to web-based systems. It can also refer to less formal types of learning, such as team learning, knowledge management systems, and self-development programs.

SCAMPI: An acronym of the six elements of learning: Skills (task skills), Comprehension, Attitude, Memory, Procedures and Interpersonal (as in interpersonal skills). See also CRAMP.

schema: In learning psychology, the way in which a human processes, stores and "recreates" information coming into the brain.

secondment: An arrangement where a person works in another organisation for a set period of time, usually in a parallel role or on a special project. The primary purpose is to provide development. At a personal level this comes directly from new or wider experiences, at an organisational level it comes from the effective transfer of learning back in to the seconding organisation.

segmented training: Modification of existing formal courses into discrete, smaller portions. Where these retain links to one another, it is sometimes called modular training.

self-managed learning (SML): This is a specific approach to development which enables learners to be more aware of how they achieve key results - using live work issues – while controlling the content, processes and pace of their learning within a structured group process facilitated by an advisor.

self-paced learning: Learning initiated and directed by the learner. Traditionally this applies to any learning where the timing, speed and location of the learning is entirely at the learner's discretion. The term is also used by some organisations to include computer-based, web-based and multimedia training.

self-study workbook: A document containing a series of lessons arranged in discrete steps with self-test questions that allow the trainer or tutor to monitor the students' progress. It is used to guide the student through a controlled path of study, and specific job tasks, with a minimum amount of supervision. Typically it contains the objectives, subject matter content, references to adjunct reading or other study material, review exercises with feedback, and guidance on the availability of further support via a tutor.



self-teaching packages: Self-Instruction, or Distance Learning, study units sent to the learner's location.

sensitivity training: An approach to personal and interpersonal learning based on unstructured group work with the facilitator as observer and interpreter rather than leader. Sometimes called T-groups or Group Relations Training. Pioneered in the UK by the Tavistock Institute.

sensory-motor skill: A skill dependent on the co-ordination of the senses and physical actions (as in hand-eye co-ordination); an essential component in many manual operations.

seminar: An event in which a group of participants, led by a subject expert, discuss and explore a specific topic.

sequencing: Arranging the teaching points into the most appropriate order for effective learning.

sequential training: The ordering of training so that the learning of new or more complex skills or knowledge is built on and reinforces previously learned material.

session: A sub-division of a training course; often a quarter day or some other set time period for a given topic.

shadowing: Observing another person doing their job without unduly interrupting them (literally being their shadow). Usually lasts a day or a few days with a view to the learner widening their horizons as well as having a greater insight in to another person's role.

sharable content object reference model (SCORM): A model that defines a web- based learning "Content Aggregation Model" and "Run-Time Environment" for learning objects. SCORM is a collection of specifications adapted from multiple sources to provide a comprehensive suite of e-learning capabilities that enable interoperability, accessibility, and reusability of web-based learning content.

simulation: The recreation of the real world in a controlled environment. Ranges from mock situations, such as realistic role-plays, to complex technical means, such as flight simulators or virtual reality fire fighting. Allows learners to practise in a safe environment and get practical feedback. They can be especially important in situations where real errors would be too dangerous or too expensive.

single loop learning: Where the learning is about the presenting situation or problem rather than the underlying cause. (See Double Loop Learning)

sitting with Nellie (or Neville): Sitting next to a proficient colleague. Learning by observing them performing tasks and by casual discussion.

six sigma: A process-improvement strategy and measure of quality that strives for near perfection. Six Sigma is a disciplined, data-driven methodology for eliminating defects (driving toward six standard deviations between the mean and the nearest specification limit) in a process. The fundamental objective of the Six Sigma methodology is the implementation of a measurement-based strategy

that focuses on process improvement and variation reduction through the application to projects.

skill: The ability to perform an activity with accomplishment. Expertise that has been arrived at through practice and experience which, in an organisational context, contributes to effective job performance.



skills transfer: The process of translating an ability acquired for the performance of one task so that it may be used in the performance of a different task.

socio-drama: A dynamic training method based on the psychotherapy technique of Psychodrama, and drawing on role-play, gestalt and theatre workshop methods. Individuals are invited to use the group to create or recreate a situation - sometime literally, sometimes symbolically - and are then facilitated through their actions, thoughts and feelings.

soft data: Qualitative measures that are more intangible, anecdotal, personal, and subjective, such as opinions, attitudes, assumptions, feelings, values, and desires. Qualitative data can't be objectified, and that characteristic makes this type of data valuable.

soft skills: Skills where there are many ways to achieve an effective outcome, usually in areas such as human relations training. They are often characterised by the need for each individual learner to find their own best way to unleash their personal talents (as opposed to 'Hard' skills which are often technical skills that can be well defined and predetermined).

stamina training: The process where an individual learning a repetitive operation, and having achieved performance standards in one complete cycle of that operation, is required to practise further in ever longer durations until targets of output and quality can be sustained without undue fatigue.

standards: Describe the criteria, or standards of performance, which must be attained; an established norm against which measurements are compared. National Standards exist for many occupations.

These set out the detailed competencies needed in that occupation and are used as the basis for Vocational Qualifications (qv).

standard time: The length of time that should be required to perform a task through one complete cycle. It assumes an average worker follows prescribed procedures and allows time for rest to overcome fatigue.

stimulus: Anything that provokes behaviour. The events, situation, condition, signal, or cue to which a response must be made.

stimulus-response theory (SR theory): B F Skinner set out to prove that as a result of a given stimulus, a predictable response would occur. He relied on observable, relatively permanent changes in behaviour to prove learning took place. As a behaviourist, he is best known for his work on 'operant conditioning' (qv). In this process correct actions are encouraged or 'reinforced' and the incorrect ones chastised or 'extinguished'. This conditioning is often referred to as 'shaping'.

storyboard: A series of pictures that support the action and content that will be contained in an audio-visual sequence. A planning tool used in preparing a training video or some computer based learning packages.

strengths, weaknesses, opportunities, and threats (SWOT) analysis: An analysis tool used in strategic planning to establish environmental factors within and outside an organisation.

structured question or structured response: A question that can only be answered in a specific way (e.g., yes/no, true/false).

subjective-centered instruction: A pedagogy-based instructional approach. Subject-centered instruction focuses on what will be taught as opposed to learner-related characteristics.

subject matter expert (SME): A person who can perform a job or a selected group of tasks to a standard. Usually with up-to-date experience, a capacity to distinguish what is critical to the

performance of the task and what is nice-to-know, and with an ability to communicate that to others.

suggestopedia: Methodology developed by Georgi Lozanov. Sometimes called Super Learning or Suggestology; a foundation stone in Accelerated Learning (qv). In broad terms, it is a research-based technology and a philosophy that uses learners' holistic natural talents to provide them the highest probability of maximising their learning, retention and performance. As well as the use of suggestion, it requires a stress-free, positive, joyful, active environment that enhances self-esteem and focuses on the needs of the learner.

SVQ's: Scottish Vocational Qualifications (see also NVQs).

symposium: A relatively informal but prestigious gathering of experts – often by invitation – intended to promote the exchange of knowledge and views between peers.

synchronous e-learning: Learning that takes place over the Internet in which the trainer and the learners interact via the web in real time. Another name for this type of learning is webinar. Typically it involves the trainer presenting through either a teleconference phone call, or web-based audio or voice over Internet protocol (VOIP) supported by a slideshow presentation that the learners can view at the same time. Learners can also ask questions or provide comments through the phone line, or through a chat feature.

synchronous learning: Instruction that is led by a facilitator in real time. Examples of synchronous interactions include traditional trainer-led classrooms, conference calls, instant messages, video conferences, whiteboard sessions, and synchronous online classrooms or classroom software.

syndicates: Small groups into which participants may be divided to work together on a problem or task. May also be known as task groups or break-out groups.



synectics: The study of creativity generated among a group of people and applied to solving problems.

systematic training; A structured approach to looking at the whole training process as a cycle. Although there are variants, it usually includes needs analysis, setting objectives, determining key learning points, designing (or procuring) the training, delivering that training, and evaluation.

systems thinking: A way of looking at a system as a whole including the way the elements are organised and the relationships between them. Emphasises emergent properties – things the whole system achieves that none of the parts do (e.g. an aircraft and flight). Used as a way of looking at complex systems - such as people and organisations - in an holistic way.



T

T Group training: (see also Encounter Groups) Training and development of individuals within a group in interactive skills by group discussion, activities and analysis of the roles that group members adopt when responding to each other. (from [sensitivity] Training Group)

table-top analysis: A small group of subject experts and a facilitator brought together to identify the tasks to be performed to complete a specific process/procedure. By discussion and debate the group develops a sequence of tasks and decides which require training.

tacit knowledge: A type of knowledge that refers to personal knowledge in a person's head; knowing how to do something based on experience

target population: The group at whom a specific training intervention is aimed.

task: A unit of work activity which is a necessary action in the performance of a job. It has an identifiable start and end point and results in a measurable product or process.

task analysis: The process of identifying the constituent tasks within a specific job. Task analysis facilitates the design of training by providing a detailed description of the fundamental elements of a job.

task oriented instructional system (TOIS): An instructional system in which the emphasis is placed on what the learner must do as a result of the instruction.

task selection model: A model used to apply statistically valid task selection models to identify critical individual tasks. There are a

variety of models available for use. Some examples of task selection models are as follows:

difficulty-importance-frequency model. An individual critical task selection model that uses difficulty, importance, and frequency factors.

eight-factor model. An individual critical task selection model that uses percent performing, percent time spent performing, consequence of inadequate performance, task delay tolerance, frequency of performance, task learning difficulty, probability of deficient performance, and immediacy of performance.

four-factor model. An individual critical task selection model that uses percent performance, and task learning difficulty.

training emphasis (TE) model. An individual critical task selection model that uses the training emphasis factor to determine if a task is critical or not. The TE factor is collected from supervisor of job holders. It reflects how much emphasis the task should be given in training for a specific task.

task summary: A list of the main conditions, standards, performance steps, and measures for each relevant key task in a job. The relevant information may be obtained from a specific critical task analysis.

teaching: Instructing a learner in a task or process, or assisting someone to learn by imparting the teacher's own knowledge of the subject. Traditionally, the word has connotations of showing or telling, as opposed to assisting learners to discover something for themselves.



teaching - learning activity step: The steps of learner activity which lead to a 'criterion step', or the practice of one or more teaching points without assistance.

teaching point or learning point: The smallest increment of information to which a learner may be asked to respond, or the precise information a learner is required to know or respond to.

team building: A process of establishing and developing effective working relationships in a task or work team. May include; discussion, contracting, feedback, undertaking a series of dynamic simulated tasks (sometimes using an outdoor environment) etc. With the assistance of a trainer or facilitator, the team subsequently reviews their performance, with the aim of improving their effectiveness at working together.



technology based training (TBT): A general term used to describe training which is delivered using computers or other forms of technology.

terminal behaviour: The behaviour which the learner is expected to demonstrate at the end of the learning experience.

terminal learning objective: The learning objective a learner should be able to accomplish having successfully completed instruction.

test: A technique or device which measures the performance, level of skill, or knowledge of a learner on a specific subject. It normally involves quantification of results.



test fidelity: The degree to which a test resembles the task to be performed.

test, instructional: Any device or technique used to ascertain the level of performance, skill or knowledge of a learner, following a period of instruction.

test reliability: The extent to which a test gives consistent results each time it is used.

test validity: The extent to which a test measures what it was designed to measure.

theorist: A Honey and Mumford Learning Style Preference - theorists prefer to learn by being analytical and logical, and seeing the reasons behind the aspect - pattern, framework, theory.

three hundred & sixty (360) degree feedback: A process in which data regarding an individual's performance in a job is collected from multiple sources/raters, which can include self, supervisor, reporting staff, peers, and clients.

total quality management (TQM): Japanese style management approach to quality improvement, although has its origins in the USA (Deming, 1950s et seq). It is based on participation of all members of the organisation in improving products, processes, service, culture etc.

trainability test: A validated test designed to assess whether a job applicant has the potential to reach a satisfactory standard after training. The applicant is required to perform an appropriate, carefully designed, short task after being given prior instruction.

trainer: Someone who facilitates the learning of others. The role may include responsibilities for managing, organising, advising on, developing or carrying out training.

training: Any planned activity designed to help an individual or a group to learn to perform a job or task more effectively.

training aid: An item used to support the training process, for example models, video, flipchart etc.

training aims: A broad description of the purpose of a training intervention.

training cost effectiveness: Actual or predicted effectiveness of training in relation to training product lifecycle cost.



training evaluation: See evaluation.

training fidelity: The extent to which cue and response capabilities in training allow for the learning and practice of specific tasks, so that what is learned will transfer to the performance of tasks in the operational environment.

training needs analysis: Identification and diagnosis of training needs within an individual or a group through diagnostic analysis, possibly involving some form of assessment. The trainer can use the information obtained to provide appropriate training and development interventions in support of organisational goals.

training policy: An organisation's training policy sets out the parameters for training in that organisation. It outlines the purpose of training, the approach to its achievement, and the responsibilities of individuals for carrying it out.

training programme: A significant long term training activity, as opposed to a one-off intervention.

training project: A training initiative with a specific objective to be met within a prescribed time and cost limit.

training strategy: (1) A high level strategic plan for the achievement of an organisation's training aims. An organisation's training strategy document contains information about where the organisation is now in training terms, where it would like to be, and the objectives to be achieved in moving from the current to the desired state. (2) The phrase 'training strategy' may also be used to indicate the selection of an appropriate training method to meet a training need.

transactional analysis: A method, which developed originally from psychoanalysis, of analysing communication between individuals and groups by defining behaviours as originating from the parent, adult or child ego states. As a training technique it can be used to improve interpersonal communication skills.

tutorial: A one to one or small group meeting led by a tutor. The tutor role may include; presenting concepts or information to the

student(s), asking questions, evaluating student responses, offering feedback, providing guidance etc.





VAK Model: A model that describes the way that individuals learn and retain information. Some people learn primarily through one learning style, others through a combination of the three: visual (learners need pictures, diagrams, and other visuals), audio (learners need to hear information), and kinesthetic (learners need hands-on learning).

validation (of training): the measurement of whether the training achieved what it set out to achieve:

(1) Internal validation – a series of tests and assessments designed to ascertain whether a training programme has achieved the behavioural objectives specified.

(2) External validation – a series of tests and assessments designed to ascertain whether the behavioural objectives of an internally valid training programme were realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organisation. In short – were they the right objectives?

validity: The degree to which a test measures what it is intended to measure. Although there are several types of validity and different classification schemes for describing validity there are two major types of validity that test developers must be concerned with - they are content-related and criterion-related validity.

virtual campus: A part of a university or college that provides educational facilities using computer conferencing and the Internet to support the students learning.

virtual university: A university that provides educational programmes using computer conferencing and the Internet.

visual aids: A term used to describe aids to communication, learning, teaching, remembering and research which utilises the sense of sight. e.g. books, diagrams, flipcharts, overhead projection media, video, models, etc.





web based instruction (WBI) or web based training (WBT): Computer based training delivered over the Word Wide Web.

what-if analysis: The process of evaluating different strategies by considering the consequences of changes to a job, task or learning situation.

whole brain thinking: The awareness of one's own thinking style and the thinking styles of others combined with the ability to act outside of one's preferred thinking style. Developed by Ned Herrmann using his own brain research as well as other studies, the model presents four patterns that emerge in terms of how the brain perceives and processes information. The Whole Brain Model emerged as a validated description of the four different preference modes, dividing the brain into four separate quadrants. Each quadrant is different and of equal importance. These are the specializations of the four quadrants:

- (a) specializes in logical, analytical, quantitative, fact-based thinking.
- (b) focuses on details and specializes in planning, organising, and sequencing information.
- (c) places a priority on feelings and the interpersonal, emotional, and kinesthetic aspects of a situation.
- (d) synthesizes and integrates information and is more intuitive and holistic in its thinking.

whole method (see also part method): Training which is designed around a whole task or activity, instead of breaking it down into its component parts.

WIIFM (What's in it for me?): A common statement used by trainers to ensure that learners need to know how the content will benefit them.

workbook: A manual which contains procedures and exercises designed to assist the learner in achieving the learning objectives.

workforce planning: The process and activities that ensure that an organisation can meet its goals and objectives within a changing business environment by ensuring the right numbers of the right kinds of people are available at the right times and in the right place.

workplace learning and performance (WLP): The professions of training, performance improvement, learning, development, and workplace education. It often is colloquially referred to as training or training and development.

workshop: A short participative training event which usually revolves around practical skills or live work issues, and allows participants to discuss and try out solutions to work issues in a safe environment.

WYSIWYG (What you see is what you get): An acronym that is pronounced *wizzywig*. WYSIWYG applications don't always display code; instead they provide a working area where text and graphics are placed on the screen.



Glossary of Training and Occupational Learning Terms

One of the defining features of a profession is a widespread agreement of the terms used within the profession together with a collective understanding of the meaning and usage of such terms. In other words - that we should be able to communicate with each other without confusion or misunderstanding. This Glossary attempts to define the terms used within the training and development world to ensure that practitioners of the training profession can use a common and widely understood specialist language.

Agreeing the terms to be included was surprisingly more difficult than agreeing the definitions. We decided to exclude all terms which are names or titles of government training initiatives on the grounds that such initiatives are often transient in nature. We also excluded terms which are in common and widely understood usage by people outside the training profession. We worked on the principle that if 'The Concise Oxford Dictionary' contained a term used within our profession and defined it in a way that we could accept then it should be excluded from our Glossary. As an illustration of this, we did not include the term 'ability' because the dictionary definition was one that we could not improve on. However, the term 'competence' has been included in our Glossary because the dictionary definition does not begin to define the term as a member of our profession would understand it. There was also considerable debate about the inclusion of a whole host of terms which may be best described as training tools.

We found that the exercise of compiling this Glossary became a valuable learning experience and hope you will find it similarly useful.

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