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| **Types of Attention** | | | |
| **Sustained** | **Selective** | **Alternating** | **Divided** |
| Ability to focus on one specific task for a continuous amount of time without being distracted. | Ability to select from many factors or stimuli and to focus on only the one that you want while filtering out other distractions. | Ability to switch your focus back and forth between tasks that require different cognitive demands. | Ability to process two or more responses or react to two or more different demands simultaneously. |

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| **Types of Evaluations** | | | | |
| **Formative** | **Summative** | **Process** | **Outcomes** | **Impact** |
| Evaluates a training program during its development stage in order to make modifications early on to help improve the program | Conducted after the training program has been design in order to provide information on its effectiveness | Focuses on the implementation of a training program to determine if specific strategies and activities were implemented as intended | Focuses on the changes in knowledge, attitudes, and behaviors that resulted from training activities | Focuses on long term, sustained changes on the job performance as a result of the delivery of a training program |