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***Using Job-Focused Objectives to Improve Learning
Transfer***

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Using Job-Focused Objectives to Improve Learning Transfer

Directions: This session teaches a job-focused variation of a 3-part instructional objective that Mager (1997) popularized. Each objective consists of a job-focused performance, condition, and criteria. Use these guidelines, the checklist, and the objectives template to create job-focused objectives for your training.

Objectives Guidelines

Step 1: Specify the performance using a single action verb that describes what an exemplary performer does on the job.

Step 2: Specify the conditions for the on-the-job performance.

Cues	What tells the individuals to perform? Example: First responders react to an alarm.
Setting	Where will the individuals be expected to perform? Example: Nurses might be asked to work in a clinic or a hospital ward.
People	Will the individuals have access to supervisors, team members, or other people? Example: Managers might be asked to work as part of a project team.
Equipment	What tools, supplies, facilities, etc. will the individuals have to work with? Example: Auditors might be able to use calculators and spreadsheet templates.
Information	What information or reference materials will be available to the individuals? Example: Peace officers might be able to use online criminal databases.
Constraints	What predetermined limits or constraints are the individuals expected to adhere to? Example: Customer service personnel might be required to meet prescribed call length limits.

Step 3: Specify the criteria the on-the-job performance.

Time	Duration	Specifies the required length of the performance. Example: Paramedics will maintain a steady CPR rate for at least 10 minutes.
	Rate	Specifies the speed at which the performance must take place. Example: Court reporters will record at a rate of 150 words per minute.
Accuracy	Number of errors	Specifies the maximum number of errors allowed. Example: Flight attendants will announce preflight boarding instructions with no more than two verbal errors.
	Tolerances	Specifies the maximum range of measurement that is acceptable. Example: Quality assurance analysts will calculate a mean to the nearest .01.
Quality	Essential characteristics	Specifies the features or characteristics that must be present in the performance. Example: Salespersons will employ a consultative sales approach to identify a customer need.

Source	Specifies the documents or materials that will be used to judge the performance. Example: Graphic designers will create a series of computer screens that are consistent with established principles of screen design.
Consequences	Specifies the expected results or the performance. Example: Managers will be able to develop a response to an employee conflict that reduces the company's legal liability.

Objectives Checklist

Performance

1. Does each objective include a single performance, represented by a single verb? Yes No
2. Is the performance represented by an action verb that concisely describes performance of the task on the job? Yes No
3. Does the performance focus on a problem-solving skill? Yes No

Conditions

4. Does each objective include conditions that are consistent with the job? Yes No
5. Do the conditions appear to be complete? Yes No
6. Do the conditions appear to be appropriate? Yes No
7. Do the conditions avoid mentioning the instructional setting? Yes No

Criteria

8. Does each objective include relevant, measurable criteria associated with exemplary performance on the job? Yes No
9. Do the criteria describe the standard for each time the performance is performed? Yes No
10. Do the criteria appear to be complete? Yes No
11. Do the criteria appear to be appropriate? Yes No

Objectives Template

Directions: Use this table to write and facilitate the review of job-focused performance objectives for training.

#	Performance on the Job	Condition(s) on the Job	Criteria on the Job
1			
2			
3			
4			

Planning Worksheet

Directions: Use this worksheet to determine who or what can help you, who you need to convince, and how you spin your messages that help others adopt job-focused objectives within your organization.

Who or What Can Help?

Helpful Things and People		If You Need These, Who or What Can Help You Get It?
1. Organizational Intelligence		<i>Using your knowledge of how the organization works to “work the organization”</i>
Clear links between business goals and job-focused objectives	<input type="checkbox"/> Have <input type="checkbox"/> Need	
Credible sources of trustworthy gossip about job performances that are keeping people up at night	<input type="checkbox"/> Have <input type="checkbox"/> Need	
2. Consulting		<i>Provide relevant, trusted, and timely advice in ways that shape expectations and deliver valued performance</i>
Engaged allies with “street cred” who will push with you	<input type="checkbox"/> Have <input type="checkbox"/> Need	
Ways to turn requests for training into opportunities to improve workplace performance	<input type="checkbox"/> Have <input type="checkbox"/> Need	

Who Do I Need to Convince?

Sponsors	Stakeholders
<input type="checkbox"/> Your boss <input type="checkbox"/> Your boss’s boss <input type="checkbox"/> Other people higher on the organization chart <input type="checkbox"/> Other	<input type="checkbox"/> Subject matter experts/ exemplary performers <input type="checkbox"/> Supervisors who oversee the people who perform the task <input type="checkbox"/> Union representatives <input type="checkbox"/> Other

How Do I Spin the Message to Each?

Characteristic	What It Means	Your Spin for Each Person
Relative advantage	People are more likely to accept changes that are better than old or new alternatives; answers the question, “What’s in it for me?”	Name: What You Want this Person to Do for You:
Simplicity	People are more likely to adopt changes they perceive are easy to understand.	Talking Points:

Resources

- Dormant, D. (2011). *The chocolate model of change* retrieved from http://www.lulu.com/product/file-download/the-chocolate-model-of-change/16378899?productTrackingContext=search_results/search_shelf/center/1
- Mager, R. F. (1997). *Preparing instructional objectives* (3rd ed.) Atlanta, GA: The Center for Effective Performance.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York, NY: Free Press.
- Villachica, S. W., & Stepich, D. A. (2010). Surviving troubled times: Five best practices for training professionals. *Performance Improvement Quarterly*, 23(2), 93-115. doi: 10.1002/piq.20083
- Villachica, S. W. (2011). *Doing right by your clients: Surfing the performance improvement zone*. Retrieved from <http://www.youtube.com/watch?v=RU7aCDTZSAQ>