Tasks, Problems, and Authentic Learning

- Goal is to promote learning at the time and transfer to the job.
- Transfer depends on congruence among job tasks and associated learning components.
- “What they do on the job is what they do in the learning environment.”

Agenda

- Write job-focused objectives that promote skill transfer to the workplace.
- Develop strategies to collaborate with training sponsors, subject-matter experts (SMEs), and other stakeholders in your organization to gain support for implementing job-focused objectives.
- Wrap-Up
What's The Big Deal About “On-The-Job” Objectives?

Objectives are our North Star
An essential navigation aid that
❖ Points the way
❖ Helps everyone stay on course
Including
❖ Designers and developers
❖ Trainers
❖ Learners
❖ Clients

Writing Objectives

Brief review – 3 components in an objective
1) Performance
   What do you want people to do?
2) Conditions
   Under what circumstances will they do that?
3) Criteria
   What defines doing it well?

Writing Objectives Part 2

Think “on the job”
1) Performance
   What do you want people to do on the job?
2) Conditions
   Under what circumstances will they do that on the job?
   (includes cues and resources)
3) Criteria
   What defines doing it well on the job?

Objectives should describe what exemplary performers are doing on the job as they perform a task.
## Job-Related Objectives

<table>
<thead>
<tr>
<th>Performance</th>
<th>Conditions (Givens)</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Construction managers will estimate material costs | - A blueprint  
- An estimation spreadsheet | - Within 5% of actual costs  
- Within project budget |
| Nurses will administer drugs | - A physician's orders  
- Necessary equipment  
- Prescription administration software | - Right drug  
- Right amount  
- Right time  
- Right route  
- Right patient |
| Marketing personnel will create an ad campaign | - A product launch  
- Authorization | - Meet targeted goals  
- Within schedule, scope, and budget |

## Gaining Support for Change

From order takers working alone to write objectives to...

...partners promising improved workplace performance.
Creating Change Is Hard

Different attitudes to change
--Rogers (1995)

Change process and emerging concerns
--Dormant (2011)

You’ll need to work with others to create sustainable change.

Tactics for Creating Change
--The Planning Worksheet--

Who or What Can Help?
Who Do I Need to Convince?
How Do I Spin the Message to Each?

Who or What Can Help?
Part 1

1. Organizational Intelligence
If You Need These, Who or What Can Help You Get It?

- Clear links between business goals and job-focused objectives
  - Have
  - Need

- Credible sources of trustworthy gossip about job performances that are keeping people up at night
  - Have
  - Need
Who or What Can Help?
Part 2

<table>
<thead>
<tr>
<th>Consulting</th>
<th>If You Need These, Who or What Can Help You Get It?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged allies with &quot;street cred&quot; who will push with you</td>
<td>Have □ Need □</td>
</tr>
<tr>
<td>Ways to turn requests for training into opportunities to improve workplace performance</td>
<td>Have □ Need □</td>
</tr>
</tbody>
</table>

Who Do I Need to Convince?

<table>
<thead>
<tr>
<th>Sponsors</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Your boss</td>
<td>□ Subject matter experts/ exemplary performers</td>
</tr>
<tr>
<td>□ Your boss's boss</td>
<td>□ Supervisors who oversee the people who perform the task</td>
</tr>
<tr>
<td>□ Other people higher on the organization chart</td>
<td>□ Union representatives</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ Other</td>
</tr>
</tbody>
</table>

How Do I Spin the Message for Each?
Part 1

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>What It Means</th>
<th>Spun Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative advantage</td>
<td>People are more likely to accept changes that are better than old or new alternatives; answers the question, &quot;What's in it for me?&quot;</td>
<td>&quot;How would it help you if people left their training programs ready to perform on the job in the way you expect them to?&quot;</td>
</tr>
<tr>
<td>Simplicity</td>
<td>People are more likely to adopt changes they perceive are easy to understand.</td>
<td>&quot;Seen this way, it's pretty simple. We want them doing in their training what they'll be doing on the job.&quot;</td>
</tr>
</tbody>
</table>
How Do I Spin the Message for Each?  
Part 2

Your Spin for Each Person

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What You Want them to Do:</td>
</tr>
<tr>
<td>Talking Points:</td>
</tr>
</tbody>
</table>

Your Next Steps  
Shapes

It’s a one-two punch: job-focused objectives and the organization’s support for using them.

△ What changes (deltas) will you be making when you get back to the job?

Resources


Thank you!

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