

Using Job-Focused Objectives to Improve Learning Transfer

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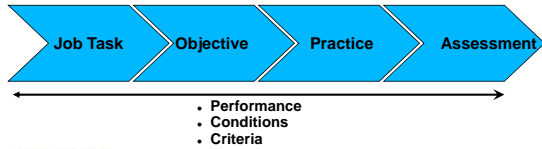


You can download a copy of these slides at <http://ipt.boisestate.edu/AboutProgram/news.htm>



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.”



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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



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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



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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?



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Writing Objectives Part 2

pp. 1-2

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.



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Job-Related Objectives

p. 3

Performance	Conditions (Givens)	Criteria
Construction managers will estimate material costs	<ul style="list-style-type: none"> • A blueprint • An estimation spreadsheet 	<ul style="list-style-type: none"> • Within 5% of actual costs • Within project budget
Nurses will administer drugs	<ul style="list-style-type: none"> • A physician's orders • Necessary equipment • Prescription administration software 	<ul style="list-style-type: none"> • Right drug • Right amount • Right time • Right route • Right patient
Marketing personnel will create an ad campaign	<ul style="list-style-type: none"> • A product launch • Authorization 	<ul style="list-style-type: none"> • Meet targeted goals • Within schedule, scope, and budget

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Job-Related Objectives

Performance	Conditions	Criteria
Parallel park a car		

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Gaining Support for Change



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

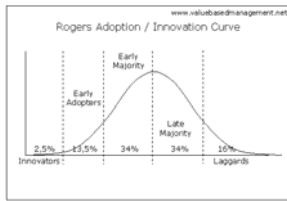


...partners promising improved workplace performance.

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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.

Use

Hands-on Tryout

Mental Tryout

Curiosity

Awareness

Tactics for Creating Change p. 4

--The Planning Worksheet--



Who or What Can Help?



Who Do I Need to Convince?



How Do I Spin the Message to Each?



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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	<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	



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Who or What Can Help? Part 2

2. Consulting	If You Need These, Who or What Can Help You Get It?	
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 for Each? Part 1

Characteristic	What It Means	Spun Examples
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?"	"How would it help you if people left their training programs ready to perform on the job in the way you expect them to?"
Simplicity	People are more likely to adopt changes they perceive are easy to understand.	"Seen this way, it's pretty simple. We want them doing in their training what they'll be doing on the job."

How Do I Spin the Message for Each? Part 2

Your Spin for Each Person
Name:
What You Want them to Do:
Talking Points:

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

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_self/center/1

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Thank you!

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