

Surviving Troubled Times: Five Strategies for Training Professionals

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Surviving Troubled Times: Five Strategies for Training Professionals

April 12, 2011

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So Why Are You Here?

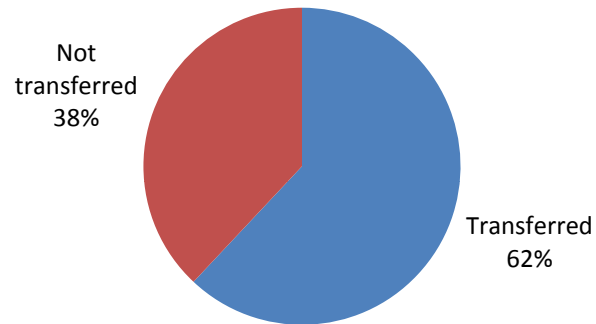


Why Are We Here?

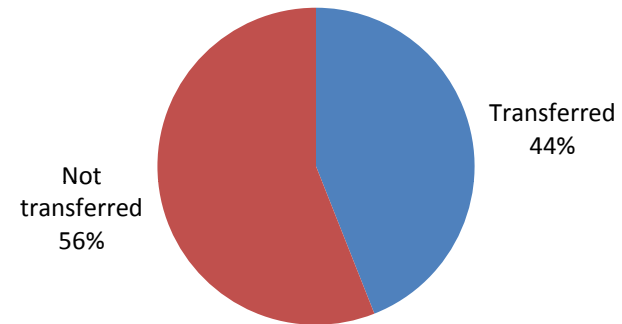
- Training should provide an acceptable return for a reasonable cost over a stated time
- Requires us to:
 - Think strategically
 - Plan carefully
 - Work collaboratively

Does This Really Matter?

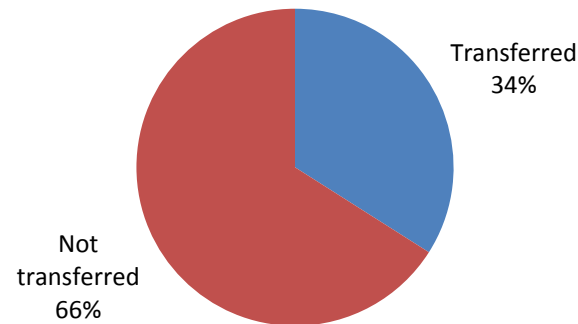
Immediate Transfer - %



Transfer at 6 months - %



Transfer at 12 months - %

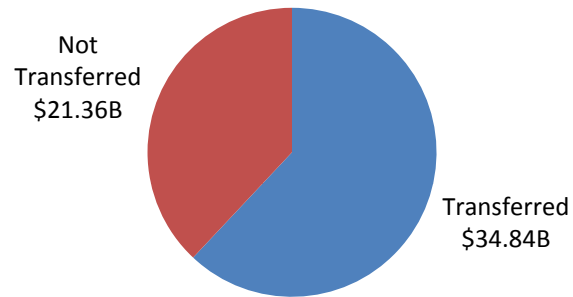


--Saks and Belcourt (2006)

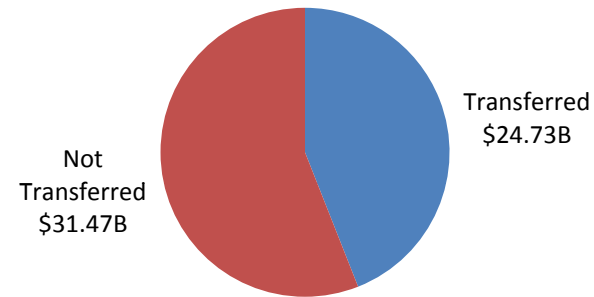
Does This Really Matter?

Training Is a \$56.2B Industry

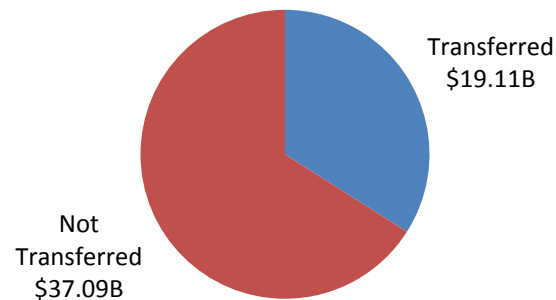
Immediate transfer - \$\$



Transfer at 6 months - \$\$



Transfer at 12 months - \$\$



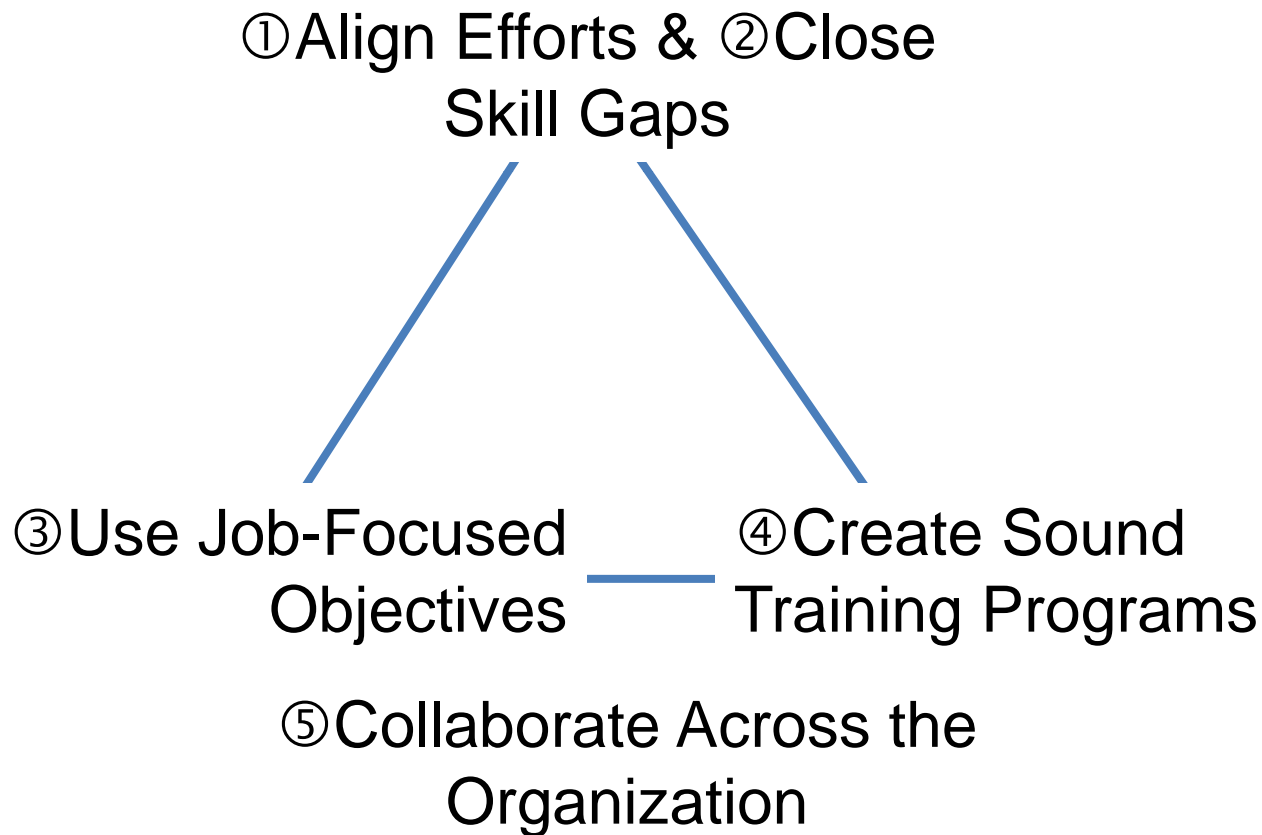
*--Saks and Belcourt (2006)
Training (2008)*

Our Goals

- Give you tools and techniques
- Facilitate dialog – questions are always welcome
- Facilitate practice

Related to ...

5 Best Practices for Troubled (Any) Times



Warning: These practices are simple on the surface and devilishly hard to do.

Aligning to Close Skill Gaps

What Sponsors Ask For



What Sponsors Care About



What People Need to Do on the Job

“Training” can mean just about anything (Table 3).

Sponsors want to meet formal and informal missions and business goals (Table 1).

What do people need to **do** to perform in ways that meet business goals?

Joe Harless and the Training Curmudgeon Hat

Joe Harless

- “Sure, we can help you with that!”
- “Call it what they want but deliver what they need.”



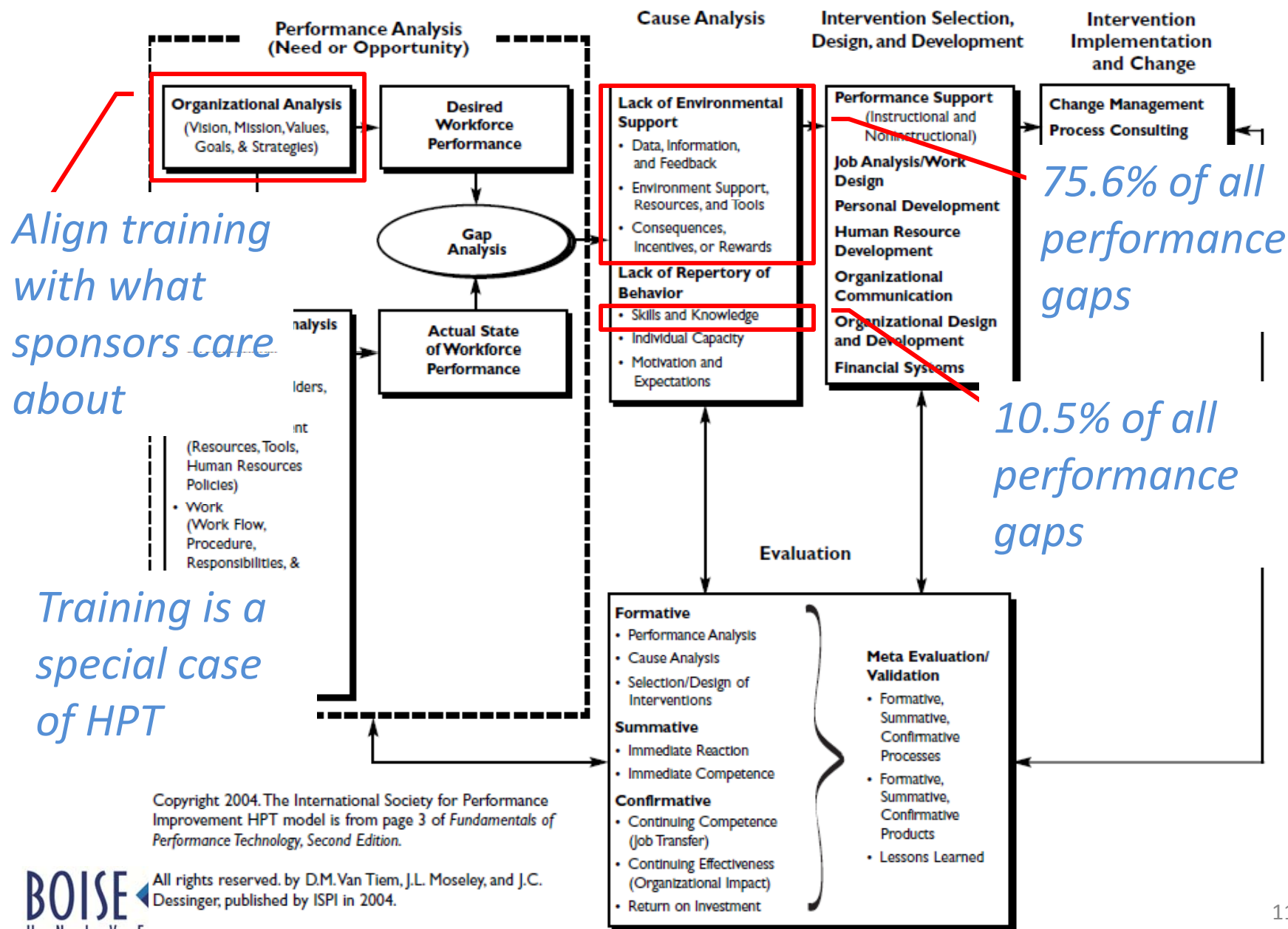
The Training Curmudgeon Hat

- Training is the last resort.
- Prove you have exhausted all other possible options!



Curmudgeon Hat

HUMAN PERFORMANCE TECHNOLOGY (HPT) MODEL



Copyright 2004. The International Society for Performance Improvement HPT model is from page 3 of *Fundamentals of Performance Technology, Second Edition*.

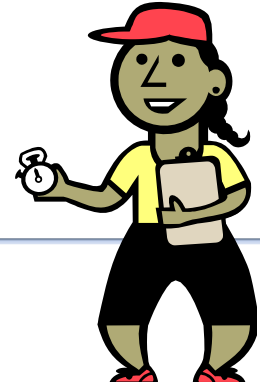
Demonstration

- PCA Template Walk-through (p. 2)
- Worked Example: Team Lucky PCA (p. 4)



Practice 1

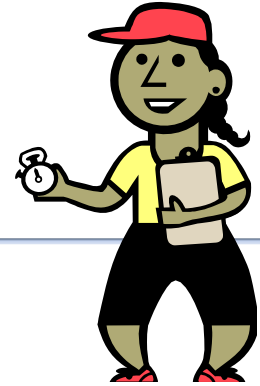
Aligning to Close Skill Gaps



1. Work in groups of four or so.
2. Read the RVMart Trailer Hitch Sales Scenario (p. 7)
3. Use the Performance and Cause Analysis Template (p. 2) to complete a team analysis.
4. Select a representative to report your findings.

Practice 1

Aligning to Close Skill Gaps



- State the business goal (organizational analysis).
- Specify a performance gap.
- Identify causes of the performance gap arising from a lack of environmental supports.
- Identify causes of the performance gap arising from a lack in the repertory of behavior.

Guiding Principles

Aligning to Close Skill Gaps



- If you want people to value your work, focus on what they value.
- Put on your Training Curmudgeon hat.
- Assume but verify.



Collaborating with Others

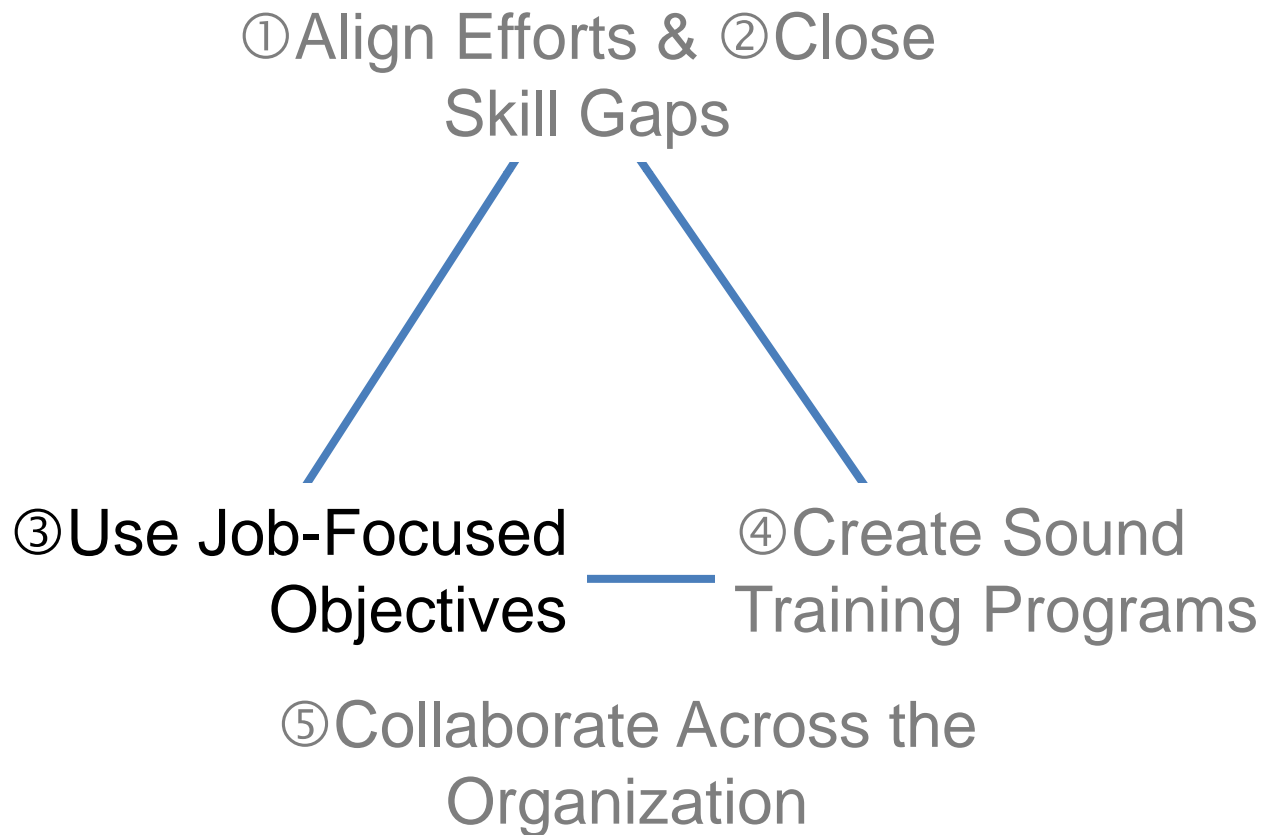
Aligning to Close Skill Gaps



Think about a training program you're working on now or have recently completed:

- Who might you collaborate with?
- What are the obstacles and enablers for effective collaboration?

Job-Focused Objectives



Warning: These practices are simple on the surface and devilishly hard to do.

Training and Job Performance

It's All about Building Bridges



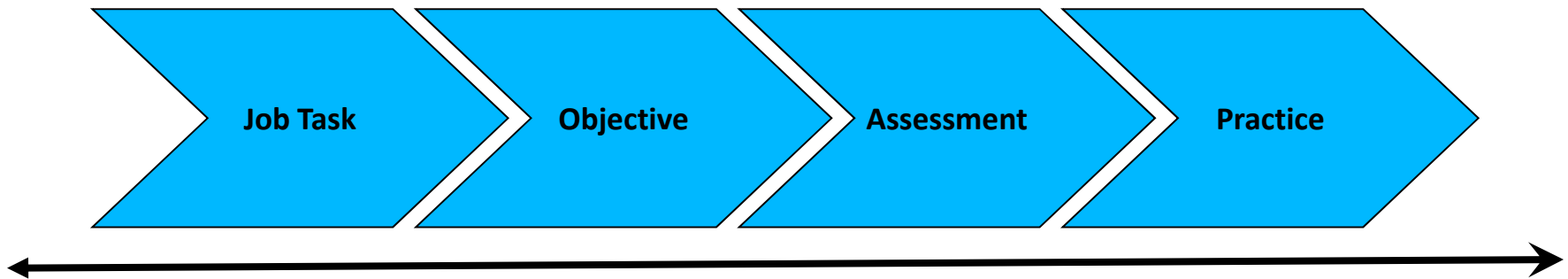
- Training should promote learning and transfer.
- Transfer depends on important similarities
- “Fight like you train; train like you fight.”

**Learning
Environment**

**Performance
Environment**

Tasks and Authentic Learning

- One way to promote transfer is to create learning situations that are “authentic”
- Authentic = having some connection to real-life problems students will encounter outside of their training programs
- Requires aligning components of the instruction



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 Job-Focused Objectives

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.

Why Bother?

Objectives are our North Star

An essential navigation aid that

- ☆ Points the way
- ☆ Helps everyone stay on course

Including

- ☆ Instructional designers
- ☆ Instructors
- ☆ Learners
- ☆ Clients



Demonstration



- Objective Template Walk-through (p. 9)
- Objectives Worksheet (p. 10)
- Objectives Checklist (p. 11)

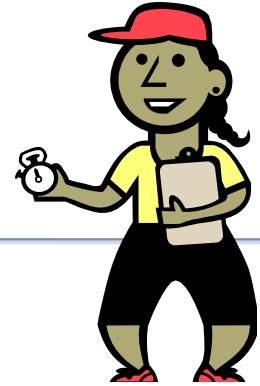
Demonstration

Sample Job-Focused Objectives

Performance	Conditions	Criteria
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
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 patient

Practice 2

Writing Job-Focused Objectives



1. As an individual, use the Objectives Template (p. 9) to write a job-focused objective.
2. Use the worksheet (p. 10) and checklist (p. 11) to check your objective.
3. Share your objective with several neighbors.
4. Use the worksheet and checklist to check each objective.
5. Select a representative to report one of the objectives from your group.

Practice

Your Job-Focused Objectives

Performance	Conditions	Criteria
Wholesalers recommend disability insurance policies to clients	When (cue): <ul style="list-style-type: none">• Clients want financial security Using <ul style="list-style-type: none">• Tools(?)	<ul style="list-style-type: none">• Working clients 21-25 of age• Bring up the opportunity 50% of the time

Practice

Your Job-Focused Objectives

Performance	Conditions	Criteria
OFAC agents decide whether to pass or escalate a transaction	When (cue): <ul style="list-style-type: none">• Application(s)• Loud environment Using <ul style="list-style-type: none">• GFP software	<ul style="list-style-type: none">• Correct trigger about suspect information (country, investment, etc.)• Within 45 seconds
Seek suspect information		

Guiding Principles

Writing Job-Focused Objectives



- On the job, on the job, on the job.

Collaborating with Others

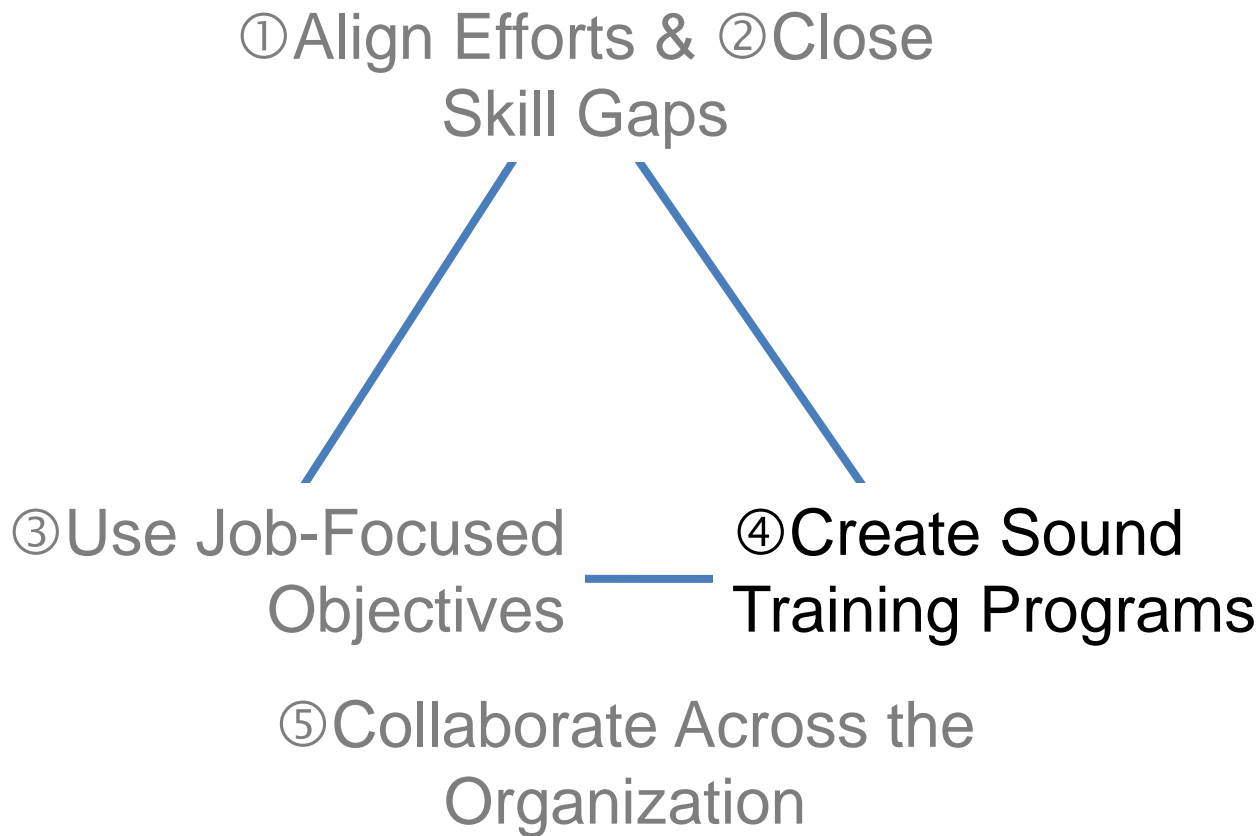
Writing Job-Focused Objectives



Think about a training program you're working on now or have recently completed:

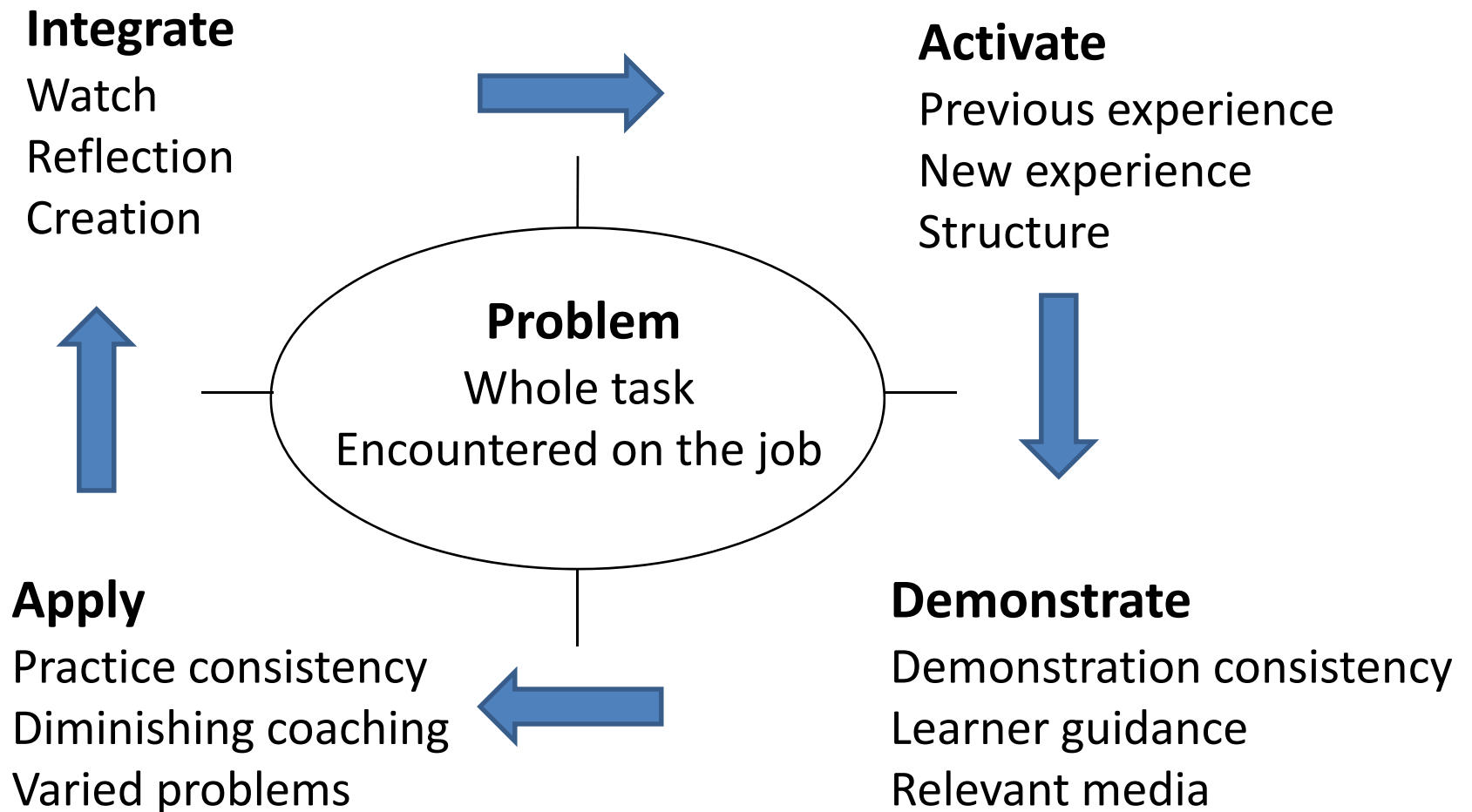
- Who might you collaborate with?
- What are the obstacles and enablers for effective collaboration?

Creating Sound Training Programs



Warning: These concepts are simple on the surface and devilishly hard to do.

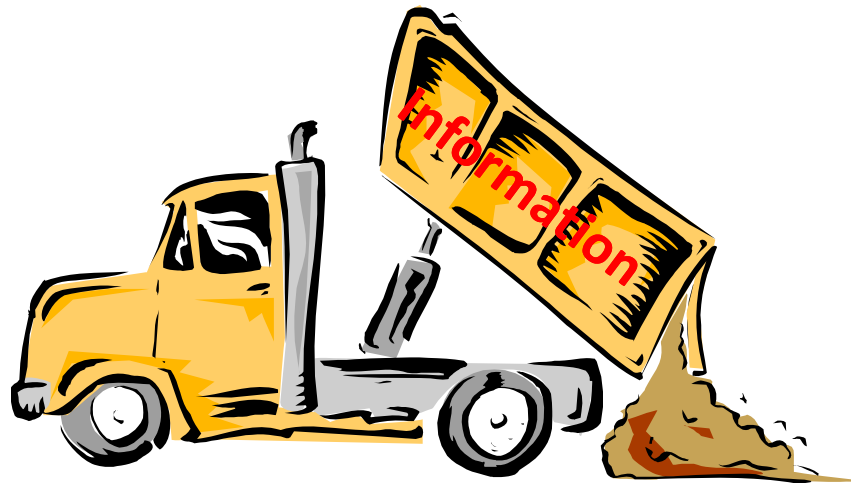
Merrill's First Principles (2002) (p. 12)



Most Training Programs

Information → Practice

Result



A Modest Proposal

Information  Practice

Result



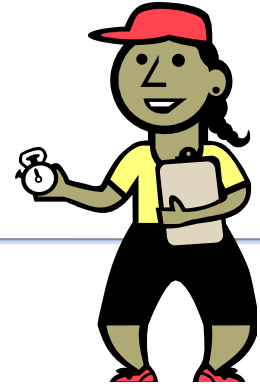
Demonstration



- Merrill's First Principles Job Aid (p. 12).
- Detailed Instructional Plan Template Walk-Through (p. 14) .
- Team Lucky Detailed Instructional Plan (p. 16)

Practice 3

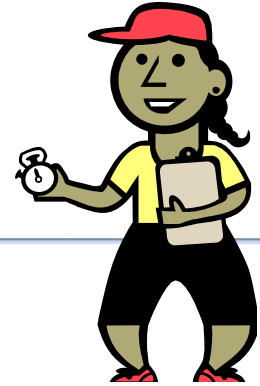
Creating Training for Transfer



1. Work in groups of four or so.
2. Read the Team TAG's Detailed Instructional Plan (p. 20)
3. Use the Detailed Instructional Plan Template (p. 14) to create an application sequence and test it against the corollaries.
4. Select a representative to report your findings.

Practice 3

Creating Training for Transfer



- Specify 2 or 3 practice activities that progress in difficulty, using 1 or 2 sentences each.
- Revise the practice activities to systematically reduce the guidance and feedback provided.

Guiding Principles

Creating Training for Transfer



- On the job, on the job, on the job.
- Emphasize authentic practice.
- Extend integration activities to the workplace.

Collaborating with Others

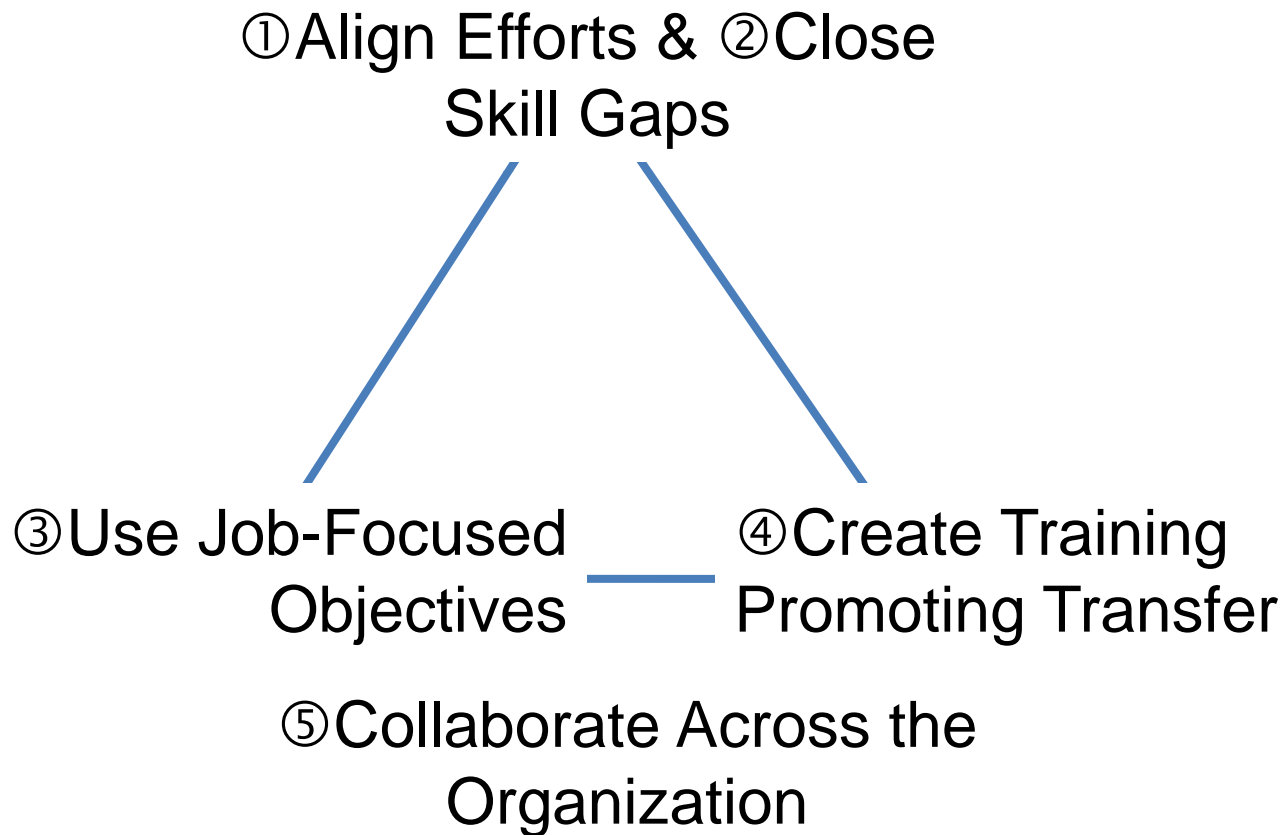
Writing Job-Focused Objectives



- How might you apply these principles?
- Who might you collaborate with?
- What obstacles/enablers would you need to navigate?

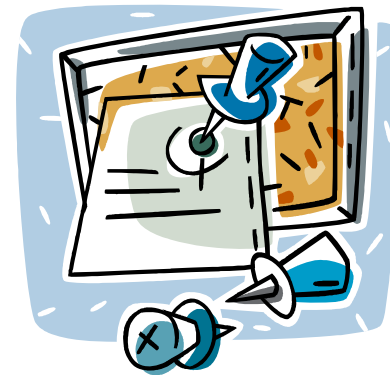
5 Best Practices for Troubled Times

Integration



Warning: These concepts are simple on the surface and devilishly hard to do.

-
- What are your walk-away messages (WAMs) from this session?



Making the Case



- Meet business goals by closing skill and other performance gaps.
- Pitch “helping others perform their jobs like our best”—instead of “training.”
- Promise that learners will do in their training what they do on the job:
 - Recognize situations.
 - Make decisions.
 - Solve problems.
 - Collaborate with others.
- Ask for sponsorship:
 - Measures
 - Resources
 - Exemplar release time
 - Management support for transfer

Thank You for this Opportunity!

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