

Advanced Industrial Psychology Industrial Training

TRAINING OBJECTIVES



Training Objective

A description of the behavior you want learners to be able to demonstrate before you consider them to be competent.



Elements

- **PERFORMANCE**

What a person should be able to demonstrate to indicate mastery of a particular KSAC.

- **CONDITIONS**

When a person should be able to demonstrate the KSAC.

- **CRITERION**

Standard for successful performance.



Why Important

1. Provides direction for the development of training materials.
2. Specifies standards for successful training.
3. Aids in communication.
4. Lets participants know what is important.



How DIFFERENT From...

- Prerequisites
- Descriptions



Examples

When given a set of 150 three digit numbers be able to correctly compute a mean and standard deviation using your fingers and toes.

When given bread, bologna, cheese, and mustard correctly assemble a sandwich.

Be able to give self an appendectomy when given a glass of gin, a butter knife, needle, and thread.



1. Performance Element

1. **Observable.**
2. **Related to training need.**
3. **Focuses on the main intent of the training need.**
4. **Important to the overall success of the course.**



Performance Examples

List and describe the functions of the ten cranial nerves in two minutes.

Correctly identify the variety of wine after being given two ounces of wine in a standard tasting glass.

Type fifty words a minute using a standard typewriter.



Describe a performance element for each of the following.

How to sharpen a pencil.

Completing a financial aid form.

Knowing the state capitals.

Understanding the meaning of European road signs.



Overt Vs. Covert Performance

OVERT

Directly observable behavior.

COVERT

Hidden behavior, usually cognitive or affective activity.



Performance Domains

1. Behavioral
2. Cognitive
3. Affective



False Performance: Trivial

At the end of this program participants will be able to grasp a pencil in one hand and place the end opposite the eraser into a sharpener within 20 seconds of being told to do so.



**False Performance:
Not related to overall goal**

When given a twenty-five two-digit numbers the person will be able to arrange them correctly in descending order from highest to lowest.

False Performance: Technical Jargon

Each gifted child will exhibit intellectual growth and self-actualization through progress through each cognitive domain (knowledge, comprehension, analysis, synthesis, and evaluation) as documented in the school's Standards for Intellectual Effectiveness.

2. Conditions Element

When the person should demonstrate the KSA.

- Should be related to job conditions.
- Should be realistic.

Specifying Conditions

1. **What tools will the learner be allowed to use?**
 - a. What would he/she have on the job?
 - b. At what level is the training?
2. **What will the learner be denied?**
 - a. What is trainee's level of expertise.
 - b. What have on the job?
3. **Under what environmental conditions would the performance take place.**
4. **What skills should be avoided?**



Conditions: Examples

Given a three page paper with spelling and grammatical errors, identify and correct each error.

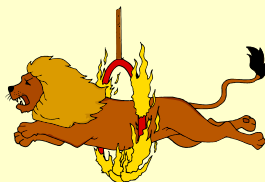
Show knowledge of training needs analysis by correctly answering twenty of twenty-five multiple choice items in a quiz given during class.

Demonstrate your affection for your professor by giving him twenty-five dollars in plain envelope after class when no one else can see you.



False Condition: Instructor Performance

After being shown by the instructor participants will be able to train a wild lion to jump through a burning hoop.



False Condition: Course Participation

After completing this course participants will be able to identify the normal range of responses to the death of a loved one.



3. Criterion Element

A standard of acceptable performance against which learner performance can be compared.

- Used to assess both training and level of learning.
- Focuses on desired performance.



Types of Criteria

1. Speed.

Within five minutes...

2. Accuracy.

Correct within two decimal places.

3. Quality.

Judged to be acceptable by two expert readers.

4. Combination of types.



Explicit Criteria

Explicit Criteria

Criteria that are stated directly in the objective.

Example...

Drive from California to Brownsville in ten minutes without running over any people.

Recite the Gettysburg address to class in two minutes without making any mistakes.



Implicit Criteria

Implicit Criteria

Criteria that are implied but which are not stated directly.

Example...

Develop a personality test that meets the validity standards specified in the APA Standards for Educational and Psychological Tests.



Good Objectives are...

1. Behavioral
2. Attainable
3. Goal/Task oriented.
4. Measurable.



