

Developing Performance Based Objectives

Hello my name is Kerry Kinslow, and I'm an instructional system specialist here at the National Training Center. I have over 10,000 delivering instruction for both the United States Air force and the Department of Interior, and I found that one very important concept dictates how successful I am in the class room, preparation. However, in order to properly prepare for any training presentation I must now exactly what it is I'm going to train my target audience to do. You heard correctly, I said to "do". When it comes to the business of training, which is what we instructors do, we have a huge responsibility to change some aspect of job performance that is the behavior of our adult learners that are in our classroom. Remember, adult learners come to training because they want to learn how to do some part of their job. According to Harold D. Stolovitch and Erica J. Keeps, authors of *Telling Ain't Training*, "More enjoyable instructional activities do not result in greater learning achievement. Persistence and time on task appear to be more powerful. " Meaning, adult learners come to training to learn to do their job task. Why? So they can improve performance and increase productivity. This is where objectives come in, there is no way possible for us as instructors to develop and or deliver effective instructions without a goal or target in mind for our perspective students. This goal or target stems from the tasks that are required for a particular job position. Having said that, let's take a closer look at why objectives should be important to you the instructor, and program administrators.

So why are objective important? Well according to Norman Edward Gronlund, author of *How to Write and Use Instructional Objectives*, "There's really only four reasons. First, they provide focus for instruction, meaning a road map for us instructors. When we go to develop something like a lesson plan, we look directly at our objectives to know exactly what is supposed to be in the content or body of that lesson plan. Objectives also convey instructional intent to instructors and students. Meaning this is exactly what we expect the students to be able to do by the end of a unit of instruction. They provide targets for assessments, when we go to build things like quizzes, and exercises, and posttests, we look directly again at the unit objectives to know exactly what it is that's supposed to go into those particular assessments and or evaluation pieces. They also provide guidelines for learning for the students in that they know exactly what it is they're supposed to be able to study or do in order to be successful." Now that you know why objectives are important let's go ahead and look at our lesson objective.

Our objective for this instruction seminar lesson is for you to be able to: **Given a competency, develop a measurable performance based objective that contains a condition performance, criteria component.** Now that you know what our objective is for this lesson, let's go ahead and take a look at what we will be covering to get you to that objective.

In order to get you to our lesson objective, I'm going to cover four main points with you. First, I'm going to go over the different types of objectives that you may encounter as a NTC BLM instructor. Next, I'm going to go over the parts of an objective; I'm also going to go over some examples, and I'm also going to go over the steps for developing an objective that way you can develop your objective for your 30-minute training presentation that you are going to deliver while you're here and instruction seminar. So, now that you know what I'm going to cover, let's go ahead and get started with the different types of objectives that you will encounter as a NTC BLM instructor

There are two different types of objectives that you should be familiar with as an NTC BLM instructor. There's the terminal objective and there's the enabling objectives. According to Jolly T. Holden author of, *A Quick Reference Guide to Developing Cognitive Learning Objectives*, written for the Federal Government Distance Learning Association or FGDLA, "Terminal objectives describe in broad terms what the learners expected level performance competency or knowledge must be at the end of a course module or lesson. Enabling objectives are derived from the terminal objectives and are more detailed defining the specific performance and or knowledge of the learner." For example, if your terminal objective was for you to train your students to be able to take a water sample, then your enabling objectives would be the steps that they would take in order to successfully perform taking a water sample. We'll go into this a little bit more in detail later on in this particular lesson, but for now, now that you know the different types of objectives, let's go ahead and look at the different parts of a terminal based performance objective.

Terminal performance based objectives contain three parts or components if you will. First is the performance element. What is the task you're asking the students to perform? Then there's the condition component. Under what circumstances will the task be performed? And the finally you have the criteria component. What is the criteria for success when evaluating each student? While you're here at instruction seminar, we are going to ask that you develop a three part terminal objective for your 30-minute presentation. However, you will not be required to have enabling objectives for your Terminal performance based objective. Now that you know the three parts of a terminal performance based objective, let's go ahead and look at some examples so you have a good idea of what they're supposed to look like.

Here we have an example of a terminal performance based objective. Given one piece of 8½ x 11 paper, make a paper airplane that flies using only eight or less folds. Does it have all three components of a terminal performance based objective? Does it have a performance element? Does it have a condition element? And does it have a criteria element? Yes, it does. The performance element, make a paper airplane. The condition element, given one piece of 8½ x 11 paper, this is what we're going to give to the student so that they can complete the task. And then finally, what is the criteria for

success? That the airplane fly using only eight or less folds. Let's take a look at another example.

Here's another example of a terminal performance based objective, in a simulated classroom environment, deliver a training presentation. Does it have all three components? No it does not. It does have a condition, in a simulated classroom environment. This is what we are going to give to the student so that they can do the task which is deliver a training presentation. However, this particular performance based objective, lacked the criteria for success. If we wanted to have the criteria component in there we could've place something in there like this, "that they do the task, deliver a training presentation in thirty minutes, and meet the minimum criteria specified in the NTC instructor evaluation check list. Let's take a look at another example.

Here's our last example of a terminal performance based objective, understand the main concepts of an energy efficient passive solar house. Does this have all three elements of a terminal performance based objective? No it does not. First and foremost, it does not have a performance element or a task. "Understand the main concepts of an energy efficient passive solar house is" not something that we can see the student doing. Therefore, we change it to something like, "identify the energy efficient method" being utilized. Our objective did not have a condition component, what are we going to give to the students so they can do the task of identifying the energy efficient method being utilized? In this case we are going to give them three photos of solar houses. And then finally, our original objective did not have a criteria. In the particular objective it now does, and that is that they be able to identify the energy efficient method being utilized in each solar house. Now that we have looked at our final example, let's go ahead and learn how to develop a performance based objective.

How do I develop performance based objectives?

When it comes to developing terminal performance based objectives, the first thing you want to do is identify the primary task. How do you do this? Ask the following question, "What do I want my students to be able to do by the end of my lesson or unit of instruction"?

Remember, all training at the NTC is competency based. Meaning, for a given job position, there are required tasks that an employee filling that position must be able to do in order to successfully perform on the job. HR and career field managers a group large task into competencies, and each competency carries with it numerous KSA's, or knowledge skills and abilities required for successful completion of the larger task or competency. If we look at the following example, you can see that the position is a mineral materials coordinator. One of the competencies for this position is administer the mineral materials program. An instructor could be asked to develop or deliver

training for these tasks in a training course. However, keep in mind that one particular task within a competency could become stand-alone training, meaning all tasks do not have to be taught in one training course. In this example, we are going to focus our training on one task, making fair market mineral determinations.

Now that we've completed step one which is to identify the primary task for training, we need to go ahead and do step two which is to perform a task analysis. The task analysis identifies the steps required for successful completion of the primary task. Why would we want to do this? Because we want to make sure lesson content is properly developed. We want to show the students the proper way to complete the primary task. How do I do this?

In our example, we are going to ask the following question. How does a minerals materials coordinator adjust the fair market value estimate of a mineral material? This is the primary task. However, the answer is that there's several steps to completing that primary task; therefore we must flow chart that process. Remember we are working through our example for a mineral materials coordinator. If we were doing a task analysis for another task for another job position, our question would be; how is this task accomplished? What are the steps?

If we were to complete a task analysis of our primary task in our example, we might come up with a list of systematic subtasks to complete the primary task. Remember the purpose for doing this is to ensure full training coverage within the training environment. You might be interested to know that these subtasks become your enabling objectives. Do you remember the term, enabling objectives? They are the performance based objectives that are required to complete the primary task stated in the terminal objective. As a reminder, you do not have to complete enabling objectives for your thirty minute training presentation. However this is important to know should you have to develop your objectives for a NTC training presentation. Now that we have performed our task analysis, on to step three.

Now that we have the hard part done, identifying the task and completing the task analysis. We can now determine the conditions for which we want our target audience to complete the task. How do I do this?

Note, when determining the condition for a particular task, what you're really asking is, what does the student need to complete the primary task stated in my terminal objective? In our example, we're talking about making a fair market mineral determination, it's a calculation. Therefore, the student needs to have a mineral material appraisal. It is the required piece for them to be able to do the primary task stated in the terminal objective. Without that mineral material appraisal data sheet, they cannot do that calculation. However, for other tasks it could be things like photos, scenarios, forms

or data that are required for the student to be able to perform the task stated in the terminal objective. These needs would be considered the conditions for successful task completion. Keep in mind there could be times when you're not going to provide the student with anything to complete a given task. Therefore you might have a condition statement like, without the use of references or without assistance, which could also be considered criteria for successful completion of the primary task. Now that we have our condition component, let's move on to our last step in developing a terminal objective, determining criteria.

The last step in developing a terminal performance based objective, is to determine the criteria. How do I do this?

Using our example whereby we completed all four steps to develop our performance based terminal objective, what will the objective look like when I present my lesson in the classroom, to my target audience?

My terminal performance based objective should look like this, given mineral material appraisal data, that is the condition that is what we're going to give to the student to do the task, which is, we want to them too adjust the fair market value estimate of the mineral material disposal. That is the task element in my terminal performance based objective. How well do we want the student to do that task? What is the criteria? Using the proper producer price index, and within plus or minus \$.05 that is the criteria component. Now that we have the terminal performance based objective, if we so choose we could also go over with the student, the enabling objectives.

Your first instruction seminar exercise is to develop a terminal objective for your thirty minute presentation. Have a draft of this objective when you attend the live portions of instruction seminar. The terminal objective you develop will be the focus of your thirty minute training presentation. Let's now take a look at some example topics from previous instruction seminar students.

Here's a list of example presentation tasks that have been used by former instruction seminar students, for their thirty minute presentations. Keep in mind, that every task on this list is very simple. The task must be simple since you only have thirty minutes, and that's not a lot of time believe me. Moreover, you're not coming to instruction seminar to demonstrate content mastery. Remember, you're coming to instruction seminar to learn how to effectively plan, develop, and deliver training. Most of your coordinators, most of your instructional system specialists here at the NTC, know that you are a master of the content, that's why you were selected to be a NTC instructor. Remember also that your training presentation must be related to something you instruct for the NTC or the BLM. Now that I have you thinking about the task that will become the focus of your

training presentation. Let's conclude our lesson on developing performance based objectives.

In conclusion, the objective of this lesson was for you to be able to, given a competency develop a measurable performance based objective that contains a condition, performance, and criteria component. We're going to have you do just that in your first exercise. You're going to develop that performance based terminal objective, and then what you're gonna to do is you're going to bring that to the live portions of instruction seminar. And then what we're gonna do is we're going to review it, we're gonna massage it. We are going to it already and nice and pretty to display and be the target of your thirty minute training presentation here at instruction seminar. However, in order to get you to that lesson objective, we covered four main specific points.

In our first main point, we talked about the types of objectives you will encounter as an NTC BLM instructor. Remember they are the terminal objective, and the enabling objectives. The terminal objective indicates the primary task that the student will be trained on. While the enabling objectives indicate the subtask or knowledge required to complete the terminal objective. Next we went over the parts of a terminal objective. Remember, a good terminal objective has three main components, a performance or task component, a condition, and a criteria component. The condition component indicates what will be provided to the student to complete the task stated in the terminal objective or not provided. The criteria indicates what successful completion of the task looks like. We also went over some examples of terminal objectives so you could get a good idea of what a properly developed terminal performance based objective looks like. Finally, we went over the steps for developing a terminal performance based objective, remember to identify the primary task to be taught in your unit of instruction. Next, perform that task analysis to ensure full content coverage in the classroom and then finally be sure to add on that condition and criteria for the terminal performance based objective so your students know exactly what they will have to do the task, and what success will look like once they complete the task.