

DESIGN PHASE

PERFORMANCE-BASED TRAINING BEST PRACTICES

- Write three-part, performance-based learning objectives.
- Engineer training to address the skill, knowledge, attitude (S/K/A) shortfalls that link to critical actions, key performance results, and business goals.
- Select a variety of just-in-time, reality-based instructional strategies, with real-time feedback, to simulate “real-world” performance.
- Build prototypes and conduct reviews with both exemplars and average performers to validate your design.
- Recommend the lowest-cost training solution to solve the performance problem (saving money to spend on non-training solutions).
- Build what not to do into your training, based on potential obstacles to the desired performance identified in the Analysis Phase.
- Concentrate training time on filling the gap between what should be and what is rather than on the S/K/A already mastered.
- Determine the level of performance needed to improve the organization’s well-being — performance is maximized when people aren’t overwhelmed with new information, when they can relate new S/K/A to their work, and when they can apply the learning to a problem on the job immediately (the four Js: just enough, just in time, just the right content, for just the right people).
- Stay customer focused in order to reach business goals — no matter how instructionally sound, interactive, engaging, high-tech, or fun your training is, it will have no value to the company unless it helps learners improve company performance.
- Make sure the solution is targeted to produce results that align with the time, effort, and resources being invested, as well as the time people spend doing this performance.

PERFORMANCE-BASED NON-TRAINING BEST PRACTICES

- Include possible non-training solutions, with rationale and supporting data, as an addendum to your design document.
- During design meetings and in the design document, support your S/K/A intervention(s) by recommending additional non-training interventions to: 1) establish performance, maintain the established performance, or extinguish incorrect performance; 2) address a critical root cause (or two); 3) relate to a specific target group; 4) have associated cost, benefits, and obstacles; and 5) be the least disruptive to the organization’s cultural norms and values.
- Suggest convening a design team for creating non-training interventions: 1) use a variety of internal and external experts to ensure covering the range of S/K/A needed to work on the various performance problems/solutions; and 2) involve managers in linking your ISD work to the greater strategic good of the company.
- Work with the larger design team, if possible, and: 1) put together the “right” development team; 2) map out the development effort; 3) make prototypes of the materials tied directly to immediate business results; 4) test them with clients, managers, decision makers, and subject matter experts; 5) change the development plan based on actual prototype use; and 6) begin actual development after taking care of the revision to the overall development plan.
- Determine stakeholder concerns toward each intervention you’re suggesting and what it will take to get buy-in — look for a sponsor who has the power to validate change within the organization, is well respected and believes in the suggested change, has the time to support the entire change/implementation effort, and is someone you’re comfortable working with.
- Invest a little extra time to create an action plan that suggests the major tasks needed for other, non-training interventions, the resources required to implement each intervention, and a plan for incorporating stakeholder support.
- Begin considering solutions that focus on systems, structure, management practices, organizational performance, as well as the external environment.
- Design all non-training solutions to fit the four Js: just enough, just in time, just the right content, for just the right people.