

FKA's Design and Delivery Philosophy

Design

Regardless of the instructional strategy¹ designers must be able to describe the on-the-job performance standards for the population of people for whom they are designing training. FKA jargon for this is the 'Model of Performance'.

Designers must be able to correlate what the target population is required to do (the Model of Performance) with what they 'actually can do'. The resulting performance gaps between 'required' and 'actual' define the training content. With the content isolated, designers must describe both training and performance objectives. Training objectives will be used as a measure of effectiveness of the training. Performance objectives describe the standards that apply to workplace performance. Sometimes these are the same. More often there is a difference because training is expensive and it is not efficient to keep people in training until they have attained the workplace standard. Better that they are functional (and safe) when they leave training and then improve on the job.²

With the training objectives as the goal, designers must construct major activities that will 'test' whether learners have achieved the objective. We use the 'T' word advisedly. Any valid, reliable, structured experience that requires a trainee to demonstrate knowledge and skill can be considered to be a test. These tests can be formal (pass/fail) or informal; test cognition *only* (e.g. a multiple-choice test); or test knowledge *and* skills (e.g. a performance test).

Working back from the test designers must construct a series of activities or structured experiences (application exercises or mini-tests) that will successfully prepare trainees for the major test(s).

Finally, designers must select instructional strategies (leader-led, self-directed, e-learning, etc.) and develop presentation methods (lectures, demonstrations, case studies, etc.) to present the content to the trainees and set them up for success with the applications. FKA embodies this development within a systematic learning model that consists of three elements—presentation; application; feedback.

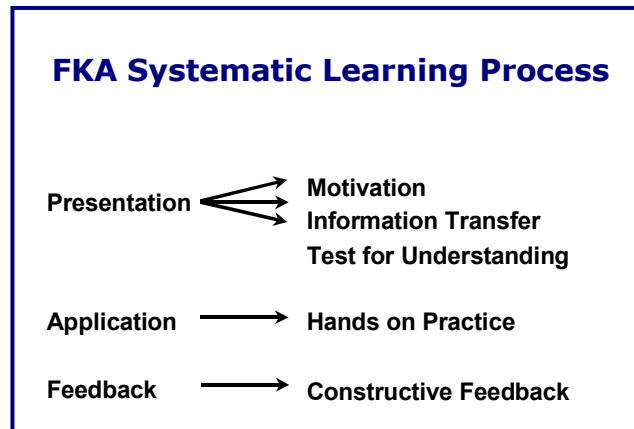
Delivery

Some strategies (job-aids, text-based CBT's, self-directed instruction) emerge complete at the end of the design and development stage. The success of other instructional strategies—most particularly leader-led instruction—is heavily dependent on the quality of the human interface. Given a credible design an instructor must skillfully animate a learning model consisting of three basic elements: Presentation, Application and Feedback. FKA incorporates these elements of the Systematic Learning Process into all of its workshops. Our experience confirms that the transfer of performance to the workplace is increased substantially when participants are provided with an opportunity to both observe and apply the techniques.

¹ We present seven basic strategies: Leader-Led; Self-Instruction; Self-Directed Learning; Computer-Based Training; On-the-Job Training; Job-Aids; Web-Based Training.

² The gap, if any, between training objectives and performance objectives is addressed (during design) by the design of a post-training transfer strategy.

Presentation: Training content is presented in an organized, structured form. An Introduction positions the training, provides an overview, and identifies the benefit of the training to the learner. The Body of the presentation is segmented into manageable learning interactions. Every interaction contains a clear presentation of the content supported by the appropriate media and learner involvement. The learner involvement, in the form of a test for understanding, ensures the learner received the information as presented. The presentation is concluded with a summary, or review, and the learner is positioned to move on to the next topic.



Application: People learn by doing. The second major step in the FKA Systematic Learning Process is the Application component, where the learner is required to use or practice the material just presented.

Feedback: After the Application component the learner requires Feedback to reinforce what was done correctly and to offer suggestions for improvement.

Intellectually this is a simple model that meets the 'common-sense' test and is readily understood and accepted. Practically (like most communication) it is a difficult model to master in order that the interface between the content and the learning appear seamless. It is to the understanding and practice of this model that our delivery workshops are directed. The resounding success of these workshops can be directly attributed to the highly skilled FKA workshop leaders who facilitate the workshops. FKA instructors are highly skilled, certified instructors. The workshops that they lead consistently maximize learning and ensure the transfer of performance to the workplace. The FKA roster of facilitators and performance consultants, we believe, are without equal in the industry.