Entelechy's Newsletter for Trainers, Managers, HR Professionals and Others Responsible for the Performance of Others

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DESIGN AND DEVELOPMENT SHORTCUTS – DETERMINE GOALS

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First the way it SHOULD be done and then the shortcuts!

INTRODUCTION

The first phase of the ADDIE instructional design model is Analysis (followed by Design, Develop, Implement, and Evaluate). The steps in the Analysis phase include:

- Conduct a performance assessment
- Determine goals
- Conduct a learner analysis
- Conduct a resource analysis
- Determine the likely delivery systems
- Create an analysis summary

We covered Conduct a Performance Assessment in the previous issue of *The Key* (http://unlockit.com/key/The_Key_20021121.pdf.) We'll look at Determine Goals in this issue.

DETERMINE GOALS

Overview: Each training recommendation should include a brief list of the Instructional Goals that you expect learners to meet during the training as well as the statement of purpose.

Definition: Instructional Goals describe the "terminal" tasks that learners will perform as a result of the training. They answer the question (at the macro level), "What will learners be able to do as a result of successfully completing this training?" Note that they describe performance and do not specify the criterion (standards) for the performance nor conditions under which the performance will be demonstrated.

How to Identify Instructional Goals: Instructional Goals relate to the cognitive domain. The type of learning that is required to accomplish a task should guide the development of instructional goals. The first step is to determine if a learner needs to:

1. Recall something that is already known.

2. Interpret existing knowledge; or comprehend.

3. Use some knowledge or skill in an authentic situation: apply.

4. Identify the parts of a whole and explain their relationships: analyze.

5. Put arts together to form a new whole: synthesize.

6. Judge the value of something: evaluate.

(These are the levels of Bloom's Taxonomy; for a FREE complete list of Bloom's Taxonomy with related objectives, please email mailto:ttraut@unlockit.com?subject=Bloom's_Taxonomy.)

TIPS AND SHORCUTS FOR DETERMINING GOALS

- Nail this element! "If you don't know where you're going, any road will do." Goals represent "where you're going!"

- Ask the manager what specifically she would like to see as a result of her staff attending training. Ask the manager how she would recognize the improved behavior.

- These are not YOUR goals!!! The goals should be written from the perspective of the learner and should begin with the phrase, "As a result of attending this training, the participant should be able to…" Note: if the goals do not directly and immediately apply to the learner's job, rewrite them!

- You can write TRAINING goals if you would like. Training goals are YOUR goals as a trainer. Sometimes training goals include specific but rather fuzzy outcomes such as, "We want people to feel better about their jobs." Articulating this training goal will help the designer and developer bias the training to help address the training goal.

This information comes from Entelechy's *Practical Design and Development Tips* eGuide, a 100-page guide that provides a detailed overview of ADDIE, over 100 design and development tips and shortcuts from some of the industry's experts, a glossary of over 250 instructional design terms, and much more. For more information on this guide (or to order it), please visit our website at http://unlockit.com/eguide-HPT-PDD-EG.htm.

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THE BASIS OF A BUSINESS RELATIONSHIP

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Tip: Share this article with your customer service and sales managers.

Successful business relationships are based on Value, Competence, Trust, and Propriety.

Value: The customer's perception of your worth, excellence, usefulness, or importance. Value addresses the customer's question, "What can this person or company do for me?"

Value can be articulated by explicitly answering these questions throughout the sales cycle:

- How much? (what the customer can expect to gain by doing business with you — in increased sales, lower costs, etc.)
- How soon? (when the customer will be able to receive the value)
- How sure? (proof that the customer will in fact attain the value stated)

Provide norms for the customer so that there is little question of what the customer can expect from you: “We have a track record of providing a 15% cost savings and 90% product availability within 2 days of order.”

What are norms that your customers can expect you to live up to?

Remember, it is YOUR job to tell your customers what value they can expect — customers shouldn’t have to work to figure out the value themselves. If you don’t explicitly quantify the value your customer can expect to receive — and your competition may be doing this work for your customer — who is going to win the sale?

Competence: The customer’s perception of your skill, knowledge, and experience with respect to them or their business. Competence addresses the customer’s question, “Can this person or company do what they say they can do?”

Competence is demonstrated by the following:

- Completing and implementing an organized and logical sales approach.
- Conveying an understanding of the customer and their business.
- Demonstrating research and knowledge.
- Substantiating your capabilities.

- Involving team members appropriately and on a timely basis

The perception of competence is gained over time. As you work these guidelines into your approach to your customers, you will gain credibility and enhance your business relationships.

Trust: The customer's confidence in your integrity, ability, and intent. Trust addresses the customer's question, "Do I trust this person?"

Trust is demonstrated by the following:

- Using third party introductions.
- Providing a letter of recommendation (objective references help build credibility).
- Displaying honesty, candor, empathy, and respect (show you've done your homework, show a concern for their time and issues.
- Conveying Win/Win intent (concern for positive outcome/success for both parties).
- Above all, substantiate with action:
    - Establish a track record of follow-through.
    - Set new norms (guidelines for expected behavior that are agreed to and that can be counted on).

Propriety: The customer's perception of the appropriateness or properness of your actions with respect to them or their business. Propriety addresses the customer's question, "Is this person behaving properly or appropriately?"

Part of exhibiting propriety is in the way you present yourself. Over half of others' perceptions of you are based — at least initially — on your appearance. Therefore, take care in your physical appearance, mannerisms, vocabulary, and business etiquette. If your first "appearances" occur on the phone, pay special attention to your tone, enthusiasm, and vocabulary.

A second, critical part of demonstrating propriety involves your adaptability to other people. In business, the Golden Rule — "Do unto others as you would have them do unto you" — is usually INAPPROPRIATE. In fact, if you treat others as you want to be treated, you may end up ignoring their needs, wants, and expectations, which may be completely different from your own.

You must be astute enough to recognize others' needs, wants, and expectations AND you must be flexible enough to treat people the way they want to be treated.

Relate to your customers in a way that makes them feel most comfortable. This decreases "relationship tension" and increases trust, credibility, cooperation, and the commitment to work with you.

Build your business relationships — and your future — by focusing on these critical elements of Value, Competence, Trust, and Propriety.

This information comes from *Forming Business Relationships*, a module in Entelechy's *High Performance Sales* program. For more information, visit our website at http://unlockit.com/HPS.htm.

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