

Course Goal

Beginning instructional designers will be able to develop measurable performance objectives from instructional, learner and context analysis.

Terminal Objective

When asked to develop objectives, instructional designers (the learner) will develop objectives that are measurable and observable. Instructional, learner, and context analysis data will be referenced; each objective will include the audience (target learner), behavior to be performed, condition(s) under which said behavior is to be performed, and criteria to which said behavior will be measured; and the objective will be measurable and observable.

Chunk 1	Lesson 1: Target Learners and Audience
Lesson Subordinate Objective	Given instructional analysis data, the learner will identify the target learner/audience. Use goal analysis data; interpret learner analysis data; and interpret context analysis data.
Chunk 2	Lesson 2: Behavior Statements
Lesson Subordinate Objective	Given definitions of competencies (KSAs); a printable behavior-verb/competency matrix; and sample instructional analysis data, the learner will write a behavior statement. Choose a competency (knowledge, skill, or attitude) that is appropriate for the behavior; check that the behavior is measurable and observable; and check that the behavior is appropriate to the performance setting.
Chunk 3	Lesson 3: Condition Statements
Lesson Subordinate Objective	Given sample behavior statements and instructional analysis data, the learner will write a condition statement. If the behavior is a knowledge competency, then specify cues or stimuli; reference materials; scope or constraints; or relationship to the performance setting. If the behavior is a skill competency, then specify the nature of the learning context and the equipment or tools needed, plus the cues or stimuli; reference materials; scope or constraints; or relationship to the performance setting. If the behavior is an attitude competency, then specify the context in which the learner will demonstrate the attitude; the nature of the alternatives facing the learner; and the maturity of the learner, plus the cues or stimuli; reference materials; scope or constraints; or relationship to the performance setting.
Chunk 4	Lesson 4: Criterion Statements
Lesson Subordinate Objective	Given sample behavior statements, learners will write a criterion statement that specifies limits within which the behavior must be performed and that is appropriate to the performance setting for which the behavior will be exhibited. The criterion statement should specify whether categories of responses, checklists, or rubrics are required to measure acceptable performance of behavior.
Chunk 5	Lesson 5: Measurable and Observable Performance Objectives
Lesson Subordinate Objective	Given a sample instructional goal analysis, learners will write measurable performance objectives that contain the four required components of an objective statement. The objective statements will be appropriate for the performance setting and suitable to the learning setting.

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.1	Topic Title:	The Performance Context/Setting
Topic Subordinate Objective(s):					
1.1.a: Given an instructional analysis, the learner will interpret the details of the performance context/setting. The learner should correctly interpret 4 out of 5 details.					
Content Presentation (Task Relationship):					
1.1 Identify performance context/setting A: Completed instructional analysis or has access to the instructional analysis					
Illustrative Content Example(s):					
Learners will be introduced to the importance of using the performance context/setting instructional analysis data for the purposes of identifying the context of what the target learner's performance environment actually is. A completed instructional analysis will be used to explain this concept by describing how managerial/supervisory support, the physical aspects of the site, the social aspects of the site, and the relevance of the skills to the workplace may be interpreted for use in objectives.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to interpret performance context/setting data. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.1	Topic Title:	The Performance Context/Setting
Sample Assessment Item(s):					
<i>Review the following Performance Context data, and then respond to the questions that follow.</i>					
Target Audience: Call Center Employees (Brief goal statement: To use the phone system)					
Managerial/Supervisory (M/S) support	M/Ss support continued learning; M/Ss have lots of day-to-day contact with employees; Employees may be rewarded for successful continued learning				
Physical aspects of site	Each employee has own workspace; Computer with basic software is available at each workspace				
Social aspects of site	Employees basically function individually; There is good camaraderie				
Relevance of skills to workplace	Call center employees complete nearly 99% of their work on the telephone				
Which of the following is a potential issue if used in the learning context/setting?					
A) Individual exercises and practice					
B) Computers with elaborate software					
C) Role play emulating employee and manager/supervisor					
D) Positive recognition for trying					

Lesson 1 | Target Learners and Audience

The Performance Context

Topic 1

[◀ Previous](#) [Next ▶](#)

Lesson 1 | Target Learners and Audience

The Performance Context

When a learning environment is authentic to the performance environment, transfer of learning is likely to happen seamlessly. So how do we achieve an authentic learning environment? A thorough performance context analysis will provide you the information necessary for creating a learning environment that is authentic to the performance environment.

Topic Objective

At the end of this topic you will be able to interpret the details of the performance context/setting from instructional analysis data.

You should complete this topic within 15 minutes.

Lesson 1 | Target Learners and Audience

We will continue to use the sample instructional analysis through this topic. Remember, the goal associated with the sample instructional analysis is:

Hotel bartenders will be able to provide professional service when serving guests through proper communication techniques, extensive mixology knowledge, and quick order response.

This topic will use Part A of the instructional analysis as an illustrative example. [Click here to access Part A](#) of the instructional analysis. It is suggested that you print out the PDF for quick reference.

Sample Analysis: Part A		
Bartender Performance Context		
Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	Questionnaire and interviews: Current bartenders or others asked to perform the role and managers.	<p>Support and Commitment: Managers support bartending the skills of the bartenders.</p> <p>Employee Recognition: At a minimum, bartenders who improve themselves may be eligible for company recognition, including promotions, salary increases, and bonuses. Additionally, better performance typically results in better tips from customers.</p> <p>Direct Involvement: Managers have minimal day-to-day involvement with the bartenders. Weekly staff meetings are held to discuss operational activities.</p>
Physical aspects of site	Interviews and observations: Current bartenders or others asked to perform the role and managers.	<p>Workspace: Bartenders work in hotel bars. Bars are well stocked with a wide variety of liquors.</p> <p>Equipment: Bars come with coolers for bottled single-serve alcoholic products, tap for "on-tap" beer, wide variety of liquors, various stemware and glassware for serving different cocktails.</p>
Social aspects of site	Interviews and observations: Current bartenders or others asked to perform the role and managers.	<p>Team structure: Bartenders often work individually but may at times work in pairs. They are supported by a stocker who is responsible for maintaining supplies.</p> <p>Team Proficiency: Various levels of experience are represented by the staff.</p>
Relevance of skills to workplace	Questionnaire and interviews: Current bartenders or others asked to perform the role and managers.	<p>Job Expectancy: Bartenders are expected to provide 98% of all requested beverages. The 2% remainder represents cocktails ordered to the bartender.</p> <p>Current and Future Applications: The better a bartender is able to serve beverages, the more likely to have repeat customers.</p>

[Free Adobe Reader Download](#)

Lesson 1 | Target Learners and Audience

The Dick and Carey Model of instructional design identifies four major items to gather performance context analysis data for.

They are:

- Managerial or supervisor support
- Physical aspects of the site
- Social aspects of the site
- Relevance of skills to the workplace

Dick and Carey also offer suggestions on how to gather the data. They suggest on-site visits to get a first hand observation of the context and to conduct in-person interviews. Questionnaires may also be used to gather data.

**A full explanation of the data collection process is beyond the scope of this training and will not be discussed here. It is assumed that a completed instructional analysis is available before you start writing performance objectives.

Lesson 1 | Target Learners and Audience

When looking at managerial/supervisory support, the purpose is to seek out:

- How they support their employees
- Can employees receive recognition because of continued learning
- How involved are they in the daily activities of the employees

The answers/responses to these inquiries should be anchored from the performance setting.

Lesson 1 | Target Learners and Audience

The physical aspects of the site looks to explore the employees' workspace and equipment. Similarly, the social aspects of the site looks to explore the employees' team structure and range of task proficiency.

The last item for the performance context is relevance of the skills to the workplace. This item provides a description of the expectations of the employees and how the skills may be applied currently and in the future.

Lesson 1 | Target Learners and Audience

Using Part A of the sample instructional analysis lets explore and interpret some of the data that was received. The table excerpt highlights the Social Aspects of the Site.

Information Categories	Data Sources	Performance Site Characteristics
Social aspects of site	Interviews and observations: Current bartenders or others asked to perform the role and managers	<p>Team structure: Bartenders often work individually; but may at times work in pairs. They are supported by a stocker who is responsible for maintaining supplies.</p> <p>Team Proficiency: Various levels of experience are represented by the staff.</p>

First off, the source of the data is identified as current employees, others who perform the role, and managers. Knowing the source can help validate the accurateness of the data. In this case the data is first-hand knowledge from persons who have direct contact with the site.

Secondly, the data provides important information that the employees usually work individually, but sometimes in pairs, and have varied levels of experience. We have also identified that the employees interact with another individual.

Lesson 1 | Target Learners and Audience

So what does this information mean in terms of performance objectives?

Performance context data is used to evaluate the appropriateness of objectives. Our example identified that the bartenders either work individually or in pairs. Therefore, the learning setting should simulate this to the extent possible. It would be inappropriate to design the learning setting to require three or more bartenders working together as this would not happen in the performance setting.

Lesson 1 | Target Learners and Audience

PRACTICE

Using Part A of the sample instructional analysis, explore and interpret the data highlighted in the table, and then answer the question that follows.

Information Categories	Data Sources	Performance Site Characteristics
Physical aspects of site	Interviews and observations: Current bartenders or others asked to perform the role and managers	Workspace: Bartenders work in hotel bars. Bars are well stocked with a wide variety of liquors. Equipment: Bars come with coolers for bottled single-serve alcoholic products; taps for "on-tap" beer; wide variety of liquors; various stemware and glassware for serving different cocktails

Which of the following learning settings best simulates the performance setting?

- A. An equipped bar environment with cooled bottled beverages, beer on-tap, full selection of wines.
- B. An equipped bar environment with cooled bottled beverages and beer on-tap.
- C. An equipped bar environment with cooled bottled beverages, beer on-tap, full selection of cocktails.
- D. An equipped bar environment with cooled bottled beverages and limited selection of cocktails.

Lesson 1 | Target Learners and Audience

And the Answer is..

Information Categories	Data Sources	Performance Site Characteristics
Physical aspects of site	Interviews and observations: Current bartenders or others asked to perform the role and managers	Workspace: Bartenders work in hotel bars. Bars are well stocked with a wide variety of liquors. Equipment: Bars come with coolers for bottled single-serve alcoholic products; taps for "on-tap" beer; wide variety of liquors; various stemware and glassware for serving different cocktails

The best answer was:

C. An equipped bar environment with cooled bottled beverages, beer on-tap, full selection of cocktails.

The description of the learning setting, although not matching the performance setting perfectly, provides the best simulated setting compared to the other options.

Lesson 1 | Target Learners and Audience

Summary

This topic introduced you to the Performance Context part of an instructional analysis. The data collected about the performance setting provides a baseline for the learning setting to be evaluated against.

The design of the learning setting should not include aspects that stray too far from the actual performance setting. It is not always possible to simulate the performance setting perfectly. You will have to use your best judgment to determine if the objective you have written is appropriate for the performance context.

[| Return to Lesson 1 Introduction Page](#) | [Continue to The Learning Context lesson](#) |