

Acca Study Text: Level 2 Paper 2.6 - Decision Making Techniques (7/90)

Chapter 1

THE APPLICATION OF COGNITIVE CONSTRUCTS AND PRINCIPLES TO THE INSTRUCTIONAL SYSTEMS MODEL OF TRAINING: IMPLICATIONS FOR NEEDS ASSESSMENT, DESIGN, AND TRANSFER

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A well established framework for organizing the important steps of training is the instructional systems model (ISD) (Dick & Carey, 1985; Goldstein, 1991). The instructional systems model describes the systematic development and interrelated components of training programs, emphasizing three key components: training needs assessment, training design, and training transfer. Training needs assessment addresses where within the organization training is needed, what the content of the training should be, and who within the organization needs to be trained. Training design focuses on determining instructional objectives, the appropriate sequencing of training material, the incorporation of learning principles into training content, and the identification of training methods to maximize learning. Training transfer focuses on evaluating whether anticipated gains in knowledge, skills, and affect from training were achieved and whether these changes were then applied to the job.

Applications of the ISD model have resulted in advances in training needs methodologies, training methods, and evaluation techniques. However, this traditional ISD formula for training research and practice has become deficient in that it takes an overly simplistic approach to assessing, designing and delivering training for cognitively demanding skill sets. The need to train for higher-order cognitive skills is largely the result of changes in the workplace such as technological innovation, self-directed workteams, and the multi-

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