

CPOCMA Training Management Division
Handbook for Faculty and Staff



September 2002

Faculty Handbook

Table of Contents

Chapter	Topic	Page
Chapter 1	Mission and Vision	4
Chapter 2	Roles and Responsibilities	7
Chapter 3	Systems Approach to Training (SAT)	13
Chapter 4	Task Analysis	31
Chapter 5	Learning Objectives	37
Chapter 6	Course Design	53
Chapter 7	Instructional Materials	59
Chapter 8	Pretests and Posttests	85
Chapter 9	Lesson Plans	103
Chapter 10	Evaluation Tools	109
Chapter 11	Course Management	119
Chapter 12	Instruction	145
Chapter 13	Classroom Management	179
Chapter 14	Facilities Management	189

Chapter 1

Training Management Division Vision and Mission

Overview

Introduction This chapter describes the vision and mission of the Training Management Division (TMD) of the Civilian Personnel Operations Center Management Agency (CPOCMA).

In this chapter This chapter includes the following topics.

Topic	See Page
Mission Statement	5
Vision Statement	6

Mission Statement

Introduction This map describes the TMD mission.

Summary TMD is the training proponent for the Civilian Human Resource Management (Career Program 10) workforce (GS-201 and GS-203). As the training proponent TMD coordinates with the policy proponent (Chief, Program & Policy Development Division, Office of the Deputy Chief of Staff, G1), and:

- Reviews doctrine for Civilian Human Resource Management,
 - Assesses training needs,
 - Designs, delivers, and evaluates appropriate functional (HR) training,
 - Designs, delivers, and evaluates training for HR technology tools,
 - Reviews Civilian Human Resource Management training modules in Army-sponsored schools and Non-appropriated Fund courses, and
 - Advises the Assistant G1 for Civilian Personnel Policy on the execution of the CP-10 intern and Competitive Professional Development programs.
-

Faculty Mission The TMD faculty are responsible for:

- Developing and delivering effective training in accordance with the principles and practices of the Systems Approach to Training (SAT),
 - Designing doctrine in support of the effective and efficient delivery of civilian human resource management services, and
 - Completing special projects in support of CPOCMA operations.
-

Support Staff Mission The TMD support staff are responsible for:

- Providing administrative and logistical support,
 - Assisting in the delivery of training, and
 - Providing customer service.
-

Adjunct Faculty Mission The Adjunct Faculty utilized in TMD courses are responsible for:

- Delivering and evaluating assigned courses or modules,
 - Serving as on-site course managers, or
 - Serving on Curriculum Advisory Boards.
-

Vision Statement

Introduction This chapter describes the TMD vision.

Vision Stakeholders This vision statement applies to all members of the TMD staff, adjunct faculty, guest speakers, and contractors. It guides the way all stakeholders carry out the TMD mission.

Vision Statement *Future focused commitment to developing premiere Civilian Human Resource Management leaders.*

Applying the Vision The TMD vision should be applied in virtually every activity including:

- Planning the curriculum,
- Designing individual courses,
- Selecting training delivery strategies,
- Selecting teaching methods,
- Conducting customer surveys and other contacts,
- Developing and using TMD resources,
- Developing new products and services,
- Selecting and registering training participants,
- Providing customer service, and
- Coordinating with HR policy proponents.

Chapter 2

Roles and Responsibilities

Overview

Introduction This chapter describes the roles of the TMD staff in performing their mission.

Stakeholders Key stakeholders are listed below.

Stakeholder	Role
Team Leader/Division Chief	Provide program oversight and secure program resources.
Faculty	Assess need for, develop, deliver, and evaluate training and other TMD services; direct Adjunct Faculty and contractors.
Support Staff	Provide administrative and logistical support.
Adjunct Faculty	Deliver assigned portions of TMD programs. Assist as requested with course management and curriculum planning.
Contractors	Deliver assigned portions of TMD programs.
Policy Proponents	Review and approve program of instruction (POI) for new courses and keep TMD informed of policy and regulatory changes for Civilian Human Resource Management.

In this Chapter This chapter includes the following topics.

Topic	See Page
Course Manager Responsibilities	8
Adjunct Faculty Responsibilities	10
Training Technician Responsibilities	11

Course Manager Responsibilities

Introduction This map describes the responsibilities of Course Managers.

Definition The Course Manager is assigned overall responsibility for designing courses, selecting participants, Adjunct Faculty, guest speakers, and contractors; delivering training, and evaluating training.

Responsibilities Specific responsibilities are listed below.

Course Stage	Responsibility
Pre-course	Develop or revise training in accordance with SAT principles.
	Market training and make all selections.
	Select and orient Adjunct Faculty, guest speakers, or contractors.
	Develop instructional materials.
	Delegate to Training Technician appropriate support tasks.
Course Delivery	Welcome course participants and oversee pretest, pre-course training survey, or other administrative requirements. Conduct needs and expectations activity.
	Observe Adjunct Faculty, guest speakers, and contractors. Provide feedback or make adjustments.
	Introduce speakers and contractors as required during the course.
	Deliver assigned modules (performing the faculty role).

Continued on the next page

Course Managers Responsibilities continued

Responsibilities (continued)

Course Stage	Responsibility
Course Delivery	Deal with problems or emergencies that arise.
	Assure setup, comfort, and security of facilities used; assure classroom atmosphere is conducive to learning. Encourage participation by all members of the class.
	Oversee posttest and counsel low-performing participants as needed. (Administer 2 nd posttest.)
	Lead graduation ceremony, exchanging graduation folders for course evaluations and training surveys.
Post-course	Review evaluation data and prepare after-action summary (memo to CPOCMA Director with attachments).
	Develop revisions and recommendations for next session.
	Coordinate changes in program of instruction with the policy proponent.
	With Training Technician establish official course folder and maintain appropriate records. Assure input of data for SPSS, including 120-day follow-ups as appropriate.
	Assure payment of guest speakers and contractors. Assure that Resource Management Division receives invoices and other needed documents on time.

Adjunct Faculty Responsibilities

Introduction This map explains the responsibilities of Adjunct Faculty.

Definition Adjunct Faculty are subject matter specialists for courses. They have successfully completed the Instructional Methods course offered by CPOCMA and have been certified by the TMD faculty. Adjunct Faculty are eligible to deliver instruction or to participate on Curriculum Advisory boards. Occasionally, Adjunct Faculty conduct training at their own installations in accordance with TMD guidelines. They may also serve as course managers for on-site TMD courses.

Responsibilities Specific Adjunct Faculty responsibilities are presented below.

Course Stage	Responsibility
Pre-course	Review agenda, lesson plans, and instructional materials.
	Meet with the Course Manager and prepare for training.
Course Delivery	Deliver assigned training modules.
	Facilitate individual and group learning activities.
	Grade homework and provide feedback to participants as required.
	Monitor the use of training facilities, e.g., computer laboratories or library.
	Refer problems or emergencies to the Course Manager.
	Represent TMD in the absence of the Course Manager.
	Participate in graduation ceremony.
Post-course	Assist Course Manager and Training Technician with classroom clean-up, if time permits.
	Provide suggestions for improving the course design or delivery.

Training Technician Responsibilities

Introduction This map explains the course responsibilities of the Training Technician.

Definition The Training Technician is responsible for supporting the Course Manager and Adjunct Faculty before, during, and after the course.

Responsibilities Specific Training Technician responsibilities are presented below.

Course Stage	Responsibility	
Pre-Course	Meet with Course Manager and plan support needs; order supplies.	
	Send selection letters and attachments.	
	Coordinate logistics with lodging facility, transportation contractor, and dining facility. Coordinate proper schedules and/or rosters.	
	Manage registration database, including cancellations or substitutions.	
	Make changes to course materials as directed by the Course Manager.	
	Prepare and process travel orders, including travel arrangements.	
	If required for contractors or guest speakers, prepare and process DD Forms 1556.	
	Setup binders, training rooms, icebreaker activities, badges, etc.	
	Course Delivery	Make administrative announcements and score pretest on first day.
		Assist teaching team as required.
Participate in role play activities.		
Responds to participants' concerns or administrative problems.		
Administer posttest.		
Prepare graduation folders.		
Participate in graduation.		
Post-Course	Clean up rooms with teaching team.	
	Review evaluation data and provide suggestions to Course Manager. Input data into SPSS.	
	Coordinate contractor invoices with Resource Management Division.	
	Maintain historical files for completed courses.	

Chapter 3

Systems Approach to Training (SAT)

Overview

Introduction This chapter introduces the Systems Approach to Training (SAT) that will be used for all TMD technical training.

Reference For more information consult Robert Mager's collection of texts on effective training.

SAT Phases The five SAT phases are:

1. Analysis
 2. Design
 3. Development
 4. Implementation
 5. Evaluation.
-

In this Chapter This chapter includes the following topics.

Topic	See Page
Concepts of SAT	14
The SAT Model	15
Section A: Analysis	16
Section B: Design	19
Section C: Development	22
Section D: Implementation	25
Section E: Evaluation	28

Concepts of SAT

Introduction This map defines SAT concepts and terms.

Key Concepts and Terms The table below lists key SAT concepts and terms.

Concept or Term	Definition
Systems Approach to Training (SAT)	SAT is an approach to training which produces functional competency. It includes: <ul style="list-style-type: none">• task analysis,• learning objectives, and• criterion-referenced evaluation.
Benefits of SAT	SAT is used extensively by the Army because it is: <ul style="list-style-type: none">• effective,• efficient,• cost-sensitive,• consistent, and• flexible.
Statement of need	SAT is based on an analysis of training need. SAT addresses the competencies needed by employees to perform their jobs well.

The SAT Model

Introduction This map describes the five phases that comprise a Systems Approach to Training (SAT).

Five Phases The five phases that comprise the SAT model are:

1. Analysis
2. Design
3. Development
4. Implementation
5. Evaluation.

These phases are defined below.

Phase	Description
1	<u>Analysis</u> . Identify the customer, need, job requirements, and tasks to be covered by the training.
2	<u>Design</u> . Develop learning objectives, test questions, and training schedule.
3	<u>Development</u> . Prepare lesson plans, training exercises, transparencies, course binder, and all supporting materials.
4	<u>Implementation</u> . Conduct the training, using contractors, guest speakers, and Adjunct Faculty as needed.
5	<u>Evaluation</u> . Evaluate the training and identify areas for improvement. Repeat the SAT process.

Section A: Analysis

Overview

Introduction This section defines and explains the first SAT phase, Analysis.

Definition The Analysis Phase involves:

- the identification of the training need,
- the description of the target population,
- the listing of major job functions or duties,
- the breakout of these functions and duties into specific tasks, and
- the selection of the tasks that will be addressed by the training.

Key players in this phase are supervisors, employees, subject matter experts, and TMD faculty.

Outcomes The outcomes of the Analysis Phase are:

- A list of tasks performed in a particular job.
- A list of tasks selected for training.
- A job performance measure for each task selected for training.
- An analysis of existing instruction to see if tasks are already covered.
- Selection of the instructional setting for tasks to be trained.

In this section The table below lists the topics included in this section.

Topic	See Page
Concepts of the Analysis Phase	17
Stages of the Analysis Phase	18

Concepts of the Analysis Phase

Introduction This map defines the concepts and terms important to the Analysis Phase.

Key Concepts and Terms The table below lists key concepts and terms for the Analysis Phase.

Concept or Term	Definition
Training need	<p>A performance discrepancy which is properly attributed to knowledge, skill, or ability.</p> <p><u>Example:</u> An HR Specialist (Classification) from a CPOC who is reassigned to a CPAC may have training needs related to management-employee relations, labor relations, and human resource development.</p>
KSA	Abbreviation for knowledge, skill, or ability.
Competency	<p>Competencies link several KSAs together with employee characteristics to produce a capability.</p> <p><u>Example:</u> Position classification requires knowledge of position description formats, pay plans, and classification standards in addition to analytical skill and an aptitude for making evaluative judgments.</p>
Task	<p>A unit of work that forms a significant part of a duty. A task results in a meaningful product that is specific, observable or measurable, and completed independently in a short period of time.</p> <p><u>Example:</u> One task for an HR Specialist (Classification) is editing the position description format.</p>
Task Analysis	A complete analysis of the major tasks required for a job or function for which training is being developed. May be based on a customer survey.
Task Inventory	A group of task statements for the job or function to be trained.

Stages of the Analysis Phase

Introduction This map describes the stages in the Analysis Phase.

Process Flow for Analysis Phase The table below lists the stages in the analysis phase.

Stage	Description
1	<u>Identify the training need.</u> Describe the performance gap, such as a gap in skills, knowledge, environment, or motivation. Note: Training is <u>not</u> likely to fix an environmental or motivational problem.
2	<u>Describe the target population.</u> Consider such information as the potential trainee's occupation, specialization, grade level, work experience, previous training, and existing skill level.
3	<u>List major job functions or duties.</u> Building on the general information obtained in Stage 2, describe the duties that the successful trainee will perform at the conclusion of the training.
4	<u>Complete a task analysis.</u> Break down the trainee's job duties into specific tasks that are observable and measurable. Customer surveys and panes of subject matter experts may be used to complete this stage.
5	<u>Select tasks.</u> Based on established criteria, such as frequency of performance, task importance, current skill level, or task urgency, select the specific tasks from Stage 4 that will be covered by the new training.

Key Point The task statement at the work site translates into the learning objective at the training site. Learning objectives are explained in Chapter 5.

Section B: Design

Overview

Introduction This section defines and explains the second SAT phase, Design.

Definition The Design Phase involves the development of objectives, pre and post test questions (or other learning measures), and a schedule of instruction (annotated agenda).

Key Players The key players in the design stage are:

- the Course Manager, who oversees the course design.
- the Curriculum Advisory Board (CAB), which is composed of subject matter experts, such as policy proponents and Adjunct Faculty.
- the Training Technician, who assists with design functions.

Outcomes The Design Phase includes four types of outcomes:

- a learning objective for each competency or major task selected during the Analysis Phase.
- a test item for each cognitive learning objective.
- a test of entry behaviors to see if the original training assumptions were correct.
- an agenda that sequences all learning objectives into modules and topics.

In this Section The table below lists the topics included in this section.

Topic	See Page
Concepts of the Design Phase	20
Stages of the Design Phase	21

Concepts of the Design Phase

Introduction This map defines the concepts and terms important to the Design Phase.

Key Concepts and Terms The table below lists key design concepts and terms.

Concept or Term	Definition
Learning objective	<p>A statement of the KSA or competency that will be demonstrated by the trainee at the conclusion of the instruction. Learning objectives contain three parts:</p> <ol style="list-style-type: none">1. a condition,2. an action, and3. one or more standards. <p>See Chapter 5, Learning Objectives, for more information.</p>
Schedule of instruction	<p>An agenda or outline that shows the order in which course modules will be presented, the time allotted for each module, and related training events.</p>
Pretests/posttests	<p>A series of multiple-choice questions that allow measurement of learning for each objective that is cognitive in nature (not demonstrated through an activity).</p> <p>See Chapter 8, Pretests and Posttests, for more information.</p>

Stages of the Design Phase

Introduction This map describes the stages of the Design Phase.

Process Flow for the Design Phase The table below shows the process flow for the Design Phase.

Stage	Description
1	<u>Development of Objectives.</u> Each significant task must be expressed as an enabling or terminal learning objective. See Chapter 5, Learning Objectives, for definitions and procedures.
2	<u>Development of Pretest and Posttest Questions.</u> Each learning objective must be measured either through an activity or a test question. Cognitive objectives are measured through multiple-choice test questions. See Chapter 8, Pretests and Posttests, for definitions and procedures.
3	<u>Development of a Schedule of Instruction.</u> All learning objectives must be sorted into modules or topics. These topics should be sequenced logically and summarized in an agenda. The agenda is used in the Development Phase to create instructional materials. See Chapter 6, Course Design, for definitions and procedures.

Section C: Development

Overview

Introduction This section defines and explains the third SAT phase, Development.

Definition The Development Phase involves the creation of all materials used by the instructor and participants, such as programs of instruction (POIs), lesson plans, handouts, exercises, briefing charts, and reprinted articles.

Outcomes The outcomes of the Development Phase are:

- revised groupings of objectives into modules.
- lesson plans for each module, including media and activity selections.
- selection of existing exercises, visual aids, and learning materials.
- creation of new exercises, visual aids, and learning materials.
- identification of pre-course activities and read-ahead materials for the participants to be trained.

In this Section The table below lists the topics included in this section.

Topic	See Page
Concepts of the Development Phase	23
Stages of the Development Phase	24

Concepts of the Development Phase

Introduction This map defines the concepts and terms important to the Development Phase.

Key Concepts and Terms The table below lists key concepts and terms for the Development Phase.

Concept or Term	Definition
Program of Instruction (POI)	<p>A document that provides an expanded description of each module contained in a course. It typically includes:</p> <ul style="list-style-type: none"> • the topic covered, • the amount of time assigned, • the teaching methods used, • a cross reference to the task analysis, and • related information. <p>See Chapter 6, Course Design, for more information.</p>
Lesson plan	<p>An outline used by instructors that describes each module in detail and contains information on the:</p> <ul style="list-style-type: none"> • length and type of lesson • learning objectives • participant and instructor references • step-by-step instructions • cues to the instructor <p>Lesson plans assume the instructor has appropriate subject matter knowledge, so they are brief.</p> <p>See Chapter 9, Lesson Plans, for more information.</p>
Supporting materials	<p>All other instructional materials such as the course binder, Powerpoint slides, exercises, reference binders (if used), school answers, and reprinted articles.</p>
Information Mapping ^R	<p>A form of structured writing that is recommended for many supporting materials (this map).</p>

Stages of the Development Phase

Introduction This map describes the stages in the Development Phase.

Process Flow for the Development Phase The table below shows the process flow for the Development Phase.

Stage	Description
1	<u>Develop the Program of Instruction.</u> The POI describes the total amount of time allotted for each module, the teaching method to be used, and a reference to the job tasks that will be taught. The POI must be approved by the policy proponent and is often reviewed by the Curriculum Advisory Board. See Chapter 6, Course Design, for definitions and procedures.
2	<u>Develop lesson plans.</u> For each module in the approved POI, describe the actions to be taken by Adjunct Faculty when they present the training. Lesson plans presume that faculty are knowledgeable about the subject matter, so they are brief. It is helpful to attach answers for any exercises included in the lesson, or to provide exercise facilitation suggestions.
3	<u>Develop supporting materials.</u> Each module may require training aids, exercises, exercise answer sheets, Powerpoint slides, and other materials. If technology tools are being used, verify web links, PC passwords, and related instructions.
4	<u>Dry run.</u> Assemble all materials in a draft course binder and perform a technical review, possibly with the assistance of subject matter experts or a “guinea pig”--a staff member who volunteers to review the material as a virtual trainee. Revise learning objectives or materials as needed.

Section D: Implementation

Overview

Introduction This section defines and explains the fourth SAT phase, Implementation.

Definition The Implementation Phase involves the actual delivery of instruction, including the unique features of SAT such as:

- administering pretests and posttests.
- administering formative evaluation instruments.
- integrating the contributions of guest speakers, contractors, and Adjunct Faculty.
- presenting selected modules.
- administering the end-of-course evaluation.
- providing other course management services.

Key players in this phase are the Course Manager, Adjunct Faculty, Training Technicians, contractors, and course participants.

Outcomes The outcomes of the Implementation Phase are:

- Completed training.
 - Course folders/computer records with necessary information.
-

In this section The table below lists the topics included in this section.

Topic	See Page
Concepts of the Implementation Phase	26
Stages of the Implementation Phase	27

Concepts of the Implementation Phase

Introduction This map defines the concepts and terms important to the Implementation Phase.

Key Concepts and Terms The table below lists key SAT concepts and terms.

Concept or Term	Definition
Welcome package	A set of materials, usually emailed to participants. Includes: <ul style="list-style-type: none">• an acceptance letter, which states whether the participant is “pay own” or centrally-funded.• confirmation form/itinerary used to prepare travel orders.• logistics information sheet appropriate for the training site.• a pre-course assignment, if required.• a copy of the agenda (to help participants determine if the class is appropriate for them).
Test materials	A multiple-choice test, number 2 pencil, and test answer sheet (to facilitate scoring). See Chapter 8, Pretests and Posttests, for more information.
Graduation folder	A colored folder containing a CPOCMA certificate of course completion, original travel orders, class roster (if not already distributed), and instructions for filing the travel voucher.
End-of-course evaluation	A standard questionnaire required from all participants. See Chapter 10, Evaluation Tools, for more information.

Stages of the Implementation Phase

Introduction This map describes the Implementation Phase.

Process Flow for the Implementation Phase The table below shows the process flow for the Implementation Phase.

Stage	Description
1	<p><u>Prepare participants for the training.</u> Assure that welcome packages provided to participants contain a course agenda, reading assignments, or instructions on how to prepare for the course. Assure that Adjunct Faculty receive lesson plans and other guidance prior to the start of the class.</p> <p><u>Note:</u> Web-based materials may be used for pre-course preparation.</p>
2	<p><u>Welcome the class and administer pretest and/or training survey.</u> See Chapter 8, Pretests and Posttests for more information. You may also use training surveys to assess participant skill level or self-confidence before and after the course.</p>
3	<p><u>Deliver instruction and coordinate the efforts of other members of the teaching team.</u> See Chapter 12, Instruction, or Chapter 13, Classroom Management, for more information about course delivery.</p>
4	<p><u>Administer the posttest and/or training survey.</u> Be sure that all participants reach criterion in basic level courses (e.g., 80% test score). Be sure participant names are included on any training surveys used to assess learning.</p>
5	<p><u>Administer the end-of-course evaluation.</u> Exchange graduation folder for course evaluation.</p> <p>Tip: Since some participants fail to include their name, it is best to distribute folders in alphabetical order. Then you can determine the name for blank evaluations from the course roster.</p>

Section E: Evaluation

Overview

Introduction This section defines and explains the fifth and final SAT phase, Evaluation.

Definition The Evaluation Phase involves analysis of data collected before, during, and after the course, such as:

- self-confidence ratings or skill ratings (before and after the course),
 - pretest and posttest scores,
 - daily or module evaluations,
 - end-of-course evaluations,
 - and 120-day training surveys.
-

Outcomes The outcomes of the Evaluation Phase are:

- statistical reports that indicate whether the results were normal or unusual.
 - narrative reports that recommend changes in course design or delivery.
 - Trend analyses that show the direction of trainee performance as well as transfer-of-training.
 - SPSS records that are accumulated over time for each course offered.
-

In this section The table below lists the topics included in this section.

Topic	See Page
Concepts in the Evaluation Phase	29
Stages of the Evaluation Phase	30

Concepts of the Evaluation Phase

Introduction This map defines the concepts and terms important to the Evaluation Phase.

Key Concepts and Terms The table below shows key concepts and terms of the Evaluation Phase.

Concept or Term	Definition
Formative evaluation	Evaluation during an activity to make minor improvements. <u>Example:</u> A daily evaluation may be used to make adjustments in course delivery.
Summative evaluation	Evaluation at the conclusion of a course or activity to make major decisions about it—whether to cancel it, expand it, shorten, it restructure it, etc. <u>Example:</u> End-of-course evaluations, in combination with learning results, are used to determine whether a course should be offered again.
Trend analysis	The examination of statistical data over time to determine if a pattern exists. Patterns may represent random variation, improving performance, declining performance, and so on.
Qualitative analysis	The consideration of non-statistical information, as verbal or written comments and direct observations.
Training surveys	An inventory of tasks from a task analysis which has been modified to show either the level of skill or the level of self-confidence (self-efficacy) possessed by each participant.
After-action reports	A standardized report prepared by the Course Manager and routed through the supervisory chain to the CPOCMA director.

Stages of the Evaluation Phase

Introduction This map describes the stages in the Evaluation Phase.

Process Flow for the Evaluation Phase The table below describes the process flow for the Evaluation Phase.

Stage	Description
1	<u>Analysis of test scores.</u> Identify the training need, training customer, job requirements, and tasks to be covered by the training.
2	<u>Analysis of end-of-course evaluations.</u> Consider a 2-step approach: First, determine overall reaction; then probe for specific successes, shortfalls, and recommendations.
3	<u>Qualitative analysis.</u> Consider verbal comments and observations by Adjunct Faculty, Training Technicians, and others who participated in course delivery. Summarize for consideration with quantitative data.
4	<u>After-action report.</u> Prepare a 2-page report in accordance with the standard CPOCMA format.
5	<u>Follow-up evaluation.</u> About 120 days after the course is completed, send an e-mail to participants to complete the web-based follow-up survey. Once the results have been entered into SPSS, delete the names of participants to preserve anonymity.
6	<u>SAT cycle.</u> Based on the results of the previous stages, revisit the appropriate stages to improve training design and delivery.

Chapter 4

Task Analysis

Overview

Introduction This chapter explains task analysis.

Reference For more information consult Robert Mager's collection of texts on effective training.

SAT Phase Task analysis occurs during the Analysis Phase of SAT.

In this Chapter This chapter includes the following topics.

Topic	See Page
Task Analysis Process	32
Task Analysis Procedure	33
Sample Task Analysis	35

Task Analysis Process

Introduction This map explains the definition and process of task analysis.

Definition Task analysis is a complete analysis of the major tasks required for a job or function for which training is being developed.

Task Analysis Process

The table below lists the process stages in task analysis.

Stage	Description
1	Identification of the training need. Are there performance problems? Must new technology be deployed? Have laws, policies, or regulations changed?
2	Description of the target population. Is the proposed training for CPACs? CPOCs? Assistants? Supervisors? Interns? Everyone?
3	Analysis of major job functions or duties.
4	Break down of the trainee's job duties into specific tasks that are observable and measurable.
5	Categorization of candidate tasks.
6	Preparation of a task analysis survey package.
7	Distribution of the survey.
8	Analysis of survey results.
9	Selection of the tasks which will be covered by training.

Stakeholders The task analysis process involves several stakeholders:

- the Course Manager who directs and completes the analysis,
 - Adjunct Faculty and policy proponents who may assist in or review the analysis,
 - potential trainees and their supervisors who will complete task analysis surveys, and
 - Training Technicians who compile, input, and help analyze the surveys.
-

Task Analysis Procedure

Introduction This map defines key terms and explains the task analysis procedures.

Key Terms The table below lists key terms for task analysis.

Concept or Term	Definition
KSA	Knowledge, skill, or ability
Task	A unit of work that forms a significant part of a duty; it is specific, observable or measurable, and it is completed independently by the employee. <u>Example:</u> A HR Specialist (Classification) edits the format of position descriptions.
Task Inventory	A group of task statements for the job or function to be trained.
Task analysis survey	A questionnaire that contains an edited task inventory, instructions, and an appropriate response format or rating scale.
Curriculum Advisory Board (CAB)	A panel of subject-matter experts, such as policy proponents and Adjunct Faculty. The CAB may review the draft survey or the final survey results.

Procedure The table below shows the steps in the task analysis procedure.

Step	Action
1	Gather the results from your previous analysis of training need, target population, and trainee job functions or duties. Consider documents such as official Business Process Maps or Task Lists.
2	Select one of two methods for breaking down job duties into tasks: <ul style="list-style-type: none"> • convene a Curriculum Advisory Board, or • generate the task list yourself.
3	Sort the tasks into logical categories. Possible approaches include: <ul style="list-style-type: none"> • chronological order, • the occupation or specialty, • the competency or KSA which underlies the tasks, or • the end product of a group of tasks.

Continued on the next page

Task Analysis Procedure (continued)

**Procedure
(continued)**

Step	Action
4	Edit the task inventory for grammar, punctuation, capitalization, terminology, parallel language, etc.
5	Select a response format or rating scale. Consider: <ul style="list-style-type: none"> • the importance of the task, • the frequency of the task, • or whether the task is ever assigned to the employee.
6	Prepare a cover letter for the task analysis questionnaire.
7	Edit and mail the task analysis survey package. Be sure to include: <ul style="list-style-type: none"> • a suspense date for returning the survey, • instructions for e-mailing, faxing, or providing a web-based reply; • a method of identifying surveys so that you can follow-up on delinquent responses.
8	Compile and analyze the survey results. Use SPSS software, if possible.
9	Select the tasks to include in the new training that is being designed. Consider: <ul style="list-style-type: none"> • the task importance or frequency, • the consequences of not providing training, • the likelihood or appropriateness of on-the-job training, and • the availability of resources to deliver the training.
10	Summarize your recommendations and proceed to the next SAT phase: Design.

Sample Task Analysis Survey

Introduction This map illustrates a typical task analysis survey. Although the survey excerpt is labeled “challenges,” the listed statements are really tasks.

Civilian Personnel Administration Production Management Survey

CP-10 supervisors are now charged with managing dramatically different organizations, including processing centers, call centers, and advisory centers. The traditional Civilian Personnel Office is gone. In each of the new organizations both productivity and quality are major concerns. CPOCMA needs your help in developing practical, hands-on-training that is grounded in a good model of production management.

Please return this survey no later than September 29, 2000 by e-mail to: steve.matthews@cpocma.army.mil or by fax to: (410) 306-1776 (DSN 458).

Part I. How important are these management challenges to your staff?

Challenge	Degree of Importance
Forecasting and scheduling work, including cross-leveling work among teams or individual employees.	High 5 4 3 2 1 Low
Selecting employees that “fit” a production environment.	High 5 4 3 2 1 Low
Adjusting plans to changing priorities.	High 5 4 3 2 1 Low
Establishing and implementing training plans.	High 5 4 3 2 1 Low
Measuring performance, both quality and productivity.	High 5 4 3 2 1 Low
Building morale and employee motivation.	High 5 4 3 2 1 Low
Streamlining work flow.	High 5 4 3 2 1 Low
Managing physical environment and office layout.	High 5 4 3 2 1 Low
Obtaining cooperation from internal and external customers.	High 5 4 3 2 1 Low
Deploying technology (integrating it effectively in the work).	High 5 4 3 2 1 Low
Managing resources (e.g., budgets, equipment, OT).	High 5 4 3 2 1 Low
Using Army production management tools.	High 5 4 3 2 1 Low
Managing stress and minimizing its adverse effects.	High 5 4 3 2 1 Low

Chapter 5

Learning Objectives

Overview

Introduction This chapter explains learning objectives and how to use them.

Why important Learning objectives are important because they are a key component of SAT.

References Form more information, please refer to the following texts by Robert Mager:

- *Preparing Instructional Objectives*
 - *Measuring Instructional Results*
-

Learning Objectives Upon completing this chapter, readers will be able to:

1. Explain briefly the role of learning objectives in SAT.
2. Describe correctly the three components of a learning objective.
3. Write a learning objective in the correct format when given a case study and references.

In this Chapter This chapter includes the following topics.

Topic	See Page
Section A: Background for Preparing Objectives	38
Section B: Using Objectives	46
Sample Action Verbs	51
Verbs to Avoid	52

Section A: Background for Preparing Objectives

Overview

Introduction This section explains the background for learning objectives and how to prepare them.

In this Section This Section includes the topics.

Topic	See Page
Relationship to the SAT Process	39
Policy on Learning Objectives	40
Definition and Format for Learning Objectives	41
The Condition Component of Learning Objectives	42
The Action Component of Learning Objectives	43
The Standard Component of Learning Objectives	44
Writing Learning Objectives	45

Relationship to the SAT Process

Introduction This map explains the relationship of learning objectives to the other aspects of SAT.

Reference For more information consult Chapter 3, which explains the stages and activities for each SAT phase.

**SAT Process
Flow**

The table below lists the SAT process phases.

Phase	Description
1	<u>Analysis</u> . Identify training need, training customer, job requirements, and tasks to be covered by the training.
2	<u>Design</u> . Develop learning objectives , test questions, and training schedule (agenda).
3	<u>Development</u> . Prepare lesson plans, training exercises, and all supporting materials.
4	<u>Implementation</u> . Conduct the training.
5	<u>Evaluation</u> . Evaluate the training and identify areas for improvement. Repeat SAT cycle.

Use of Learning Objectives Learning objectives are written in Phase 2 and used in Phases 3 and 4.

Without learning objectives, it is difficult to select or create learning materials and activities.

Policy on Learning Objectives

Introduction This map describes the policy on the preparation and use of learning objectives.

TMD Policy Learning objectives are important to the design of effective educational and training courses. All Course Managers will use learning objectives for their resident and non-resident courses, including on-site training, web-based training, correspondence courses, and other types of training.

Rules for Learning Objectives The learning objectives used in CPOCMA courses will:

- comply with the SAT format described in this chapter,
- be related to the competencies needed by training participants, and
- be useful for writing test questions or other learning instruments.

Definition and Format for Learning Objectives

Introduction This map defines learning objectives and illustrates the correct format for writing learning objectives.

Definition A learning objective is a statement that describes what the trainee will be expected to do at the end of the training. It contains three components as illustrated below.

Three Components “Without references participants will list four functions of management.”

Condition + *Action* + *Standard*

Review Learning objectives describe what a participant will be able to do after successful completion of the training.

The objective must state the condition, the action, and the standard of measurement.

The Condition Component of Learning Objectives

Introduction	This map explains the <u>condition</u> component of an effective learning objective.
Definition	Conditions are the constraints placed on the trainee, or the aids that are made available to the trainee for demonstration of learning.
Key Criteria	Conditions should be realistic for the training being conducted. To maximize training transfer, the conditions described in learning objectives should parallel on-the-job conditions as much as possible.
Good Example	<u>Given a calculator</u> , participants will compute correctly the following percentages..... The underlined phrase is a good example of a condition statement.
Bad Example	Participants will prepare an information map in the correct format. <i>No condition is presented in the above learning objective.</i>
Corrected Example	<u>Given access to appropriate templates</u> , participants will write one information map in the correct format.

The Action Component of Learning Objectives

Introduction This map explains the action component of an effective learning objective.

Definition Action is the key element of the learning objective—it describes the behavior the participant will demonstrate at the completion of the training.

Key Criteria Action statements should:

- use an active verb,
- be precise and clear,
- enable measurement of results, and
- be consistent with the conditions of learning.

Good Example Without references participants will identify correctly the three components of learning objectives.

Bad Example Participants will understand the concept of SAT.

Problem: “Understand” is not an action verb. Also, there is no condition statement.

Corrected Example Without references participants will list correctly at least 4 phases of SAT.

Correction: Change “understand” to “list”, and add a condition statement.

The Standard Component of Learning Objectives

Introduction This map explains the standard component of an effective learning objective.

Definition Standards describe how the participant's behavior will be measured. They enable both the participant and the instructor to determine whether sufficient learning has occurred to achieve the learning objective.

Types of Standards There are several types of standards. Typical standards include:

- measures of **quality** like accuracy and completeness, or
- measures of **productivity** like quantity, rate, and timeliness.

Example Given a PC with MS Word, the trainee will type a 1-page memo without any uncorrected errors within a period of 10 minutes.

This objective includes quantity, quality, and timeliness measures.

Review The third component of an effective learning objective is the standard. Every learning objective must contain at least one standard. Some learning objectives contain more than one standard. Standards are used to determine if the participant has achieved the learning objective.

Writing Learning Objectives

Introduction This map explains how to write learning objectives.

Definition A learning objective is a statement of what participants will be able to do upon completion of training.

Procedure Follow the procedures listed below to write learning objectives.

Step	Action
1	Select the task or tasks to be addressed in the first learning objective.
2	Determine the <u>conditions</u> (constraints) for the first objective. Consider: <ul style="list-style-type: none">• What references will the participants be allowed to use?• What behaviors will the participants demonstrate?• What tools or equipment will the participants use?
3	Identify <u>action</u> verbs that described the desired behavior. <u>Note:</u> You may wish to consult the list of action verbs in this chapter.
4	Establish <u>measurement criteria</u> . Consider: <ul style="list-style-type: none">• How much time is the participant allowed?• What is the desired accuracy rate (percentage)?• How many exercises should be completed?• How many items should be listed?• What manner of performance is expected?
5	Write a draft objective with a condition, action, and standard.
6	Compare your draft objective to the criteria presented under Definition and Format. Revise the learning objective as needed.
7	Select the next lesson or task, and repeat steps 2-6.

Section B: Using Learning Objectives

Overview

Introduction This section explains how learning objectives are used.

In this Section This Section includes the topics.

Topic	See Page
Using Learning Objectives	47
Using Learning Objectives in Course Design	48
Presenting Learning Objectives During Instruction	49
Using Learning Objectives for Posttest Review	50

Using Learning Objectives

Introduction This map explains when and how to use learning objectives.

When Used Learning objectives are used for several training purposes, such as:

- in designing a course and developing the training materials,
- while teaching a course and introducing or summarizing a lesson, and
- when assisting participants in reviewing for a posttest.

Where Found Learning objectives are found on the first Powerpoint slide of a lecture, at the beginning of a lesson plan for a module, and on the first page of information map handouts.

Using Learning Objectives in Course Design

Introduction This map explains the procedure for using learning objectives to guide the design of training courses and the development of training materials.

Procedures Follow the steps listed below.

Step	Action
1	List on 3x5 cards the objectives you have previously written for your course.
2	Group objectives into like categories. You may group objectives by yourself or use a team of subject matter experts.
3	Select the first category or group from the previous step.
4	Label the group with a descriptive module topic.
5	Sort and sequence the objectives within that topic, placing enabling objectives at the beginning and terminal objectives at the end of the module.
6	Repeat Steps 3-5 for all remaining groups.
7	Review the topics and objectives you have sorted by comparing them to your original task analysis. Add any new topics or objectives you may have overlooked.
8	Select a topic (module) and pick the first objectives for which training materials are needed. <u>Note:</u> Refer to the procedure for developing instructional materials in Chapter 6 of this handbook.
9	Repeat Step 8 until all topics have been covered. You have now designed your course and developed learning materials!

Presenting Learning Objectives During Instruction

Introduction This map explains the procedure for presenting learning objectives as the beginning and end of an instructional module (lesson).

Procedure Follow the steps listed below to present learning objectives in a lesson.

Step	Action
1	Tell the class to locate the learning objectives at the appropriate tab of their course binder.
2	Show the Powerpoint slide with the learning objectives using the computer-operated projection system.
3	Read the objective from your copy of the course binder. <u>CAUTION:</u> Do not turn your head and read the objective off of the screen; it is distracting to the class when you turn your back on them.
4	Ask the class if they understand the objective. If there are questions, explain the objective more clearly in your own words.
5	Present the lesson by following the lesson plan.
6	After the lesson has been completed, return to the first slide with the learning objectives.
7	Read the objectives to the class and ask them to state the appropriate reply. Reinforce key points that may have been forgotten.
8	<u>Study reminder:</u> Point out that if any of the objectives are “without references” as a condition, the class may encounter a question on the posttest.

Using Learning Objectives for Posttest Review

Introduction This map explains the procedure for using learning objectives during posttest review with your class.

Procedure Follow these steps to assist your class with posttest review.

Step	Action
1	Select the first lesson you will review with the class.
2	Read the objectives for the lesson.
3	Ask the class to answer the objectives by raising their hands so you may call on them.
4	Call on volunteers and record their responses on the easel. If necessary, correct errors diplomatically by providing a “school answer” or by asking the class if anyone else has a different response.
5	Repeat Steps 1-4 for the next lesson, and continue until all modules have been covered.
6	Remind the class that objectives which pertain to class activities are not on the posttest. The posttest (multiple choice) covers cognitive objectives not evaluated through activities or other means.

Sample Verbs for Learning Objectives

Introduction This map provides lists of verbs that are useful for writing learning objectives.

Types of Verbs There are three types of useful verbs:

- observable action verbs,
 - verbs that measure knowledge, and
 - verbs that measure skill.
-

Sample Verbs The table below lists useful verbs.

Observable Action	Knowledge	Skill
Arrange	Define	Predict
Assemble	State	Find
Choose	List	Construct
Classify	Name	Perform
Compare	Write	Select
Connect	Recall	Organize
Contrast	Recognize	Record
Defend	Label	Assess
Describe	Underline	Compute
Explain	Identify	Evaluate
Locate	Illustrate	Derive
Restate	Outline	Demonstrate
Use	Summarize	Operate
Apply	Sequence	Set up

Verbs to Avoid

Introduction This map lists verbs to avoid because they do not show action.

Verbs to Avoid

Avoid using the verbs listed below.

Accept	Acknowledge
Appreciate	Believe
Comprehend	Enhance
Grasp (mentally)	Internalize
Realize	Sense
Understand	Value

Chapter 6

Course Design

Overview

Introduction This chapter completes the discussion of the Design Phase and moves onto the Development Phase by explaining programs of instruction (POI) and agendas.

In this Chapter This chapter includes the following topics.

Topic	See Page
Program of Instruction (POI)	54
Preparing the POI	56
Course Agenda	57
Preparing the Course Agenda	58

Program of Instruction

Introduction This map describes the Program of Instruction (POI) prepared for each new course.

Purpose The purpose of the POI is to provide a comprehensive description of a new course so that it may be reviewed by the Policy Proponent. The POI is also used by the Course Manager to develop instructional materials and activities.

POI Structure The excerpt below illustrates the structure of the POI.

POSITION CLASSIFICATION FRAMEWORK

<u>TYPE OF INSTRUCTION</u>	<u>HOURS</u>
Lecture	.5
Discussion	.5
Total	1.0

SCOPE: Provides the key features, the key decisions and typical functions required by today's classification system. Discusses the changing role of the personnel office due to the CPOC/CPAC structure, including classification task list and BPMs.

TASKS: #1,2, 3

Key to POI

Part	Function
Topic Heading	Descriptive title of topic as listed in the course agenda
Type of Instruction	Method used, such as lecture, discussion, exercise, laboratory, etc.
Hours	Total time allotted to topic broken out by type of module activity.
Scope	Brief description of lesson content.
Tasks	Cross-reference to the task number on the original task analysis survey.

Program of Instruction (continued)

POI Package The POI is a series of topic descriptions for the entire course. The complete POI Package includes a cover letter and attachments, such as the task analysis and the agenda.

Preparing the POI

Introduction This map describes the procedure for developing a new POI.

POI Procedure The steps in developing a POI are summarized below.

Step	Action
1	Review learning objectives previously prepared from the task analysis.
2	Group learning objectives into topics.
3	Sequence topics, taking into account the target audience, their entering knowledge and skill, and the logical flow of the course.
4	Estimate time required for each topic (group of objectives).
5	Divide the time estimate into portions for appropriate teaching methods, such as: <ul style="list-style-type: none">• Lecture• Discussion• Practical Exercise• Laboratory• Role Play• Independent Study <p><u>Note:</u> Teaching methods are explained in Chapter 12.</p>
6	Refer to the task analysis and list the tasks covered by each topic.
7	Briefly describe the topic.
8	Edit the draft topic descriptions to prepare the POI.
9	Continue to the next procedure, Preparing the Course Agenda.

Course Agenda

Introduction This map describes the procedure for developing a new POI.

Purpose The purpose of the agenda is to assist staff, Adjunct Faculty, and training participants in preparing for each day's events. It can also substitute for a table of contents page.

Definition A course agenda is a day-by-day schedule of training that includes:

- module title,
 - approximate time of module,
 - the name of each presenter,
 - any special events, and
 - the binder tab where each module is located.
-

Coordination Requirement The Director and Division chief require a copy of the agenda prior to the start of each course.

Also, it is recommended that you furnish participants with a copy of the agenda when you send the welcome package.

Sample Format A sample format is shown in the excerpt below, but it is not mandatory.

Basic Position Classification

Monday, April 23

<u>Time</u>	<u>Tab</u>	
0800 - 1200	A-B	Welcome (Blake) Pre-Test and Introductions
	C	Position Classification Framework (Triplett)
	D	Legal and Regulatory Base (Yancoskie)
	E	Major Pay Systems (Triplett)
1200 - 1300	Lunch	

Preparing the Course Agenda

Introduction This map describes the procedure for preparing an agenda.

Procedure The table below lists the steps in preparing an agenda .

Step	Action
1	Review POI for the course being planned.
2	Tentatively order module topics in a logical sequence. Refer to the learning objectives as needed to clarify the relationships between modules (which must be completed first, second, third, etc.).
3	Using estimated training time for each module as a guide, program about 7 hours of instruction each day except the last day, when instruction should end about 1130-1200. Consider: <ul style="list-style-type: none">• starting at 0800 and ending at 1615-1630,• including breaks at appropriate times,• allowing a 1 hour lunch period, and• including a review of the topics covered each day
4	Review and revise the tentative schedule to assure balance and flow. Where possible, schedule conceptual topics in the mid-morning and activities in the afternoon. Avoid “overload.”
5	Label modules and assign approximate times.
6	Type in the course title, session dates, and the date for each day.
7	Add special instructions, such as homework reminders.
8	List the name of each presenter, if known.
9	Add tabs for each module, and compare the agenda to the course binder to assure that it is correct.
10	Provide a copy of the agenda to selected participants via e-mail, and also to the Director and the TMD Division Chief.

Chapter 7

Instructional Materials

Overview

Introduction This chapter explains the preparation of common instructional materials during the Development Phase of SAT.

Types of Materials There are many types of instructional materials or learning aids. Only your imagination limits what you might create. Typical materials include:

- handouts and exercises contained in the participant’s course binder,
- slides for overhead projection during lecture-discussion modules,
- reference binders used during exercises or workshops,
- visual aids placed on butcher block easels or posted on classroom walls,
- puzzles and games used as warm-up activities, and
- copyrighted learning materials that are purchased from a publisher or consultant, such as instruments or case studies.

Homework Policy The TMD policy is that all participants will work the 8 hours they are being paid as full-time employees. If class time is limited to 7.25 hours, then participants are expected to spend about 45 minutes on homework.

Remind Nonexempt employees **not** to spend extra time on homework.

In this Chapter This chapter includes the following topics.

Topic	See Page
Section A: Course Binder	60
Section B. Slides	67
Section C. Written Exercises	71
Section D. Butcher Block Visual Aids	77
Section E. Copyright law	80
Section F. Reference Binder	84

Section A: Course Binder

Overview

Introduction This section defines and explains the course binder, a key job aid.

Definition The course binder is the package of learning materials used by participants during a course and taken home as a job aid.

Binder Components While there is no single SAT standard for a course binder, most contain the following components:

- a 2” or 3” binder with sleeves to insert binder spine and cover,
 - lettered tabs to separate module materials,
 - introductory materials, such as table of contents or agenda and administrative announcements,
 - photocopies of slides that will be shown,
 - information maps that contain lesson learning objectives and summarize important lesson content,
 - reprinted articles with copyright approval or purchased commercial materials,
 - exercises, and
 - additional materials, such as glossaries, pre and post-course surveys, daily evaluations, and end-of-course evaluations.
-

Principles There are two key principles for creating course binders:

- Binders should be as short and simple as possible.
 - Binders should be well-organized.
-

In this Section The table below lists the topics included in this section.

Topic	See Page
Creating a Course Binder	61
Sample Title Page	63
Sample Table of Contents	64
Sample Slides	65
Sample Information Map	66
Sample Screen Capture	66

Creating a Course Binder

Introduction This map explains the procedure for creating a course binder.

Procedure The table below lists the steps in creating a master course binder..

Step	Action
1	Using the POI and agenda as guides, select the first module.
2	Print learning objectives for the module.
3	Consult previous course binders or TMD course files (G drive) and select existing slides and handouts. Place them in a logical order within the module.
4	Obtain or create new handouts required for each learning objective. Consider: <ul style="list-style-type: none"> • delegating selected tasks to other training team members (Adjunct Faculty might prepare case studies), • contracting for the creation of materials, • purchasing commercial materials, • using screen capture software to create step-by-step instructions for automation lessons, and • preparing information maps.
5	Review what you have assembled so far and make sure that you have <u>exercises</u> for appropriate skill-based learning objectives. Modules that are all “facts” and “no exercises” are boring and ineffective.
6	Select the next module, and repeat Steps 2-5.
7	Add the appropriate administrative information. Training Technicians keep this up-to-date and may also have binder cover sheets with colorful graphics.
8	If needed, add supplementary documents such as a glossary, a bibliography, or advanced reading lists.
9	Prepare a table of contents to match the materials you have selected.
10	Edit and revise the draft binder. <u>Tip</u> : Make sure that the slides in the binder match the slides that you are going to show with the projection system. Sometimes you need to insert corrections or updates.
11	Insert tabs and request reproduction. <u>Tip</u> : Make sure that pages are numbered.

Creating a Course Binder (continued)

Other Materials

Remember that binder materials are linked to other instructional materials. You may need to assemble reference binders and exercise answers. You may also need to write or revise lesson plans.

Sample Title Page

Introduction This map illustrates a typical title page for a course binder.

Sample The graphic below illustrates a title page for a position classification course. Adjunct Faculty and staff may be listed on a second page.

PM&C Skills and Principles



10-14 May 1999

Hosted by NECPOC, APG, MD



Sample Table of Contents

Introduction This map illustrates the typical table of contents for a course binder.

Sample The illustration below is excerpted from a CPOCMA course.

TABLE OF CONTENTS

SUBJECT	TAB
Administrative Information	A-B
Position Classification Framework	C
Legal and Regulatory Base	D
Overview of Major Pay Systems	E
Overview of Position Class Standards/Guides	F
Classifying General Schedule Positions	G
Classifying Factor Evaluation System Positions	H
Classifying Federal Wage System Positions	I
Automation Tools	J
Documentation	K
Job Analysis and Evaluation	L
Editing Major Duties in PD	M
Position Inquiry	Mc
Introduction to GSSG/GSLGEG	N

Sample Slides

Introduction This map illustrates a typical slide used in CPOCMA courses.

Tip Print slides two to a page using the “handouts” option in Powerpoint.

Position Classification Framework

- Without references participants will:
 - List at least 4 typical responsibilities
 - List at least 4 automation tools used with delegated classification authority (DCA)
- With references participants will:
 - Explain briefly DCA policy
 - List all stages of a classification action
 - Explain briefly the responsibilities of stakeholders
 - Explain briefly the production standards associated with routine and nonroutine classification actions

Sample Information Map^T

Introduction This map illustrates a form of structured writing called Information Mapping^R.

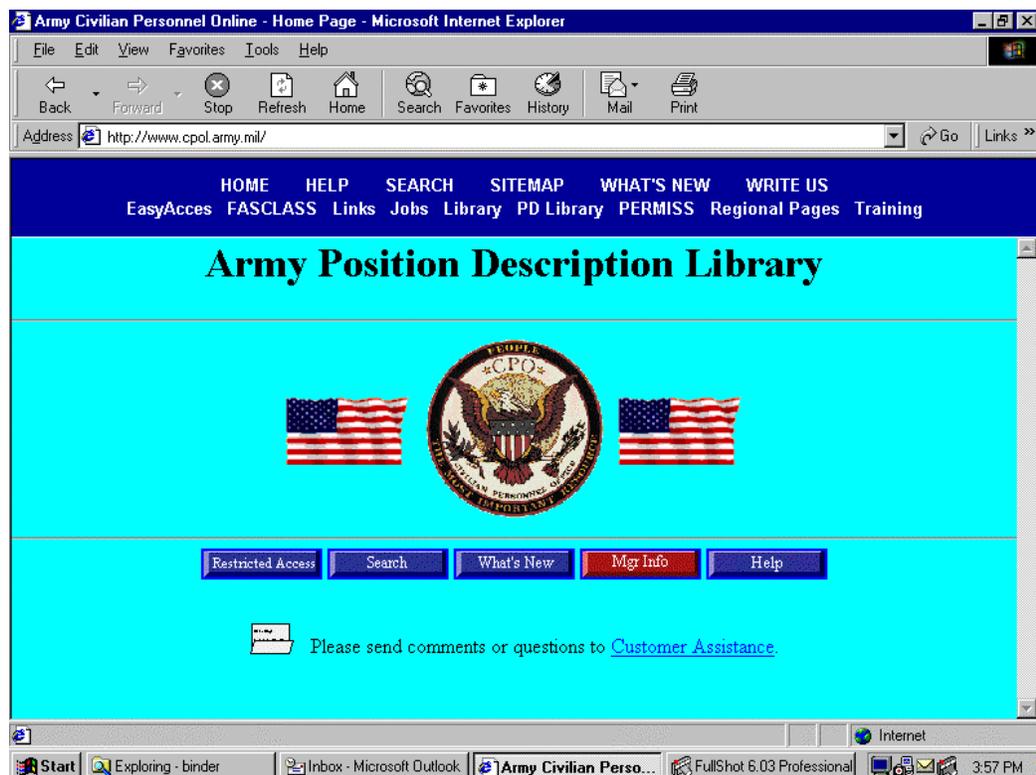
Example This entire manual is an example of a copyrighted process developed by Robert Horn from research that was conducted in the 1950's and 1960's on human learning.

This format is the standard for TMD training materials.

Sample Screen Capture

Introduction This map illustrates a visual aid that can be created with FullShot 6.0.

Sample A sample screen capture is shown below. This is useful for teaching automation tools.



Section B: Slides

Overview

Introduction This section covers the development of overhead transparencies and printed copies provided in the course binder.

Definition A slide is a bullet chart or diagram printed shown through the computer-operated projection system with MS Powerpoint. Slides of computer screens can be created to by using screen capture software.

Printed charts are the hard-copy companions to the slides.

Note: Occasionally, a projection system is not available so plastic transparencies are printed and shown with an overhead projector.

Purpose The purpose of the slide is to serve as a visual aid during lectures and discussions. To be effective it must:

- increase the interest of the training participant,
 - clarify or reinforce information,
 - provide a common focus of attention, or
 - save time.
-

Caution Avoid excessive use of visual aids. Avoid relying on slides alone to carry the instructional message.

In this Section The table below lists the topics in this section.

Topic	See Page
Design Principles and Tips	68
Creating Slides	69
Presenting Slides	70

Design Principles and Tips

Introduction This map explains principles and tips for designing effective slides.

Principles There are five principles for effective transparencies:

1. Limit the number and length of bullets (no more than 6 lines).
2. Utilize space effectively—white space improves readability.
3. Maximize use of a horizontal format.
4. Use readable typeface (sans serif—without feet, such as Arial).
5. Appropriate use of color can enhance attention.

When to Use Slides are useful to:

- introduce learning objectives or new material,
- outline lesson content,
- communicate a complex concept with a diagram or picture,
- reinforce a particular lecture point,
- emphasize a particular sequence or list of steps,
- break the tension of learning through a cartoon or puzzle,
- provide visual cues for the presenter, and
- summarize key points.

Idea Slides can be designed as fill-in-the blank activities!

Example: “Limit the _____ and length of bullets.”

Design Tips Consider the following tips when designing slides:

- Use as simple, bold design with more use of graphics than wording.
- Plan the slide so that people at the back of the room can read it.
- Stick to one idea per slide.
- Do not use slides instead of handouts.
- Organize the text and graphics so that the message is immediately clear.
- Avoid using all capital letters.

Continued on the next page

Creating Slides

Introduction This map explains how to create a slide.

Procedure The table below lists the steps in creating slides.

Step	Action
1	Determine if black and white or color slides are needed. While color is fine for class presentations, black and white slides are better to print charts for the course binder. Make sure that colors are discernible when projected in the classroom. <u>Tip:</u> First create slides as black and white and save as “title—print,” then save the file into a new module and apply a colorful template, saving it as “title—show.”
2	Get notes or source materials upon which the slides are based.
3	Enter Powerpoint application and open a new file. Select the appropriate template (e.g., title page or bullet chart).
4	Compose slides using source materials as a guide.
5	Proofread and revise slides. Be sure to insert page numbers! <u>Tip:</u> Limit each slide to no more than 5-7 lines of text.
6	Print black-and-white charts using handouts format, two to a page.
7	After saving your print file, save slides to a new file.
8	Select the appropriate template from the Powerpoint options, or create your own color scheme: <ul style="list-style-type: none">• Consider a blue background.• Consider yellow titles and white bullets.• Be sure to use a sans-serif typeface.
9	Repeat Steps 2-8 for the next module.

Presenting Slides

Introduction This map provides tips for presenting slides during training.

Presentation Tips Consider the following tips when presenting slides during training:

- Check equipment in advance and verify that the slides are visible from all areas of the classroom. Also verify that remote controls work.
 - Face the audience, not the screen. If it is necessary to refer to the slide content, refer to a printed chart (your copy of the course binder) instead of turning your back to the audience to read the screen.
 - Avoid reading the text of the slide. Instead, pause and let the class read the slide. Then add clarification or examples when necessary.
 - Limit the number of slides used in each lesson, and avoid a rapid-fire “flashcard” approach.
 - Position tables and chairs so that participants can view the slides from all angles.
 - Limit the number of bullets on each slide and provide a healthy buffer of white space around all margins. Otherwise, you may discover that the class can’t read the last couple of bullets on the slide (too many heads in the way!).
 - Be sure to turn off the projector at the end of the day or when it will be unused for several hours; this avoids burnout of an expensive component.
 - At the end of the module, return to the learning objectives. Quiz the class on each objective, assure understanding, and answer any questions.
-

Section C: Written Exercises

Overview

Introduction This section explains the preparation of written exercises which are key components of course binders.

Definition and Purpose Written exercises are activities such as fill-in-the blank worksheets, matching exercises, case studies, and multiple choice quizzes.

They are used to help training participants achieve terminal learning objectives and transfer of learning to job tasks.

Section Focus This section will focus on the preparation of written materials for exercises. The facilitation of exercises is covered in Chapter 12, instruction.

Principles When preparing written exercises, remember that they should:

- Be doable within the allowed time.
 - Be fun.
 - Be related to job duties.
 - Include necessary references, tools, or supplies.
 - Be assigned with clear instructions.
 - Be debriefed and summarized to assure learning of the correct points or principles.
-

In this Section The table below lists the topics included in this section.

Topic	See Page
Types of Written Exercises	72
Preparing Written Exercises	74
Sample Written Exercises	75
Using Workbooks	76

Types of Written Exercises

Introduction This map describes several types of written exercises.

Descriptions The table below describes commonly-used written exercises.

Type	Description
Matching	A list of terms, abbreviations, or acronyms compared to a list of definitions or statements.
Fill-in-the-Blank	A list of statements which are missing a word or phrase that is filled in by the training participant.
Identification Map	A diagram or picture with blank spaces for labels that are filled in by the training participant to identify each component.
Study Questions	A list of questions based on a reading assignment or activity. Often these are essay or “short answer” questions.
Puzzle/game	Crossword puzzle, anagram, and other word games that include the key concepts and terms being taught.
Simulation	An extended case study that includes several opportunities for action by training participants.
Quantitative Problems	Short exercises that require computation, such as dates, ratings, points, percentages, averages, etc.
Qualitative Problems	Short exercises that require a decision, judgment, recommendation, or other response.
Self-assessment	An inventory or survey, often statistically analyzed, that covers leadership style, communication style, cognitive orientation, preferences, readiness, or other participant characteristics.
Ranking	Lists of characteristics, objects, action steps, or other variables that must be placed in optimum order.
Form	Duplicate copy of an official form that the trainee fills out as though the action were real.
Worksheet	Document that shows intermediate steps in arriving at a solution to a problem or calculation.
Coding Sheet	A type of worksheet used in data input.
Workbook	A combination of exercises in a single document.

Preparing Written Exercises

Introduction This map shows how to develop a new written exercise.

Procedure The table below summarizes the steps in developing a written exercise.

Step	Action
1	Review learning objectives previously prepared for the module or topic. Select the most appropriate type of exercise based on: <ul style="list-style-type: none"> • the audience, • the subject matter, • the time available, • the resources available, • the instructor's skill level, and • the participant's stage in learning (skill level).
2	Review commercial sources or previous course materials to see if an appropriate exercise is already available. If so, obtain the exercise and proceed to Step 12.
3	Identify the behaviors required by the training participant.
4	List the types of information needed.
5	List the tools, equipment, references, facilities, or supplies needed.
6	Compose the diagrams, charts, questions, case facts, scenarios, or other components of the exercise suggested by Steps 3-5. <u>Caution:</u> Do not violate copyright when borrowing materials from other sources.
7	Obtain or design worksheets, forms, coding sheets, or other materials.
8	Write the exercise instructions. Be sure to state if group or individual activity is required. Also describe the specific output that you expect.
9	Test the exercise with a co-worker or other person at about the same knowledge level as the intended participant.
10	Review and edit the draft exercise. Consider the total time needed by the participant to complete the exercise.
11	Write school solution, family of solutions, or facilitation instructions (lesson plan).
12	Insert exercise in the appropriate binder tab.

Sample Written Exercises

Introduction

This map provides examples of several written exercises.

Matching Exercise

A sample of a matching exercise is shown below.

“Match the description below with the pay system code found at the end. Place the letter that corresponds to the correct answer in the space provided.

_____ Denotes positions in the Defense Civilian Intelligence Personnel System.

_____ Denotes leader position in the Federal Wage System.

_____ Denotes the General Schedule.

_____ Formerly GS-16 through GS-18.

_____ Denotes supervisory position in the Federal Wage System.

a. ES b. GS c. NF d. GG e. WG f. WS g. WL”

Fill in the Blank

A sample of a fill-in-the-blank exercise is shown below.

“Locate the classification standard for the GS-2005 series in your reference binder. Then answer these questions:

What is the title for a job classified as GS-3? _____

What is the title for job classified as GS-5? _____

What is the title for a supervisory job classified as GS-7? _____”

Case Study

A sample of a case study is shown below.

“Monty is the Dispatcher in the Directorate for Logistics. He called the CPAC for advice. He claims that he is unable to take a reasonable lunch break. Whenever he is eating lunch in the break room, phone calls come in to dispatch repairmen or motor vehicles. His boss tells him to answer the calls. Monty has tried to politely point out that he isn't getting paid for answering calls during his 30 minute lunch period. According to Monty, the Branch Chief says "Yeah, I know, but we all have to pitch in. I answer the phone during lunch, too, you know." Monty doesn't want to be insubordinate, but if he answers phone calls during lunch, he wants to be paid.”

Continued on the next page

Sample Written Exercises (continued)

Puzzle

An example of a puzzle is shown below.

AKJ OBZNM I XEDGR ADE L
N YOURSER IES LBTITL E
G I BTAEAL KQUR POAV CA
S UP ERVIS ORYUNMFL OD
P DE LEGATI ONXTR ALM B
A I NTERNALCE XEMPT OR
N ON EXEMPTUF LSAYR TH
O C PMRSD FGSS G I L L A N D

Instructions: Find the classification terms hidden in the matrix of letters presented above. Words may be spelled horizontally, vertically, or diagonally.

Study Questions

An example of study questions is shown below.

“What are the decisions made during the position classification process?”

Which decisions are made by supervisors with Delegation of Classification Authority?

Which decisions are made by the servicing CPOC?”

Qualitative Problem

An example of a qualitative problem is shown below.

“Instructions. Considering the mixed grade principles described in the Introduction to the Position Classification Standards, determine the proper grade of the following positions.

50% GS-12 Management Analyst	10% GS-5 Management Assistant
40% GS-11 Management Analyst	70% GS-4 Management Clerk
10% GS-07 Management Assistant	20% GS-4 Office Automation
Final Grade: _____	Final Grade: _____”

Bottom Line

You can create almost any type of exercise you want. Use your imagination!

Using Workbooks

Introduction This map describes the procedure for using workbooks.

Procedure The table below summarizes the steps for using workbooks effectively.

Step	Action
1	Plan the completion, grading, and feedback process for workbooks as you design the entire course. Remember that “homework” is counted as “hours of work” for Nonexempt employees, so don’t give them too much homework.
2	Explain the procedures for completing, grading, and providing feedback on workbooks at the beginning of the course.
3	Provide Adjunct faculty with a copy of the workbook and all answers so they can be effective in grading and providing feedback.
4	Consider requiring participants to complete one exercise each day. This enables Adjunct Faculty to grade the exercise and provide feedback.
5	Consider using workbook performance to offset the importance of posttest, thereby reducing participant test anxiety.
6	Limit the number of exercises in the workbook.
7	Provide worksheets or answer formats in the workbook so that the expected response is clearly indicated.
8	At the conclusion of the course, be sure that participants are provided school solutions, where appropriate.

Section D: Butcher Block Visual Aids

Overview

Introduction This section defines and explains the preparation of butcher block visual aids.

Definition A butcher block visual aid is a pad of large paper mounted on an easel or wall fixture. Some people refer to it as a “flipchart,” but that term is no longer considered appropriate.

Purpose There are four purposes for using visual aids:

- To increase participant interest.
- To clarify or reinforce key points.
- To provide common focus of attention.
- To save time.

In addition, butcher block visual aids accomplish the important goal of recognizing participant ideas or questions.

In this Section The table below lists the topics included in this section.

Topic	See Page
Design Guidelines	78
Using Butcher Block Visual Aids	79

Design Guidelines

Introduction This map explains how to prepare butcher block visual aids.

When Used Butcher block visual aids are useful in many instructional situations.

- To present announcements or instructions.
 - To record the results of brainstorming or small group discussion.
 - To acknowledge participant responses after the instructor has posed a question (a “lecture with questions” instructional format).
 - To emphasize key questions, lecture points, or new terms.
 - To provide a lesson outline or daily agenda.
 - To present drawings, pictures, or charts, not easily presented in other media.
-

Guidelines Consider these guidelines when developing butcher block visual aids.

1. Butcher block visual aids need to be visible from the back of the room.
 2. Print neatly using block letters at least 2” high.
 3. Use dark-colored felt-tipped pens with a wide tip, but avoid Green or Red.
 4. If visual aids are prepared in advance, use an intervening blank sheet to prevent the letters from “bleeding through”.
 5. Be sure your visual aids meet the general criteria of being relevant, legible, simple, and accurate.
-

Using Butcher Block Visual Aids

Introduction This map provides steps for using butcher block visual aids.

Steps Follow these steps when using butcher block visual aids:

Step	Action
1	Locate easels at visible locations in the classroom.
2	Determine in advance how and where you are going to post the visual aids when they are completed. <u>Note:</u> CPOCMA, Bldg 5445 has special metal mounting strips.
3	Keep a supply of extra butcher block pads (and pens) on hand.
4	Prepare in advance those visual aids you know you will need, and mark the pages with paper clips or post-it notes so you can turn to them quickly. Typical examples are: <ul style="list-style-type: none"> • Welcome announcements or seating assignments. • Instructions for the participant introductions. • Names of the members of the teaching team.
5	When using visual aids during a discussion, write the question on the butcher block first, then add comments as participants provide them. <u>Tip:</u> When contrasting two points of view, draw a line down the middle of the butcher block.
6	When using visual aids to clarify a point, be sure to follow the design guidelines previously provided.
7	Do not hurry the writing process. Write slowly enough that you produce clean, legible words or phrases (printing block letters).
8	After you have completed your immediate use of the butcher block, tear it off and post it to the proper pre-determined location. Remember to return to it later on in the training as you review what participants learned.

Displaying butcher block CPOCMA, Building 5445 contains metal strips to hold charts. Simply slide the top edge of the paper into the slot.

To remove the paper, lift the bottom of the page up to your head (do not pull or tear the paper). The butcher block will fall out of the metal strip.

Section E: Copyright Law

Overview

Introduction This section explains the policies and procedures for complying with copyright law.

Policy CPOCMA policy requires that all instructional materials comply with copyright law.

Definition Copyrighted materials are protected so that copies may be made only with the consent of the copyright owner.

In this Section The table below lists the topics included in this section.

Topic	See Page
Copyright Concepts	81
Sample Copyright Request	82
Sample Copyright Approval	83

Copyright Concepts

Introduction This section explains key concepts about copyright law.

What is Covered Copyright law applies to a wide range of potential training materials like:

- cartoons and comic strips from newspapers or magazines,
 - leadership instruments prepared by contractors,
 - articles in professional publications and journals, and
 - slides or handouts prepared by contractors.
-

Duration of Copyright Any copyright, the first term of which was in existence prior to January 1, 1978, endures for 28 years from the date it was originally secured. Copyrights registered for renewal before January 1, 1978, endure for 75 years from the original date. In general, a copyright on a work created on or after January 1, 1978, lasts for 50 years after the author's death.

Infringement The use of copyrighted materials without permission is an infringement of the owner's copyright. This exclusive right covers copying, reproducing, printing, reprinting, and publishing copyright works. It also prohibits the use of copyrighted material in audiovisuals. The mere acknowledgment of the source of copyrighted material does not prohibit a charge of infringement. The safest course to follow when using copyrighted material is to obtain permission from the copyright owner.

Note: Many publications require that you purchase reprints of articles. However, some grant photocopy permission without a charge.

Exceptions Limited use of copyrighted material, such as short quotations of less than a sentence to illustrate, comment, or criticize can be made without permission of the copyright owner. However, these must be footnoted. Some factors to consider are:

- the purpose and character of the use,
 - the nature of the copyrighted work,
 - the amount of material used in relation to the copyrighted work as a whole, and
 - the effect of the use upon the potential market or the value of the copyrighted work.
-

Sample Copyright Request

Introduction This map provides an example of a letter to request copyright permission.

Sample Letter A sample letter is presented below.

9 March 1995

Ms. Sena Ford
Editorial Assistant
Quality Progress
American Society for Quality Control
P. O. box 3005
Milwaukee, WI 53201-3005

Dear Ms. Ford:

The Army Center for Civilian Human Resource management requests permission to photocopy three articles listed below. These articles will be used in government training that I will conduct May 15-19, 1995.

- January 1995 issue: "The Five Drivers of Total Quality," by Dennis P. Grahn, pp 65-70
- January 1995 issue: "Listening to the Voice of the Customer," by Ronald D. Snee, pp 91-95
- February 1995 issue: "Assessing Organizational Performance," by Robert M. Gerst, pp 85-88

I request permission to make 40 copies of each article for the Army personnel management specialists who will be attending the workshop.

I appreciate the continuing support that ASQC has provided the Center. If you require additional information, feel free to contact me at (717) 39901642 or fax (717) 399-8066.

Sincerely

Steven P. Matthews
Course Manger
ASQC #139806

Sample Copyright Approval

Introduction This map provides an example of a letter granting copyright permission.

Sample Letter A sample letter from the American Society for Quality Control is presented below.

ASQC
Quality Progress
611 East Wisconsin Ave.
P.O. Box 3005
Milwaukee, WI 53201-3005
(414) 272-8575 Fax (414) 272-1734

October 10, 1994

Steven P. Matthews
Army Center for Civilian Human Resource Management
Box 568
Lancaster, PA 17608

Dear Mr. Matthews,

Per your letter dated 10/5/94, permission to reprint the following articles from issues of Quality Progress is granted on a one-time basis. Permission is granted for the following articles:

“Get Control of Your Control Charts” October 1993
“Seven Steps to a Successful Customer Survey” July 1992
“The Total Quality Appraisal Survey” November 1991

You may reprint “Understanding Variation,” May 1990. Please use the following copyright line:

1990 Associates in Process Improvement

Please contact me if you need additional assistance.

Sincerely,

Sena Ford
Editorial Assistant

Section F: Reference Binder

Overview

Introduction This map covers the preparation and use of reference binders.

Definition Reference binders are the tools used by training participants to complete exercises. They may contain regulatory guidance, case studies, sample documents, and other learning aids. They are typically photocopies of regulations or technical manuals.

Examples Two examples of reference binders are:

- Binders with position classification standards used in Basic and Intermediate Position Classification courses.
 - Binders with mission statements, position descriptions, and organizational charts used in the CPAC Generalist course.
-

Tips Consider the following tips when you develop or use reference binders.

- Start with good, clear, 1-sided reproduction masters.
- Include an index in the reference binder so that the materials are easy for participants to locate and use.
- Order copies through the CPOCMA printing contractor.
- Spot-check completed copies to be sure they are accurate and readable.
- Order a few more binders than you think you'll need to allow for "shrinkage" over time.
- Obtain a good storage tool, such as a librarian's cart, to use in moving and storing the binders.
- Be sure to teach your class how to use the reference binder.
- Make clear that the reference material will be used by future classes—participants should avoid writing in them and keep them in good order.
- Show participants how to find equivalent material at their own worksite.

Note: If you teach in the computer classroom, participants can locate many reference materials on-line. This will reduce the need for creating and maintaining hard copy material.

Chapter 8

Pretests and Posttests

Overview

Introduction This chapter explains the preparation, administration, and use of pretests and posttests.

In this Chapter This chapter includes the following topics.

Topic	See Page
Section A. Concepts	86
Section B. Test Questions	89
Section C. Test Administration and Use	96

Section A: Concepts

Overview

Introduction This chapter explains the preparation, administration, and use of pretests and posttests.

In this Chapter This section includes the following topics.

Topic	See Page
Relationship to SAT	87
Concepts and Definitions	88

Relationship to SAT

Introduction	This map explains the importance of testing in the SAT instructional model.
SAT Phases	There are five phases in SAT: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The preparation of pretests and posttest occurs during the Development Phase, but these tests are used during the Implementation Phase and analyzed during the Evaluation Phase.
Purpose of Testing	<p>There are several purposes for testing. These include:</p> <ul style="list-style-type: none">• providing diagnostic or baseline information at the beginning of training,• evaluating achievement of learning objectives,• determining the effectiveness of the instruction,• determining if training topics, learning objectives, instructional methods, or instructional materials need to be revised, and• certifying the competence of training participants.
Policy	<p>The TMD policy requires that training participants achieve a performance of at least 80% correct on <u>basic</u> technical courses and <u>some intermediate</u> courses.</p> <p>The TMD policy also emphasizes the use of multiple choice tests to assess <u>cognitive</u> learning. In contrast, performance tests and practical exercises are useful in assessing mastery of key <u>skills</u>. These are often embedded in training activities.</p> <p>Multiple testing strategies, when properly explained to participants, may reduce test anxiety and increase participant satisfaction.</p>
When NOT used	Pretests and posttests are <u>not</u> used for classes that emphasize behaviors rather than foundation knowledge. For example, advanced seminars or workshops build skills through exercises. Course managers for these courses evaluate achievement of learning objectives through direct observation, surveys (e.g., self-efficacy ratings), or written exercises.

Concepts and Definitions

Introduction This map defines key concepts and terms.

Types of Tests There are many types of tests that may be used in the instructional process. These include:

- True/False tests
- Short-answer essay tests
- Case studies or written exercises
- Performance tests
- Multiple choice tests.

To measure cognitive learning, TMD uses multiple choice tests because they are more reliable and practical than other testing formats.

Pretest The pretest is administered on the first day of training and is utilized to provide the instructors feedback about the target population. If a significant number of participants pass the pretest, then the suitability of the training for the target population needs review. Also, if a significant number of participants give the same false answers to pretest questions, then the instructors may need to “unteach” the popular myth or misconception before teaching the appropriate learning objective.

Posttest The posttest measures the cognitive learning that occurred during the course. It is identical to the pretest except that the order of test questions and responses is altered.

Test Questions The test questions normally used in SAT are multiple choice. They contain a stem followed by four response options. One response is correct and the other three are incorrect distractors.

Item Analysis Item analysis refers to the examination of participant responses to the pretest or posttest.

Criterion Score The criterion score for TMD courses is 80% correct. Participants who do not reach criterion on the first attempt retake the test after a review.

Section B: Test Questions

Overview

Introduction This section explains the preparation of test questions.

In this Section This section includes the following topics.

Topic	See Page
Types of Test Questions	90
Format for Multiple Choice Questions	91
Sample Test Questions	92
Writing Pretest Questions	94
Writing Posttest Questions	95

Types of Test Questions

Introduction This map explains the types of test questions that may be used.

Types of Test Questions The table below shows the types of learning objectives and test questions identified by Bloom and his colleagues in 1956.

Type	Description
Knowledge	Covers factual information such as dates, definitions, statistics, etc.
Intellectual Skills	Covers advanced cognitive behaviors: <ol style="list-style-type: none">1. Comprehension—understanding information.2. Application—using information in specific cases.3. Analysis—breaking down information into elements and recognizing interrelationships.4. Synthesis—putting elements together to create a new pattern.5. Evaluation—judging the value of material and methods for specific purposes.

Impact of Types of Questions Management studies have shown that instructors rely too much on factual questions even when stated learning objectives deal with advanced intellectual skills. Thus, it is important to write test questions that cover cognitive skills. Stated differently, many factual learning objectives can be assessed through class activities or exercises while advanced cognitive behaviors like application, synthesis, or evaluation should be tested to assure trainee mastery of learning objectives.

Format for Test Questions

Introduction This map illustrates the components of an effective multiple choice test question.

Components There are two components to a test question, as shown below:

1. the stem, and
2. the response options.

The response options include a correct answer and three incorrect distractors.

The web site for the Office of Personnel Management is: **[stem]**

- | | | |
|---|------------------|------------------|
| (a) http://www.cpol.army.mil | (distractor) | |
| (b) http://www.tsp.gov | (distractor) | [options] |
| (c) http://www.opm.gov | (correct answer) | |
| (d) http://www.dfas.mil | (distractor) | |
-

Sample Test Questions

Introduction This map illustrates sample test questions.

Sample Questions Sample questions are presented below.

Type	Sample Question
Knowledge	<p>Official GS classification standards are written primarily by the:</p> <ul style="list-style-type: none"> (a) Department of the Army. (b) Office of Personnel Management. (c) MACOM who directs your installation. (d) Department of Defense.
Comprehension	<p>An employee tells you during a classification interview that over 25% of her time is devoted to a duty that is not listed in her job description. This is an example of:</p> <ul style="list-style-type: none"> (a) a misassignment. (b) the Fair Labor Standards Act. (c) a classification appeal. (d) effective job design.
Application	<p>An exempt Management Analyst works late one night without his supervisor's knowledge or approval. He calls you the next day and asks if he can be paid overtime. You reply:</p> <ul style="list-style-type: none"> (a). Yes. Exempt employees are entitled to any overtime that is "suffered or permitted." (b) No, but the employee is allowed to leave early today in accordance with Title 5, USC. (c) No. Overtime for exempt employees must be approved in advance. (d) Yes. Both night pay and overtime pay must be calculated.

Continued on the next page

Sample Test Questions (continued)

**More
Sample
Questions**

More sample questions are presented below.

Type	Sample Question
Analysis/Synthesis	<p>A manager calls you about hiring a new Medical Officer who has great references, experience, Board certification, and other qualifications. The candidate has never worked for the Federal Government and would be a new appointment. However, the employee won't accept a step one (1) salary. You review the candidate's record and propose the following:</p> <ul style="list-style-type: none">(a) a relocation bonus and a physician's comparability allowance.(b) a retention allowance.(c) a physician's comparability allowance and a recruitment bonus.(d) a reclassification of the position to a higher grade.
Evaluation	<p>Review the attached case study. The correct classification of this job description is:</p> <ul style="list-style-type: none">(a) Warehouse Worker, WG-6907-05.(b) Materials Handler, WG-6907-5.(c) Supply Clerk, GS-2005-3.(d) Motor Vehicle Operator, WG-5703-05.

Writing Pretest Questions

Introduction This map explains how to write pretest questions.

Procedure This table below shows the steps in writing pretest questions.

Step	Action
1	Determine the type of test question needed by reviewing the learning objective upon which it is based. <u>Note</u> : Do not write test questions for objectives that are measured through activities.
2	Identify the <u>behavior</u> required by the learning objective. Use that behavior as the basis for the stem of the test question. <ul style="list-style-type: none"> • If the learning objective is factual, such as “<u>identify/list</u> at least 3...,” phrase the question so that the participant must <u>identify</u> the correct factual answer. • If the learning objective involves <u>comprehension</u> of a concept, compose a statement that requires the participant to select the correct <u>meaning</u>. • If a higher order question is needed, provide a short case study and require the participant to reach the correct judgment.
3	Write the correct answer to the stem.
4	Develop plausible distractors. Distractors may list terms from a different concept, or they may represent misconceptions.
5	Repeat Steps 1-4 for the next learning objective.
6	Review the test questions and learning objectives to assure that you have written one test question for each course topic and one test question for each cognitive learning objective.
7	Place test questions in the order that they are covered in the course.
8	Reorder response options so that the correct answer appears equally as choice (a), (b), (c), or (d).
9	Edit the pretest to eliminate typographical errors and clues caused by <u>grammar, spelling, punctuation, and response length</u> .
10	Add instructions and a line for the participant’s name.
11	Copy the completed pretest into another file labeled “pretest key.” Then mark the correct answers to each question in the key.

Writing Posttest Questions

Introduction This map explains how to write posttest questions.

Procedure This table below shows the steps in writing pretest questions.

Step	Action
1	Locate the Word file that contains the pretest. Copy it into a new file and label it as the posttest.
2	Using “cut” and “paste” options, mix up the test questions. Highlight and move the entire question with options.
3	For at least one-half of the questions, move the options around so that the correct answer appears in a different location.
4	Edit the draft posttest for typographical errors. Also, assure that correct answers appear an equal number of times as (a), (b), (c), and (d).
5	Add appropriate posttest instructions and a line for the participant’s name.
6	Copy the posttest into another file and label it the “posttest key”. Underline or bold the correct answers to each question.

Section C: Test Administration and Use

Overview

Introduction This section explains the administration and use of pretests and posttests.

In this Chapter This section includes the following topics.

Topic	See Page
Testing Tips	97
Test Checklist	98
Test Administration	99
Item Analysis	101
Sample Test Answer Sheet	102

Testing Tips

Introduction This map provides practical tips for writing and using tests.

Writing Tips When writing multiple choice tests, remember these tips:

- The problem or task should be fully and clearly stated in the stem.
 - The problem or situation should deal with a significant and useful aspect of the objective, not something trivial. Will the answer to the question be important 6 months later?
 - The information presented in the stem should be relevant.
 - State the problem or situation in positive language; avoid questions with “least” or “not”, as they are confusing and reduce test reliability.
 - Avoid response options like “none”, “all of the above”, “both a and c”; these are also confusing, and they reduce test reliability.
 - Write the stem so that the correct option will appear at the end of the statement.
 - The intended answer should be clearly the best or correct answer.
 - The options should be parallel to each other in grammatical construction (to avoid giving clues about the correct answer).
-

Using Tests When using tests, consider the following tips.

- Explain the purpose of the test to reduce participant anxiety. (The test evaluates the teaching process. The course is designed so that everyone achieves learning objectives.)
 - Allow sufficient time for completing the test.
 - Follow the steps in the Test Administration Procedure.
 - Perform an item analysis and continue to improve the test.
-

Test Results When pretest results are high, the Course Manager should verify that the target audience for the course matches the course learning objectives. It is possible the selected participants are too advanced, or the course design is too basic.

When initial posttest results are too low, the Course Manager should verify that all learning objectives are clearly stated, that they are covered in the course, and that they are consistent with the test questions. New test questions may be required.

Test Checklist

Introduction This map provides a checklist that you can use to review pretests and posttests.

Checklist The table below can be used as a checklist.

Feature	Yes/No	Comments
Part A. Stem		
1. <u>Criticality</u> . Does the question deal with a significant aspect of the objective?		
2. <u>Completeness</u> . Is the task or problem clearly and completely defined?		
3. <u>Precision</u> . Does the question contain only the information needed to answer it?		
4. <u>Positive</u> . Is the problem or task stated in positive language?		
5. <u>Location of Options</u> . Are the options located at the end of the statement?		
Part B. Options		
1. <u>Right Answer Clear</u> . Is the intended answer clearly the best or correct response?		
2. <u>Wrong Answers Plausible</u> . Do the distractors or wrong answers sound like plausible answers?		
3. <u>Options Parallel</u> . Are the options parallel to each other in construction?		
4. <u>Free of Clue Words</u> . Are the options free of clue words such as “only”, “never”, and “always”?		
5. <u>Certain Phrases Avoided</u> . Are phrases like “all of the above” and “none of the above” omitted.?		

Test Administration

Introduction This map covers the concepts and procedures for administering tests.

Test Procedure The table below lists the steps in administering the pretest and posttest.

Step	Action
1	Gather all necessary materials such as tests, answer sheets, and pencils.
2	<p>Explain the <u>purpose</u> of the test to the class.</p> <ul style="list-style-type: none"> • Pretests establish a baseline to evaluate the teaching. • Posttests measure class and individual achievement of learning objectives—did the training work?
3	<p>Explain test <u>instructions</u>.</p> <ul style="list-style-type: none"> • Names are required on the test and the test answer sheet. • Participants should <u>not</u> guess. Guessing reduces test reliability. • Participants should first mark the correct answer on the test and then complete the answer sheet. • Participants should ask questions if they find typographical errors or language that is confusing.
4	Distribute the tests and the answer sheets.
5	<p>Allow participants who finish early to leave the room quietly and take a break.</p> <ul style="list-style-type: none"> • <u>For the pretest</u>, collect both the test and the answer sheet. • <u>For the posttest</u>, collect the answer sheet. Tell the participant to temporarily retain the posttest for review and discussion.
6	Monitor the test and answer questions as needed.
7	<p>When all participants are finished, collect the answer sheets. These should be scored immediately.</p> <ul style="list-style-type: none"> • <u>For the pretest</u>, also collect the test questions. Continue to next module. As soon as possible, conduct an item analysis to identify myths and misconceptions. • <u>For the posttest</u>, start the review once all answer sheets are collected.

Continued on the next page

**Test
Procedure
(continued)**

8 (posttest only)	<p>Explain the review procedures.</p> <ul style="list-style-type: none"> • Make sure the correct answer is read for each test question (not the letter of the option, the entire answer). • Tell the participants to mark their incorrect answers. • Tell them in advance the number of questions they can miss and still pass the course. • If they miss more than that, they will meet you in the Library at the break and take the posttest again. • As you review the correct answers, respond to any comments about the suitability of other options (why they are clearly incorrect). • After all questions have been reviewed and discussed, collect the posttests. Transition to the next agenda topic.
9	<p>If necessary, administer second posttest. Before distributing the posttest and answer sheets, be sure to answer any technical questions the participants may have. Don't rush them into taking the second posttest quickly.</p> <p>If one or more participants fail the posttest a second time, tell them not to worry. They can complete the posttest by e-mail after they return home and review. (Give them a graduation folder in the subsequent ceremony, but remove the training certificate; it will be mailed later after the participant passes the posttest).</p>
10	<p>Complete item analysis. Normally, you would expect every question to be answered correctly by at least 80% of the participants. Questions that receive more than 20% incorrect answers should be reviewed.</p> <ul style="list-style-type: none"> • Was the module taught effectively? • Was the question worded properly? <p>Consider improving either the instruction or the wording of the test question.</p>

Item Analysis

Introduction This map explains the analysis of test questions used in pretests and posttests.

Definition Item analysis is the examination of responses to test questions. Test questions and their responses are examined to identify:

- common misconceptions,
 - poorly worded distractors,
 - poorly worded stems,
 - learning objectives which did not receive proper emphasis, or
 - trends in trainee responses.
-

**Tips for
Pretest
Analysis**

When reviewing the pretests, look for distractors that receive several identical incorrect responses (e.g., 6 or more). Review the test question to determine if the distractor represents a common misconception. If it does, you must address this point during training—participants must “unlearn” the misconception.

If the incorrect responses are randomly distributed among all distractors, you do not need to take any action.

If the total number of incorrect responses is high, participants may be guessing on the pretest. Be sure to explain the ground rules the next time.

If several participants reach criterion on the pretest, you may need to review the published audience criteria, or devise a quiz that you can use as a screening tool (nominees who pass the quiz don’t take the course).

**Tips for
Posttest
Analysis**

When reviewing posttests, look for test questions that more than 20% of the class answered incorrectly. For these questions, determine if the corresponding module was taught effectively. If so, the problem may be the wording of the test question.

Sample Test Answer Sheet

Introduction This map illustrates the recommended answer sheet.

[insert sample here when printing this handbook]

Chapter 9

Lesson Plans

Overview

Introduction This chapter explains the format and preparation of lesson plans.

Definition and Purpose Lesson plans are summaries of the flow of a lesson, and they include a variety of information needed by instructors. In a structured writing format, lesson plans include:

- The name, length, and type of lesson.
- The references used by participants and the instructor.
- The time allowed for each phase of the lesson.
- Specific instructions or cues for the presenter.
- Brief descriptions of learning objectives, activities, or visual aids used by the presenter to conduct the lesson.
- In some instances, a mock script which the instructor follows to cover each key point.

Lesson plans are used by instructors to guide their teaching behavior so that all learning objectives are achieved.

In this Chapter This chapter includes these topics.

Topic	See Page
Types of Lessons	104
Format of a Lesson Plan	105
Sample Lesson Plan	106
Writing a Lesson Plan	108

Types of Lessons

Introduction This map explains the common types of lessons used in TMD courses.

Lesson Table The table below describes the most typical types of lessons.

Type	Description
Lecture	A briefing or “talk” without questions or activities. When used, this type of lesson should not exceed 20 minutes.
Lecture with Questions	Similar to lecture but 1-3 key questions are used as advanced organizers or to stimulate participation. A butcher block easel is often used to acknowledge and organize responses.
Directed Discussion	Instructor guides discussion through the recurring use of questions, prompts, reinforcing comments. In contrast to lectures, most of the air time in a directed discussion belongs to the participants.
Small Group Discussion	Class is broken into self-directed work groups which discuss assigned topics and report their observations or conclusions.
Activity	<p>Class actively participates in an exercise (experiential learning) rather than listening to a speaker. Typical activities include:</p> <ul style="list-style-type: none"> • Role play • Case study or technical analysis • Short-answer worksheet • Game or simulation
Computer Laboratory	A structured activity to practice computer skills or regulatory research. May be combined with case study or technical analysis (e.g., classification).
Independent Study	Participant-directed study which may include free reading, library research, computer research, completing workbooks, or composing HR documents.
Demonstration	A modified lecture or laboratory in which the instructor shows the class how to perform a task step-by-step.

Format of Lesson Plans

Introduction This map explains a standard format for lesson plans. However, faculty may use any format they desire.

INSTRUCTOR'S LESSON PLAN (08/03/00)

SUBJECT: Position Classification Framework Module C

INSTRUCTOR: Edited by Steve Matthews

TIME OF LESSON: See Agenda-- **Day 1 (approx 0915-1045)**

TIME PERIOD (TOTAL): 90 MINUTES

TYPE OF LESSON: LECTURE WITH QUESTIONS

TRAINING AIDS: Slides, projector & screen, course binder, pens, easel, & butcher block paper; This module is taught in computer classroom with access to Internet/PCs.

OBJECTIVES:**Without aids**, participants will:

- (1) List at least 3 position classification responsibilities
- (2) List at least 3 automation tools used with DCA

With references, participants will:

- (3) Briefly explain DCA policy
- (4) Describe all of the stages of a classification action
- (5) Explain the major responsibilities of stakeholders
- (6) Explain production standards associated with classification processes and products.

INSTRUCTOR REFERENCES: Army policies & materials; Delegated Classification Authority Policy Letter; Task List for Regionalization; Business Process Maps; <http://www.cpol.army.mil>
>>>Stay abreast of changes due to Modern System Deployment.<<<

PARTICIPANT REFERENCES: Course Binder, PC access to Internet

TIME	LESSON OUTLINE	CUES
5 Min	<u>Introduction.</u> (1) Point out the "information maps" that is placed in each lesson/module after the Powerpoint charts. Discuss objectives.	Slide #1
	(2) Point out that the slides require participation. This is a new feature to increase activity within the computer laboratory.	#2
		>>Next Page>>

60 Min	<p><u>Lecture with Questions.</u></p> <p>(2) Ask the class, What are the Key Features of the classification system? Acknowledge responses and put them on butcher block.</p>	Easel
	<p>(3) Explain to the class the two key features. Compare transparency to responses on the easel. Classification is the process of assuring <u>internal</u> pay equity. Congress and the President are responsible for <u>external</u> pay equity. (e.g., Special Rates, Locality Pay, FEPCA bonuses, fringe benefits).</p>	Slide #3
	<p>(4) Ask the class - In light of the key features, which functions are performed in classification (either CPAC or CPOC)? Acknowledge responses and record answers.</p>	Easel
	<p>(5) Compare their answers to the slide titled <u>Typical Classification Functions</u>. Comment on the similarities and differences with responses on the easel. Note: A-76 studies affect both CPAC and CPOC.</p>	#4 Easel
	<p>(6) Explain that these functions are influenced by the delegation of classification authority to managers (DCA). Briefly explain Army policy and DCA. Managers must be trained first.</p> <p><u>Note:</u> On slide #6, emphasize FASCLASS as a tool for obtaining PDs and reviewing organizational charts when individual actions are proposed (CPAC) or processed (CPOC). On slide #7 commanders should use the <u>lowest grades feasible</u>.</p>	#5-7
	<p>(7) Walk through the stages that a classification action must go through from start to finish. Stages are broader than steps, but they give a sense of the flow. (SF-52 called RPA under Modern System) Start with determination of <u>need</u>.</p>	#8
	<p>(8) Discuss the roles of managers, CPACs, and CPOCs for these questions. (It will depend on whether the manager has delegated classification authority).</p>	#9
	<p>(9) Point out that the Business Process Maps are on the web through CPOL.</p> <p>Activity: Take 5-10 minutes on this point alone and walk through BPMs for routine and nonroutine actions.</p>	#9-10
	<p>(10) Summarize assumptions behind PD Library/COREDOK and the key references for position classification.</p>	#11-12
20 Min	<p>(11) Closing activity. Summarize lesson content. Repeat lesson objectives, quiz the class on them, and have them turn to the last page of the information maps. Allow a few minutes for them to answer the questions. Then point out the answers on the following page.</p>	#13, 1 Information Map Quiz Quiz Answer

Writing Lesson Plans

Introduction This map explains how to write a lesson plan.

Procedure The table below shows the steps in writing a lesson plan.

Step	Action
1	Review course learning objectives and POI.
2	Select the first topic/module to develop.
3	Using a Word template or a blank lesson plan form, fill in the appropriate background information such as: <ul style="list-style-type: none">• Lesson name, type, and approximate length• Learning objectives• Instructor and Participant references• Visual aids used• Other pertinent information
4	Break up the proposed lesson into its key parts such as the introduction, lecture, activity, and summary. Allocate appropriate time to each portion of the lesson.
5	Write the introduction to the lesson and identify any opening questions you pose to the class. List the visual aids or cues you will use.
6	Write the lecture portion of the lesson plan. Locate, copy, or create the slides you will use, and sequence them appropriately. A possible sequence is: <ol style="list-style-type: none">1. Learning objectives2. Regulation or reference.3. Overview of key concepts4. Slide for first concept...5. Slide for last concept6. Summary of key concepts7. Learning objectives (for review)
7	Provide a cue or instruction for each slide you will show or each handout you will distributed. <u>Tip:</u> Be brief.
8	Select the next module and repeat Steps 3-7
9	Repeat Step 8 until all modules are completed.

Caution Avoid lengthy lesson plans. They confuse Adjunct Faculty or hide key instructions in voluminous background information.

Chapter 10

Evaluation Tools

Overview

Introduction This chapter explains the selection, use, and analysis of evaluation tools.

Relationship to SAT Evaluation is important in two phases of SAT. During the Implementation Phase, pre-course surveys, pretests, and daily or module evaluations are used to plan and refine instruction.

During the Evaluation Phase, end-of-course evaluations, post-course surveys, and posttests are analyzed to make summative evaluation decisions.

For both phases TMD uses Kirkpatrick’s 4-stage evaluation model:

- reaction,
 - learning,
 - behavior, and
 - results.
-

In this Chapter This chapter includes the topics shown below.

Topic	See Page
Evaluation Concepts	110
Types of Evaluation Tools	111
Sample Training Survey	112
Sample Daily/Module Evaluation	113
Sample End-of-Course Evaluation	114
Sample React Form	116
Tips for Using Evaluation Tools	117
Tips for Analyzing Evaluation Data	118

Evaluation Concepts

Introduction This map defines commonly used evaluation concepts.

Key Concepts The table below defines key evaluation concepts.

Concept	Description
Formative evaluation	Evaluation during an activity to make minor improvements, such as daily or module evaluations.
Summative evaluation	Evaluation at the conclusion of an activity to make major changes or decisions, such as whether to cancel, expand, shorten, or restructure a major program.
Training survey	A survey completed by participants before and after the training, such as self-confidence (self-efficacy) ratings on various HR tasks covered in the training.
Reliability	A statistical concept that reflects one of three traits of an evaluation tool: <ul style="list-style-type: none">• closeness to a target (accuracy),• repeatability (stability over time), or• internal consistency.
Validity	A statistical concept that refers to whether an evaluation tool measures in a meaningful way what it purports to measure. Validity presumes reliability, but reliability is not sufficient for validity.
Trend analysis	The examination of statistical data over time to determine if a pattern exists or if variation is random.
Qualitative analysis	The consideration of non-statistical information, such as written comments, oral comments, or classroom observations.
After-action report	A report prepared by the Course Manager after each class.

Types of Evaluation Tools

Introduction This map describes the types of evaluation tools used by TMD.

Key Concepts The table below defines several evaluation tools.

Type	Application
Training survey (self-efficacy)	Used in position classification, A-76, and CPAC generalist courses to assess self-confidence before and after training. Research has shown that participants are more likely to apply knowledge and skill when they feel confident about their skill. Includes a task list and a rating scale.
Module evaluation	A short rating form that provides daily feedback on teaching behavior and allows for comments about the facility, materials, or other factors.
Daily evaluation	Same as the module evaluation except that it represents an average for the entire day. This tool is used by the Course Manager to make adjustments in subsequent course training.
End-of-course evaluation	A questionnaire with approximately 27 logistics and instructional items and a 5-point rating scale. This tool is analyzed by the course manager; ratings are input into SPSS to obtain statistical reports or to test statistical relationships.
Butcher block quick response	An evaluation activity which takes 5-10 minutes at the end of a module or a day of training. Participants brainstorm the positive or negative aspects of the training and instructor lists them on butcher block as meaningful feedback.
React form	A form submitted by participants when they have a strong reaction, positive or negative, to anything that happened during the course. Course Managers respond immediately to these forms, if possible.
120 day follow-up evaluation	A short survey that is filled out via the web or by answering an e-mail. This is used to assess transfer of training to the work site. Ratings are input for analysis with SPSS.

Sample Training Survey

Introduction This map illustrates a task-oriented survey to assess self-confidence.

Name _____

Pre-Course Training Survey for Basic Position Classification

This survey is being used to evaluate the effectiveness of your training. Read the statements listed below and rate your level of agreement according to a 5-point scale.

	SA	A	N	D	SD
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
	SA	A	N	D	SD
1. I am provided an opportunity to use the knowledge and skill I acquire in training.	5	4	3	2	1
2. My organization encourages learning on-the-job.	5	4	3	2	1
3. When I attend a training program, I expect to do very well.	5	4	3	2	1
4. Using <u>MDCPDS</u> is something I am probably good at.	5	4	3	2	1
5. Using <u>COREDOC</u> is something I am probably good at.	5	4	3	2	1
6. Using the <u>Internet</u> is something I am probably good at.	5	4	3	2	1
7. Using <u>FASCLASS</u> is something I am probably good at.	5	4	3	2	1
8. When I am given a <u>classification case</u> , I expect to do it very well.	5	4	3	2	1
9. My <u>classification</u> skill equals or exceeds that of other employees.	5	4	3	2	1
10. My skill in providing <u>job design advice</u> equals or exceeds that of other employees.	5	4	3	2	1
11. My skill in providing <u>organization design advice</u> equals or exceeds that of other employees.	5	4	3	2	1
12. My skill in answering <u>pay administration</u> questions equals or exceeds that of other employees.	5	4	3	2	1
13. My skill in classifying <u>wage system jobs</u> equals or exceeds that of other employees	5	4	3	2	1
14. My skill in classifying <u>FES positions</u> equals or exceeds that of other employees.	5	4	3	2	1
15. My skill in classifying <u>supervisory positions</u> equals or exceeds that of other employees.	5	4	3	2	1

Sample Daily/Module Evaluation

Introduction This map illustrates a daily or module evaluation form.

Daily Feedback Form--Monday

Name (optional): _____

Instructions Circle the rating which best describes your response to each statement:

Rating	Description	Rating	Description
5	Strongly agree	2	Disagree
4	Agree	1	Strongly disagree
3	Neutral	N/A	Not applicable

Course content and Delivery	Course modules were well-organized.	5	4	3	2	1	N/A
	The number of exercises was just right.	5	4	3	2	1	N/A
	The Course Binder provided enough information to successfully complete exercises.	5	4	3	2	1	N/A
	Today's modules provided the right amount of discussion.	5	4	3	2	1	N/A
	Module length was appropriate.	5	4	3	2	1	N/A
	Faculty were knowledgeable of the subjects.	5	4	3	2	1	N/A
	I understood the exercises after they were de-briefed.	5	4	3	2	1	N/A

Other	The course binder was easy to use.	5	4	3	2	1	N/A
	The modules were the right level of difficulty for me.	5	4	3	2	1	N/A

Comments Describe what you would change in the course, and/or anything else:

Sample End-of-Course Evaluation

Name: _____ Course title/dates: CPAC Generalist,

Instructions Select (circle) the rating using the following scale:

Rating	Description	Rating	Description
5	Strongly agree	2	Disagree
4	Agree	1	Strongly disagree
3	Neutral	N/A	Not applicable

Course administration and logistics

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. The application, selection, and registration processes were managed smoothly. | 5 | 4 | 3 | 2 | 1 | N/A |
| 2. TMD staff provided good customer service . | 5 | 4 | 3 | 2 | 1 | N/A |
| 3. Transportation arrangements were satisfactory. | 5 | 4 | 3 | 2 | 1 | N/A |
| 4. Billeting accommodations were satisfactory. | 5 | 4 | 3 | 2 | 1 | N/A |
| 5. Dining provisions were satisfactory. | 5 | 4 | 3 | 2 | 1 | N/A |

Course preparation

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 6. I had clear objectives in mind for taking this course. | 5 | 4 | 3 | 2 | 1 | N/A |
| 7. I could access any required pre-course reading. | 5 | 4 | 3 | 2 | 1 | N/A |

Course content

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 8. Learning objectives were related to my job. | 5 | 4 | 3 | 2 | 1 | N/A |
| 9. There were an adequate number of exercises . | 5 | 4 | 3 | 2 | 1 | N/A |
| 10. The course schedule provided adequate opportunity to use the computer lab . | 5 | 4 | 3 | 2 | 1 | N/A |
| 11. The course contained appropriate topics (modules) . | 5 | 4 | 3 | 2 | 1 | N/A |
| 12. The sequence of those topics was appropriate. | 5 | 4 | 3 | 2 | 1 | N/A |
| 13. The course length was appropriate. | 5 | 4 | 3 | 2 | 1 | N/A |
| 14. Course content was up-to-date . | 5 | 4 | 3 | 2 | 1 | N/A |

Continued on next page

Course delivery	15. Course phases were well-organized.	5	4	3	2	1	N/A
	16. Lectures were effective.	N/A					
	17. I had enough time to complete exercises.	5	4	3	2	1	N/A
	18. Instructors were effective leading discussions .	5	4	3	2	1	N/A
	19. Instructors offered assistance to aid learning.	5	4	3	2	1	N/A

Course materials	20. The course binder was easy to use.	5	4	3	2	1	N/A
	21. The videotape shown was effective.	N/A					
	22. I will be able to use the course binder at work.	5	4	3	2	1	N/A
	23. Powerpoint slides were effective.	N/A					
	24. Easels/butcher block charts were readable.	5	4	3	2	1	N/A

Transfer of learning	25. The course was the right level of difficulty for me.	5	4	3	2	1	N/A
	26. The course met my expectations .	5	4	3	2	1	N/A
	27. I will be able to use what I have learned in my job.	5	4	3	2	1	N/A

Comments Explanations of above ratings or additional suggestions:

Sample React Form

Introduction This map illustrates the TMD React Form.

Sample Date:
Name (optional):

REACT

This is your opportunity to let us know how we are doing. Please take the time to help us improve! Feel free to comment on specific lessons, guest speakers, activities, administration, or anything else—both positive and negative. If you wish to talk with someone about your comments, please let us know.

Tips for Using Evaluation Tools

Introduction This map explains how to use evaluation tools effectively.

Selection Tips Some suggestions for using evaluation tools are:

- Identify clearly the purpose of your evaluation.
 - Identify clearly the user of the evaluation.
 - List the types of information the user needs or wants.
 - Consider the audience and how easy or difficult it will be to provide necessary information.
 - Consider the time and cost of consolidating and analyzing the evaluation information.
 - Determine if the available evaluation tools will meet these needs. If so, use them.
 - If the available tools will not be useful, consider purchasing a commercial tool or designing your own.
-

Administration Tips Some suggestions for administering evaluation tools are:

- Allow ample time for participants to complete the evaluation; if they hurry, they may not give reliable and valid responses.
 - Explain the purpose of the evaluation and how the information will be used. Assure participants of confidentiality.
 - For end-of-course evaluations, exchange the evaluation for the course certificate.
 - Make sure evaluation tools are as short as possible.
 - For follow-up evaluations, use the new web-based strategy.
-

Tips for Analyzing Evaluation Data

Introduction This map discusses tips for analyzing evaluation data.

Tips for Daily/Module Evaluations In analyzing daily or module evaluations, consider the tips listed below.

- Review the evaluations with Adjunct Faculty in a “war room” meeting at the end of the day.
- Concentrate on comments and trends; don’t average ratings because minor differences aren’t important.
- Look at the number of low ratings (1 or 2 on a 5-point scale). These ratings reflect unhappy customers.
- Daily/module ratings often start out low and then improve as the class becomes comfortable with the teaching staff and the learning process.
- Consider all comments in their context; don’t overreact to any single item or evaluation by itself.

Tips for End-of-Course Evaluations In analyzing end-of-course evaluations, consider the tips listed below.

- Review the comments and general trends in ratings before arranging input to SPSS. You will be able to determine if the class was generally satisfied or dissatisfied.
- Consult TMD about using SPSS for the first time.
- Remember that there is variation across courses and within courses. Do not worry about random fluctuations. Look for meaningful differences and long-term trends.
- SPSS will calculate the statistics you need for after-action reports.
- Remember that ratings are only important when you can link them to other information, such as achievement on tests, performance on exercises, or changes in self-confidence.
- Consider all narrative comments seriously, and investigate them as necessary. However, don’t make major course changes based on isolated comments.

Chapter 11

Course Management

Overview

Introduction This chapter explains the administrative functions of the Course Manager and other stakeholders before, during, and after course delivery.

Definition The Course Manager is the staff member with ultimate responsibility for the design, delivery, evaluation, and revision of the course. Many course management duties are administrative while others are instructional.

In this Chapter This chapter includes the following topics.

Topic	See Page
Section A: CPOCMA (APG) Courses	120
Section B: On-site (field) Courses	134

Section A: CPOCMA (APG) Courses

Overview

Introduction This section explains the administrative functions of the Course Manager and other stakeholders for courses conducted in Building 5445 at Aberdeen Proving Ground, MD.

In this Section This section includes the following topics.

Topic	See Page
Pre-course Responsibilities	121
Course Management Checklist	123
Administrative Forms	127
Welcome and Introduction	128
Sample Announcements	129
Dining Arrangements	131
After-Action Report	132

Pre-course Responsibilities

Introduction This map explains the pre-course duties of the Course Manager.

Delegation The Course Manager has ultimate responsibility for the course. However, it is expected that duties and responsibilities will be delegated to other members of the teaching team, such as the Training Technician or Adjunct Faculty.

Responsibilities The table below summarizes the Course Manager’s pre-course responsibilities.

Responsibility	Description
Marketing	<p>Check the number and quality of nominees 3-4 months in advance and initiate marketing:</p> <ul style="list-style-type: none"> • Flyers for distribution in APG courses; • Civilian Personnel Bulletin announcements; • E-mail messages to distribution lists. <p>Most courses have a minimum of 20 and a maximum of 25 participants. At least 16 but no more than 25 may be centrally-funded.</p>
Analysis	<p>Review previous course evaluations, analyze tasks or objectives, and determine if design changes are needed. Consider whether OPM or Army programs or policies have changed since the last course.</p>
Course Design	<p>Make appropriate changes to learning objectives, agenda, instructional materials, lesson plans, etc.</p>
Select Adjunct Faculty or speakers	<p>Secure participation of appropriate contractors, speakers, and Adjunct Faculty. Compose memos of invitation or confirmation, including instructions about cancellations (e.g., notice period or cancellation penalty for contractors). <u>Note:</u> Follow CPOCMA policies for the selection of CONUS CPOC faculty.</p>
Select participants	<p>Select participants 60 days in advance.</p>
Conduct planning meeting	<p>Plan the course and clarify responsibilities of each teaching team member.</p>
Master course binder	<p>Prepare reproduction master. Make sure you follow Copyright Law.</p>

Continued on the next page

Pre-Course Responsibilities (continued)

Responsibilities
(continued)

Responsibility	Description
Orient adjunct faculty	Provide agenda and binder materials to Adjunct Faculty so that they can prepare to teach assigned topics. (You can mail extra binders from the previous class, for example). E-mail the lesson plans to Adjunct Faculty, plus answers to any exercises for assigned lessons.
Read-ahead materials	Provide the Training Technician any enclosures needed for Welcome Letter (e.g., readiness surveys, articles, agenda, web instructions).
Schedule Welcome	Notify Division Chief and arrange for class welcome on the first day.
Facility preparation	Coordinate with the Training Technician on classroom set-up, including a check of all audio-visual equipment.

Course Management Checklist

Introduction This map provides a checklist for conducting courses at APG.

Checklist The table below shows the respective responsibilities of the Course Manager (CM) and the Training Technician (TT).

Market/revise materials

90 days before course

- _____ Check applications for course **TT**
- _____ Market course if low on apps **CM**
- _____ Revise/develop new modules **CM**
- _____ Arrange for Guest Speakers/Contractors **CM**
- _____ Brief Division Chief on Course **CM**
 - Adjunct Faculty
 - Guest Speakers/Contractors
 - Selections
 - Other pertinent information

Initial selections/notify selectees/adjunct faculty

60 days before course

- _____ Meeting - Course Manager and Training Technician
- _____ Information to speakers **CM**
- _____ Information to adjunct faculty **CM**
- _____ Send Lesson plans and binder materials to AF
- _____ Adjunct Faculty added to Training Management System (TMS) **TT**
- _____ Order materials/books/equipment/supplies/videos **CM/TT**
- _____ Automated slides for each module. **CM**
- _____ Mark selections in TMS **CM/TT**
 - Verify data on those selected
- _____ Course information sent to selectees **TT**
 - Group email addresses under course name in personal address book
 - Check with CM on any specific course information
 - Revise welcome letter
 - Forward to CM for review
 - Email documents
 - Include registration form/read ahead information
- _____ Course information sent to Standby students **TT**
 - Revise letter
 - Forward to CM for review
 - Send electronically with all attachments

Continued on the next page

Course Management Checklist (continued)

Binder/1610/Monitor Registration

30 days before course

- _____ Non Select applicants **TT**
 - Revise letter and send electronically to those non select
- _____ Monitor registration forms **TT**
- _____ Notify CM of cancellations **TT**
- _____ Update TMS selections as cancellations occur/standbys are added **TT**
- _____ Update TMS from registration forms **TT**
- _____ Pre and post tests **CM**
- _____ Copies **TT**
- _____ prepare answer key **TT**
- _____ Roster of participants, speakers and adjunct faculty. **TT**
- _____ Swan Creek – hotel roster annotated in TMS
- _____ Course Manager
 - Keep course manager informed of changes
- _____ Student materials and handouts **CM/TT**
- _____ Prepare master binder
- _____ Send to print
- _____ Registration forms to Carlson, Government Travel Agency for estimate. **TT**
- _____ Email flight information to participant
- _____ Prepare travel orders **TT**
- _____ Route for signatures
- _____ Copy for course folder (retain copy for 3 months)
- _____ Original to participant
 - POV/overseas. Mail or fax to participant.
 - Air ticketing - Fax to participant.
- _____ Adjunct faculty and guest speakers
 - Mail or fax
- _____ Photo scheduled **TT**
- _____ Finalize agenda **TT/CM**
- _____ TDY orders **TT**
 - Revocations
 - Amendments
 - Final selections
- _____ 1556s for speakers/contractors **TT**
 - Copy in Log Book with letter of agreement
 - Copy to RMD to obligate funds

Finalize course preparations

1 week before course

- _____ Rosters **TT**
 - _____ Swan Creek Inn/Red Roof
 - Students and adjunct faculty/guest speakers
 - annotate early check-in, late check-out, smoking

Continued on the next page

Course Management Checklist (continued)

- ___ Dining Facility
- ___ Scott Shuttle with arrival times noted
- ___ Roster and agenda to Division Chief/Director
- ___ Name badges **TT**
- ___ Assemble Binders **TT**
 - ___ Spine
 - ___ Front cover
 - ___ Index
 - ___ Agenda
 - ___ Administrative Sheet
 - ___ Biographical Information
 - ___ Evaluations
 - ___ Reimbursement Memo*
 - ___ Table tent
- ___ Classroom setup **TT/CM**
 - ___ Binders
 - ___ Handouts
 - ___ Butcher Block
 - ___ AV setup
 - ___ Signs for room
 - ___ Supplies
 - ___ Shuttle schedule
 - ___ Dining Menu

Course in Progress

First Day of course

- ___ Extra copy(s) of Binder/roster/agenda in back of class **TT**
- ___ Available at least 1/2 hour before class starts **TT**
 - Assist with final classroom preparation
 - Student questions
- ___ Opening of Class **CM/TT**
- ___ Present administrative information to class **TT**
- ___ Roster routed to participants **TT**
 - Arrival/departure dates requested
 - Students/adjunct faculty check data for accuracy
- ___ Confirm shuttle schedule for class with Scotts (contractor) **TT**
- ___ Correct roster in TMS **TT**
 - Copies for each participant and faculty
- ___ Correct pretest **TT**
 - Results to CM
- ___ Prepare coffee **TT/CM**
- ___ 1556s for speakers or contractors **TT**
 - Submit to RMD with Roster and invoice
 - Copy of invoice inserted in Log Boo
- ___ Assist with copies / handouts **TT**

Continued on the next page

Course Management Checklist (continued)

- _____ Available to assist participants and faculty **TT**
 - Before class
 - At breaks
 - Lunch
 - After class
- _____ Certificates **TT**
 - _____ Participants (signed by course manager)
 - _____ Adjunct faculty signed by Chief, TMD.
- _____ Correct posttest **TT**
 - Provide results to CM
- _____ Prepare student folders **TT**
 - ___ Name label
 - ___ Certificate
 - ___ 1610 original
 - ___ Ticket receipt
 - ___ Reimbursement Memo*
- _____ Graduation **CM/TT**
 - ___ Student Folders prepared and ready morning of graduation
 - ___ Insert pre/post test scores on sticky if requested by CM

AA report/evaluations/close-out course

Week after course

- _____ Cleanup classroom/return supplies to proper area **CM/TT**
- _____ Input evaluation data in SPSS **TT**
- _____ End of course evaluations & after action report to Chief, TMD & Director **CM/TT**
- _____ File course information in course binders **TT**
 - Final roster
 - Agenda
 - Evaluation Reports
 - Copy of contractor 1556/invoice/agreement
 - Photo
- _____ Keep copy of orders for 90 days **TT**
- _____ Final Hotel Roster to Ruth Ann for billeting reconciliation **TT**
- _____ TMS – update data base **TT**
- _____ Thank you letters for adjunct faculty and guest speakers **CM/TT**
- _____ Adjunct Faculty certification **TT**
 - Submit adjunct faculty certification checklist to TMD admin
 -

120 day follow up

4 months after course executed

- _____ Email follow up evaluation to each course participant **TT**
 - _____ Monitor responses **TT**
 - _____ Data input into SPSS **TT**
-

Administrative Forms

Introduction This section explains the administrative functions of the Course Manager and other stakeholders for courses conducted in Building 5445 at Aberdeen Proving Ground, MD.

Forms List The types of forms typically used are the:

- daily/module evaluation,
- react,
- administrative announcements,
- instructions for using computer room,
- pre and post-course training surveys,
- end-of-course evaluations, and
- 120 day follow-up evaluations.

Some of these were explained in Chapter 10, Evaluation Tools.

How Used The table below explains the use of the forms and handouts listed above.

Form/Handout	How Used
Daily/Module evaluation	This form provides formative feedback on the effectiveness of instruction.
React	This form is for immediate reactions by participants.
Administrative announcements	This handout explains everything from rest rooms to coffee; it is inserted in the course binder.
Instructions for computer room	This handout explains how to log onto the computer.
Training surveys	Some courses require a pre and post-course survey (task self-confidence ratings) to measure learning.
120 day follow-up survey	Many courses are evaluated 3-4 months later through a web-based or e-mail survey.

Welcome and Introduction

Introduction This map explains how to open a course and conduct the first module.

Components of Welcome Module The welcome module has several distinct components. These include:

- (1) the welcome by the Course Manager who reminds class to complete tent cards and other forms,
- (2) the opening administrative announcements by the Training Technician
- (3) the official welcome by the TMD Chief,
- (4) the pretest or pre-course training survey, and
- (5) an introduction of all participants, which includes a discussion of needs and expectations.

Responsibilities The table below summarizes the responsibilities for welcoming the class.

Speaker	Action
Course Manager	Welcomes participants as they arrive. Places instructions on butcher block. Reminds participants to complete tent cards and administrative forms (surveys).
Training Technician	Reads administrative announcements and points out that participants have their own copy in their course binder. Explains the Leisure Binder and bus schedules.
Division Chief	Welcomes class and talks for about 5 minutes about the purpose of the course, how it fits in with recent DA initiatives, etc.
Course Manager	Explains purpose of and conducts pretest or precourse training survey.
Course Manager or Training Technician	Initiates introductions. Writes instructions on butcher block: <ul style="list-style-type: none"> • Name and position • Organization—CPAC, CPOC, staff, etc. • One need or expectation • One fun activity or hobby
Course Manager	Transitions from welcome module, introducing guest speakers or Adjunct Faculty as needed.

Sample Administrative Announcements

Introduction This section explains the administrative functions of the Course Manager and other stakeholders for courses conducted in Building 5445 at Aberdeen Proving Ground, MD.

[Excerpt from handout]

CPAC GENERALIST COURSE April 2-6, 2001

ATTENDANCE

Class is scheduled to start at 8:00 and end at 4:15 daily. If you are unable to attend, please ensure TMD is informed (410-306-1724).

RESTROOMS

Restrooms are located in the hallway behind the kitchen area, near computer classroom A.

BREAKS

Breaks will be given where material accommodates. If you need to leave the room, please do so as quietly as possible.

SMOKING

The designated smoking area is located between the two buildings (breeze way).

EMERGENCY CALLS

Two telephones (DSN) are available in the lobby area of this building. We also have one pay phone located in the Kitchen area. Emergency phone messages can be made to me (Mary) at 410-306-1724 (DSN 458-1724) and I will get in touch with you.

SHUTTLE SERVICE

The shuttle schedule is posted in the class room and at the Motel.

Continued on the next page

Sample Administrative Announcements (continued)

BUDDY SYSTEM

We ask all participants to be responsible for one other person in the course. This is in case of an emergency or need that cannot be fulfilled by the Center. Please exchange your room number with them.

MEALS

All meals will be served in the APG Dining Facility except as noted on your Guest Information Sheet.

Fax

If you need information fax to you, our fax number is, 410-306-1776. Please have your name and the course you are attending on the cover sheet.

SUPPLIES

Supplies are available in the classroom. If other item(s) are needed, please inform me or the course manager.

VOUCHERS

Instructions will be included in your graduation package.

QUESTIONS?

If you have any questions or concerns, please don't hesitate to ask me. I will be available every morning and after lunch to assist you if you have any questions.

Dining Arrangements

Introduction This map explains meal arrangements for APG courses.

Centrally-Funded Participants The normal rule is that centrally-funded participants are lodged at the Swan Creek Inn and eat all APG meals at the Dining Facility. Dinner on the arrival day and lunch on the departure day are funded by per diem.

Occasionally, centrally-funded participants must stay at a commercial hotel, such as the Red Roof Inn. In these cases the participants are provided per diem for breakfast and dinner. They eat at nearby restaurants. Lunch is provided by the Army at the Dining Facility.

Any participant may, at his or her own expense, arrange dining off post. Also, some providers will deliver food to Building 5445.

Pay Own Participants Participants who are funded by their employing activity normally receive full per diem and eat off-post. However, DOD participants can arrange to stay at Swan Creek Inn and reduce lodging costs (they pay directly).

Procedure for Dining Facility The table below explains the procedures for eating at the Dining Facility.

Meal	Procedure
Breakfast	(1) Participants are picked up by Scott's Transportation and taken to the Dining Facility. (2) Each participant wears his or her name badge and signs in as a CPOCMA participant.
Lunch	(1) The Course Manager/Training Technician counts the participants who will eat at the Dining Facility. (2) A volunteer is selected who will sign in for the total number of class participants who are eating at the Dining Facility. (3) Transportation to and from the Dining Facility is provided by Scott's Transportation.
Dinner	Same procedure as breakfast.

Sample After-Action Report

Introduction This section explains the administrative functions of the Course Manager and other stakeholders for courses conducted in Building 5445 at Aberdeen Proving Ground, MD.

Date

MEMORANDUM FOR Ms. _____, Director, Civilian Personnel
Operations Center Management Agency, Aberdeen
Proving Ground, MD 21005-5200

SUBJECT: Evaluation for (insert course & dates)

TMD successfully completed _____ on _____. I have enclosed a summary of the participant evaluations, course roster, and course agenda for your review.

Name
Course Manager

Enclosures

Continued on the next page

Course Summary

Audience	If there were problems like no-shows or late cancellations, mention them here. It wouldn't hurt to recap the roster and state number of CPAC, CPOC, or other participants. Otherwise state that all participants arrived safely as scheduled.
Agenda	Mention if any topics were unusually effective or ineffective, or if you had to make adjustments to the enclosed agenda. Otherwise state that the attached agenda was completed.
Adjunct Faculty & Speakers	If anything unusual happened with speakers, or if you certified new adjunct faculty, discuss here.
Typical Comments	Mention whether comments were random or if several participants provided similar comments on a specific issue.
Ratings	<p>If already input in SPSS, state the mean (average) for the instructional items, the logistic items, or overall.</p> <p>If not input into SPSS, spot check the ratings, especially the item #26 on expectations to report the general reaction. "All but ___ participants rated the course 4 or 5 on "met my expectations."</p>
Learning Measures	Cite any measurable improvement from pretest to posttest or on self-confidence ratings. Mention performance on class exercises you observed.
Recommendations	Based on the above, state whether the course seems OK as is or needs a change or two. Some of the changes may be administrative or logistical.

(Don't forget to add Roster and Agenda)

Section B: On-site (field) Courses

Overview

Introduction This chapter explains the administrative functions of the Course Manager and other stakeholders when CPOCMA courses are conducted at a site other than Aberdeen Proving Ground.

In this Section This section includes the following topics.

Topic	See Page
Concepts and Definitions	135
Overview of On-site Course Roles and Responsibilities	136
On-site Course Manager Responsibilities	138
Checklist for Classroom Supplies & Equipment	139
Morning Agenda for the First Day	140
Checklist for On-site Courses	141

Concepts and Definitions

Introduction This map explains concepts and definitions regarding on-site courses.

On-site Policy The CPOCMA policy, as initially directed by the Deputy Assistant Secretary of the Army (Civilian Personnel Policy), is to conduct several basic-level technical courses at CONUS CPOCs. These include:

- Basic Position Classification
- Basic Staffing
- Basic Human Resource Development

Additionally, TMD may conduct other courses on-site at the request of the customer and upon approval by the Director.

Definitions The table below defines some key terms related to on-site training.

Term	Definition
On-site course	TMD-sponsored, centrally-funded courses presented at locations other than APG. Managed by TMD and supported by host CPOC; taught by Adjunct faculty. Listed on TMD course schedule.
Exportable course	TMD-developed courses presented by adjunct faculty in the field. Not listed on TMD schedule. Managed and supported by sponsoring organization. <u>Note:</u> The host activity handles all course management and delivery once TMD approves the Adjunct Faculty and provides a master of materials (including CPOCMA certificates). Funding for exportable training varies according to specific circumstances.
Resident course	Courses presented at TMD training facility at Aberdeen Proving Ground, MD. Managed and supported by TMD staff; taught by TMD faculty, adjunct faculty, and/or contractors. Listed on TMD course schedule.
Other local training	Any HR office may conduct local training on an informal or formal basis using portions of CPOCMA courses. This type of training is funded and arranged locally. <u>Example:</u> Brown-bag seminar on new FLSA regulations and procedures.

Overview of On-Site Course Roles and Responsibilities

Task	TMD Staff	Course Manager/ Lead Instr	Adjunct Faculty/ Instr	Host CPOC/ Admin
Application Process				
Review of Applications	X			
Selections	X			
Notify Selectees	X			
Travel arrangements and orders	X			
CPOC logistical arrangements				X
-Billeting (block rooms)				X
-Transportation (to/from airport – to class)				X
-Dining facilities (lunch available on post, restaurants)				X
Course Materials				
Masters for Course binder materials/handouts/answer sheet	X			
Order books/pamphlets	X			
Printing				X
Order binders				X
Assemble binders and course materials for classroom				X
V-graph developed/transmit electronically	X			
V-graph printed or project electronically				X
Certificates				
Provided by	X			
Who signs		X		
Prepared by				X
Logistics				
Classroom reserved				X
Classroom setup				X
Breakout rooms reserved				X
Classroom supplies				X
AV equipment (including projection system and PC or laptop)				X
Security of building/room				X
Building facilities (restroom, vending machines, smoking)				X
Administrative information				X
Roster/name badge/table tent				X
Course Management				
Designate Course Manager	X			
Designate Course Administrator				X
Select Adjunct Faculty	X			
Develop Agenda for instructors	X			
Send course materials to instructors	X			
Review instructional materials/prepare to teach		X	X	
Coordinate with TMD		X	X	X
Coordinate with course administrator/course manager/adjunct faculty	X			
Course Delivery				
CPOC Director Open Class				X
Instruction		X	X	
Classroom management		X	X	X
Test security		X	X	X
Post Course Delivery				
End of Course Report sent to	X			
End of Course Report prepared by		X		

- Written After Action Report		X		
-Roster		X		X
- Test scores		X		X
- End of course evaluation		X		X
-CPOC services evaluation		X		X
Clean up of classroom		X	X	X

On-site Course Manager Responsibilities

Introduction This map summarizes the responsibility of the on-site Course Manager.

Designation of Course Manager Typically, an Adjunct Faculty member from the host installation is designated as the On-site Course Manager.

Responsibilities Typical responsibilities are:

1. Overall managerial responsibility for course.
2. Establish ground rules the first morning of the course.
3. Make decisions concerning late arrivals, early departure, absences, and problem participants.
4. State the requirements for successful completion of the course.
5. Coordinate handouts, references, and videos to be used for the course.
6. Open and close the training day with any special announcements.
7. Manage clean-up responsibilities with adjunct faculty and CPOC staff.
8. Introduce adjunct faculty, presenters, and guest speakers.
9. Coordinate orientation session before course starts with adjunct faculty and course administrator.
10. Manage lock-up of classroom and equipment each day.
11. Manage graduation ceremonies.
12. Manage the administration of pretest and posttest.
13. Submit After Action Report to TMD.

After-Action Report A report should be submitted to TMD within 5 days. Include:

- Course Title
- Course date
- Location of training
- Names of Adjunct Faculty
- Number of participants
- What went well
- Lessons learned
- Suggestions for changes to course materials

Include the following attachments to the written report:

- Roster of attendees
- Posttest scores
- End-of-course evaluations
- CPOC service evaluations

Checklist of Classroom Equipment and Supplies

Introduction This map provides a checklist for the equipment and supplies required for on-site training.

Equipment

- Tables configured in modules with 4-6 participants in a group.
- 1-2 tables for the instructor team.
- Chair for each participant
- Table for supplies and administrative information.
- TV/VCR with monitors.
- Lectern
- Overhead projector and table or projection system & PC to control it
- Butcher block – extra paper and markers
- White board and markers.
- Lapel mike

Supplies

- Binder for each student
- Copy of handouts for each student
- Reference materials
- Regulations
- Notebook paper
- Pencils
- Markers
- Pens
- Highlighters
- Post-its
- Tape
- Stapler
- 3 hole punch
- Pencil sharpener
- Masking tape
- Scissors
- Paper clips

Morning Agenda for first day

Introduction This map lists the events that typically occur on the first day.

**Agenda
Events**

- Welcome by Course Manager
- Introduction of CPOC Director
- Welcome by Director
- Introduction of Adjunct Faculty
- Administrative Information*
- Introduction of participants
 - Name
 - Installation
 - Needs and expectations**
 - Something personal
- Establish ground rules
- Administer pretest

**needs and expectations are recorded on butcher block

**Admin
Information**

- Attendance requirements
- Emergency number and POC
- Buddy system
- Lunch arrangements
- Fire exits
- Rest rooms
- Smoking area
- Vending machines
- Logistical arrangements

Course Management Checklist for On-site Courses

Key Faculty tasks are coded “F” , Training Technician tasks are coded “TT”, Course Manager tasks are coded “CM”, TMD administrative tasks are coded “ADM.”

90 days before course

- _____ Check applications for course **TT**
- _____ Market course if low on apps. **F**
- _____ Coordinate arrangements at training location **F/ADM**
- _____ Training room (include equipment requirements like PCs and projection system)
- _____ Hotel
- _____ Meals
- _____ Printing
- _____ Supplies
- _____ Guest Information Sheet

60 days before course

- _____ Pull course folder – keep on top of training technician desk **TT**
- _____ Meeting - Faculty/training technician/TMD admin
- _____ Select speakers **F**
- _____ Select adjunct faculty/Course Manager **F**
- _____ Send Lesson plans and binder materials to adjunct faculty
- _____ Add adjunct faculty to course in TMD Training Management System (TMS)

- _____ Order materials/books/equipment/supplies/videos **F/TT**
- _____ Develop/revise automated slides for each module. **F**
- _____ Select attendees (TMS). **F/TT**
 - Verify data for those selected

- _____ Course information sent to selectees **TT**
 - Check with Faculty on any specific course information
 - Group email addresses under course name in personal address book
 - Revise welcome letter
 - Registration form
 - Include read ahead information
 - Guest Information Sheet

- _____ Standby **TT**
 - revise letter and send electronically to those on standby

Continued on the next page

30 days before course

- _____ Training materials forwarded to On-site Coordinator
- _____ Student binder master (printed on-site)
- _____ Handout master/Pretest/posttest master and answers
- _____ Slides – electronically
- _____ Roster
- _____ Certificates with course name/date/location
- _____ Reimbursement Memo
- _____ Non Select applicants **TT**
 - revise letter and send electronically to those non select
- _____ Monitor registration forms **TT**
- _____ Notify Faculty of cancellations for additional selections **TT**
- _____ Update TMS selections as cancellations occur/standbys are added **TT**
- _____ Update TMS database **TT**
- _____ Registration forms to Carlson travel for estimate. **TT**
- _____ Email flight information to participant
- _____ Prepare travel orders **TT**
- _____ Route for signatures
- _____ Copy for course folder (retain copy for 3 months)
- _____ Original to participant
 - POV/overseas. Mail or fax to participant.
 - Air ticketing - Fax to participant.
- _____ Adjunct faculty and guest speakers
 - Mail or fax

2 Weeks before course TT

- _____ Finalize agenda – forward to on-site coordinator **TT**
- _____ TDY orders **TT**
 - Revocations
 - Amendments
 - Final selections
- _____ 1556s for speakers/contractors **TT**
 - copy to TMD admin with letter of agreement

1 week before course TT

- _____ Rosters **TT**
- _____ Carlson Ticket receipts forwarded to on-site coordinator

Week of course

- _____ 1556s for speakers or contractors **TT**
 - Copy to TMD admin
 - Roster
 - Copy of Invoice

Continued on the next page

After course

- _____ Received from On-site coordinator or On-site Course Manager **F/TT**
 - _____ After-Action Report
 - _____ Updated Roster
 - _____ End-of-Course Evaluations
 - _____ Instructor Evaluations
 - _____ Pretest/Post test Results
 - _____ Correct data in TMS using updated roster **TT**
 - _____ Input evaluation data in SPSS. **TT**
 - _____ End-of-course evaluations and after action report to Chief, TMD & Director **CM/TT**
 - _____ File course information in course binders **TT**
 - Final roster
 - Agenda
 - Evaluation Reports
 - Copy of contractor 1556/invoice/agreement
 - _____ Keep copy of orders for 90 days **TT**
 - _____ Final Roster to TMD for billeting reconciliation **TT**
 - _____ Thank you letters for adjunct faculty/course manager and guest speakers **CM/TT**
 - _____ Adjunct Faculty certification **TT**
 - submit adjunct faculty certification checklist to TMD admin
-

Chapter 12

Instruction

Overview

Introduction This chapter summarizes information on teaching methods, utilization of adjunct faculty, and facilitation of instruction.

Policy on Training Time The TMD policy is that in-class training should last 7.25 hours every day (e.g., 0800-1615) except the last day. (On the last day, classes end about 1130-1200 to permit travel home.) Participants should complete about 45 minutes of homework each night so that total training time is 8 hours.

Do not allow Nonexempt employees to work more than 8 hours a day; remind them of the limitation on homework.

Policy on Teaching Methods To maximize the benefit of training for a diverse workforce with varying learning needs, the Adjunct Faculty and Course Manager should use a variety of teaching methods.

In this Chapter This chapter includes the following topics.

Topic	See Page
Section A: Teaching Methods	146
Section B: Adjunct Faculty	165
Section C. Facilitation of Exercises	168

Section A: Teaching Methods

Overview

Introduction This section explains the selection and use of teaching methods.

In this Section This section includes the following topics.

Topic	See Page
Training Principles	147
Types of Teaching Methods	148
Lecture	149
Directed Discussion	150
Case Study	151
Role Play	152
Role Play Guidelines	153
Demonstration	154
Laboratory	155
Simulation	156
Individual Activity	157
Group Activity	158
Brainstorming	159
Independent Study	160
Games	161
Selecting Teaching Methods	162
Tips for Using Small Group Activities	163

Training Principles

Introduction This map explains policies and principles of teaching.

Adult Learning Principles Instructors should consider the following principles of adult learning:

- Adult learners have characteristics that affect their preferred learning styles.
- There are three phases of classroom learning:
 - acquisition of knowledge,
 - conversion of knowledge to skill, and
 - practice of performance.
- There is no single teaching methods that is “best” for every adult learner.

Characteristics of Adult Learners Adult learners typically possess the characteristics listed below.

- They are self-directed.
- They are responsible.
- They have a strong self concept.
- They are problem-centered.
- They are concerned with immediate training needs.
- They have their own agendas.

Selection Criteria When selecting teaching methods, consider the:

- objectives of the lesson,
- instructor proficiency in the teaching method and lesson content,
- class size,
- participants’ background,
- time allowed for the lesson,
- available facilities, and
- availability of other teaching team members.

Types of Teaching Methods

Introduction This map defines several commonly-used teaching methods.

Definitions The table below defines typical teaching methods.

Type	Description
Lecture	A speech or briefing conducted by the instructor and often supplemented with questions or slides.
Directed discussion	Instructor facilitates a discussion by a group of participants on an assigned topic.
Case study	An exercise activity that focuses on real or hypothetical events, typically to solve a problem.
Role play	The acting out of a scenario to practice or demonstrate skills or provoke class discussion.
Demonstration	A presentation that shows participants how to perform a technique or utilize tools or equipment.
Laboratory	An activity performed in a specialized classroom (e.g., computer laboratory).
Simulation	An exercise that is designed to parallel what participants will experience in real life.
Individual activity	A paper-and-pencil activity, such as a matching exercise or a self-assessment.
Group activity	A case study, role play, discussion, or other activity performed by a small group of participants together.
Brainstorming	A group activity in which a large number of ideas are generated in a short period of time without evaluation or discussion.
Independent study	Self-paced learning in which the participant utilizes a variety of methods or aids, including workbooks.
Games	A playful learning activity, such as a “Jeopardy” game designed to review for a posttest.

Lecture

Introduction This map explains the **lecture** method.

Description A lecture is a carefully prepared oral presentation of a subject by a qualified expert. It is usually rather formal.

When Used A lecture or speech is used to present actual material in a direct and logical manner and to present one point of view on a controversial subject. It is also used for accounts of personal or professional experience, to entertain or inspire an audience, and to stimulate thinking and further study on a problem.

Advantages A lecture is suitable for audiences of any size. It is easy to organize, and some people can learn more by listening than by reading.

Limitations Good speakers informed on subjects of interest to the class may be hard to find. Also, experts are not always good speakers. Other limitations are that the role of the audience is passive, the effect of the lecture on the audience is difficult to gauge, and only one side of a question is typically presented.

Physical Requirements Adequate seating is necessary so that every member of the audience may see and hear the speaker in comfort. A stage or a slightly raised platform and speaker's rostrum are also helpful

Procedure The Course Manager should introduce the speaker to the audience with brief remarks about his or her position, experience, or special qualifications. If visual aids are used, they should be appropriate to the subject, to the audience, and to the effect that is being created with them. At the conclusion of the lecture, the Course Manager should thank the speaker and call for questions, discussion, or another follow-up activity.

Similar Methods Other techniques that are mainly formal stage presentations are panels, colloquia, forums, and interviews. These are often followed by question or discussion periods.

Directed Discussion

Introduction	This map explains the effective use of the directed discussion method.
When Used	Directed discussions are used to identify issues , explore alternatives or concepts, and seek solutions for problems. They are also used to develop plans of action and to change the attitudes of group members.
Advantages	Group discussion permits full participation and can establish consensus democratically. Also, directed discussion pools the abilities, knowledge, and experience of all participants to reach a common goal.
Limitations	Group discussion is time-consuming, particularly if the group includes participants of widely different backgrounds. A bossy leader or a few members may dominate the discussion.
Physical Requirements	The group is usually seated around a large table (or group of tables). Face-to-face discussion is essential. An informal and relaxed atmosphere will permit free discussion.
Procedure	<p>Directed discussion should be governed by the group itself. Generally, the leader will preside and moderate the discussion. Group may meet as long and often as is necessary and convenient. A change of leaders may be made to utilize special individual abilities. The group may appoint a recorder to keep track of its deliberations and to report on its progress from time to time.</p> <p><u>Note:</u> Twenty is considered the maximum number of participants in a discussion group.</p>
Similar Methods and Techniques	The discussion group is considered as a specific method, but the discussion technique can be used as a secondary technique to almost all methods.

Case Study

Introduction	This map explains the effective use of the case study method of instruction.
When used	The case study method is used to present in detail a problem with which the class is concerned. The case study method illustrates a problem-solving process.
Advantages	A case study gives a detailed accounting of the case under study and helps the learner to see various alternative solutions to the problems. It also helps people develop analytical and problem-solving skills.
Limitations	Some individuals may not see the relevance of the case being studied. Also, a considerable amount of time and thought is often required to develop the study. Finally, some group members may talk too much while others talk too little.
Physical Limitations	<p>If the case is presented with dramatic acting, a stage area is required.</p> <p>If visual aids are required in a presentation, the room should be suitable for this kind of presentation.</p> <p>If the case study is written, a large table and chairs may be all that is necessary. Some professional journals publish case studies that can be ordered and used.</p>
Procedure	If the case study is written, distribute it in advance so that participants can read it and prepare for class discussion. The Course Manager or Adjunct Faculty should introduce the topic, explain what the case study is, and indicate the responsibility of each participant. He/she then guides the discussion or activity.
Similar Methods and Techniques	The case study can be presented to the class in many ways, such as through written materials, film, dramatic skit, or lecture. Group discussion is used to carry out the second part of the case study.

Role-play

Introduction	This map explains the effective use of the role-play method.
When used	Role-play is used to examine issues or problems in human relations. It is used to explore possible solutions to a problem and to provide insight into how attitudes differ sharply from participant to participant.
Advantages	Role-play has a dramatic way of presenting a problem and stimulating discussion. It can provide clues to possible solutions and explore them without the dangers inherent in real life. It gives the players a chance to assume the personality of another human being—to think and act within the constraints of the assigned role.
Limitations	Some people may be too self-conscious or too self-centered to act successfully in role playing. Others may be shy and fearful. Role playing before large audiences is less effective because of the psychological effect of the large group upon the players.
Physical Limitations	This method requires a room large enough so that the members of the class may see the action. No stage or platform is necessary with groups of 30 or less. Costumes or elaborate props are <u>not</u> necessary.
Procedure	The problem or situation must be clearly defined by the group before the role-play begins, and the scene must be set by the Course Manager or Adjunct Faculty. Players should be selected just before role playing begins, although a brief warm-up period may be necessary to throw off self-consciousness and allow participants to get in the spirit of the exercise. The facilitator should allow the action to proceed only so long as it is contributing to understanding (usually 5 to 10 minutes). After discussion, the role-play may be repeated with another set of participants.
Similar Methods and Techniques	Role playing is staged in about the same manner as a dramatic skit. The primary difference is that in role playing, there is no advance preparation; everything is spontaneous.

Role-Play Guidelines

- Introduction** This map explains the steps in using the **role-play** method.
-
- Step 1** Decide if you will do a role-play demonstration before the large group or instead conduct concurrent, small group role-plays.
-
- Step 2** State clearly that this is a role-play. People will be playing a role assigned to them. This makes it a lower risk exercise.
-
- Step 3** Give situation details. Assign roles. Be sure to include some observers who can give feedback during the debriefing of the exercise.
-
- Step 4** Tell people how long the role-play will last. Tell them that you will call time when it is over.
-
- Step 5** Briefly explain ground rules.
-
- Step 6** Assign observers to watch for specific behaviors or outcomes.
-
- Step 7** Conduct the role-play.
-
- Step 8** Stop the role-play decisively.
-
- Step 9** Thank the role-players. Give them a round of applause.
-
- Step 10** Ask the role-players to share how they felt during the role-play.
-
- Step 11** Get the observers to provide feedback on each observation item.
-
- Step 12** Ask for comments and insights (use an experiential learning model).
-

Demonstration

Introduction	This map explains the effective use of the demonstration method of instruction.
When used	Demonstration is used to teach a particular task, to show a new technique or procedure, and to convince the class that a new tool or procedure has merit.
Advantages	With a demonstration method, individuals are more likely to believe what they see than what they hear or read. Actual materials or models are used. The pace is flexible; the demonstrator can move at the pace desired by the participants, and repeat as necessary.
Limitations	Considerable time and expense can be involved in obtaining necessary materials, and heavy objects are difficult to transport. Therefore, this technique is best used when existing facilities can be used, such as showing new software in a training facility that already contains necessary computer equipment.
Physical Limitations	To assure that the entire class can see the demonstration, use a raised platform, or project the computer software being demonstrated onto a large screen.
Procedure	The demonstrator should arrange for all necessary materials and equipment. The demonstrator should also be sensitive to the configuration of the classroom. The demonstrator may answer questions while conducting the demonstration, or show a technique first followed by a question and answer session.
Similar Methods and Techniques	The demonstration may be inserted in many types of programs to illustrate or dramatize a particular point. In some cases it is used in conjunction with a laboratory or practical exercise (e.g., participants observe the demonstration first, and then practice).

Laboratory

Introduction	This map explains the effective use of the laboratory method.
When used	The laboratory method is used to provide instruction in a specialized facility such as a computer classroom.
Advantages	The laboratory method allows hands-on learning rather than the observational learning associated with demonstrations, videotapes, or lectures. Also, the laboratory method may be combined with other methods.
Limitations	Laboratory facilities are usually limited by size (they accommodate fewer participants), they require substantial investment in equipment, and they may require extensive preparation and setup by the instructor.
Physical Limitations	Physical requirements vary with the type of laboratory being used. However, in addition to sufficient work space and equipment, the classroom should include a projection system or overhead projector (with screen), an easel with butcher block, and other resources for short lectures.
Procedure	The instructor should plan laboratory lessons in detail just like any other type of lesson. Usually an introductory lecture is followed by a demonstration. After the demonstration, participants complete exercises and are assisted by Adjunct Faculty. All participants should complete the first exercise before instruction is started on the next one.
Similar Methods and Techniques	Demonstration, independent study, and individual activity are methods related to the laboratory method. For example, the participants may be provided additional independent study time to practice skills in the laboratory.

Simulation

Introduction This map explains the effective use of the **simulation** method.

When used Simulations are used to practice automation, technical human resource, or leadership skills. They are effective in providing an opportunity for participants to practice terminal behaviors.

Advantages Simulations lend a realism to otherwise sterile or artificial classroom exercises. They usually increase participant attention, motivation, and satisfaction. They increase the probability of transfer-of-learning.

Limitations Simulations require extensive instructor preparation and may require additional teaching team members. Also, like any experiential learning activity, simulations must be fully de-briefed. To the extent that simulations are combined with other teaching methods, simulations share additional limitations. Some participants may become overwhelmed with the intensity of the simulation or frustrated by their inability to achieve the “school solution,” if there is one. The lack of structure in some situations can lead to inefficient use of training time.

Physical Limitations Simulations require the same facilities as are used in the exercises or activities they contain. These include laboratory facilities or equipment, break-out rooms, easels, and butcher block.

Procedure There are six steps in a simulation:

1. Prepare participants in advance.
2. Clearly stage ground rules.
3. Explain the roles of the instructional staff and any other participants.
4. Provide supplies or resources needed to complete the simulation.
5. Announce clearly when the simulation starts and stops.
6. Debrief the simulation when it is completed.

Similar Methods and Techniques The role play, case study, group activity, and independent study methods are some of the related instructional techniques.

Individual Activity

Introduction This map explains the effective use of the **individual activity**.

When used Individual activities are effective:

- to break up the monotony of lecture,
- to stimulate participation,
- to prepare participants to engage in a subsequent group activity,
- to assess comprehension of material already covered,
- to surface feelings or information privately held by the participant,
- to provide an opportunity for the participant to practice new skills.

Advantages Individual activities may be completed quickly with minimum class disruption or teacher preparation. They also are effective in maintaining participant attention by consolidating comprehension and learning.

Limitations Adults learn at different rates. Longer activities will result in some participants finishing before others, and possibly becoming noisy or bored. Also, some individual activities lack depth and must be combined with other teaching methods to facilitate emotional development or acquisition of complex skills.

Physical Limitations Individual activities can be completed in a normal classroom, in a break-out room, or as homework. Individual activities can also be adapted for a computer-based training format. Some activities require reference materials, scratch paper, answer sheets, or forms.

Procedure Explain the purpose of the individual activity, the references or exercises to be used, the outcome expected, the time allowed, whether discussion is permitted, and other instructions. When the activity is completed, be sure to provide feedback and a school solution, if appropriate.

Similar Methods and Techniques Related methods include the case study and independent study.

—

Group Activity

Introduction This map explains the effective use of the **group activity** method.

When used A group activity may be used:

- to provide participants an opportunity to practice communication, teamwork, and problem-solving skills,
- to facilitate completion of a case study, simulation, or other exercise,
- to increase participation or enable a process like peer teaching.

Advantages Group activities are essential to achieve participation and to model many types of human resource skills. They enable achievement of both task and process objectives (hard and soft skills). They increase participant satisfaction and reduce boredom.

Limitations Group activities are ineffective when there is insufficient time to allow adequate group discussion, when instructions are vague or ambiguous, or when participants lack prerequisite knowledge and skill. Some group activities require facilitators or custom-designed exercises. Group activities often require additional facilities, such as break out rooms.

Physical Limitations In addition to the regular classroom, break out rooms are often required. Each room should contain adequate office supplies, easels, butcher block paper, etc.

Procedure Provide specific instructions before beginning a group activity. Explain both the task to be accomplished and the process to be followed. Remind the class of any ground rules previously established. Clearly state the results that are expected, the time and other resources allowed for the activity, and the time the class will reconvene to debrief the activity. Be sure to fully debrief the activity. (See Section C, Facilitation of exercises).

Similar Methods and Techniques Related methods include the case study, role-play, and simulation.

Brainstorming

Introduction	This map explains the effective use of the brainstorming method.
When used	A brainstorming activity is used to get as many new and novel ideas as possible before the group to assist discussion or processing (comprehension) of the subject matter. It encourages practical-minded individuals to think beyond their day-to-day problems.
Advantages	Many participants are thrilled at the freedom of expression inherent in brainstorming. Brainstorming allows solutions to previously insoluble problems to be discovered. All members of the group are also encouraged to participate.
Limitations	A limitation of brainstorming is that many individuals have difficulty getting away from practicalities. Many of the suggestions made may not be worth anything. In the evaluation session of brainstorming, it is necessary to criticize the ideas of fellow members.
Physical Limitations	Brainstorming requires a meeting room with a whiteboard or easel and butcher block so that ideas can be written quickly. Also, 3x5 cards or post-its can be used to capture ideas (whether individually or as a group). Also necessary is a seating arrangement that permits eye contact and subsequent discussion, such as a circle or U-shape design.
Procedure	The Adjunct Faculty explains the procedure to be used, and a recorder is selected to list the suggestions (when group reporting is used). As ideas are thrown out, they are recorded in public view. After the list is compiled, the ideas are discussed to determine if any have practical application to the problem at hand. <u>Caution:</u> Avoid premature discussion as it interferes with the generation of ideas.
Similar Methods and Techniques	Related methods include the nominal group technique, the Crawford slip technique, and the affinity diagram.

Independent Study

Introduction This map explains the effective use of the **independent study** method.

When used Independent study is useful when it is desirable to encourage reading, research, or completion of individual activities like a workbook or application exercise. Independent study is also helpful in computer-based training when there is variation in the amount of practice time required by participants.

Advantages Independent study reduces the immediate burden on the instructor, provides participants control over their learning, encourages the use of resources, and provides variety when used in combination with other methods.

Limitations Independent study requires the instructor to think through what participants should be doing during the study period and prepare any necessary written exercises, workbooks, reading lists, or instructions. It also requires that participants be self-directed and know how to complete the assigned activity. Some participants may “cheat” and rely on peers to do most of their work. Finally, instructors must be willing to spend the time to read and comment on participants’ work products.

Physical Limitations Physical requirements vary but typically include a quiet place to study, a library or resource room to house references, and audio-visual or computer equipment to complete tutorials or prepare work products.

Procedure Explain the independent study activity to the class before it begins. Give clear instructions on the output expected, the resources available, and the general format or rules to follow (such as whether collaboration is permitted). Indicate when work products are due, how they will be reviewed, and when they will be returned to the participants. If written exercises are completed, be sure to conduct a debriefing session to discuss school solutions, if any.

Similar Methods and Techniques Related methods include the case study, individual activity, laboratory, and group activity.

Games

Introduction	This map explains the effective use of games during instruction.
When used	Games are effective to increase participant satisfaction and motivation, to break the tension when learning becomes stressful, or to review for a post-test in a non-threatening way.
Advantages	Games are fun. They may also allow participants to demonstrate their creative talents and process information more deeply. They enable the instructor to provide recognition and reinforcement.
Limitations	Some games are complicated and require extensive preparation for props, activities, prizes, etc. Other games become too silly and distract participants from cognitive learning. Also, some games become too competitive, increasing stress instead of decreasing it.
Physical Limitations	Physical requirements vary but typically include a regular classroom, writing surfaces such as whiteboards or easels, office supplies and props, movable furniture, and support equipment like bells, whistles, timing devices, prizes, etc.
Procedure	Explain the purpose and rules of the game in advance. Determine if volunteers are needed for such roles as timekeeper, scorekeeper, spokesperson, emcee, etc. Provide the proper tone for the game (not too much competition, positive learning experience for everyone). Provide the class a brief period to prepare for the game. Monitor the game. Assure adequate recognition for everyone. Debrief the game and assure that all participants achieve learning objectives for the activity.
Similar Methods and Techniques	Related methods include role-play and group activity.

Selecting Teaching Methods

Introduction This map explains how to select appropriate teaching methods.

Criteria The following criteria should be considered:

- lesson objectives,
 - instructor proficiency,
 - class size,
 - participants' background,
 - time allowed for the lesson,
 - facilities available, and
 - the availability of instructors or facilitators.
-

Methods for Small Classes When classes are small, all methods can be used, but role-play activities or simulations must take into account that there are fewer participants to occupy the various roles.

Methods for Large Classes When classes are large, instructors tend to use the lecture method and avoid activities. However, audience participation is possible by:

- utilizing breakout rooms, or
 - having participants discuss topics with 1 or 2 neighbors.
-

Other Criteria Consider the questions listed below when selecting teaching methods.

- Do you want to focus on one point of view or several?
 - Do you want to build knowledge or convert knowledge to skill?
 - Do you want to provide participants an opportunity to practice skills?
 - Are you trying to change attitudes or achieve affective (emotional) objectives?
 - Are you emphasizing planning, analysis, or problem-solving skills?
 - Are you trying to obtain a work product, such as a report or list of ideas?
 - Are you trying to offer participants choices, or are you responding to a selection they have already made?
 - Is there a need to use multiple media or to integrate technology with subject matter?
-

Using Small Group Activities

Introduction This map explains some tips for the effective use of **small group activities**.

Tips 1. Use small groups to increase:

- participation,
 - discussion,
 - teamwork,
 - analysis,
 - retention, or
 - application of new concepts.
-

2. Determine the desired outcome of the exercise and match the method to that outcome. For example:

Problem	Need change in:	Type of technique:
Don't know	Knowledge	Words, information
Don't know	Skill	Practice, action
Don't want to	Attitude, feeling	Experience, feedback, individual attention

3. Be specific when giving directions. Example :

- Discuss the situation.
 - Decide what the real problem is. Define it.
 - Identify the four steps you would take to deal with the situation.
 - List these on the butcher block.
 - Select one person to report for the group.
 - You will have 20 minutes to work on this exercise.
-

4. Plan the exercise, posting directions and questions on butcher block in advance. This speeds up the teaching process.

Continued on the next page

Using Small Group Activities (continued)

5. Vary the methods used to report from small groups to the large group.
Examples:

- A reporter reads from the easel for each group.
 - Each group is encouraged to report creatively, e.g., a mock TV report or a skit.
 - Pictures are used to convey the main points.
 - Groups post their reports/ideas on the wall and everyone mingles, reading them.
 - Groups only report the bottom line, not all of the discussion.
 - Reports only address insights gained from the exercise, not the actual decisions or points made
-

Techniques Many techniques are possible.

1	Use dyads (pairs) and triads (trios) to get everyone involved. Class counts off to 10 or 15 (all 1s are together, all 2s, all 3s, etc.)
2	Use <u>definition</u> creation to focus participants on the complexity of a concept, the problems associated with misunderstanding, the differing views, etc.
3	Use <u>list</u> creation to bring out alternatives, to explore an issue in depth.
4	Have groups analyze personal incidents (experiences).
5	Use prediction to arouse interest in your subject. Have participants describe the concept before your talk, and then compare these initial thoughts with what you covered.
6	Use the two-step assignment. Have participants identify: <ul style="list-style-type: none"> • Cause and effect, • Leaders and their traits, • Costs and benefits, • Risks and ways to mitigate them.
7	Have groups depict something without using words.
8	Use peer consultation.
9	Have groups prepare one or more of their members to debate someone from another group.
10	Give participants a list of questions and assign them the responsibility of finding answers in resource materials.

Section B: Adjunct Faculty

Overview

Introduction This section explains the selection and use of teaching methods..

In this Section This section includes the following topics.

Topic	See Page
Adjunct Faculty	166
Selecting Adjunct Faculty	167

Adjunct Faculty

Introduction This map explains the definition, purpose and roles of Adjunct Faculty.

Definition Adjunct Faculty are practitioners in the subject matter being taught who have completed the CPOCMA course on instructional methods and are invited to teach selected course modules.

A certification checklist is completed by the Course Manager the first time an Adjunct Faculty member teaches.

Purpose The Adjunct Faculty are used to accomplish several goals:

- To provide recent field experience and practical expertise to the teaching teams as a supplement to “textbook theory”.
 - To reduce the Course Manager’s teaching burden to a reasonable level.
 - To develop a cadre of human resource instructors who can be used in future on-site training.
 - To improve the quality of examples, exercises, or case studies used.
 - To offer participants a variety of instructional styles and increase the probability of effective participant learning.
-

Adjunct Faculty Roles Adjunct Faculty may perform any of the roles listed below:

- Course Manager for on-site courses at his/her host installation.
 - Instructor for on-site or APG course.
 - Member of Curriculum Advisory Board.
 - Participant in special Train-the-Trainer programs to deploy new Army human resource policies, programs, or automation tools.
 - Facilitator in courses that emphasize experiential learning.
 - Evaluator of new training programs.
-

Selecting Adjunct Faculty

Introduction This map explains the selection of Adjunct Faculty.

Sources Adjunct Faculty are selected from many sources. These include:

- CONUS CPOCs
 - OCONUS CPOCs
 - MACOM or MSC HR offices
 - CPACs
 - Civilian Personnel Evaluation Agency
 - HQDA Policy and Program Development Division
-

**Selection
Process for
CONUS
CPOCs**

For organizations under the direction of CPOCMA, an annual plan is prepared which identifies the TMD training calendar, the host site for each course, and the selected adjunct faculty.

Each CPOC Director initially nominates at least 1-2 adjunct faculty for each human resource function. The CPOCMA Director confirms the selection of the adjunct faculty. If a substitute is needed later in the year, the responsible CPOC designates the substitute.

**Selection
Process for
Others**

Organizations not under the direction of CPOCMA may use any process they desire to nominate Adjunct Faculty. However, the Course Manager invites the Adjunct Faculty member by verifying availability and then sending a formal memorandum to the employee's supervisor.

Criteria

Consider the following criteria when selecting Adjunct Faculty:

- subject matter knowledge and skill,
 - teaching experience and skill,
 - Adjunct Faculty member's preferences,
 - Course Manager's preferences,
 - fit with other team members,
 - familiarity with the host training site,
 - complexity of the course/lesson being taught,
 - participant evaluations from prior courses,
 - Course Manager's observation in prior courses, and
 - whether the Adjunct Faculty member has been certified.
-

Section C: Facilitation of Exercises

Overview

Introduction This section explains the selection and use of teaching methods.

In this Section This section includes the following topics.

Topic	See Page
Facilitation Concepts and Definitions	169
Facilitation Model	170
Experiencing	171
Publishing	172
Processing	173
Generalizing	174
Applying	175
Processing Skills	176

Facilitation Concepts and Definitions

Introduction This map defines facilitation concepts and terms.

Definition Professional trainers are responsible for managing the content, process, and environment of a learning situation. Facilitation of exercises is part of the process component. According to Peter Vaill, facilitation is the process by which the instructor helps learning occur; it is neither authoritarian (overly directive) nor abdicative (*laissez faire*).

Not Covered This section does not cover the facilitation of work groups, project teams, or conflict resolution activities.

When Used Facilitated exercises are best used when:

- participants have experience with the subject matter,
 - material contains abstract rather than concrete principles,
 - the lesson includes interpersonal skills (e.g., problem-solving, leadership, customer service, or related process skills),
 - learners are self-motivated,
 - participants have as much expertise as the instructor,
 - the lesson is designed to change attitudes, or when
 - the lesson is designed to encourage participation.
-

Caution Do not use facilitated exercises when:

- participants have no prior experience with the subject matter (use another technique, like lecture, to introduce the subject),
 - a large amount of material must be covered in a short period of time,
 - the material is more technical than interpersonal,
 - knowledge content is more important than your concern for process, or when
 - a uniform outcome is more important than your concern for process.
-

Facilitation Model

Introduction This map explains the model of experiential learning.

Model The table below lists the five stages of experiential learning.

Stage	Description
1	<i>Experiencing.</i> Participants prepare for and complete the activity.
2	<i>Publishing.</i> The instructor guides participants into sharing their reactions and observations. Affective responses are desired in addition to cognitive responses.
3	<i>Processing.</i> The instructor guides discussion about patterns and dynamics—what was learned from the exercise.
4	<i>Generalizing.</i> The instructor guides discussion about principles that could be inferred from the experience and applied to the real world.
5	<i>Applying.</i> The instructor guides discussion about transferring the learning to the participant's job or personal life. Participants plan more effective behavior—what they can and will apply in their lives.

Facilitator Skills Effective facilitators possess:

- good rapport with people,
 - the ability to model the skills being presented,
 - the ability to avoid being authoritarian,
 - the ability to be non-judgmental,
 - the ability to think quickly,
 - enthusiasm about the program,
 - good questioning skills,
 - good active listening skills, and
 - knowledge of the stages of experiential learning in order to influence participants to complete each stage successfully.
-

Experiencing

Introduction This map explains the first stage of the experiential learning model: **experiencing**.

Summary This stage is the initial data-generating part of the structured learning experience. It is the fun “activity” portion of the lesson. Unfortunately, many experiential activities stop here, and meaningful learning is not carried back to the participant’s work site

Typical Activities Some common individual and group activities that may be used for this stage include:

- making products or models,
 - writing,
 - role playing,
 - experimenting,
 - problem-solving or sharing information,
 - self-disclosure,
 - analyzing a case study,
 - giving and receiving feedback,
 - brainstorming,
 - completing a puzzle,
 - self-assessment,
 - confronting, or
 - competing (as in a game).
-

Tips The above activities can be carried out by individual participants or by small groups. The group size and activity will depend upon the lesson learning objectives.

Provide general instructions and state the purpose of the activity.

Plan enough time for this stage and the subsequent debriefing. The remaining stages are really more important than the initial experience.

Publishing

Introduction This map explains the second stage of experiential learning: **publishing**.

Summary The publishing stage allows participants to share feelings and observations. It places private information on the table for group discussion.

Possible Methods Some techniques for sharing information during the publishing stage include:

- having participants record data on a form or worksheet during the experiencing stage,
- round-robin; going around the room and asking each participant to quickly report feelings or observations,
- interviewing; pairing participants and having them ask each other how they felt or what they observed,
- posting results on butcher block, and
- ratings; distributing a process-based questionnaire and tabulating the results.

Tips Participants may find it difficult to leave the initial activity, so the facilitator may need to gently guide the group to stage 2. Also, group size may make census publishing (everyone speaks) impractical. The facilitator may ask periodically “Did anyone feel different?” or “Did anyone observe something else?” while calling on a sample of participants to publish their reactions.

Processing

Introduction This map explains the third stage of experiential learning: **processing**.

Summary Processing is the pivotal step in experiential learning because participants translate initial feelings and observations into meaningful learning. They summarize the results of their discovery experience. This stage must be facilitated carefully because any unprocessed data will distract participants from completing processing and going on to generalizing.

Processing Techniques Possible techniques for this stage include:

- process observers who provide reports or engage in panel discussion,
- thematic discussion—looking for the recurring topics or feelings from the previous stage,
- sentence completion, having participants write their responses to questions like “The exercise was...”, “The management principles demonstrated were..” or “Participation in this activity resulted in...”,
- questionnaires; discussing responses to the process-oriented surveys you distributed in the previous stage, or
- key terms and dimensions, posting a list of key terms on butcher block and guiding discussion around them.

Tips Consider the following tips at this stage.

- The activity was artificial, so help participants understand what happened in terms of dynamics rather than meaning.
 - Watch out for premature generalization.
 - Keep probing participants until all significant findings or observations have been identified.
-

Generalizing

Introduction This map explains the fourth stage of experiential learning: **generalizing**.

Summary This stage requires participants to make inferences or intuitive leaps from an artificial learning experience to the real world. The critical question addressed at this stage is “So what?” The facilitator guides the group into compiling a list of generalizations while remaining non-judgmental.

Facilitation Techniques Some strategies for effective facilitation of this stage include:

- Fantasy; having participants imagine situations at their work site or home and determine what they learned that might be helpful;
 - Truth writing; having participants write statements from the previous stage which are true about the real world;
 - Individual analysis; asking participants to write down their generalizations;
 - Sentence completion; giving participants appropriate statements to complete, such as “The attributes of an effective leader are...”
-

Facilitation Tips Consider the following tips for this stage:

- Assure the participants document their generalizations.
 - On controversial issues or incomplete generalizations, use care to draw out reactions from all participants.
 - Mention appropriate theory or research to bolster the group’s findings.
 - Transition into the next stage, applying.
-

Applying

Introduction This map explains the final stage of experiential learning: **applying**.

Summary The final stage focuses on the question “Now what?” Participants are prompted to identify effective behavior they will practice at home or work.

Facilitation Techniques The several techniques that may be effective for this stage include:

- Consulting dyads or triads; participants take turns helping each other with “back-home” problem situations.
- Goal-setting; participants write down specific goals for their future use.
- Contracting; participants write down a “transfer-of-training” contract.
- Role-play; participants practice the desired behavior.
- Sub-groups; participants are grouped by the specific generalizations they want to apply at home.

Tips The most important point is this: Participants are more likely to implement their planned applications if they share them with others. Therefore, select some type of activity that will encourage documenting and sharing applications.

Processing Skills

Introduction This map explains three essential skills for the facilitation of experiential learning.

Key Processing Skills The three key processing skills for facilitators are:

- listening skills,
- questioning skills, and
- feedback skills.

Listening Skills There are eight keys to effective (active) listening. These are listed below.

1. Commit to total empathy.
 2. Suspend your judgments.
 3. Convey attentive non-verbals.
 4. Observe the sender's non-verbals.
 5. Acknowledge sender's feelings.
 6. Paraphrase to confirm understanding.
 7. Probe for additional information.
 8. Establish closure.
-

Purpose of Questions Questions are helpful at many different stages of the learning process.

Learning Stage	Function
Before the lesson	To motivate learners; to serve as an advance organizer; to help them discover information that comes later; to help them retrieve information already learned
During the lesson	To test knowledge; to assess comprehension of new information; to test application of concepts; to help participants relate new information to old
During the lesson	To help participants analyze and evaluate what they are learning
After the lesson	To help participants review what they have learned; to assess achievement of lesson learning objectives

Continued on the next page

Processing Skills (continued)

Questioning Skills

The table below lists tips for effective questions.

Step	Suggestion
Framing the question	<ul style="list-style-type: none">• Be brief.• Cover a single point.• Use words that are easy for you and that have meaning for the participant.• Ask questions directly related to the lesson.• Avoid yes and no questions.
Choosing the right type of question	<ul style="list-style-type: none">• Rhetorical• Hypothetical• Factual• Redirected• Restatement• Reflecting• Application• Alternative
Directing the question	<ul style="list-style-type: none">• Generally direct questions to the group as a whole.• If no response, then select appropriate individual.• Allow sufficient time for a reply.• Reinforce the attempt to replay, even if it is incorrect.• Consider restating the question if the group appears confused.

Feedback

Feedback is a gift. It is an objective description of what you saw or heard.

Feedback Skills

Effective feedback involves:

- Pre-check: Check your intention , your timing, and the recipient's receptiveness.
 - Communication: Be specific, avoid generalities, don't judge or criticize, and use "I" statement to accept responsibilities for your perceptions.
 - Post-check: Verify recipient's understanding and opinion.
-

Chapter 13

Classroom Management

Overview

Introduction This chapter summarizes policies and techniques for effective classroom management.

Policy TMD policy is to provide a supportive learning environment for all participants. Accordingly, Course Managers will manage participation as effectively as possible and resolve problem situations with the assistance of the Team Leader or Division Chief, if necessary.

In this Chapter This chapter includes the following topics.

Topic	See Page
Guidelines	180
TMD Ground Rules	181
Classroom Ground Rules	183
Types of Participants	185
Handling Resistance	187
Fire Alarm Procedure	188

Guidelines

Introduction This chapter summarizes general guidelines for classroom management.

Principles Classroom management is made easier by following these principles:

- Manage participant expectations from the first contact.
- Establish a friendly, supportive, and open learning environment.
- Discuss, amend, and achieve consensus on classroom ground rules on the first day of instruction.
- Model effective behavior as the instructor or Course Manager.
- Respond quickly and effectively to participant concerns when they arise.
- Do not ignore classroom management problems—surface resistance and deal with it as soon as possible.

Procedure Consistent with the above principles, clearly communicate the following on the first day of training:

- Starting and ending times.
- Break schedules.
- Need for punctuality.
- Policy and procedures for sick leave or annual leave for excused absences.
- Homework requirements (e.g., to complete an 8-hour work day).
- Proposed ground rules.
- Course agenda.
- Availability of assistance from Course Manager, Adjunct Faculty, and Training Technician.
- Requirement for class contributions from EVERYONE.

TMD Ground Rules

Introduction This map summarizes TMD assumptions or ground rules.

Types of Rules The TMD ground rules cover these topics:

- Attendance
 - Dismissal time
 - Non-participation
 - Dress
 - Telephones
 - Use of TMD facilities
 - Mailing of training materials
 - Non-attribution
-

Attendance Participants are required to attend class and to be punctual. Course Managers may excuse legitimate absences up to 20% of the total class time with appropriate charge to leave. The following are not excusable:

- traveling on training time,
- late arrival to class,
- hair appointments,
- rental car arrangements, or
- shopping.

TMD will contact the supervisor of any participant who is AWOL or who needs to use AL or SL.

Early Dismissal All participants are expected to stay through the last day of class unless prior arrangements are made, e.g., due to mission or weather reasons.

Non - Participation Failure to fully participate, or participation in a disruptive manner, may result in the participant being directed to return home.

Dress The TMD dress code for most classes is “casual business attire”. On the last day of training, participants may wear “traveling clothes”.
Note: The Dining Facility has a specific dress code that is posted in the classroom. Watch this dress code during warm weather!

TMD Ground Rules (continued)

Telephones Building 5445 contains two phones for DSN or local calls that are work-related. The building also contains a pay phone for personal calls. Participants should avoid using TMD telephones.

Use of TMD Facilities TMD encourages participants to use the reference library and make appropriate photocopies of materials needed for learning. Also, when available, access to a computer room will be provided. The lobby of Building 5445 contains a PC that can be used to check e-mail.

Mailing Training Materials Participants are expected to leave room in their luggage for a 2” binder and its training materials. TMD will provide available boxes if participants wish to mail materials home at their own expense. The Post Office is near the Swan Creek Inn where most participants are lodged.

Classroom Ground Rules

Introduction This map provides sample classroom ground rules.

Sample Ground Rules Typical classroom ground rules are shown below. Encourage your class to amend the ground rules so they are useful.

<p>Faculty expect <u>participants</u> to:</p> <ul style="list-style-type: none">• Be on time for class.• Complete homework (45 min).• Ask questions.• Participate in table groups.• Consult them when problems/emergencies arise.• Honor commitments made.• Support DA standards of conduct.• Avoid interrupting others.• Respect the feelings of other participants.• Provide course evaluations and training surveys.	<p>Participants expect <u>faculty</u> to:</p> <ul style="list-style-type: none">• Manage time well and announce schedule changes in advance.• Answer questions without criticizing.• Provide clear instructions and ample resources.• Provide alternatives to resolve problems.• Treat all participants as equals.• Respect participants' right to privacy.• Avoid interrupting others.• Take corrective action on obvious problems.• Utilize feedback to make needed improvements.
--	---

Types of Participants

Introduction This map describes the types of participants who may be encountered during training.

[add diagram]

Types of Participants (continued)

Person 1 Closed off from receiving any information, this person is not receptive to any input—resents being here, usually has been sent to be fixed.

Person 2 Comes prepared to shoot down the ideas of others but rarely has constructive ideas to offer.

Person 3 Gives the impression of being turned off, but is listening carefully.

Person 4 Consumes valuable time of the group by making a joke out of everything.

Person 5 Resident expert—will sit back and wait for you to make a mistake, then will discredit what you have to say.

Person 6 The technical expert who sits on the knowledge and insists on identifying the technical details of matters being considered by the group.

Person 7 Group “cry baby” is always complaining about something that isn’t going right.

Person 8 Being gagged—will not talk for fear of being wrong, thus imposing a gag on self. The group will often impose a gag on one of its members that has become disruptive.

Person 9 So, what is new! I have heard it all before, and nothing has changed.

Person 10 Not willing to take a chance—will do nothing that will call attention.

Person 11 The leader of the group that has already decided what will be done. This person is simply going through the motions of having the meeting—filling finger nails and waiting for the meeting to end.

Handling Resistance

Introduction This map describes how to handle participant resistance..

Handling Resistance In most cases, participants come to a training session to learn, willingly and eager. But sometimes you may encounter resistance. When this happens, your first task is to discover its cause. Discovering the cause for learner resistance helps to adjust, cope, and solve problems.

Four Types of Causes 1. Participants have been sent to the training session:

- inappropriately or
- when they are too busy.

2. Participants do not understand:

- why the program is relevant to them,
- why the program is important to their jobs, or
- why they were selected to attend.

3. Outside influences are interfering, such as:

- Concerns about family, money, or health; or
- Problems with a superior or subordinate.

4. Emotional issues are interfering, such as:

- Negative past experiences with training, or
 - disruptive interpersonal behavior by a participant.
-

Solutions 1. Look inward. Ask yourself:

- Could anything I am doing or saying be construed as controlling?
- Is my attitude supportive?

2. Consult:

- Find out why the participants think they are present.
- Find out what would make the training useful?

Handling Resistance (continued)

**Solutions
(continued)**

3. Offer opportunities for participant reactions:
 - Find out what is not meaningful to them.
 - Provide an opportunity for venting fears, frustrations, anger, and so on.
 - Elicit the participants' help in determining how the training experience could be made more meaningful.

 4. Confront directly:
 - Speak to disruptive participants during a break and solicit their support.
 - If all else fails, ask the disruptive participant to leave. Coordinate the dismissal with the Team Leader/Division Chief.
-

Fire Alarm Procedure

Introduction This map explains the TMD fire alarm procedure.

Policy Building 5440 and 5445 are equipped with sprinkler systems to protect all employees and training participants.

Course Managers and Adjunct Faculty will assist participants in calmly exiting the building when the fire alarm goes off.

Fire Exits Each of the classrooms in 5445 has a Fire Exit Door that takes participants outside quickly without going through the lobby.

The Course Manager should point out the Fire Exit during administrative announcements at the beginning of the course.

Procedure The Course Manager, Adjunct Faculty member, or Training Technician should be available in the classroom at all times.

When the Fire Alarm is sounded, the Course Manager or other responsible representative should instruct the class to leave the room through the Fire Exit.

Assist any participants who have difficulty.

Make sure that all participants are accounted for. If someone is missing and it appears safe, check the lobby and other building areas for the missing participants.

When the Fire Department has secured the building and announced the all clear sign, participants may return to the classroom

Chapter 14

Facilities Management

Overview

Introduction This chapter summarizes information about managing the TMD training facilities.

Policy TMD policy is to provide a safe, clean, effective, and secure training environment. TMD will maintain accountability for all assets in Building 5445.

In this Chapter This chapter includes the following topics.

Topic	See Page
Library	190
Computer Classrooms	191
Conventional Classrooms	192
Building Security	193
Refreshments	194

Library

Introduction This map explains the use of and accountability for library resources.

Policy The TMD policy is to facilitate learning through effective use of a wide range of training materials, including books, articles, periodicals, video tapes, audio tapes, and self-paced training packages. TMD encourages the proper use of the library

Resources The TMD Library, located in Building 5445, includes:

- A wide range of textbooks sorted by broad category.
- Various management and training periodicals.
- Self-paced workbooks or audio-cassette training packages.
- Reprints of key management or HR articles.
- Videotapes.
- Reference texts, many in multiple copies.
- Army regulations and pamphlets.
- A set of the old Federal Personnel Manual.
- Extra classification standards and class-specific reference materials located on moveable carts.

Procedure Course Managers are encouraged to:

- Assure that the Library is unlocked when class is in session.
- Explain procedures for using the Library.
- Allow time in the course schedule for use of the Library.

Lending Procedures Participants and faculty who remove materials from the library must sign them out on the provided clipboard. On an exception basis, participants may take certain materials home and mail them back. However, the Course Manager must approve and monitor these exceptions.

The Course Manager should obtain any videotapes needed for training modules, and assure that they are returned at the end of the course.

Computer Classrooms

Introduction This chapter summarizes information about the computer classrooms.

When Used There are two primary uses of the two computer classrooms:

- To conduct automation training solely in the classroom.
- To enable use of automation tools as a supplement to training conducted in a conventional classroom.

Scheduling Use Use of the computer classrooms, in addition to the conventional classrooms, must be scheduled through TMD. Course Managers must schedule the Computer Classroom when needed to augment the conventional classroom (see Walt in advance).

Rule #1 Food and drink are prohibited in the computer classroom. This prevents damage to the equipment. NE CPOC and other Guest organizations must follow this rule and remind participants.

Security The Course Manager is responsible for securing the computer classroom at the end of each day.

If the classroom will be used the next day, monitors should be turned off once all of the software applications have been closed. Do not turn off the CPU.

If the classroom is not going to be used again, all PCs should be powered down. Also, the audiovisual cabinet should be powered down. Finally, make sure the projection system and the remote for the projection system are both powered down. Turn off the lights and Secure all doors.

Conventional Classrooms

Introduction This map summarizes information for the two conventional classrooms.

When Used The two conventional classrooms are used for non-automation courses.

Guest organizations who have approval to use the classrooms must follow all TMD procedures for security, clean-up, etc.

Scheduling Use Use of the conventional classrooms, in addition to the computer classrooms, must be scheduled through TMD.

Rule #1 Food and drink are allowed in the conventional classroom.

Security The Course Manager/Guest Instructor is responsible for securing the conventional classroom at the end of each day.

If the classroom will be used the next day, the PC monitor should be turned off once all of the software applications have been closed. Do not turn off the CPU. The audiovisual cabinet and projection system should be powered down. Turn off the lights and secure all doors.

If the classroom is not going to be used again, all equipment should be powered down. Turn off the lights and secure all doors.

Powerpoint Slides Slide shows are projected by turning on the PC, activating the remote control software, and opening the appropriate Powerpoint slide show. Thereafter, the remote control will advance the slides.

At lunch and at the end of the day, the ceiling projector should be turned off using the special remote control.

Videotapes A videotape can be shown by powering up the AV console, inserting the videotape, and adjusting the remote for the projection system (to the video option). Don't forget to change it back to show slides later on!

Building Security

Introduction This chapter summarizes information for security of Building 5445.

Policy TMD is responsible for the security of any training rooms or facilities that are being used.

The CPOCMA action officer responsible for CPOCMA lock-up will check the perimeter doors and building lights, but he/she will assume that TMD has secured the PCs, projectors, and audiovisual equipment in each training room.

NE CPOC and Guest Users Guest organizations must obtain a security checklist from TMD (Walt) prior to the start of each class. Guest organizations must follow all other facility procedures too.

Late Study There are occasions when participants wish to use facilities after the normal training day is over. The Course Manager must make sure that one of the remaining participants assumes responsibility to power down and secure all equipment or classrooms. The last person out the door must make sure that the door fully closes and “clicks” to engage the lock.

Refreshments

Introduction This chapter summarizes general guidelines for refreshments.

Policy As much as possible, TMD will arrange vending machines to meet student needs for refreshments. However, until a coffee machine can be obtained, TMD will administer a “hot beverage” service.

- Procedure**
1. In each class the Course Manager or Training Technician will announce the hot beverage service. Cost is currently 25 cents per cup, or \$1 per day, or \$2 per week.
 2. TMD will make the beverages, not the participants.
 3. TMD will purchase and stock supplies. Steve has responsibility for this at this time.
 4. Course Manager or Training Technician is responsible for clean up at the end of the day, and for turning the collected money over to Steve.
 5. Course Manager or Training Technician should notify Steve when supplies run low. Steve will also check weekly.
-

Choices The beverage service includes:

- Regular and decaffeinated coffee
 - Hot water
 - Tea bags
 - Hot chocolate mix
 - Apple Cider mix
-

NE CPOC Training When NE CPOC (or another Guest organization) sponsors training in Bldg 5445, the HRD representative will explain our beverage service.

- If their class is the only one in the building, the HRD representative will make the coffee using our supplies.
 - If a TMD class is in session, follow the procedure listed above.
 - All monies collected for coffee will be turned over to TMD (Steve).
-