

## LIST OF APPENDIXES

Appendix A, Needs Analysis Survey: This appendix is used in the initial planning stages when setting up to conduct the TTNA process.

Appendix B, Sample TTNA Plan and Process for Different TTNA Requests: This appendix is designed to provide a sample of various types of requests and some TTNA plan and process ideas that could be used. The intent of this appendix is to provide you with ideas and a template you could use to aid you in the facilitation of the TTNA process. Some sections are left incomplete. This will allow you to think through the process you are about to facilitate and to generate your own ideas based on the individual request. With so many variables, it would be impossible to have each section completed.

Appendix C, Coordinator Checklist: This appendix is a checklist used by the coordinator throughout the planning stages and during the conduct of the TTNA process. It provides a reference for all the necessary actions required of the coordinator.

Appendix D, Sample TTNA Letters: This appendix provides sample letters used for invitations to the people participating in the TTNA process.

Appendix E, TTNA Planning Sheet: This appendix provides a planning sheet for the coordinator to use prior to conducting the TTNA process.

Appendix F, Briefing Form: This appendix provides a briefing form (both blank and an example) that will be used to record findings during the course of the TTNA process.

**APPENDIX A  
NEEDS ANALYSIS SURVEY**

## APPENDIX A: NEEDS ANALYSIS SURVEY

Please answer the following questions as they apply to the job position or program you will assess during the Table-Top Needs Analysis seminar.

1. What type of facility will the needs analysis be performed at?

Circle all that apply: (Non-reactor nuclear facility, Category B reactor facility, or Category A reactor facility; low-hazard, moderate-hazard, or high-hazard?)

Name of Facility: \_\_\_\_\_ Hazard Level: \_\_\_\_\_

2. Will the facility be changing in terms of operational, shutdown, or standby conditions within the next six months? Yes \_\_\_ No \_\_\_

Will the facility's "mission" be changing within the next six months? Yes \_\_\_ No \_\_\_

3. Does the facility have a DOE-approved Training Implementation Matrix as per 5480.20A?

Yes \_\_\_ No \_\_\_ Being Written \_\_\_ Being Reviewed by DOE \_\_\_

4. What is the title of the job position or program?

5. Briefly describe the performance problem or concern in question?

6. Do these people handle significant quantities of fissile materials? (Refer to the definition of significant quantities.)

Yes \_\_\_ No \_\_\_

7. How many people are employed in this job position or program?

8. Do the people in this job position perform similar tasks?

\_\_\_ For the most part \_\_\_ No, they all do something uniquely different

9. What do you intend to accomplish with this TTNA seminar?

10. How many people at your facility (usually training staff) would like to learn how to conduct Table-Top Needs Analysis?

11. Who will serve as the Coordinator for this Table-Top Needs Analysis Seminar? (Please provide name, complete mailing address and phone number).

## **APPENDIX B**

### **SAMPLE TTNA PLAN AND PROCESS FOR DIFFERENT TTNA REQUESTS**

**FACILITATOR NOTE:** This appendix is designed to provide a sample of various types of requests and some TTNA plan and process ideas that could be used. The intent of this appendix is to provide you with ideas and a template you could use to aid you in the facilitation of the TTNA process. Some sections are left incomplete. This will allow you to think through the process you are about to facilitate and to generate your own ideas based on the individual request. With so many variables, it would be impossible to have each section completed.

**SAMPLE 1**  
**REQUEST TO COMPARE A TRAINING/QUALIFICATION PROGRAM**  
**WITH THE REQUIREMENTS OF AN ORDER**

**Suggested Seminar Sequence:** TTNA prior to Job Analysis

**Estimated Seminar Length:** 2 days

**STEP 1: CLARIFY REQUEST TO DETERMINE PROBLEM**

Facilitator Asks:

- What is the name of the facility or site where this analysis will be conducted? What hazard category is it (high hazard, low hazard)? Is it a reactor or non-reactor facility?
- For which Order(s) are you bringing the training program into compliance? Was there an Order previous to this one that included similar training requirements? Were your programs in compliance with it?
- What problem do you think the Order is trying to resolve? How is that problem manifested here?
- Once we have implemented the Order, what indicators will prove that the problem has been resolved?
- During this seminar, are we dealing with this problem site-wide, facility-wide or program-wide?
- What attitudes are prevalent in your environment about this Order? Does management support its implementation? Are employees aware of the Order's existence? How do employees feel about being required to be involved in training?
- What was used as the basis of the existing training/qualification program? A task list?
- Was a systematic approach to training used to build the existing training/qualification program? Is the existing training/qualification program up-to-date?

Expected Outcomes from this TTNA Seminar:

- List of where existing program meets and does not meet Order requirements.
- Suggestions for most cost-effective way to bring program into compliance.
- Determination of which employees are included in which program and/or impacted by the Order.

**SAMPLE 1**  
**REQUEST TO COMPARE A TRAINING/QUALIFICATION PROGRAM**  
**WITH THE REQUIREMENTS OF AN ORDER**

**STEP 2: DEVELOP ANALYSIS PLAN**

Types of Information	Specific Sources of Information	Analysis Techniques
Expected	Order requirements	During the document review process, the TTNA team will compare expecteds and actuals to list gaps by: <ul style="list-style-type: none"> <li>- Identifying order requirements</li> <li>- Assessing existing material against the requirements</li> <li>- Listing what will need to be done to meet the requirements</li> </ul> This can be most effectively accomplished using NGT/CDM
Actual	Trainers Training Management Line Management Training Program Description (or equivalent) Training Management Manual (or equivalent) Implementation plans from previous, similar orders Task list Qualification cards/standards Training materials Personnel selection, hiring, and appraisal requirements and processes Trainee records (what entry-level requirements employee possesses, training/evaluation individuals have taken, scores, etc.) Instructor evaluations Training evaluations Audit or appraisal findings from internal reviews, Tiger Teams, DNFSB, other external reviews, etc. Procedures that describe how industry and facility lessons learned, ORs, etc., are incorporated into training program content	
Gaps	Trainers Line Management Training Management SMEs	
Causes	Trainers Line Management Training Management SMEs	
Solutions	Trainers Line Management Training Management SMEs	

**SAMPLE 1**  
**REQUEST TO COMPARE A TRAINING/QUALIFICATION PROGRAM**  
**WITH THE REQUIREMENTS OF AN ORDER**

**STEP 3: COLLECT DATA ON EXPECTEDS/ACTUAL**

Process:

1. Use NGT/CDM to determine job positions (and number of employees in each) impacted by the Order and group them (if helpful or necessary) into programs.
2. If helpful, use facilitated discussion and document review combined to divide Order requirements into "site-wide," "facility-wide," and/or "program-wide."
3. If necessary, revise problem statement to reflect which program(s) and requirements will be assessed in this TTNA.

Requirements	Met? Yes or No?	Implementation Plan
1.		
2.		

**STEP 4: ANALYZE DATA TO DETERMINE GAPS**

Process:

1. Combine Order review with facilitated discussion to list (by comparing expecteds with actuals):
  - which requirements are met (write on a flip chart page).
  - which requirements are not met (these gaps written on a different flipchart page).
2. If helpful, group common gaps.
3. Co-Facilitator types chart:  
Gap    Cause(s)    Solution(s)

**STEP 5: DETERMINE CAUSE(S) OF EACH GAP**

Process:

1. For each gap, Facilitator asks: "Is it applicable to determine why this requirement hasn't already been met? (e.g., are there management practices/policies that are a barrier? lack of training staff? inappropriate hiring practices? etc.)?"
2. If so, use a facilitated discussion and fishbone, if applicable, to determine cause(s).
3. Co-Facilitator documents results.

**SAMPLE 1**  
**REQUEST TO COMPARE A TRAINING/QUALIFICATION PROGRAM**  
**WITH THE REQUIREMENTS OF AN ORDER**

**STEP 6: DETERMINE SOLUTION(S) FOR EACH GAP**

Process:

1. Facilitated discussion of most cost-effective solution, including integral steps.
2. Co-Facilitator documents solutions in chart.
3. If time, determine schedule and budget requirements to implement solutions.

**STEP 7: PREPARE AND CONDUCT BRIEFING ON RESULTS**

**SAMPLE 2**  
**REQUEST TO DEVELOP AN INITIAL AND/OR CONTINUING TRAINING PROGRAM**  
**FOR A JOB POSITION THAT ALREADY EXISTS**

**Suggested Seminar Sequence:** Job Analysis, Needs Analysis, Training Program Design

**Estimated Seminar Length:** 5 days

**STEP 1: CLARIFY REQUEST TO DETERMINE PROBLEM**

Facilitator Asks:

- Why are you building this training program? To comply with an Order? Which Order?
- What attitudes are prevalent in your environment about training? Does management support building this training program? How do employees feel about being required to be involved in training?
- Do you intend to use a systematic approach to training to build and maintain the training program?
- For which job position will this training program be built?
- Is there an existing training program? What was used as its basis? A task list? Has the task list been maintained current?
- Is the existing training program well-received by trainees and management?
- Do you want the program to build everyone to an expected level of performance or to an ultimate level?
- Have you noticed any performance problems common in this job position?
- What indicators will there be to show that the training/qualification program has made a difference?
- What reports, etc., might performance of these people impact (ORs, contamination records, down-time records, etc.)?

Expected Outcomes from this TTNA Process:

- If applicable, changes to tasks designated as train, no train, or overtrain (some train and/or overtrain tasks may become no train and/or train tasks once solutions are examined for existing performance problems, thereby reducing the amount of training needed).
- Determine performance standards for tasks.

**SAMPLE 2**  
**REQUEST TO DEVELOP AN INITIAL AND/OR CONTINUING TRAINING PROGRAM**  
**FOR A JOB POSITION THAT ALREADY EXISTS**

**STEP 2: DEVELOP ANALYSIS PLAN**

Types of Information	Specific Sources of Information	Analysis Techniques
Expected	Task list Order requirements (if applicable) SMEs Engineers Managers	Referring to these documents, facilitated discussion will be used to list with which task(s) employees are currently having difficulty.
Actual	Job incumbents SMEs Managers Production reports related to this job Training program description, including lesson and exam titles Training Management Manual or equivalent Qualification cards/standards Training materials Trainee records (what entry-level requirements employee possesses, training/evaluations individuals have taken, scores, etc.) Instructor evaluations Training evaluations Audit or appraisal findings from internal reviews, Tiger Teams, DNFSB, other external reviews, etc. Procedures that describe how you incorporate industry and facility lessons learned, ORs, etc., into training program content	
Gaps	SMEs Managers Job incumbents	Facilitated discussion
Causes	SMEs Managers Job incumbents Trainers	Facilitated discussion with interviewing if necessary
Solutions	SMEs Managers Job incumbents Trainers	Facilitated discussion with interviewing if necessary

**SAMPLE 2**  
**REQUEST TO DEVELOP AN INITIAL AND/OR CONTINUING TRAINING PROGRAM**  
**FOR A JOB POSITION THAT ALREADY EXISTS**

**STEP 3: COLLECT DATA ON EXPECTEDS/ACTUAL**

Process:

1. Using the task list (train, no train, and overtrain tasks) and documents discussed in Step 1, use facilitated discussion to list tasks for which job incumbents are experiencing difficulty.
2. Identify how many people are experiencing the difficulties and whether they are new, long-term employees in this job position.

**STEP 4: ANALYZE DATA TO DETERMINE GAPS**

1. For each task for which difficulties are being experienced, Facilitator asks:
  - What, specifically, is different between what people do who perform the task correctly vs. people who perform it incorrectly?
2. List gaps, using group discussion activities detailed in attachments 2-6.
3. Ensure conversation focusses on original problem and perhaps clarify the problem statement.
4. If helpful, group common gaps.
5. Co-Facilitator types chart:

    Gap            Cause(s)            Solution(s)    

**STEP 5: DETERMINE CAUSE(S) OF EACH GAP**

- Option 1. For each gap determine:
- if it's worth resolving
  - cause(s)
  - solution(s).
- (They may need to interview/observe)
- Option 2. Use Fishbone technique
- Ask: Why does this gap exist?
- Option 3. Use Mindmapping technique
- Ask: Why does this gap exist?

**SAMPLE 2**  
**REQUEST TO DEVELOP AN INITIAL AND/OR CONTINUING TRAINING PROGRAM**  
**FOR A JOB POSITION THAT ALREADY EXISTS**

**STEP 6: DETERMINE SOLUTION(S) FOR EACH GAP**

Option 1. Complete in conjunction with Step 5.

Option 2. Facilitated discussion of most effective solution(s).

1. Re-examine designation as train, no train, or overtrain.
2. Co-Facilitator update task list and add solutions to chart.

**STEP 7: PREPARE AND CONDUCT BRIEFING ON RESULTS**

Include how much less training will take place due to non-training solutions discovered via this TTNA process.

**SAMPLE 3**  
**REQUEST TO CONDUCT TRAINING PROGRAM EVALUATION**

**Suggested Seminar Sequence:** N/A (assumes initial and continuing-training programs exist)

**Estimated Seminar Length:** 4 days

**STEP 1: CLARIFY REQUEST TO DETERMINE PROBLEM**

Facilitator Asks:

- What indicators are there that reflect effectiveness of training program?
- Have changes occurred to plant, procedures, job scope within past (year)?
- Have any ORs, facility/industry lessons learned, new requirements, etc. within past (year), been applicable to this job position/training program? How do you go about monitoring these things?
- Within past (year), have you sought responses from former trainees and their supervisors on quality of training and application of training on the job?
- When was the last time the task list was revised?
- Have you noticed any performance problems common in this job position?
- What attitudes are prevalent in your environment about the existing training program? How do people feel about being involved in continuing training?
- Who requested the analysis?
- Why was the analysis requested?

Expected Outcomes from this TTNA Seminar:

- List of changes needed to initial training.
- List of changes needed to continuing training.
- List of content needed for 1-time training to bring qualified job incumbents up-to-speed on changes.
- List of suggested non-training solutions.

**SAMPLE 3**  
**REQUEST TO CONDUCT TRAINING PROGRAM EVALUATION**

**STEP 2: DEVELOP ANALYSIS PLAN**

Types of Information	Specific Sources of Information	Analysis Techniques
Expected	New requirements in Orders, etc. Procedures Task list Performance standards Changes in job scope Best practices	Review documents and compare with training materials using NGT/CDM to list gaps that could: <ul style="list-style-type: none"> <li>- Improve Quality of training program</li> </ul>
Actual	Occurrence Reports related to job position Production reports related to job position Facility lessons learned Industry lessons learned Smile sheets Established performance indicators Training program description for both initial and continuing training Training Management Manual or equivalent Training materials Qualification cards/standards Trainee records (what entry-level requirements trainee possesses, training/evaluations individuals have taken, scores, etc.) Instructor evaluations Training evaluations Audit or appraisal findings from internal reviews, Tiger Teams, DNFSB, other external reviews, etc. Former trainees Supervisors Trainers	<ul style="list-style-type: none"> <li>- Improve human performance</li> <li>- Reduce the number of occurrence reports</li> </ul>
Gaps	Job incumbents Supervisors Trainers	
Causes	Job incumbents Supervisors Trainers	Facilitated discussion, interviews, mindmapping or Pareto.
Solutions	Job incumbents Supervisors Trainers	

**SAMPLE 3**  
**REQUEST TO CONDUCT TRAINING PROGRAM EVALUATION**

**STEP 3: COLLECT DATA ON EXPECTEDS/ACTUAL**

Process:

1. Review documents (for both expecteds and actual) to determine applicability to job position/training program and whether tasks need to be added/deleted from task list.
2. Compare information with existing training material to see if included.
3. Facilitated discussion to discuss effectiveness of existing training program.
4. Interview former trainees and their supervisors, if necessary.

**STEP 4: ANALYZE DATA TO DETERMINE GAPS**

Process:

1. List gaps during discussion of Step 3 (ensuring a re-focus on problem).
2. Use Fishbone or NGT, if necessary, to identify true gaps.
3. If helpful, group common gaps.
4. Co-Facilitator types chart:

Gap      Cause(s)      Solution(s)

**STEP 5: DETERMINE CAUSE(S) OF EACH GAP**

For each gap, Facilitator asks: "Is it applicable to determine why this gap exists?"

- Option 1. Use facilitated discussion to determine
- if it's worth resolving
  - cause(s)
  - solution(s).
- Option 2. Use Fishbone or Mind-Mapping
- Ask: Why does this gap exist?

**SAMPLE 3**  
**REQUEST TO CONDUCT TRAINING PROGRAM EVALUATION**

1. Make sure team lists causes and not solutions.
2. Co-Facilitator adds causes to chart.

**STEP 6: DETERMINE SOLUTION(S) FOR EACH GAP**

Option 1. Discuss in conjunction with Step 5 above.

Option 2. Facilitated discussion of most effective solution.

1. Co-Facilitator documents solutions in chart, adding a columns that reflects:

<b>Non-Training Solutions</b>	<b>Change Lesson Plan #</b>	<b>Develop Lesson Plan</b>

**STEP 7: PREPARE AND CONDUCT BRIEFING**

**SAMPLE 4**  
**REQUEST TO CONDUCT TRAINING PROGRAM EVALUATION**

**Suggested Seminar Sequence:** N/A

**Estimated Seminar Length:** 1-2 days

**STEP 1: CLARIFY REQUEST TO DETERMINE PROBLEM**

Facilitator Asks:

- Describe the performance problem.
- How many employees are experiencing the performance problem? How many employees are employed in the job position?
- Did the employee(s) receive formal training? Was a systematic approach to training used to build and maintain the training program? How long ago did the employee receive the training? Has the employee been involved in any continuing training?
- Estimate how much it costs because of this performance problem.
- What attitudes are prevalent in your environment about the employees' performance? Does management support the conduct of this analysis? How does the employee feel about his/her performance?

Options:

- Use Nominal Group Technique/Consensus Decision Making to identify problem statement.

**SAMPLE 4**  
**REQUEST TO CONDUCT TRAINING PROGRAM EVALUATION**

**STEP 2: DEVELOP ANALYSIS PLAN**

Types of Information	Specific Sources of Information	Analysis Techniques
Expected	Task list Procedures, Qualification Standards, or manufacturer specifications that describe expected performance	
Actual	Production reports related to this job position and to the employee(s) Initial and Continuing training program description, including lesson and exam titles Qualification cards Trainee records (what entry-level requirements employee possesses, training/evaluations individuals have taken, scores, etc.) Instructor evaluations Training evaluations Performance appraisals for employees in the job position	
Gaps		
Causes		
Solutions		

**STEP 3: COLLECT DATA ON EXPECTEDS/ACTUAL**

Process:

1. Ask: Does everyone have a clear idea of what expected performance is? (Solicit examples to be sure.)
2. If group is unclear as to expecteds, use NGT or facilitated discussion to list expecteds.

**SAMPLE 5**  
**REQUEST IS TO DEVELOP SPECIFIC TRAINING SESSION**

**Suggested Seminar Sequence:** TTNA then Team Approach to Training Development  
**Estimated Seminar Length:** 2-3 days

**STEP 1: CLARIFY REQUEST TO DETERMINE PROBLEM**

Options:

- Use Fishbone or NGT to get at true problem being resolved.

Expected Outcomes from this TTNA Seminar:

**STEP 2: DEVELOP Analysis PLAN**

Types of Information	Specific Sources of Information	Analysis Techniques
Expected		
Actual		
Gaps		
Causes		
Solutions		

**STEP 3: COLLECT DATA ON EXPECTEDS/ACTUAL**

Process:

1. Ask: Does everyone have a clear idea of what expected performance is? (Solicit examples to be sure.)
2. If group is unclear as to expecteds, use NGT or CDM to list expecteds.

## **APPENDIX C COORDINATOR CHECKLIST**

**FACILITATOR NOTE:** *The timeframes or lead-times in this checklist are for guidance only. Actual timeframes will vary from facility to facility.*

<b>60-90 Days Prior to Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>1. SECURE MANAGEMENT APPROVAL</b></p> <ul style="list-style-type: none"> <li>• Since the TTNA process involves facility personnel, it is important for you to explain the purpose of the seminar to all concerned management levels and obtain their approval and support throughout the conduct of the TTNA seminar. <ul style="list-style-type: none"> <li>• Your discussions with management should include: <ul style="list-style-type: none"> <li>- Purpose of Seminar. Discuss the process that will follow before and during the seminar and the kind of support you will require to address your problem or concern during your discussion with management.</li> <li>- Seminar Length. Explain that the seminar will last anywhere from 2 to 5 days depending upon the type of request and the extent and depth of the analysis that will follow.</li> <li>- Who Needs to be Involved. Explain that the seminar must involve the people described in the next step, <u>who must participate for the entire length of the seminar</u>. To ensure that the TTNA process yield a successful outcome/results you must with the concerned management input involve only those individuals who will participate and make a valuable contribution (not someone to fill a position for the team). Before you talk to the concerned management read the team member qualifications listed in the next step. Stress to your management the significance of involving expert individuals in this TTNA seminar.</li> </ul> </li> </ul> </li> </ul>
_____	<ul style="list-style-type: none"> <li>- Establish Dates for 2-5 day TTNA Seminar. When seeking management approval ask if they have suggestions for dates that would best accommodate potential TTNA team members (consider shift schedules, scheduled outages etc.)</li> <li>- Ask management to send letters to potential team members. Refer to Appendix D, for a sample letter management can use to invite potential team members.</li> </ul>

**60-90 Days Prior to Seminar**

<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>2. IDENTIFY POTENTIAL TTNA PARTICIPANTS</b></p> <ul style="list-style-type: none"><li>• The TTNA seminar involves a team of individuals who will interact effectively with each other to derive a common goal or purpose which is to resolve a performance problem/concern. Typically the TTNA team members must include:<ul style="list-style-type: none"><li>- 2-5 subject matter experts (SMEs). These are job incumbents in the position being assessed who are considered role models for safe, efficient, and competent performance.</li><li>- 1-2 immediate supervisors</li><li>- 1-2 other SMEs as appropriate</li><li>- 1-3 trainers from the requesting facility who will be facilitating future TTNA seminars for that facility.</li></ul></li><li>• In addition you may invite observers to learn the TTNA process.<ul style="list-style-type: none"><li>- 1-5 observers from the facility training department who want to learn how to conduct this process for other job positions or programs as applicable.</li></ul></li><li>• The team members use their technical expertise to identify list of areas that need training. The same team members should participate throughout the entire TTNA seminar.</li></ul>

<b>60-90 Days Prior to Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
	<p><b>SME Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Full-time workers in the job for which training needs will be assessed.</li> <li>2. Perceived as the role model for proper job performance.</li> <li>3. Highly skilled and knowledgeable regarding the job.</li> <li>4. Aware of new procedures, equipment, and lessons learned.</li> <li>5. Engineering personnel responsible for design &amp; safety analysis of facilities activities.</li> <li>6. Expert from another facility who may be familiar with the system/process.</li> </ol> <p><b>Training Personnel Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Responsible for developing training program. (lesson plans, etc.).</li> <li>2. Must possess expertise in conducting table-top needs analysis and expertise in table-top facilitation. Available throughout the TTNA seminar process (may take up to 1-3 days after seminar).</li> <li>3. Able to facilitate without directing team members in content decisions.</li> </ol> <p><b>Supervisor Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Directly supervise the job incumbents who perform the job for which training needs will be assessed.</li> <li>2. Recent practitioner-level experience in the job.</li> <li>3. Have good working relationship with job incumbents on the team.</li> </ol>
_____	<b>3. ESTABLISH DATES FOR THE SEMINAR AND FOLLOW-ON EFFORT</b>

**60-90 Days Prior to Seminar**

<b>Compl. Date</b>	<b>Step to Perform</b>												
_____	<p><b>4. SELECT FACILITATORS</b></p> <p>The facilitator's serve as process experts who may or may not possess technical expertise regarding the performance problem being assessed to assist in making content decisions. The TTNA facilitator must possess in-depth knowledge about the systematic approach to training. When selecting the facilitators, choose those who possess the interpersonal and facilitation skills listed below.</p> <p align="center"><b>Interpersonal Skills Needed by Facilitator</b></p> <table border="0"> <tr> <td>- FLEXIBILITY</td> <td>- Patience</td> </tr> <tr> <td>- A sensitivity for others</td> <td>- The ability to show empathy</td> </tr> <tr> <td>- The ability to establish and maintain enthusiasm</td> <td>- A sense of humor</td> </tr> <tr> <td>- Excellent listening skills</td> <td>- The ability to make decisions(regarding seminar processes)</td> </tr> <tr> <td>- The ability to display and maintain a positive image</td> <td>- The ability to display warmth and establish rapport quickly with team members</td> </tr> <tr> <td>- The ability to direct team members toward a goal</td> <td>- The ability to motivate, encourage, and focus team members</td> </tr> </table> <p align="center"><b>Special Skills Required of a TTNA Facilitator</b></p> <ul style="list-style-type: none"> <li>- Expertise in performance-based training</li> <li>- Experience using the TTNA training process built into this seminar</li> <li>- Skill in questioning techniques</li> <li>- A process expert who leads and controls the process but allows team members to act as content experts making content judgements</li> <li>- Skill using nominal group technique</li> <li>- Skill in obtaining small-group consensus</li> <li>- The ability to establish and maintain the team's pace, and participation</li> </ul>	- FLEXIBILITY	- Patience	- A sensitivity for others	- The ability to show empathy	- The ability to establish and maintain enthusiasm	- A sense of humor	- Excellent listening skills	- The ability to make decisions(regarding seminar processes)	- The ability to display and maintain a positive image	- The ability to display warmth and establish rapport quickly with team members	- The ability to direct team members toward a goal	- The ability to motivate, encourage, and focus team members
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- The ability to direct team members toward a goal	- The ability to motivate, encourage, and focus team members												

<b>60-90 Days Prior to Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>5. GATHER INFORMATION FOR REVIEW BY FACILITATOR(S)</b></p> <ul style="list-style-type: none"> <li>• You will need to gather information regarding the type of training request and description of the performance problem and send this to the facilitator at least 20-30 days prior to the seminar. Having this information will greatly assist the facilitators to support the team in progressing through each TTNA seminar step.</li> </ul> <p><b>Send to the Facilitator:</b></p> <ul style="list-style-type: none"> <li>- The description of performance problem being analyzed.</li> <li>- A brief job description (e.g., job posting).</li> <li>- The completed TTNA Planning Sheet (refer to Appendix E).</li> <li>- The existing task list for the job position or a similar job.</li> <li>- A list of all procedures associated with the job or performance problem in question.</li> <li>- A description of what training and evaluations are already taking place (for example, fundamentals classes, followed by on-the-job training, followed by job performance measures, etc.).</li> <li>- Documents that will be supportive to performance problem; for example, performance evaluations. Also any other documents for example, DOE Orders, regulatory requirements, Guides, lessons learned, etc.</li> </ul>

**30-60 Days Prior to Seminar**

<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>1. CONTACT ALL PROSPECTIVE TEAM MEMBERS AND OBSERVERS</b></p> <ul style="list-style-type: none"><li>• When talking to the prospective team members (by phone or in person) explain:<ul style="list-style-type: none"><li>- The purpose of TTNA seminar. Explain the depth of the potential analysis process that will occur based upon your performance problem/concern.</li><li>- Why they are chosen as potential team members. Explain that management chose people to participate on the team because of their expert knowledge of the job and ability to work effectively with others.</li><li>- Their roles as team members. Their role as a team members is to use their technical expertise by working with the team to identify/develop a list that indicates a performance problem and the expecteds, actuals, gaps, causes and solutions (training and/or non-training) for a well defined training request.</li><li>- Date of Seminar. Write in the date of the seminar here: ___/___/___</li><li>- Attendance requirements. If interested in participating, ensure that team members commit to be in attendance throughout the entire length of the seminar.</li></ul></li></ul>
	<p><b>NOTE: Once again, choose only those individuals who will contribute to the seminar. Individuals who are disinterested or seem uncommitted may be detrimental to the seminar's success.</b></p>

<b>30-60 Days Prior to Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>2. SELECT AND SCHEDULE A SEMINAR MEETING ROOM</b></p> <ul style="list-style-type: none"> <li>• There are certain features required of the room in which the seminar will be conducted. <ul style="list-style-type: none"> <li>- A small table for supplies should be located at one end of the wall.</li> <li>- An overhead projector and screen, and 2 flipchart stands with 4 pads of flipchart paper.</li> </ul> </li> <li>• Decide whether you will schedule the seminar onsite or offsite. There are pros and cons to conducting the seminar at the facility versus away from the facility. <ul style="list-style-type: none"> <li>- Onsite delivery is convenient since team members will need to refer to procedures, regulatory requirements, and other job-related information/documents during the seminar.</li> <li>- However, offsite delivery helps reduce work-related distractions. When you have invited people from outside the facility to attend the TTNA Seminar, it will reduce the amount of paperwork needed for security clearances.</li> </ul> </li> <li>• The bottomline is that you select a location for the seminar room that meets the criteria listed above, will allow group interaction, and is free from distraction. Remember, the room must be noise free, well-lighted, and ventilated.</li> </ul>

<b>20-30 Days Prior to Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>1. SEND INFORMATION FOR REVIEW BY FACILITATOR(S)</b></p> <ul style="list-style-type: none"> <li>• Fill out and send Appendix E, TTNA Planning Sheet.</li> </ul>
_____	<p><b>2. CONFIRM ARRANGEMENTS WITH ALL PARTICIPANTS BY LETTER</b></p> <ul style="list-style-type: none"> <li>• Letter must include seminar date, time, and location (with map as necessary). Send copies of these letters to the appropriate supervisors or managers (See Appendix D, Sample Confirmation Letter).</li> </ul>
<b>5-10 Days Prior to Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>1. CALL EACH PARTICIPANT</b></p> <ul style="list-style-type: none"> <li>• Call each participant to confirm their involvement and answer remaining questions.</li> </ul>
_____	<p><b>2. GATHER SEMINAR SUPPLIES</b></p>
_____	<p><b>3. CONFIRM DETAILS WITH FACILITATOR(S)</b></p> <ul style="list-style-type: none"> <li>- How early the room will be available for set-up.</li> <li>- Directions to get to meeting room (provide map as necessary).</li> <li>- What security requirements must be observed.</li> </ul>

<b>Day Before Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>1. PREPARE THE MEETING ROOM</b></p> <ul style="list-style-type: none"> <li>• Make a final check of the room, supplies, equipment, and all other arrangements. Also bring several copies of the documents that will assist participants in identifying the expecteds, actuals, gaps, causes, and solutions (training and non-training).</li> <li>• Talk to the facilitators about their brief biography to use during seminar introduction.</li> <li>• Inform the welcoming official (a manager from the operating organization needing the performance issue resolved) to spend few moments to welcome the team, and to say something that will motivate the team members.</li> </ul>
<b>During the Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>1. COURSE INTRODUCTIONS</b></p> <ul style="list-style-type: none"> <li>• The seminar begins with a series of introductions: <ul style="list-style-type: none"> <li>- You will introduce the welcoming official, who will then thank the team members for showing interest in participating, and acknowledge the importance of their contribution in this TTNA seminar.</li> <li>- You will introduce the facilitators of the TTNA seminar to the rest of the team members. Acknowledge their skills, also explain the Facilitators' qualification and experience according to the biography.</li> </ul> </li> </ul> <p>Note: Introductions should take no more than one minute each.</p>

<b>During the Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
<b>Training Portion of TTNA Seminar</b>	
_____	<p><b>2. OBTAIN OTHER DOCUMENTS IDENTIFIED DURING 1-DAY TRAIN-THE-FACILITATOR SESSION</b></p> <ul style="list-style-type: none"> <li>• You will assess to see whether or not you have invited the right mix of people. If you realize that you need to contact some individuals who will provide valuable input to the TTNA seminar that the team of facilitators have identified, then you will need to invite those individuals.</li> </ul>
<b>Workshop Portion of the Seminar</b>	
_____	<p><b>3. ATTEND THE FIRST TWO LESSONS DURING THE ACTUAL CONDUCT OF THE SEMINAR</b></p> <ul style="list-style-type: none"> <li>• You will attend the following lessons: <ul style="list-style-type: none"> <li>- Introduction for Team Members</li> <li>- TTNA Overview</li> </ul> </li> </ul>
_____	<p><b>4. EXPLAIN THE PROBLEM BEING RESOLVED IN THIS ANALYSIS, OR REASON FOR THE ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• During step 1 of the TTNA process (clarify request to determine problem) you will explain the problem being resolved in this analysis to the rest of the team members (when asked by the facilitators to do so).</li> </ul>

<p>_____</p>	<p><b>5. OBTAIN SPECIFIC DOCUMENTS AND CONTACT PERSONNEL FOR INTERVIEWS</b></p> <ul style="list-style-type: none"> <li>• During step 2 of the TTNA process (Develop Analysis Plan) if and when necessary you will: <ul style="list-style-type: none"> <li>- Collect any specific document(s) as identified by the team members.</li> <li>- Contact any individuals whom the TTNA team may want to interview, and</li> <li>- Schedule approximate interview times.</li> </ul> </li> </ul>
<p>_____</p>	<p><b>6. CONDUCT INTERVIEWS</b></p> <ul style="list-style-type: none"> <li>• You will carry out interview responsibilities during the following steps of the TTNA process (as applicable): <ul style="list-style-type: none"> <li>- Step 3: Collect data on expected/actuals.</li> <li>- Step 5: Determine cause(s) of Gaps, if any.</li> <li>- Step 6: Determine solution(s) for each Gap, as appropriate.</li> </ul> </li> </ul>
<p>_____</p>	<p><b>7. COMMUNICATE FINDINGS TO KEY INDIVIDUALS</b></p> <ul style="list-style-type: none"> <li>• During step 4 of TTNA process (Analyze Data to Determine Gaps) you will inform the customers or all the key individuals as identified by the team members' findings of expected (if applicable) actuals (if applicable) and gaps of performance problem. This is necessary so that there are no surprises to customer during the upcoming briefings.</li> </ul>

_____	<p><b>8. SCHEDULE BRIEFINGS</b></p> <ul style="list-style-type: none"> <li>• During step 7 of the TTNA process (Prepare and Conduct Briefing on Results) you will: <ul style="list-style-type: none"> <li>- Ensure that the key individuals are invited and will be present during the briefings.</li> <li>- Schedule the time of briefings,</li> <li>- Schedule the place of briefings i.e. where the briefings will be conducted.</li> <li>- Ensure instructional aids (e.g. overhead transparency, pre-prepared flip chart etc.) are created in time for briefing. And finally,</li> <li>- Attend the briefing.</li> </ul> </li> </ul>
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<b>After Seminar</b>
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Compl. Date	Step to Perform
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_____	<p><b>1. OBTAIN DOCUMENTATION FROM FACILITATOR</b></p> <p>Give the information listed below to the appropriate training staff to serve as auditable documentation for reviewers of how the TTNA process was conducted, who was involved, and what product resulted to assist in completing any remaining seminar steps and for resolving your specific problem or concern.</p> <p><b>Obtain from the Facilitator:</b></p> <ol style="list-style-type: none"> <li>1. The roster of people who participated.</li> <li>2. The cover letter explaining how the documented list of expecteds, actuals, gaps, causes, and solutions were developed.</li> <li>3. The typed list of expecteds, actuals, gaps, causes, and training/non-training solutions on disk and hard copy that is signed by the team members.</li> <li>4. Disk copy of TTNA seminar materials.</li> </ol>
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<b>After Seminar</b>	
<b>Compl. Date</b>	<b>Step to Perform</b>
_____	<p><b>2. COMPLETE ANY TTNA STEPS NOT FINISHED DURING SEMINAR</b></p> <ul style="list-style-type: none"> <li>• It is important for you to have attended the entire seminar so you will clearly understand what work (if any) remains after the seminar. At the minimum, the facilitator will show the team how to complete each TTNA step. However, some training requests within DOE are so complex that the Facilitator may not have time to thoroughly complete each TTNA step. The following are example situations for which you might need to complete some of the TTNA steps after the process: <ul style="list-style-type: none"> <li>- The Facilitator will have started the team in the process of identifying solutions (training and non-training) to the causes of the performance problem, but due to time constraints may not be able to go through the process for every cause.</li> <li>- If the right mix of people (SMEs and supervisors) is not involved throughout the entire process, the findings contained in the briefing form may not be considered valid. Under these circumstances, you would need to conduct a validation process to get appropriate signatures on the briefings form. (Note: Normally there is no need for a separate validation process when appropriate people, as explained in this Handbook, are involved)</li> </ul> </li> </ul>
_____	<p><b>3. SEND THANK-YOU LETTERS</b></p> <ul style="list-style-type: none"> <li>• Within 10 working days after the process, send thank-you letters/electronic mail to all participants, including the facilitators.</li> </ul>

**APPENDIX D**  
**SAMPLE TTNA LETTERS**

## SAMPLE INVITATION LETTER FROM MANAGEMENT

**Date:**

**To:**

**From:** *[Name of Operating Organization Manager]*

**Subject:** PARTICIPATION IN TABLE-TOP NEEDS ANALYSIS

As a person with a reputation for technical expertise, a positive work attitude, and good interpersonal skills, you have been selected to participate with [number of people to be invited] people as a team for a Table-Top Needs Analysis (TTNA) soon to take place for *[name of job position/program being assessed]*.

This 2-5 day process is an important step toward building a top-notch training program and ensuring the accuracy of our operating procedures. The table-top approach used in this process has proven to be an efficient, cost-effective, and pleasant way to resolve the performance issue in question. The list of problematic areas that your team develops will then serve as the foundation for determining its causes and effective solutions (training or non-training) for its effective implementation that will eliminate our problem or concern.

I support your uninterrupted involvement in this 2-5 days process and also after the TTNA (as necessary, to bring the process to completion ) and ask that you ensure its success by contributing your positive energy and subject matter expertise.

If you are able to participate, please contact the Coordinator, *[name and phone number of coordinator]*. If you have any questions about the purpose or end product of this process, please contact *[name of Coordinator]* or myself. Thank you for your cooperation.

Distribution:

cc: *[name of Coordinator]*

## SAMPLE PARTICIPANT INVITATION LETTER

**Date:**

**To:** *[Name of Potential TTNA Participant]*

**From:** *[Name of Coordinator]*

**Subject:** PARTICIPATION IN TABLE-TOP NEEDS ANALYSIS

*[Name of Operating Organization Manager]* and I invite you to participate in the Table-Top Needs Analysis (TTNA) *[ dates of process ]* in *[meeting room location]*. *[Name of Operating Organization Manager]* chose you to participate in this process because of your expert knowledge of the job and your ability to work effectively with others. You will be part of a team--made up of subject matter experts, supervisors, engineers, instructional technologists -- that meets in a workshop with a Facilitator to resolve a performance issue/concern in the *[name of job position/program being assessed]* job/program and to determine effective training and non-training solutions.

This analysis will ensure that causes of performance problem are identified, and effective solutions is proposed to resolve/eliminate the problem in question.

*[Name of Operating Organization Manager]* has approved time for you to participate uninterrupted, the entire 2-5 days, and 3 1/2 days after-the-process, as applicable.

If you are able to participate, please call me at *[phone number]* by *[deadline for responding]* You must commit to be in attendance throughout the entire 2-5 day process, from *[start/finish time each day, e.g., 8:00 a.m. to 5:00 p.m.]* each day. I will send you a confirmation letter 2-3 weeks before the process. Thank you for your participation. If you have any questions, please call me.

cc: *[Operating Organization Manager]*  
*[Name of Participant's Supervisor]*

## SAMPLE OBSERVER INVITATION LETTER

**Date:**

**To:** *[Name of Potential TTNA Observer]*

**From:** *[Name of Coordinator]*

**Subject:** TABLE-TOP NEEDS ANALYSIS

A Table-Top Needs Analysis (TTNA) will be held *[dates of process]* in *[meeting room location]*. The objective of this process is to resolve performance problem/concern for *[name of job position/program being assessed]*. Other purpose is to teach future trainers how to conduct TTNA for other type of performance problem/concern. The table-top approach when facilitated properly, has proven to be a pleasant, cost-effective, efficient method of needs analysis.

If you are interested in learning the TTNA process, you are invited to participate in a 1 day train-the-facilitator session, and observe the actual conduct of TTNA during the workshop portion of the process. As the participant of a 1 day train-the-facilitator session, you will take part in the training portion of the process to learn about the process in lieu to its applicability to the performance problem/concern. As an observer, you will observe the TTNA process. As an observer, you will NOT contribute to the technical content of the job position/program being assessed, though the Facilitator may ask you to co-facilitate portions of the process to give you practice conducting the process. You will receive all training materials with the lesson plans to follow along as you observe and to use when conducting future TTNA's.

The process will begin at *[ start time, e.g. 8:00 a.m. ]* on *[date of Day 2]* and you will want to participate that entire day. On *[dates of Days 3, 4, 5 ]* you are welcome to observe the entire time. This is left to your discretion to determine how much time you observe those days.

If you are interested in participating as an observer, please call me at *[phone number]* by *[ deadline for responding]*. I will send a confirmation letter 2-3 weeks before the process. If you have any questions, please call me at *[Coordinator's phone number]*.

## SAMPLE WELCOMING OFFICIAL LETTER

**Date:**

**To:** *[Name of Welcoming Official]*

**From:** *[Name of Coordinator]*

**Subject:** WELCOMING OFFICIAL FOR TABLE-TOP NEEDS ANALYSIS

*[Manager of Operating Organization]* and I invite you to make the opening remarks at the Table-Top Needs Analysis (TTNA) to be held *[dates of process]* in *[meeting room location]* to resolve the performance problem in the *[job position/program]* job. Your responsibility would be to briefly (2-5 minutes) welcome the team of subject matter experts, job incumbents, and supervisors at *[start time and date, e.g., 8:00 a.m. on March 17]*. You might want to include thanking them for their participation and recognizing the importance of their contribution during this process.

Toward the end of the process, we ask you to attend the TTNA briefings to understand the results and express your support for the people who are participating and for the process itself. We also encourage you to drop in periodically throughout the process to see how it is progressing and to underscore the value of the process. Your positive attitude is crucial to the success of the process and the validity of its resulting task list. The output/products of this TTNA will form the foundation for other analyses to follow.

If you are able to participate as the welcoming official, please call me at *[phone number]* by *[deadline for responding]*. I will send a confirmation letters 2-3 weeks before the process. Thank you for your support.

cc: *[Operating Organization Manager]*

## SAMPLE CONFIRMATION LETTER

**Date:**

**To:** *[Name of Participant]*

**From:** *[Name of Coordinator]*

**Subject:** PARTICIPATION IN TABLE-TOP NEEDS ANALYSIS

This letter confirms your participation in the Table-Top Needs Analysis (TTNA) to be held *[dates of process]* in *[meeting room location]*. The process will begin at *[start time]* each day and conclude at approximately *[end time]* each afternoon. It is important that you are on time and participate in all portions of the process because late or part-time participants who miss some of the training or group discussion may seriously disrupt the proceedings. Remember, though, that the process will be a pleasant experience. If you would like to share snacks or your favorite music with the other participants, please feel free to bring them with you. If you have any questions, please call me at *[phone number]*. I look forward to seeing you in the process!

cc: *[the person's supervisor, as appropriate]*

**APPENDIX E**  
**TTNA PLANNING SHEET**

**SEND THIS COMPLETED SHEET TO FACILITATOR 20-30 DAYS PRIOR TO TTNA**

<b>TTNA PLANNING SHEET (For the Coordinator to complete)</b>			
<b>BACKGROUND INFORMATION</b>			
<p>1. Who initiated the request for the 2-5 day TTNA? Write list of names and phone numbers as applicable?</p>	<p>3. How many job incumbents are currently employed in this job position/program?</p>		
<p>2. For which type of request and for which job position/program as applicable will a performance problem be resolved during the 2-5 day process?</p>			
<p>4. With whom must you seek approval to organize and conduct this 2-5 day TTNA?</p>			
	<b>Name(s)</b>	<b>Phone</b>	<b>Date Approved</b>
Your management			
Training management			
Line management who must release expert workers			
Safety organization management			
Other			

**TTNA PLANNING SHEET (For the Coordinator to complete)**

**AVAILABLE JOB INFORMATION**

5. Obtain a brief description of the type of request for which the performance issue needs to be resolved (also mention and provide brief description of job position/program as applicable).	Date Sent to Facilitator:
6. Send a list of the DOE Orders or other regulatory requirements requiring you to conduct needs analysis.	Date Sent to Facilitator:
7. Send a representative sample of procedures (if any) and other documents that describe the tasks performed in the job position.	Date Sent to Facilitator:
8. Send examples any Implementation/Evaluation/Instructor Qual Procedures, along with example TTNA.	Date Sent to Facilitator:
9. Is there an existing task list at your facility for this job position/program for which the performance issue/concern is being resolved? Yes / No	

**TTNA DATA**

Dates of Process:		Meeting Room:		
Names of Attendees	Phone	Date of Initial Contact	Date Sent Confirmation Letter	Date Sent Thank You Letter
Facilitator:				
Facilitator:				
SME:				

**TTNA PLANNING SHEET (For the Coordinator to complete)**

Supervisor:				
New Employee:				
Trainer:				
Procedure Writer:				
Procedure Writer:				
Observer:				
Observer:				
Observer:				

**TTNA PLANNING SHEET (For the Coordinator to complete)**



Other Notes:

**APPENDIX F  
BRIEFING FORM**

## BRIEFING FORM

<b>Briefing Date:</b> _____ <b>Time:</b> _____ <b>Location:</b> _____		
<b>Purpose of Briefing:</b>		
<b>Attendees:</b>		
<b>Brief Summary of Why this Needs Analysis was Conducted:</b>		
<b>Brief Summary of How Data was Gathered:</b>		
<b>Gaps</b>	<b>Findings</b> Cause(s)/Barrier(s)	<b>Recommended Solutions</b>
<b>Implications of Findings:</b>		
<b>Analysts:</b>		

**SAMPLE COMPLETED BRIEFING FORM**

**Briefing Date:** June 11, 1994      **Time:** 8:30 am      **Location:** EROB Conf. Rm. F

**Purpose of Briefing:**

To inform management of the results of the Table-Top Needs Analysis (TTNA) process that took place June 1-2, 1994; to solicit their support for implementing the recommendations; to determine if the briefing should be presented to the entire staff.

**Attendees:**

Joe Smith  
Sue Brown  
Yore Smart  
Imin Charge

**Brief Summary of Why this Needs Analysis was Conducted:**

This needs analysis was conducted to analyze an observed performance problem: an insufficient number of unit members who possess excellent facilitation skills.

**Brief Summary of How Data was Gathered:**

Select members participated in this process because they provided a mix of expertise necessary to analyze and resolve this problem. Thus most data gathered during this process resulted from table-top discussions with team members. Members also reviewed documents (International Board of Standards for Training, Performance and Instruction; DACUM; etc.) to validate their ideas as to "what are competent facilitators" and used the information as a baseline to compare our unit's overall actual performance. The deficiencies were grouped into categories and each category was analyzed to determine the cause of the discrepancies and the most appropriate solution(s) to resolve the deficiencies.

**SAMPLE COMPLETED BRIEFING FORM**

**FINDINGS**

<b>Gaps</b>	<b>Cause(s)/Barrier(s)</b>	<b>Recommended Solutions</b>
1. inflexibility	1. unit competencies have not been analyzed	1. analyze unit competencies
2. lack of desire to learn new skills	2. performance appraisal process does not reward employees	2. have Individual Development Plans for each employee.
3. lack technical PBT knowledge	3. feel they do not receive adequate time to learn the theory or most recent training techniques	3. create a PBT/SAT evaluation instrument

**Implications of Findings:**

Facilitation skills are needed not only to conduct courses or seminars, but also to perform well on assist visits, to give presentations, to meeting with customers, etc. Sending people with less-than-adequate facilitation skills to represent our unit may damage our reputation. If this negative impact could be quantified in dollars, the amount could be significant. The cost involved in implementing the recommended solutions would be minute compared to the cost of mis-representation.

**Analysts:**

Anna List  
 Angie Neer  
 George Bright