

ADDENDUM B
TTTD FACILITATOR CHECKLIST

Intentionally Blank



TTTD FACILITATOR CHECKLIST

STEP 1 - ORIENT THE TEAM (4 hr)

- → Set up the room by the following:
 - - Post a sign on outside of the door.
 - - Determine how you will use the walls of the room.
 - - Write and post 8½X11 train and overtrain task statements.
 - - Arrange the tables, chairs, overhead projector, etc.
 - - Place material on the tables for each participant.
 - - Ensure that several copies of needed documentation are in the room.
 - - Set-up a snack table with pitcher of water and glasses (if possible).
 - - Ensure that all training equipment works (e.g., VCR, overhead proj., etc.).
 - - Write the facilitator and coordinator names and phone numbers on flipchart paper.
 - - Explain to the facility trainer(s) how to follow along.
 - - Prepare the overheads and set up flipcharts.
 - - Ask facility manager about the parking policy, smoking policy, location of restrooms, and availability of phones.
 - - Ensure that enough copies of distributed handouts for the lessons are available.
 - - Make supervisor aware of how he/she can unknowingly influence the participants during the seminar.
- ♪ Remember to exude enthusiasm for how well the TTTD process works, and seek to create a relaxed, risk-free, congenial environment for all participants.
- → Teach the lessons using Addenda C-E.
- → Have observers move to the back of the room.
- → Remind the person who will be developing the training to take notes during training-related discussions.



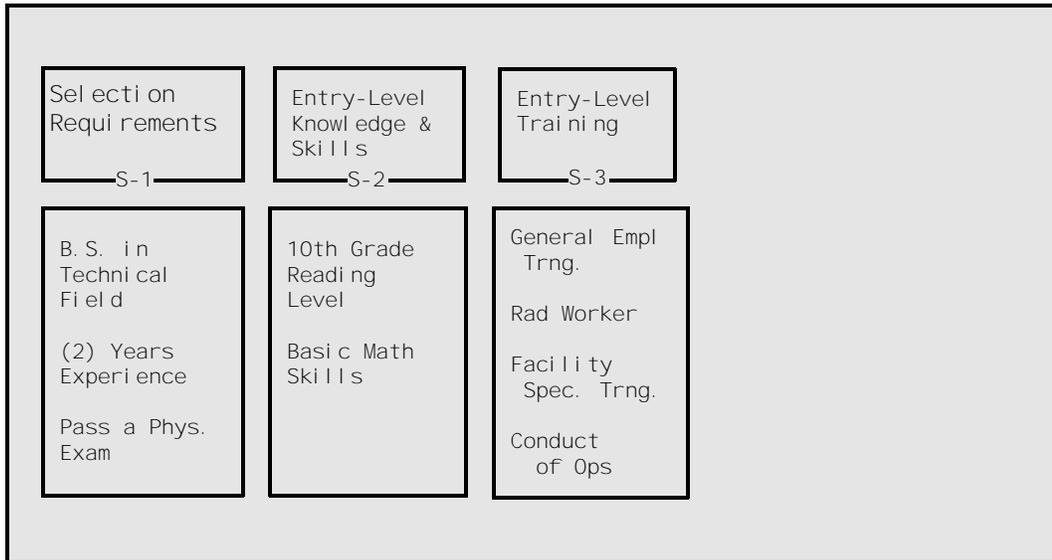
TTTD FACILITATOR CHECKLIST

STEP 2 - DESIGN THE TRAINING PROGRAM STRUCTURE (15 min.)

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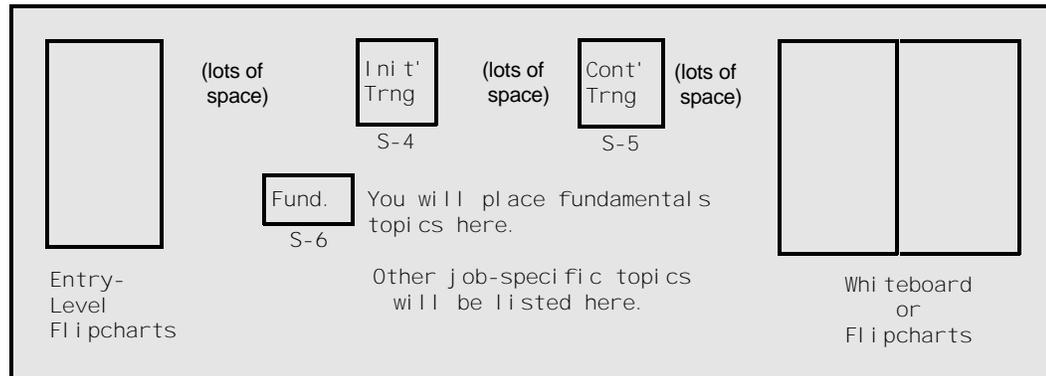
→ Set up for Step 2 by the following:

- Make sure whiteboard markers and an eraser are easily accessible.
- Obtain all entry-level requirements information from the coordinator, write them on flipcharts, and place them under the appropriate sign as shown below.



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→ Set up the rest of the room as pictured below.

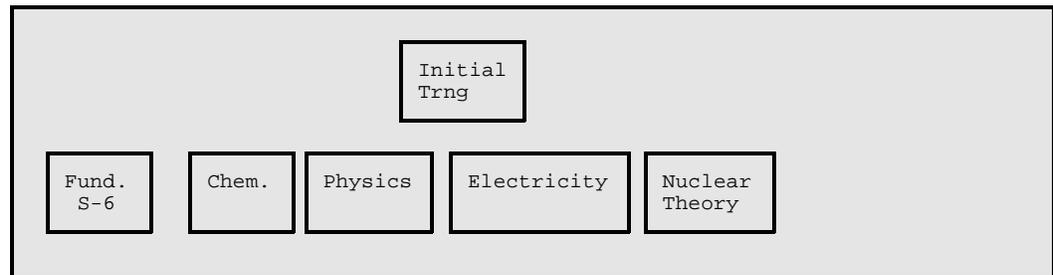




TTTD FACILITATOR CHECKLIST

STEP 2 - DESIGN THE TRAINING PROGRAM STRUCTURE (Contd')

- Summarize the process of Step 2 and the end product(s) desired.
- Quickly review the entry-level requirements and state that these requirements should be kept in mind as the program is designed.
- ? ASK: What types of areas fall under initial training? (**fundamentals, job-specific training**).
- ? ASK: What are some examples of fundamentals topics from the overview lesson? (**chemistry, physics, nuclear theory**)
- Use nominal group technique to have team identify fundamentals and other topics that should be included under their initial training.
 - ♪ Have each team member silently generate a list of possible topics.
- During a round robin, write their suggestions of fundamentals courses first, then proceed by identifying other needed courses.
- As you obtain group consensus, write each fundamentals topic on an 8½X11 sheet and place it on the wall.



- Create a "core" or "job-specific" page and place it under the fundamentals topics.
- ? ASK: What job-specific topics will you need?
 - ♪ Encourage the team to look at the task statements in order to stimulate their thoughts for possible topic areas.

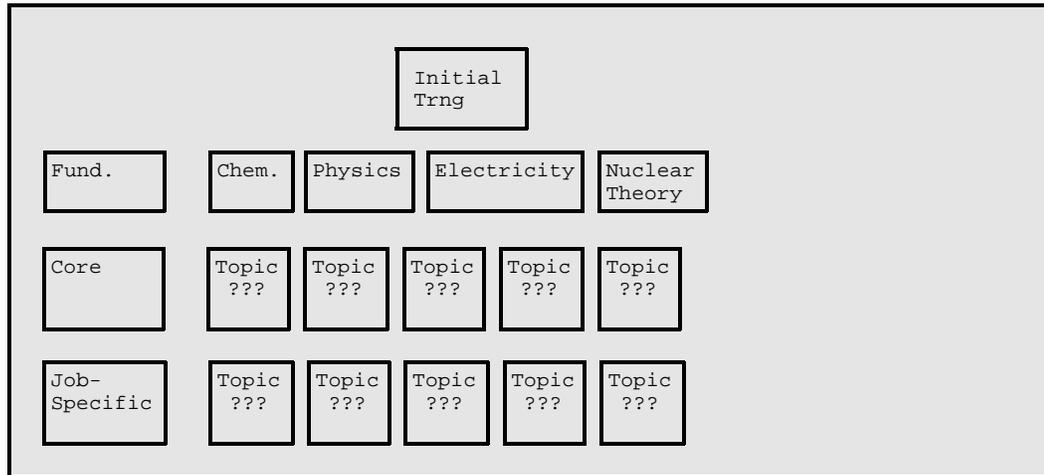


TTTD FACILITATOR CHECKLIST

STEP 2 - DESIGN THE TRAINING PROGRAM STRUCTURE (Cont'd)

→ As the team names possible topics, write the name on an 8½X11 page and place it under the initial training poster.

♪ When you are finished determining topic areas, your wall should look similar to the example below.



→ Facilitate a discussion concerning the order in which the job incumbents will proceed through the initial training program (if applicable).

→ As the team directs, construct a flow-chart on the whiteboard or flipchart showing the path a job incumbent would follow.

♪ If possible, include possible training settings. This probably cannot be decided until content has been determined.



TTTD FACILITATOR CHECKLIST

STEP 2 - DESIGN THE TRAINING PROGRAM STRUCTURE (Cont'd)

— ? ASK: What types of topics would fall under continuing training? (**drills, regulatory training, re-qual training, pre-training, etc...**)

— ? ASK: Are any drills needed in this training program?

— → If so, write each drill and its frequency on 8½X11 sheets and place them under the continuing training poster.

— → Direct the team's attention to the task statements to identify vital tasks and ask the question below.

— ? ASK: Could improper task performance cause a violation of a Technical Safety Requirement, breach containment, impact the operation of protective systems, cause an unplanned or uncontrolled nuclear criticality, or result in a release of hazardous substance to the environment?

— → If the team identifies vital tasks, mark the tasks as "vital" on the task listing and write a "V" on the task statement page of each vital task.

— → Have the team identify all regulatory training required more often than every 2 years.

↳ Use document review (qual cards, etc.) and brainstorming techniques as appropriate.

— → Write each regulatory training session on a separate 3x5 Post-it note and place them under the continuing training poster.

— → Have the team identify any requalification training required in the training program structure.

↳ Refer the team to the overtrain tasks.

↳ Use document review (DOE 5480.20A, facility TIM, etc.) and brainstorming techniques as appropriate.

— → Write each requalification training session on a separate 3x5 Post-it note and place them under the continuing training poster.



TTTD FACILITATOR CHECKLIST

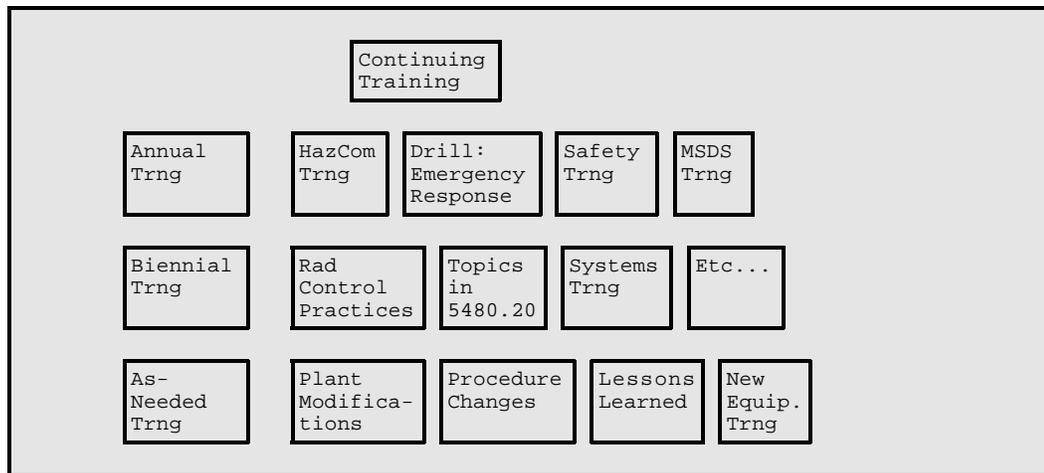
STEP 2 - DESIGN THE TRAINING PROGRAM STRUCTURE (Cont'd)

? ASK: What types of topics fall under as-needed training? (**pre-train topics, or training that occurs very infrequently; training on changes in procedures, equipment, etc.**)

→ Have the team identify any as-needed training required in the training program structure.

→ Write each as-needed training session on a separate 3x5 Post-it note and place them under the continuing training poster.

♪ When you are finished determining topic areas, your wall should look similar to the example below.



→ Facilitate a discussion concerning the order in which the job incumbents will proceed through the initial training program (if applicable).

→ As the team directs you, construct a flow-chart on the whiteboard or flipchart showing the path a job incumbent would follow.

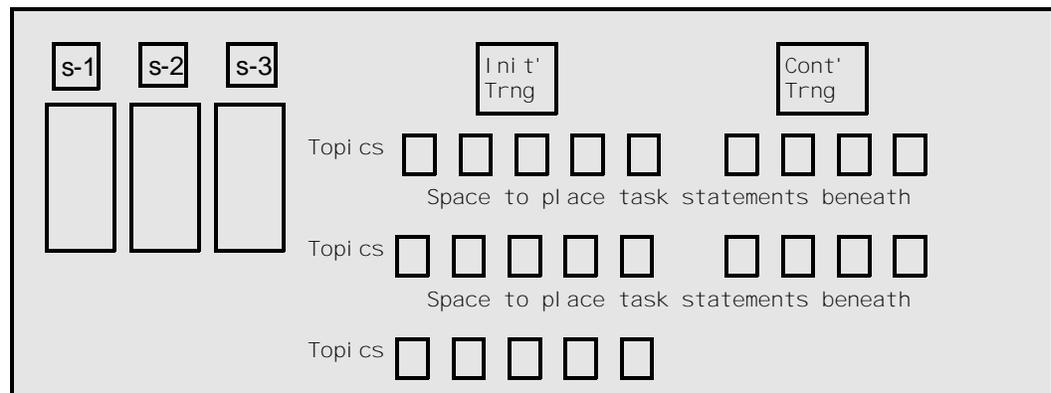


TTTD FACILITATOR CHECKLIST

STEP 3 - PLACE THE TASKS ON THE TRAINING PROGRAM STRUCTURE (1 hr.)

→ Set up for Step 3 by the following:

- Leave all of the signs and Post-it notes from Step 2 on the wall.
- Re-draw the initial training structure on the whiteboard onto a flipchart.
- Re-draw the continuing training structure on a separate flipchart page.
- Erase the whiteboard.
- Arrange the initial and continuing training flipcharts on the wall as shown below.



→ Summarize the process of Step 3 and the end product(s) desired.

? ASK: What should be the criteria that determine where we place a task in the training program structure? (**Where would the task best be taught?**)

→ Show the class an 8½X11 task statement and ask them where the task should be placed in the training program structure.

♪ Remember, sometimes an entire duty area with its task statements may fit under a topic. Seek to combine common tasks under one topic when possible.

→ Use consensus decision-making as appropriate if there are differing opinions about where to place a task until all tasks are placed.



TTTD FACILITATOR CHECKLIST

STEP 3 - PLACE THE TASKS ON THE TRAINING PROGRAM STRUCTURE (Cont'd)

- → Draw attention to any large groupings of tasks.
- ? ASK: Should any of these groups of tasks be subdivided into smaller groups?
 - ♪ You would want to subdivide the groups only if it would separate the group into more digestible chunks of information.
- → Sub-divide the tasks as directed by the team.
- → If new topics are created during this step, write them down on an 8½X11 page and place them on the wall under the appropriate area.
- → Direct the attention of the team once again to the flow-charts for initial and continuing training structures.
- → Lead a discussion concerning whether and/or how the training flow-path should be changed based upon the decisions made during Step 3.
- → Redraw the training program structure based on the changes made during Step 3.

STEP 4 - PRIORITIZE COURSES FOR DEVELOPMENT EFFORTS (8 hr.)

- → Set up for Step 4 by the following:
 - - Leave all signs and Post-it notes from Step 3 on the wall.
 - - Revise initial training structure to reflect the changes from Step 3.
 - - Revise continuing training structure to reflect changes from Step 3.
 - - Place revised flipcharts back on wall before beginning this step.
- → Summarize the process of Step 4 and the end product(s) desired.
- ? ASK: Of all these courses, which need development work most urgently?
 - ♪ Be sure management is present to contribute to the discussion.
- → Isolate to a different portion of the wall the courses that will be focused on.



TTTD FACILITATOR CHECKLIST

STEP 5 - DETERMINE COURSE CONTENT (2 hr)

- Set up for Step 5 by the following:
 - Determine the best analysis approach(s) for determining the content of the training program.
 - Set up a flipchart stand with a pad of paper at the front of the room.
 - Have at least 2 or 3 different colored felt-tipped markers at hand.
- Summarize the process of Step 5 and the end product(s) desired.
- ? ASK: Why is determining at which level you will write content important?
- Determine the level at which you will write the content.
- Begin with the highest prioritized task determined by the group in Step 4.
- ASK: What prerequisites (usually fundamentals topics) should a person have before attending training for these tasks?
- List the prerequisites on the flipchart in one color and the content in another color.
- ASK: What content should we include in the training program for this task or tasks?
- Determine the content using the analysis method(s) you determined would be most effective.
- Have the team evaluate the content (regarding level, etc.).
- As the team reaches consensus, write the content on the flipchart page.
- Hang the flipchart on the wall for further reference. Explain to the team that additional content can be added at any time should they remember any.



TTTD FACILITATOR CHECKLIST

STEP 6 - IDENTIFY ADDITIONAL CONTENT (1 hr)

→ Set up for Step 6 by the following:

- Set up a flipchart stand with a pad of paper at the front of the room.
- Have at least 2 or 3 different colored felt-tipped markers in-hand.
- Ensure that various sources of information are available including:
 - Regulatory requirements (DOE, OSHA, EPA, etc.)
 - The facility's Safety Analysis Report
 - ORPS reports
 - Documents describing recent facility events

→ Summarize the process of Step 6 and the end product(s) desired.

→ Use Nominal Group Technique to have the team identify additional content within the above documents.

- ♪ Use document review and brainstorming techniques as appropriate.
- ♪ Have each team member silently generate a list of content.

→ During round robin, write their suggestions of content on a flipchart.

→ Have the team evaluate the content (regarding level, etc.).

→ As the team reaches consensus, write the content on the flipchart page and place it in accordance with the following criteria:

- If the content is already being taught somewhere in the existing training structure because it is mandatory, place it on the training program structure (flipchart page drawings created during Step 2 of this process).
- If the content is not being taught currently, place it on the most applicable content analysis flipchart page (with previously-identified content); when necessary, establish it as a separate lesson or course.



TTTD FACILITATOR CHECKLIST

STEP 7 - IDENTIFY POTENTIAL EXISTING TRAINING (6 hr)

→ Set up for Step 7 by the following:

- Set up a flipchart stand with a pad of paper at the front of the room.
- Have at least 2 or 3 different colored felt-tipped markers in-hand.

→ Summarize the process of Step 7 and the end product(s) desired.

? ASK: What are two types of sources where existing materials can be found?

? ASK: What are several places a training program might look for other materials?

→ Use nominal group technique to identify potential sources where existing training sources might be found and used. Begin with potential **internal** sources, then **external**.

♪ Have each team member silently generate a list of possibilities

→ During round robin, write their suggestions of content on a flipchart.

→ Direct the person who will be developing the training to write down the potential sources so they may be analyzed later.

STEP 8 - WRITE THE OBJECTIVES (1/2 hr)

→ Set up for Step 8 by the following:

- Set up a flipchart stand with a pad of paper at the front of room.
- Have at least 3 different colored felt-tipped markers in-hand.

→ Teach the "Writing Learning Objectives" Lesson (Addendum F).

→ When the lesson is finished, determine whether you will write the objectives as a team, or split up the objectives and write them as smaller teams.

♪ If you divide into teams, match task content with appropriate group of SMEs that have expertise about that content.



TTTD FACILITATOR CHECKLIST

STEP 8 - WRITE THE OBJECTIVES (Contd')

- → Place a flipchart in front of the team.
- → Choose a content area to write objectives for.
- → Determine the terminal objectives.
 - ♪ Direct team to use "Action Verb Lists" and other materials that are useful.
- → Determine the enabling objectives for each terminal objective.
- → Determine the best order in which the enabling objectives should be taught.
- → Direct the trainer who will lead the development efforts to write down the finalized form of the objectives.
- → Make copies of the finalized form of the objectives to give to the appropriate trainers and supervisor(s) of the facility.

SEMINAR SUMMARY

- → Sincerely thank team members and observers for their cooperation and persistence.
- → Remind participants from the "Overview" that the design phase is not finished, but that test items, lesson specifications, and a program description must still be written.
- → Re-emphasize the importance of the team's contributions to the facility's training efforts.
- → Explain that everyone will receive a certificate for their efforts.
- → Collect seminar evaluation forms from observers and participants
- → Complete your evaluation form.