

ADDENDUM C
INTRODUCTION LESSON PLAN

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INSTRUCTOR PREPARATION PAGE

COURSE TITLE: Table-Top Training Design (5480.20A Training Series)

LESSON TITLE: Introduction

TIME REQUIRED: 30 min. (If the group participated in TTJA together, this lesson should take 30 minutes or less. An extra 10 minutes may be required if the team is meeting to participate in the process for the first time.)

REFERENCES: Table-Top Job Analysis Seminar of the DOE 5480.20A Training Seminar Series, DOE Training Coordination and Assistance Program, DOE/ID-10435, June 1993.

OBJECTIVE: **Seminar Purpose:** To train facility personnel how to DESIGN training program content in a cost-effective manner in accordance with DOE Orders 5480.18B and/or 5480.20A. An end product of the training process is a usable training program design complete with learning objectives.

Seminar Terminal Objective: Given a validated task list and using a table-top approach, the design team will DETERMINE curriculum content and WRITE learning objectives for the training program.

INSTRUCTIONAL

AIDS:

Introduction-P-1,	Seminar Objective
Introduction-P-2,	TTTD Steps (Written on Flipchart)
Introduction-O-1,	Seminar Agenda
Introduction-O-2,	Role of Team Members
Introduction-O-3,	Role of Facilitator
Introduction-O-4,	Role of Observers
Introduction-O-5,	Expectations
Introduction-H-1,	Seminar Roster
Introduction-H-2,	Evaluation Forms/Participant
Introduction-H-3,	Evaluation Forms Facilitator/Coordinator
Introduction-S-1,	"Table-Top Training Design"

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Introduction

Overhead projector and screen, two flipchart stands with 3 flipchart pads available, flipchart markers, computer and TTTD Workshop-D-1, 4 x 6 Post-it note pads, felt-tipped markers, and 2 reams of 8½X11 white paper.

PARTICIPANT PREPARATION: None.

PRESENTATION METHOD: Lecture, introductions.

EVALUATION METHOD: None.

NOTES TO INSTRUCTOR:

TO PREPARE FOR THE ENTIRE PROCESS:

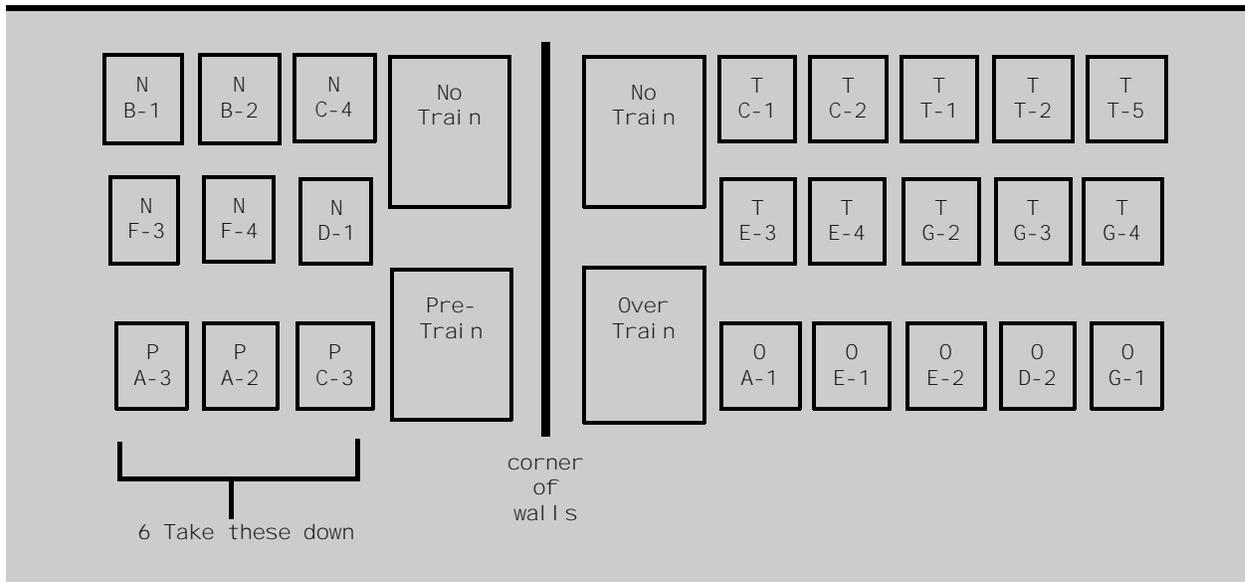
1. Discuss with co-facilitator which steps each facilitator will lead in the TTTD process.
2. If possible, bring copies of other task analyses for similar job positions to this process.
3. Review ORPS and print recent (within the past year) occurrences that are relevant to the job position being analyzed.

TO SET UP ROOM FOR ENTIRE PROCESS:

1. Arrive at the classroom 1 hour early.
2. Set up the room by according to the following:
 - a. If the tasks are still posted on individual sheets on the wall (as a result of the TTJA Seminar as shown on the next page), no further preparation is necessary.
 - b. If this process is being conducted separately from the Table-Top Job Analysis Seminar and you have only a printout of the task list indicating

INSTRUCTOR PREPARATION PAGE

Introduction



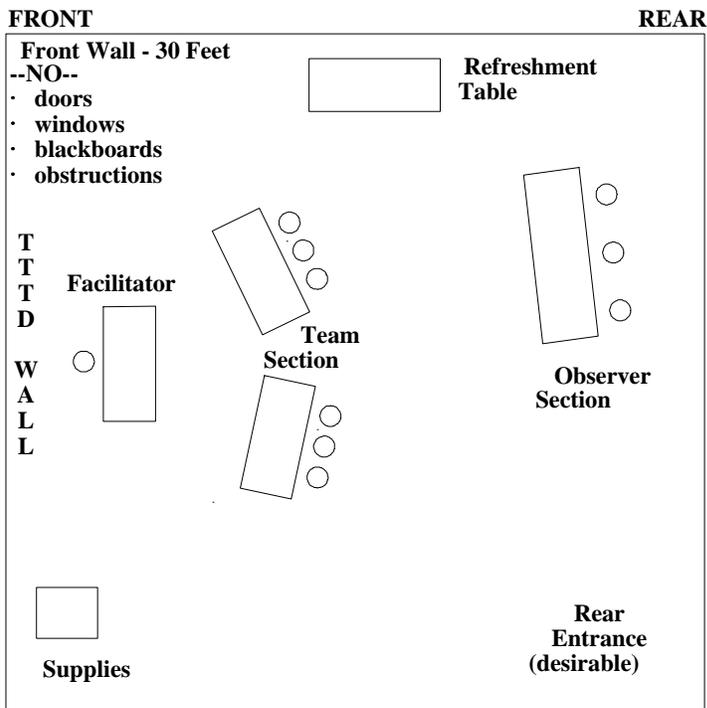
the selection of "no train," "train," and "overtrain" tasks, write each duty area and "train" and "overtrain" (NOT "no train" or "pre-train" tasks) on an individual sheet of 8½x11 paper and post each sheet on the wall. (Have these prepared in advance to save time.) You may want to write the duty area on yellow (or another color) 8½X11 sheets to differentiate them from the tasks. Make sure the task statements are noted whether the task is a "train" task or an "overtrain" task. Also write a "V" on the "vital" task pages.

- c. Determine how the walls will be used (which wall will be best for hanging the task pages, which will be best for designing the training program structure, which wall will be best for grouping common knowledge and skills, etc.).
- d. Arrange the tables, chairs, and overhead location as appropriate for the selected wall use. The tables and chairs should be in a half-circle facing a direction in which participants can best see the task pages and training program structure walls. (You will probably need to re-arrange the tables later in the process so participants can see the other walls.) For this lesson observers will participate, but during the workshop

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Introduction

portion of the process they should sit at separate tables and chairs in the back of the room.



- e. Neatly place the following on the table for each participant:
 - name tents
 - pencil/pen
 - yellow highlighter
 - one (1½"x2") Post-it note pad
 - one (4"x6") Post-it note pad

- f. Make sure several copies of all needed documentation are in the room:
 - the valid task list for the job being analyzed
 - DOE 5480.20A
 - the facility's Training Implementation Matrix
 - job-related procedures

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Introduction

- existing qualification cards
 - other regulatory requirements relevant to the job being analyzed
 - the facility's Safety Analysis Report
- g. If available, provide each table with a pitcher of ice water and glasses.
3. It is important to apply accelerated learning techniques. Team members need to be relaxed, alert, and energized to make the process a success. We cannot forget or underestimate the importance of climate setting. Therefore, please:
- a. On the first day, bring healthful snacks such as fresh fruits, vegetables, crackers, juice, etc. Participants may be asked to bring healthful refreshments on the following days.
 - b. Play upbeat music during breaks. If the class does not find it distracting, play Baroque music during the thinking sessions.
4. Post "TTTD" sign outside of classroom door.
5. Ensure that training equipment works; i.e., overhead (check focus), VCR, monitor, etc.
6. Write the names and phone numbers of the facilitator and coordinator on flipchart paper and leave displayed throughout the process.

TO PREPARE FOR THIS LESSON:

1. Ask the facility manager about the parking policy, smoking policy, location of restrooms and availability of phones.
2. Ensure that enough copies of distributed handouts for this lesson are available.
3. Talk discreetly with the supervisor who will be participating in this process, explaining that sometimes by virtue of the supervisor's position, his/her opinions can sway those of the team and possibly subvert the decision-making process. The supervisor needs to be aware of this possibility so that

Table-Top Training Design

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Introduction

he/she can contribute as necessary, but be conscious of the influence he/she has.

Throughout this lesson you must exude enthusiasm for how well the TTTD process works, while creating a relaxed, risk-free, congenial environment for all participants.

INSTRUCTOR PAGE

I. WELCOME

A. Coordinator Welcome

1. Introduces facilitators

B. Facilitator Welcome

1. Welcome to the "Table-Top Training Design" Process
2. Introduce self
 - a. Your name
 - b. Where you work
 - c. Your primary occupation
 - d. Your experience in conducting analysis and design

PERFORM quick "introductions" if you are following up a TTJA process.

INTRODUCE yourself and REFER to your name and number on the board or flipchart

ALLOW co-facilitator to introduce self

(5 min into lesson)

INSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

II. GENERAL INTRODUCTION

A. Motivator

1. STATE that you have two questions for the participants:
 - How many of you wish you could spend more time in training?

 - How many of you have attended training in which you sat and said to yourself, "I've already learned this. Why am I here?"

2. During this process, we are going to work as a team to address these two issues as we design your training program structure.

STATE: Most workers recognize benefits of training but want to spend as little time in it as possible.

STATE: It's a waste of time attending courses that teach what we already know, isn't it?

INSTRUCTOR PAGE

3. We would all admit that we need to spend *some* time in training. Training based on the knowledge and skills involved in performing the job ensures that workers can safely, competently, and efficiently perform their jobs.
4. However, a well-analyzed and well-designed training program ensures that content will be taught in such a way that people spend as little time as possible in training while retaining most of what they learn.
5. It also teaches workers what they need to know and do to perform well, yet it does not waste their time on topics irrelevant to their jobs.

STATE: During this process, we hope to determine exactly what you need to be trained in -- nothing more, nothing less.

STATE: When we are finished, we will have determined exactly what you need to know to do the job and weed out what you don't.

INSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

B. Purpose of Process

1. Your management selected you to participate in this process because you are perceived as "role models" for excellent job performance.
2. In this process you will use your expertise and experience to design and analyze the content that should be included in an efficient, effective training program based on your needs and a valid task list.

STATE: Addressing both of these issues translates into trainees spending as little time in training as possible while still providing them with quality training.

HOLD up Workbook and have participants turn to page 2 of the Introduction.

INFORM participants to follow along as we progress through each lesson.

(10 min into lesson)

REFER participants to Workbook page 3.

ASK: How many of you were involved in developing the valid task list?

I NSTRUCTOR PAGE

3. At the same time, we will be showing your training staff how to conduct future analysis and design processes so they can build effective training programs for other job positions.

C. Process Objective

"Given a validated task list and using a table-top approach, the design team will DETERMINE curriculum content and WRITE learning objectives for the training program."

D. Process Overview

1. This process is divided into two segments: a training portion and a workshop portion.
2. During the training portion, we will explain the terms and concepts involved in training design and give you a chance to practice applying that information prior to working on your job position. This training will help you perform well during the workshop portion of the process.
3. Then I will transition into the role of a facilitator, who guides you through the design process.

READ: TTTD
Introduction-P-1,
Process Objective.

SHOW: TTTD
Introduction-O-1,
Process Overview.

REFER participants to
Workbook page 4.

INSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

E. Participant Materials

Your workbook provides you with information that will help you understand the terms and concepts involved in training design.

1. The Lesson Section is labeled with the name of the lesson. Use this section to follow along during the lesson. Feel free to write ideas or take notes during the process.
2. The Handout Section is labeled as "H" tab. It provides space for the handouts that you will be provided during the course of each lesson.

Each handout has an individual number assigned. For example: TTTD Overview-H-1 indicates the name of the process, the title of the lesson, the handout section, and the number of the handout.

F. Roles

Transition: We will use a team approach this week to analyze the tasks and design your training program. Within the team, different people have different roles.

REFER participants to the Overview section.

REFER participants to the Overview-H tab.

INSTRUCTOR PAGE

1. SMEs, Supervisors, Engineers
 - a. The role of the SMEs, supervisors, and engineers is to use their technical expertise to analyze the content and provide input into the training program design.
 - b. To do this, they will brainstorm their ideas and examine existing analysis data, procedures, and other reference materials to identify the knowledge and skills required for competent task performance.
2. Facility Training Staff
 - a. The facility training staff who must develop the subsequent training materials for this job position will have an opportunity to facilitate during this process if they wish.
 - b. They should also take notes of training-related discussions.

SHOW: TTTD
Introduction-O-2, Role of
Team Members
(Technical and Training)

INSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

- c. However, they will not provide technical input as we analyze the knowledge and skills required for competent task performance.
- 3. As the facilitators, our role is to:
 - a. Teach the lessons that give you the background information you need to succeed during this process.
 - b. Guide you through each analysis and design step.
 - c. Use our expertise in analysis and design to facilitate the process, but not provide technical input.
 - d. You are the technical experts...we are the process experts.
- 4. Observing Trainers

SHOW: TTTD

Introduction-O-3, Role of Facilitator.

SHOW: TTTD

Introduction-O-4, Role of Observers.

I NSTRUCTOR PAGE

- a. Training staff who want to learn how to conduct the training design processes built into this workshop will participate in the lessons, but when the actual workshop begins, they will move to the tables in the back of the room.
- b. They will mostly observe as we conduct the TTTD Workshop, but they may have an opportunity to practice facilitating some of the steps if they wish.
We should all support their efforts and provide constructive, non-threatening comments to help them become excellent facilitators so they can perform well when conducting future workshops.
- c. However, observers should NOT attempt to influence the technical decisions of the group.

5. Observing Procedure Writers

- a. The procedure writers may also participate in the lessons, but will move to the back of the room when the workshop begins.

STATE: Observers are not required to facilitate, but they may do so if they wish.

I NSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

- b. They are here to capture your expertise of what knowledge and skills are required for task performance so they can write technically accurate and up-to-date procedures.
- c. Again, as observers, the procedure writers should NOT attempt to influence the technical decisions of the group.

III. ICEBREAKER

- A. Please introduce yourself to the rest of the group. Your introduction should include:
 - your name
 - where you work
 - your primary occupation
- B. Start the class in the introduction process by having the individual on the left begin.
(15 min into lesson)

NOTE: Proceed quickly if continuing TTJA process.

REFER participants to Workbook page 6.

HAVE team members and observers introduce themselves (1 min each x 10 people = 10 min)

INSTRUCTOR PAGE

IV. HOUSEKEEPING

A. Starting, ending, lunch time

We will need all of the technical participants and observers here for ~__ days, since there are __ tasks to analyze. If we get through all the tasks in less time, then we will end early. The training persons responsible for developing the training program will need to be here an additional day.

During those days,

ASK: What is the best time to start each morning?

ASK: What is the best time to take lunch?

ASK: Do you want 1 hour or 1/2 hour for lunch?

ASK: What is the best time to end each afternoon?

B. Breaks

1. As a general rule, we will provide a 10-min. break every 50 minutes.
2. This may vary, but you will not have to work more than 1-1/2 hours without a break.

REFER participants to Workbook page 7.

FILL in the blanks depending on the circumstances of this facility.

ESTABLISH times, but allow for full work days.

INSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

C. Other

1. Refreshments
 - a. coffee and vending machines
 - b. everyone bring in healthful refreshments such as fruit, crackers, and juice
2. Restrooms
3. Parking policy
4. No smoking policy

V. EXPECTATIONS

A. Attendance

1. People who are late or are part-timers will miss some of the group discussions, which may seriously disrupt the proceedings.
Therefore:
 - a. You must be present and participate in all portions of the process (except observers).
 - b. You must be on time for all sessions.

IF the process is being held away from participants' job site, EXPLAIN location and other information.

(25 min into lesson)

SHOW: TTTD
Introduction-O-5,
Expectations.

INSTRUCTOR PAGE

2. Please sign the attendance roster *as you would like your name to appear on the certificate*.
 - a. We will keep a copy of this form for our records.
 - b. This form will also serve as your facility's auditable documentation of your participation in the design process.

B. Evaluation Form

1. Your input on the Evaluation Form will provide us with feedback on the effectiveness of this process.
2. Please complete the Evaluation Form at the end of the workshop, as the directions state.
3. I will collect the Evaluation Form at the end.
4. You DO NOT have to put your name on the form.

DISTRIBUTE: TTTD
Introduction-H-1,
Attendance Roster.

DISTRIBUTE: TTTD
Introduction-H-2,
Process Evaluation Form
to Team Members and
Observers.

DISTRIBUTE: TTTD
Introduction-H-3,
Process Evaluation Form
to Coordinator and
Facilitators.

I NSTRUCTOR PAGE

Introduction

Discussion Points

Instructor / Trainee Activity

C. Other

1. Please feel free to ask questions or make comments at any time during the process.
2. Our goal is to help you succeed in developing training program content that meets your needs, using the most cost-effective, efficient, and enjoyable methods possible.

ASK: Are there any questions about what you can expect during the process, what is expected of you, or the purpose of the process?

(30 min into lesson)

COLLECT Attendance Roster.

POSTERS, OVERHEADS, AND HANDOUTS

Table-Top Training Design

Seminar Objective

Given a validated task list and using a table-top approach, the design team will DETERMINE curriculum content and WRITE learning objectives for the training program

TTTD INTRODUCTION-P-1

Seminar Steps

1. Orient the team
2. Design the training program structure
3. Place the tasks
4. Prioritize courses for development efforts
5. Determine training program content
6. Identify additional content
7. Identify applicable existing training
8. Write the objectives

TTTD INTRODUCTION-P-2

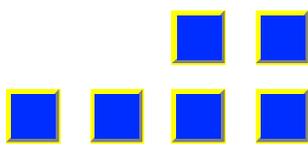
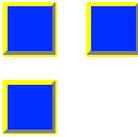


Table-Top Training Design Seminar

TTTD INTRODUCTION-S-1

Seminar Overview

Agenda

Day 1

Introduction	8:00-8:40
Overview	8:50-10:50
Team Skills	11:00-11:30
Lunch	11:30-12:30
Workshop	12:30-5:00

Days 2&3

Workshop	8:00-12:00
Lunch	12:00-1:00
Workshop	1:00-5:00

Day 4 (if needed)

Workshop	8:00-12:00
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TTTD Introduction-O-1
Rev. 0 - 3/84

TTTD INTRODUCTION-O-1

POSTERS, OVERHEADS, AND HANDOUTS

Subject Matter Experts (SMEs), Supervisors, and Engineers

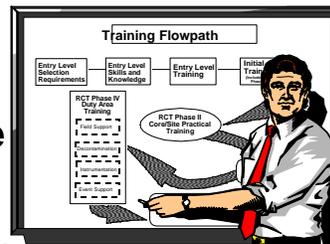
- Use their technical expertise to design training for the job
- Examine existing task lists, procedures, and other reference materials to help determine content for the training program



TTTD INTRODUCTION-O-2

Facilitator

- Teaches lessons that orient team members to TTTD
- Guides team through each TTTD step
- Uses process expertise
- Does not provide technical input about training content or design



TTTD INTRODUCTION-O-3

Observers

- Participate in lessons
- Observe during TTTD Workshop
- Help facilitate TTTD steps
- Take notes during training-related discussions



TTTD INTRODUCTION-O-4

Expectations

Attendance



Evaluation Form

Questions



TTTD INTRODUCTION-O-5

TTTD INTRODUCTION-H-2

TTTD Seminar Evaluation Form

The purpose of this evaluation is to provide feedback for use in planning and conducting future seminars. Please complete the following by marking the most appropriate response -- Strongly Agree, Agree, Disagree, or Strongly Disagree.

- | <input type="checkbox"/> SA | <input type="checkbox"/> A | <input type="checkbox"/> D | <input type="checkbox"/> SD | |
|-----------------------------|----------------------------|----------------------------|-----------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Information the coordinator gave to you about the seminar prior to your arrival was sufficient. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The seminar moved in a smooth, businesslike manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The seminar facilitator carried out his/her role in a positive, knowledgeable manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. The seminar resulted in a usable end product. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Sufficient time was allocated for completing the seminar activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. The seminar facilities were adequate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. The "Introduction" lesson helped you understand the purpose of the seminar and your role in it. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. The "Overview of Table-Top Training Design" lesson provided the knowledge you needed to succeed in this seminar. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. The "Maximizing Team Effectiveness" lesson helped you participate effectively in this seminar. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. My participation in this seminar was a worthwhile endeavor. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. I would recommend participation in similar seminars to co-workers. |

Comments:

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TTTD Seminar Evaluation Form

The purpose of this evaluation is to provide feedback for use in planning and conducting future seminars. Please complete the following by marking the most appropriate response -- Strongly Agree, Agree, Disagree, or Strongly Disagree.

SA A D SD

For Coordinator to Complete

1. The "*Coordinator Guide*" helped me succeed in organizing this seminar.
2. The set of TTTD materials will help my facility conduct future TTTD seminars in a consistent, repeatable, and efficient manner.

For Facilitator to Complete

1. The "*Facilitator Guide*" helped me succeed in preparing for, conducting, and following up this seminar.
2. The lesson plans were well-written and easy to use.