First a Review

- Developing a Curriculum or Training Plan
  - Complete the Analysis
  - Design the course
  - Develop the instruction, Management Plan and Evaluation Plan
  - Implement the Plans
  - Collect data and use it to improve the course.

Your Project

- You should be doing the Analysis using the Analysis Planning Worksheet
- For your Task Analysis
  - Go to the web site and you will find a list of customer service tasks that have been identified for mall employees
  - Complete your Task Listing Sheet and two Task Detailing Sheets for those tasks.
Task Analysis Worksheet

List the Tasks on this.

Task Detail Sheet

Fill out two of these... One for each of two tasks from the Task Listing Sheet.

Note...

- You will develop lesson plans for the two tasks for which you did Task Detail Sheets.
- Before that...
  - Complete Instructional Planning Worksheets for the two tasks on the Task Detail Sheets
Instructional Planning Worksheet

Fill out one for each Task for which you did a Task Detail Sheet.

They look like this.

Instructional Planning Worksheets

- Use them to write your lesson plan.

- Also use your Task Detail Sheet.
  - It has the steps for completing the task on it and that would be your lesson plan content.
Now you can write your lesson plans... Two of them!

On The Job Training (OJT)

Objective:
- Plan on-the-job training.
- Develop a Course Management Plan.
- Prepare an Evaluation Plan.
Instructional Strategies
A short selection . . .

- Training Methods
  - On-the-Job Training
  - Classroom Instruction
  - Lab or workshop instruction
  - Self-instruction

On-the-Job Training

- Widely used where the number of employees to be trained in a job at any given time is too small to warrant a more formal training program.
- Common, widely accepted, and necessary method of training employees
- Applicable to a wide range of jobs
  - semiskilled, skilled, and technical jobs of a non-supervisory nature, management development programs.

On-the-Job Training

- An essential follow-up activity for many formal job training programs
- Raises the employee proficiency at which formal training leaves off to the level of acceptable job performance.
- Takes the employee from the entry level of job skill to the point where proficiency in performance is attained.
On-the-Job Training

- Conducted at the workplace – in the shop or laboratory, on the production line, in the office, on the construction site, or behind the counter.
- Trainer/coach is either a competent and highly experienced operative employee or the trainee’s immediate supervisor.

If an on-the-job training program is to be effective . . .

- It must be planned and organized
- Specific procedures and standards must be established
- Competent trainers must be assigned
- Sufficient time must be allocated to conduct the training.

OJT Advantages

- Experience is gained in actual work environment
- Confront the same day-to-day problems they will face when they work on their own
- Develop confidence as they learn
- Are productive from the beginning
- Can be rewarded immediately for progress and accomplishments
- Errors can be corrected before they become habits.
**WWI -- Steps for Conducting OJT**

- **Preparation**
  - Place workers in proper position
- **Presentation**
  - Tell workers about the work tasks they are to perform
- **Application**
  - Allow workers to do the work
- **Inspection**
  - Follow-up with learners, make sure they can perform

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**WWII -- Steps for Conducting OJT**

- Show workers how to perform the task
- Explain key points
- Let the worker watch trainer perform the task again
- Let worker perform simple parts of job
- Help worker perform the whole job
- Observe the worker perform the whole job
- Let worker do the job unobserved

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**What you should know about OJT . . .**

- **Pre-planning is necessary.**
  - Task lists, task breakdowns, performance standards, training plans, and training lessons must be developed before on-the-job training can be used to train new employees.
- **Trainer selection is important.**
  - The trainer must want to train
What you should know about OJT . . .

- Written materials must be identified, developed, or acquired
  - task breakdowns, operating procedure manuals, and handbooks
- Time for training must be provided.
  - “tag along” with a more experienced employee is not sufficient.

What you should know about OJT . . .

- Before demonstrating a work task, prepare the work area/training area
  - collect all appropriate tools, supplies, and other necessary items
- Evaluation is an integral part of OJT and is considered as the program is planned.
  - evaluation is necessary both as the training program evolves and at its completion.

What you should know about OJT . . .

- It is important for the supervisor to “keep up” with training progress.
  - interview the trainer/coach and trainee
  - closely observe the trainee
Planning OJT

- Select tasks that must be taught
  - Task Analysis
- Prepare OJT Skill Book
- Select trainers/coaches
- Prepare/train trainers/coaches
- Evaluate and Improve

OJT Skill Book -- Consists of:

- Directions
- List of performance objectives/competencies
- Rating scale
- Dates objectives/competencies are mastered
- Sign-Off by instructor

OJT Job Book:

Directions
List of performance objectives/competencies
Rating scale
Dates objectives and competencies are mastered
Sign-Off by instructor

OJT Skills Book

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
<th>Sign-Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task A</td>
<td>1</td>
<td>Instructor A</td>
</tr>
<tr>
<td>Task B</td>
<td>2</td>
<td>Instructor B</td>
</tr>
<tr>
<td>Task C</td>
<td>3</td>
<td>Instructor C</td>
</tr>
<tr>
<td>Task D</td>
<td>4</td>
<td>Instructor D</td>
</tr>
<tr>
<td>Task E</td>
<td>5</td>
<td>Instructor E</td>
</tr>
</tbody>
</table>

Your Project Requirements for OJT

- Part of your course must include OJT.
- At least 6 tasks must be taught through OJT
- Sample OJT Job Book for Marshall’s on web site.

Teaching OJT Instruction

- State the task
- Demonstrate the complete task at normal speed
- Demonstrate and explain how to do the task
- Let trainee do the task, observe and assist
- Let trainee do the task without assistance
- Evaluate to see if the worker can do the job to standard

Major Assignment 2

- Now you can do your Job Book
  - Should consist of 6 performance objectives that are from your Task List and which are NOT used for Lesson Plans.
What is the Management Plan?

Glad you asked . . .

The Management Plan

- The principal organizational document for the instruction
- Consists of important instructional support information
  - Before the course starts
  - During implementation
  - After learners leave

Management Plan

- Ensures the smooth flow of learners through the instructional system.
- Requires provisions for:
  - learners
  - instructors
  - support personnel
  - facilities and equipment
  - courseware
  - organization
**Management Plan**

It indicates:

- How instruction is to be conducted
- How learners will be managed
- When and where instruction takes place
- Who the instructors and support personnel are
- What training they need before they start course
- What equipment, materials, training aids are required for the course

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**Course Management**

- Scheduling
- Requisition
- Supervision
- Monitoring
- Documentation
- Reporting

*Who, When, How??*

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**Management of Learners**

- Selection
- Entry
- Scheduling
- Continuation
- Recycling
- Completion

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Management of Instructors

- Roles in
  - instruction
  - testing
  - record keeping
  - motivating

- Qualifications
  - content
  - as instructors
  - about the course

Management of Support Personnel

- Who, When, Where

- Include:
  - Clerical Staff
  - Drivers/Pilots
  - Subject matter experts
  - Test monitors
  - Equipment operators
  - Demonstrators

Management of Facilities and Equipment

- Indoor and outdoor space/terrain
  - Need for and scheduling

- Includes:
  - instructional delivery
  - actual objects
  - simulators
  - training aids
Management Plan for Your Course

- Course Length
- Space
- Resource List
- Students
- Instructors

- Focus on qualifications and preparation to teach this course, the one you are developing.
Prerequisites

What are Prerequisites?

– The knowledge, skills and attitudes and other learner-related characteristics that learners should possess BEFORE starting your course or class.

Why have prerequisites?

– Help you have some assurance that the people who show up for training are ready for the training.
Examples of Prerequisites

- Physical Traits
- Previously Learned Skills
- Previously Learned Knowledge
- Previously Learned Attitudes

Examples of Prerequisites
Physical Traits

- Manual dexterity
- Grip strength
- Lifting ability
- Visual acuity
- Hearing ability
- Tolerance for extreme conditions
- Height
- Weight
- Sense of balance
- Sensitivity to chemicals or other substances

Examples of Prerequisites

~~ Previously Learned Skills ~~

- Reading ability (Grade Level)
- Writing ability (Grade Level)
- Compute (type of system and/or software)
- Use certain types of machines or tools
- Ability to operate certain types and sizes of vehicles (forklift, tractor, fly a plane)
- Ability to type
Examples of Prerequisites
Previously Learned Knowledge

- Awareness or rules
  - arithmetic
  - grammar
  - pronunciation
  - electricity
  - chemistry
  - medicine

Examples of Prerequisites
Previously Learned Attitudes

- Basic employability skills
  - awareness or appropriate dress
  - punctuality
  - interpersonal relations at work
  - organizational policies and procedures

Establishing Instructional Prerequisites

- No foolproof method
- Usually trial-by-error process
- Usually designers simply ask themselves what KSA participants should have when they arrive for training
Establishing Instructional Prerequisites

- Remember two key points . . .
- If learners enter instruction lacking essential knowledge or skills, then these essentials must be furnished to them.
- Competent legal advice should be sought before people are screened out of instruction that is necessary for job advancement or security.

Prerequisites
Are the learners ready for training?

- For instructional management systems to work effectively:
  - A means must be in place to assess how well learners have satisfied the necessary prerequisites BEFORE they participate in instruction.

Informing Applicants and Managers -- Advanced Notice

- A system should exist that informs applicants and supervisors/managers about prerequisites:
  - So they can prepare to satisfy them.
  - So supervisors/managers can select the qualified applicants.
The system must identify those who have the prerequisite skills

- You must have some way to assess each prerequisite
- So you can determine the deviations from the minimum requirement

Therefore . . .

- For each prerequisite you identify for your instruction, you must have some way of . . .
  - diagnosing (testing) the learners prior to starting instruction

Must have a driver’s license
- Ask them to produce a current driver’s license

Must be able to lift 30 pounds several times in a minute.
- Ask them to lift a 30 pound weight three times within one minute.
Diagnosis
Checking for Prerequisite KSAs

- Must read at the eighth grade level
  - Ask the learner to read two paragraphs of eighth grade-level material and then explain what the passage meant in their own words.
- Must be able to convert simple fractions to decimals
  - Ask them to work four problems that convert simple fractions to decimals

OK, Let's look at the Marshall's Plan Prerequisites

Marshalls
What will you find this time?

ISD
- Analysis
- Evaluation
- Design
- Implementation
- Development
Implementation Phase

- Management Plan begins
- Instruction Begins
- OJT begins
- Evaluation Begins

Evaluation Phase of ISD

Controlling the Course or Program

Objectives

- Plan the internal evaluation for efficiency.
- Plan the external evaluation for effectiveness.
What’s the purpose of evaluation?

- Diagnose learning needs and difficulties
- Appraise achievement of learning targets
- Appraise the effectiveness of the curriculum
- Appraise the effectiveness of instruction
- Determine the changes that need to be made to improve the course or program

Kirkpatrick’s Four Levels of Evaluation

<table>
<thead>
<tr>
<th>Levels</th>
<th>How to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>Rating Sheets</td>
</tr>
<tr>
<td>Learning</td>
<td>Tests and Simulations</td>
</tr>
<tr>
<td>Behavior</td>
<td>OJE Performance Measures</td>
</tr>
<tr>
<td>Results</td>
<td>Cost Benefit Analysis/ROI, Follow-Up Studies</td>
</tr>
</tbody>
</table>
Appraise the effectiveness of the curriculum

- Did the course or program do what it set out to do?
  - Achieve its purpose?
- Did it solve the problem?
  - How well?
- If not, why?
  - And in what area

Appraise the effectiveness of instruction

- How well did the instructor(s) do?
- How well did the lessons do?
- How effective were the instructional materials?
- How well did the tests work out?

Internal Evaluation -- Efficiency

- Evaluating how things went while learners are in the course or program.
  - Internal Review (Checking the materials)
  - Learners’ course performance
  - Instructors’ observations about the course
  - Learners’ observations about the course
Checking on Efficiency

- "Last day" and “midway” course evaluations can give developers important insights, such as participants' opinions of:
  - training materials
  - instructor skills
  - course structure and sequence
  - facilities

Ask for instructor observations to be put in writing.

- Get a copy of each instructor's lesson plan to see what notes the instructor added.

Learners' course performance information consists of results from the tests and laboratory/workshop exercises plus instructor reports on individual participants.

- If a large proportion of the learners fail the test(s) for a particular objective, there may be a problem with the objective, test item(s), course structure, or instructor competence in that area.
External Evaluation -- Effectiveness

- Evaluating how things went after learners completed in the course or program and left to use the SKA learned.
  
  - Training Completers’ On-The-Job Performance

Checking on Effectiveness

- Supervisor reports on individuals’ performance
- Comparative studies of production before and after training
- Quality reports on products and services
- Production reports on time use and material waste
- Solicited or unsolicited reports from customers.

Improvement

- Based on the interpretation of the data available, action can be taken to correct deficiencies and improve the course.
- Improvements may need to be made in any phase of the development cycle.
Constructing Lesson Tests

- Always look at the performance objective and see what it says.
- Often, it tells you exactly what the test item should be.
- It always gives you good guidance about the test.

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Assignment (For Trainers)

- Work on Project Two
  - Do the Analysis Planning Worksheet
  - Task Analysis -- a Task Listing sheet and two Task Detailing Sheets
  - Two Instructional Planning Worksheets
  - Two Lesson Plans
  - OJT Job Book
  - Management Plan
  - Do not send them in -- they will be part of your final project.

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Teachers . . .

- Begin to Work on Project Two
  - Locate your Virginia curriculum unit on VERSO
  - Begin planning the year’s instruction on the calendar
  - Write 5 days of Lesson Plans
    - Do not send them in -- they will be part of your final project.
  - Write the Co-Curricular Activity for TSA or DECA
Looking to the Future

- Next week: Lectures over
  - Implementation Phase and
  - Evaluation Phase
- Assignment 2 Due on Nov 29
- Exam on Performance Objectives -- Nov 15th

Let’s Go Home

November 11, Veteran’s Day!