

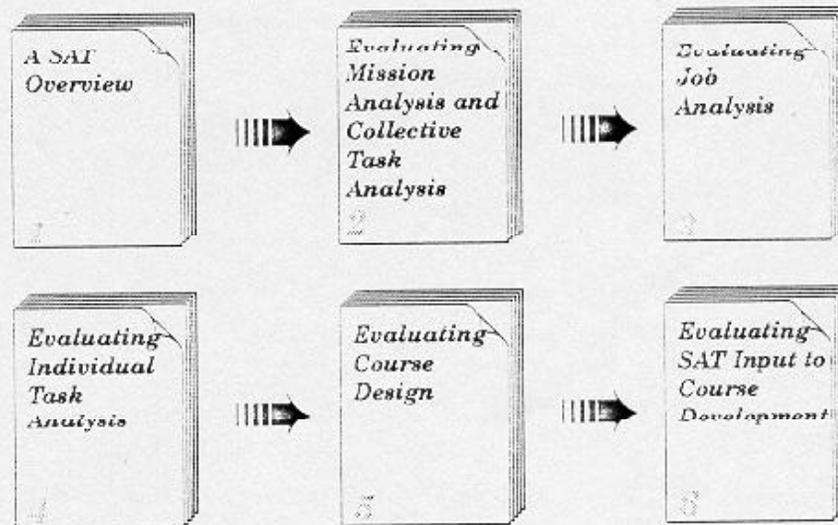
TRAINING EVALUATOR COURSE

M O D U L E T H R E E

S T U D E N T W O R K B O O K

*Evaluation of SAT
Audit Trail Documents*

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

PROPONENT

▼.....
TRADOC Schools, Integrating Centers, and HQ TRADOC developed the materials that make up the Training Evaluator Course as a team effort. We acknowledge the work of all individuals and organizations that directly participated in this effort. We thank them for the support they provided and congratulate them on a job well done.

▼.....
The proponent for this document, and the Training Evaluator Course, is the Commander, Headquarters Training and Doctrine Command (HQ TRADOC). Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, HQ TRADOC, ATTN: ATTG-CD, Fort Monroe, VA 23651-5000. Make telephone inquiries by calling DSN 680-5590 or COMM (804) 728-5590.

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■ **INTRODUCTION**

**PURPOSE OF
WORKBOOK**

▼.....
This workbook is one of a series of workbooks that, with other training materials, is used in the Training Evaluator Course. The course was developed primarily for new training evaluators assigned to the Directorate of Evaluation and Standardization (DOES) in each TRADOC school. Although designed primarily for DOES personnel in TRADOC schools, the training may be beneficial to other personnel who have training evaluation responsibilities.

The Training Evaluator Course consists of a series of training modules. Each module will train you on a specific task or tasks that DOES training evaluators perform. This workbook will be your guide as you work through Module 3. The other modules that make up this program are shown in the table below.

**Modules In The
Training Evaluator Course**

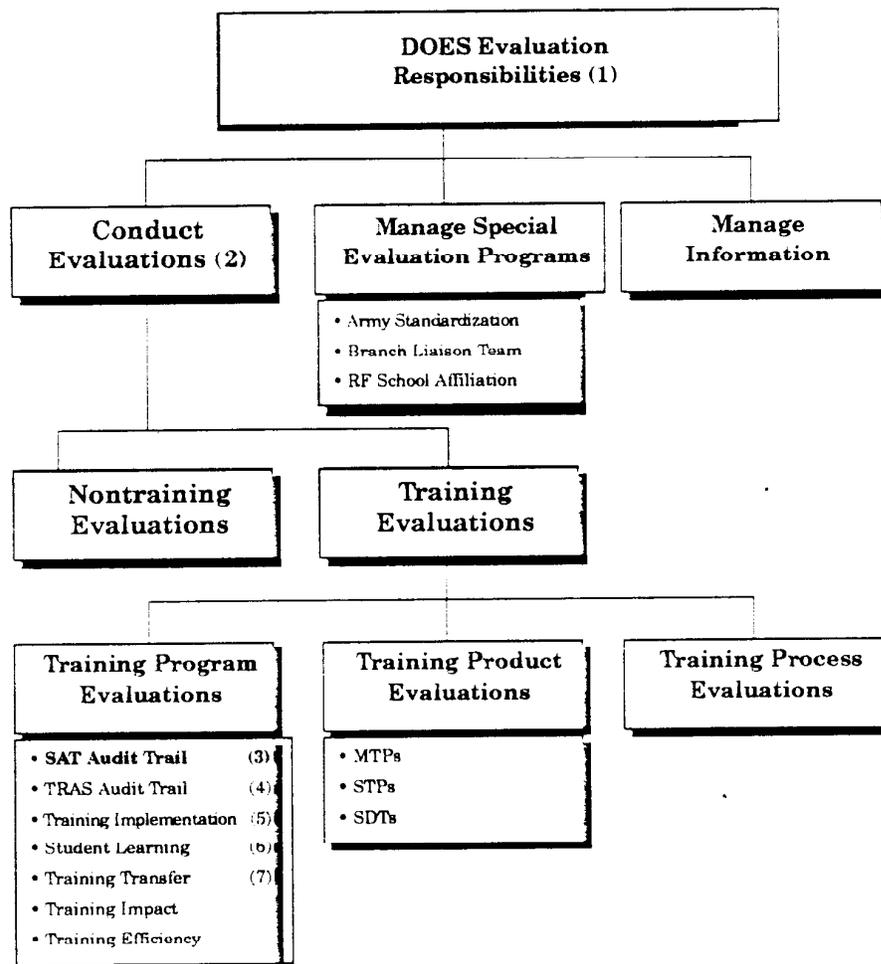
1. Introduction to DOES and Training Evaluation
2. The Evaluation Process
- 3. Evaluation of SAT Audit Trail Documents**
4. Evaluation of TRAS Audit Trail Documents
5. Evaluation of Training Implementation
6. Evaluation of Student Learning
7. Evaluation of Training Transfer to the Job

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

This module of the Training Evaluator Course provides training on conducting an evaluation of **Systems Approach to Training (SAT) audit trail documents** for a course at your school. Figure 1 below shows the relationship of this module, which is highlighted, to the other modules in the course. The figure also shows how the DOES responsibility of evaluating SAT audit trail documents relates to the other evaluation responsibilities of DOES.

Figure 1
DOES Evaluation Responsibilities
with Course Module Numbers



TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

HOW TO USE THE WORKBOOK

▼.....
This workbook and all other materials associated with the Training Evaluator Course were designed for you to use in a classroom situation with a course manager available. This course manager will help guide you through the various activities, provide feedback to you on your work, answer your questions, and provide any other assistance you require.

Although we recommend that you complete this workbook in a classroom situation, it can stand alone; you can complete it without assistance from a course manager, much like a correspondence course. If you work through the workbook by yourself, ignore the references made to course managers in the workbook. If you are using the workbook in a classroom situation with a course manager available, as it is intended to be used, follow all directions.

Following this introduction, you will complete a series of activities, including short reading assignments. To reinforce the readings, you will be required to complete short exercises following some readings. In these exercises, you will be asked to answer questions or perform certain skills discussed in the reading. After each exercise, the course manager will provide you feedback on how well you did on the exercise.

When you complete the workbook, you will be directed to see the course manager, who will provide you an End-of-Module Exercise. After you complete the End-of-Module Exercise, the course manager will check your work. The course manager will give you feedback on the exercise and then either direct you to do additional exercises in this module or provide materials for the next module.

As you have probably noticed, there is blank space on the left side of each page in this workbook. You can use this space for writing notes if you desire.

Take your time working through the workbook. If you have any questions, don't hesitate to ask the course manager.

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

MODULE OVERVIEW

▼.....
To prepare soldiers for combat, Army training must be effective. Because of the resource constraints we all work under, Army training must also be efficient. To develop effective and efficient training, the Army uses the **Systems Approach to Training (SAT)**. You must understand SAT and be able to evaluate its processes and products in your job as an evaluator.

This module will instruct you on how to evaluate the products/procedures of the Systems Approach to Training (SAT) as it is applied to the development of training courses and training materials at your school.

Since a prerequisite to taking this course is that you have already completed a SAT course, we will not discuss SAT in great detail. As you are probably already aware, the minimum essential requirements for SAT audit trail documentation are directed in **TRADOC Regulation 350-7 (Systems Approach to Training)**.

Although TR 350-7 tells your school what SAT is and what the school must do as a minimum in implementing SAT, it does not tell your school specifically HOW to implement SAT or WHO within your school is responsible for developing and maintaining the various SAT audit trail documents. For this reason, each school has evolved different local policies and procedures for implementing SAT. Schools have also developed different forms for documenting SAT actions. For example, some schools still use TRADOC Form 550 (now rescinded) for documenting Job and Task Analysis; other schools use locally developed forms for documenting this analysis.

Since SAT audit trail documents may vary from school to school, we cannot tell you exactly how to evaluate the audit trail documents at your school. What we can do, and will do, is tell you what we think are the most important things to look for in audit trail documents. We will point you in the right direction and give you some guidelines for evaluation of you local audit trail documents. We will also provide you some checklists that include the things that we think are most important. You and your school must take these checklists and our guidance and implement a local system for evaluating SAT audit trail documents.

Evaluation of SAT Audit Trail Documents

In Module 1 (*Introduction to DOES and Training Evaluation*), we noted that Audit Trail Evaluations are one type of training program, or course, evaluation that you can conduct. You conduct Audit Trail Evaluations to answer the big question—**Was the course developed using a Systems Approach to Training?** In this module, we will discuss five smaller questions that make up this big question. These smaller questions focus on what we think are the most important things to look for when evaluating SAT audit trail documents. Undoubtedly, there are many other questions and many other things you might want to look for in your local audit trail documents.

The five questions that we think are most important for you to answer when doing SAT audit trail evaluations, and the terms generally used to describe the SAT processes involved in each question, are:

1. Was the course development based on an analysis of **unit missions and collective tasks** required to accomplish unit missions? (Mission and Collective Task Analysis)
2. Was the course development based on an analysis of **WHICH individual tasks are performed by soldiers on the job?** (Job Analysis)
3. Was the course development based on an analysis of **HOW individual tasks are performed by soldiers on the job?** (Individual Task Analysis)
4. Was the course development based on an analysis of **how difficult the tasks are to learn, and based on an analysis of how they should be taught?** (Learning Analysis and Course Design)
5. Are the training products that the school uses to conduct the course based on the results of **all previous analysis and design work?** (Course Development)

In the six lessons that make up this module, we will discuss how you can conduct a SAT audit trail evaluation of a course to determine if the training was developed using a

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Evaluation of SAT Audit Trail Documents

Systems Approach to Training. The first lesson will provide a very brief overview of SAT, and the remaining lessons will provide training that will help you find answers to the five questions listed above.

In **Lesson One**, we will briefly review the major steps in the SAT process and the products that result from each step.

In **Lesson Two**, we will discuss Mission and Collective Task Analysis and how you can determine if the course you are evaluating was developed based on an analysis of unit missions and collective tasks.

In **Lesson Three**, we will discuss Job Analysis and how you can determine if the course was developed based on an analysis of which individual tasks soldiers perform on the job.

In **Lesson Four**, we will discuss Individual Task Analysis and how you can determine if the course was developed based on how soldiers perform individual tasks on the job.

In **Lesson Five**, we will discuss Learning Analysis and Course Design. We will discuss how you can determine if the course was developed based on an analysis of how difficult the tasks are to learn and on an analysis of how the tasks should be taught.

In **Lesson Six**, we will discuss Course Development and how you can determine if the training products that are actually used in the course were developed based on all previous analysis and design work (Mission and Collective Task Analysis, Job Analysis, Individual Task Analysis, Learning Analysis, and Course Design).

Although the lessons start with a look at documentation on Mission Analysis and end with a look at Course Development, this is not necessarily the order in which you will do the audit trail checks. You may want to start with course documents such as the POI and Lessons Plans and work your way back to mission analysis documentation.

TRAINING EVALUATOR COURSE

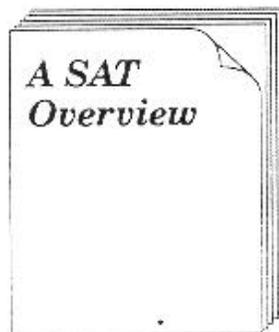
Evaluation of SAT Audit Trail Documents

After completing the six lessons in this module, you will complete an End-of-Module Exercise that will reinforce the material that the lessons covered.



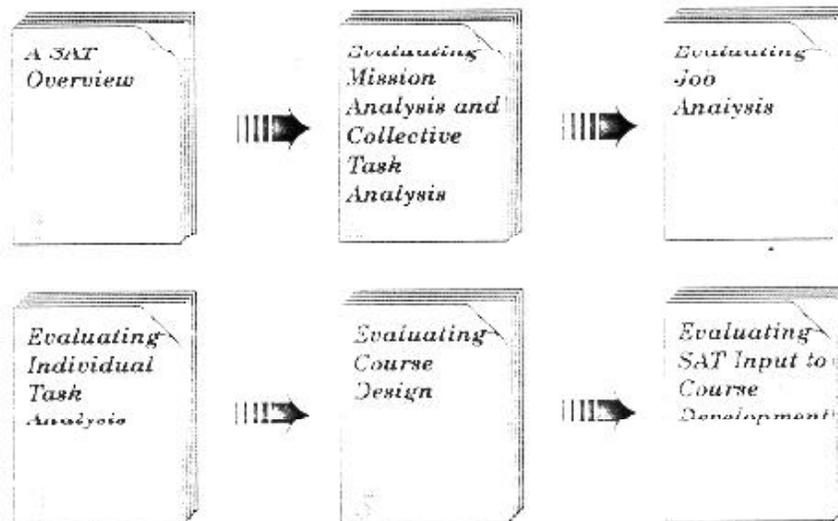
LESSON

1



A SAT Overview

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

As a prerequisite to taking this course, you will have completed an introductory course on the Systems Approach to Training (SAT). In this lesson, we will review the major processes in the SAT and the products that result from several of these processes. In later lessons in this module, we will discuss how to evaluate both the process and the products to determine if the training was developed using a Systems Approach to Training.

■ **LESSON OBJECTIVE**

The training objective for this lesson of Module 3 is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given the SAT Job Aid provided with the workbook, any other references required, a performance deficiency attributable to training (by needs assessment);

Action - You will conduct a needs analysis.

Standards - You will determine the training products or processes which contribute to deficiency or its correction.

■ **LESSON ACTIVITIES**

When you are directed to do SAT Audit Trail Evaluation and start evaluating documentation of Mission Analysis, Collective Task Analysis, Job Analysis, Task Analysis, and Course Design, you may ask someone, "Why do we worry about this stuff?"

WHY USE SAT?

▼.....
The answer to that question is simple. These different types of analyses and the SAT system overall help us standardize what we train and how we train our soldiers. It's true that a soldier that both knows his job and how to teach, can teach others to do his job. However, that soldier may disagree with another soldier who does the same job in a different unit. SAT helps ensure that what is trained fits all soldiers in a given military occupational specialty (MOS) or branch code and supports the mission of any unit the soldiers are assigned to. SAT helps ensure that soldiers in units Army-wide do the same job in the same way.

Why worry about everyone doing the same job in the same way?

The answer to that is simple, too.

First, standardization makes training more cost effective. If we all train the same way, then we can use each other's training materials instead of each training outfit developing their own materials. That saves time and dollars.

Secondly, if we all do things alike—soldiers don't need to retrain when they are reassigned to another unit. In time of war, each soldier will know how to do his job in his unit, and he will also know how to do the same job in another unit if he has to.

In fact, there are lots of reasons why you should evaluate how people implement the Systems Approach to Training at your school. Not all those reasons need to be stated here, but let's look at one more example.

A good Job and Task Analysis that describes what the soldier really does on the job, in time of war, should become the backbone of training. It's your job to ensure that it is a good Job and Task Analysis.

And...

It's also your job to ensure that Reserve Component training organizations teach the same job the same way as the Active Component schools do. This will result from a good Job and Task Analysis and will ensure a smooth integration with the Active Components in case of war.

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And...

It's also your job to ensure that Soldiers Manuals are based on that same Job and Task Analysis. This will result in useful training products that help supervisors in the field train soldiers and evaluate soldier skills.

And...

We could go on and on! But, let's get back to the lesson.

In addition to this workbook, you received a job aid, titled Job Aid 3, *Evaluation of SAT Audit Trail Documents*, when you started this module.



Turn to this job aid in your Job Aids binder. Take it out of the notebook and read the first twelve pages of job aid at this time.

PROCEED AFTER YOU HAVE READ THE
FIRST TWELVE PAGES OF THE JOB AID.

TRADOC REG 350-7

▼.....
Pages 7-12 of the job aid provide a brief overview of the steps involved in a systems approach to training and the products produced. Appendix A in TRADOC Regulation 350-7 also provides an overview of key SAT action, procedures, and outputs. Review the regulation and use it to answer the questions in the End-of-Lesson Exercise coming up.

■ LESSON REVIEW AND SUMMARY

This lesson gave you the opportunity to review and refresh your memory on the SAT process. Rather than spending a lot of time reviewing things you probably already know about SAT, let's complete a short end-of-lesson exercise to refresh your memory on SAT even more.

■ **END-OF-LESSON EXERCISE**

Answer each question below in the spaces provided. You can use the workbook, job aid, or other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

1. A new mission statement is written for a type of unit (Table of Organization and Equipment, or TOE) because of new equipment being developed. We perform Mission and Collective Task Analysis and describe how the unit performs that mission. What is the resulting product?

2. To determine which tasks soldiers perform on the job, we perform a _____ Analysis.
3. After studying the collective tasks list that involve our MOS and asking supervisors what they expect of their soldiers and studying as many other sources of information as possible, we develop a _____ Inventory.
4. The final product of Job Analysis is the result of a panel of experts reviewing the data and getting the approval of the Commander (usually a TRADOC school Assistant Commandant). This outcome of Job Analysis is called the _____.
5. Tasks selected for MOS training are broken down into all the actions and decisions required to accomplish each task. The products of this process are sometimes called task performance specifications, performance steps, enabling skills, etc. This process is called _____.
6. The results of this process (from question 5) are documented on forms called _____.
7. Deciding how to train soldiers to perform tasks is part of a process called _____.

8. After a learning analysis and target audience description is completed, the developer completes the SAT Design phase by putting together a _____, which outlines the sequence in which the training will take place.

9. Before the resources required to conduct the training can be acquired, including the instructors, are obtained from TRADOC you must submit a _____ six months before training starts.



When finished, see your course manager for feedback.

You are now ready to begin Lesson Two. In Lesson One, we reviewed the SAT process. In Lesson Two we will begin to discuss how you evaluate SAT audit trail documents.

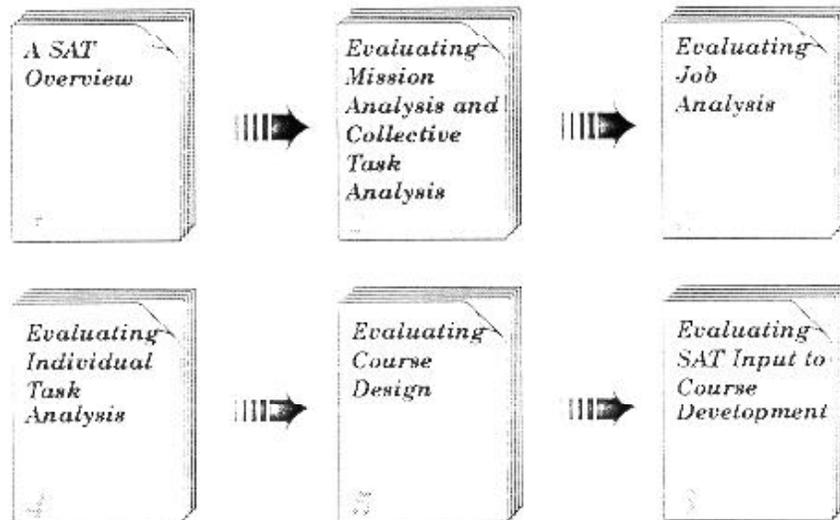
LESSON

2

*Evaluating
Mission
Analysis and
Collective
Task
Analysis*

*Evaluating Mission
Analysis
and Collective Task
Analysis*

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

In this lesson, we will discuss the minimum requirements in performing Mission and Collective Task Analyses so you will know what to look for when evaluating audit trail documents. The lesson will conclude with an end-of-lesson exercise in which you determine appropriate actions, given different situations during which you are conducting a SAT audit trail evaluation.

■ **LESSON OBJECTIVE**

The training objective for this lesson of Module 3 is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given the SAT Job Aid provided with the workbook, any other references required, and a performance deficiency attributable to mission and collective task analysis;

Action - You will review audit trail .

Standards - You will verify completeness. You will identify all deficiencies.

■ **LESSON ACTIVITIES**

As you will recall from the introduction to this module, you do a SAT Audit Trail Evaluation on a training program to answer the following big question:

Was the course developed using a systems approach to training?

As you probably also recall from the module introduction, to answer this big question, you need to answer five smaller questions. The first of these smaller questions is:

Was the course development based on an analysis of unit missions and collective tasks required to accomplish unit missions?

TOP-DOWN ANALYSIS

▼.....
In this lesson, we will discuss this question and what you can do to answer the question. One of the main concepts of a Systems Approach to Training is that all individual soldier training must be developed based on a Top-Down Analysis. This simply means that every individual soldier task trained in every course in your school must be part of a larger collective task performed by a group of soldiers. Every collective task, in turn, must support a unit mission. The unit mission is what the unit must do to win the battle in time of war. Top-down analysis ensures that we do not train tasks that are not important. We simply don't have the resources to train every "nice to know" task we can think of. All tasks must support collective tasks and unit missions.

MISSION AND COLLECTIVE TASK ANALYSIS

▼.....
Unit missions and collective tasks are developed through a process called **Mission Analysis**. After we identify tasks that make up the unit mission, we analyze them to determine how they are performed on the job, through a process called **Collective Task Analysis**. In the past, we have collectively referred to these two processes as Collective Front-End

Analysis.

If you look at pages 5 and 6 of the job aid that was provided with this module, you will see that in a Top-Down Analysis, as required by SAT, the determination of unit performance based on a Unit Mission Statement is a starting point in the development of both unit and individual soldier training.

**COLLECTIVE
TASK LIST**

▼.....

It is normal to perform a Mission Analysis for each type of unit that is within the proponency of your school. One of the major products of each Mission Analysis is a **collective task list**. If you are evaluating the audit trail documentation on an entire course, the course may be training soldiers to perform in several different types of units. If this is the case, you may have to evaluate several different Mission Analysis audit trails to identify the unit missions and the collective tasks from which the individual soldier tasks trained in the course were derived.

When you evaluate a single Mission Analysis, you are looking at three different types of documents:

- Audit trail records that document the process and decisions used in determining **what** tasks make up the collective task list
- The collective task list itself
- Audit trail records that document the process and decisions used in determining **how** collective tasks are performed.

What is a collective task list?

Take a look at page 6 of your Job Aid No. 3, which shows a common-sense model for a top-down analysis. You will notice the steps, "Determining Desired Performance," and "Breaking Performance into Trainable-Sized Pieces." What the analyst is doing, during these steps, is breaking unit performance into pieces called **collective tasks**. A collective task is a piece of work done to partially fulfill the mission

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Evaluation of SAT Audit Trail Documents

and requires a group of participants usually from two or more different MOSs. The combined total of collective tasks should equal the mission of the unit whose performance is being analyzed.

The collective task list must be accurate and complete. The importance of the collective task list becomes obvious when you consider the following:

- Unit training, which prepares the unit to fight, is based on the collective tasks
- Unit evaluation by the ARTEP/MTP is based on the collective tasks
- Individual soldier training and training products are based on the collective tasks.

So, now you know that you identify unit missions and collective tasks through a process called Mission Analysis. You know that you use a process called Collective Task Analysis to analyze collective tasks and determine how they are performed. And you know that you must base the training in the course you are evaluating on the results of Mission and Collective Task Analysis. So, how do you determine through looking at audit trail documents if this was done?

 **In your Job Aid No. 3, turn to page 15.**

MISSION AND COLLECTIVE TASK ANALYSIS CHECKLIST

▼.....
On page 15 of the job aid, you will find a checklist that includes key questions to help you determine if the training is based on the results of Mission and Collective Task Analyses. The evaluation points listed on this checklist were taken from TRADOC Pam 351-13 (Systems Approach to Training - Analysis) They are not someone's opinion of "right-or-wrong."

 **Read through the questions on the checklist.**

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Evaluation of SAT Audit Trail Documents

PROCEED AFTER YOU HAVE READ THE QUESTIONS ON THE CHECKLIST

As we stated earlier in this module, we included only the minimum — and what we think are the most important — things to check for in the audit trail documents. We could have included many more evaluation points on the checklist. In fact, seeking answers to these questions listed will lead you to other questions that are not listed.

REMEMBER

The checklists in the Job Aid were simplified to:

- a. Be an evaluation guide. Feel free to add appropriate questions or delete questions that do not pertain to the particular audit trail evaluation that you are conducting.
- b. Require minimum time at the evaluation site by obtaining enough information to ensure product/process quality without spending days looking at every detail of the documentation. Both you and the organization being evaluated should appreciate this requirement for “minimum time.”

To ensure that the required process for developing a Collective Task List was followed, the audit trail that you check must document the points listed in the checklist by having either copies of products or documentation of who made what decisions on what dates .

Put yourself in the following situation.

You are asked to evaluate the Mission/Collective Task Analysis conducted for a new type of unit. The office that conducted the analysis can show you only a mission statement for that unit, a collective task list, and that they

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Evaluation of SAT Audit Trail Documents

have started writing a Mission Training Plan (MTP).

So, what do you do?

We suggest that you ask again if they have an audit trail and if the audit trail, or some other records, include an Analysis Plan, an initial task list with some explanation of who and how it was developed, and other appropriate documentation. Record the answers on your job aid and make notes on the checklist so you can recall details when writing the evaluation report back in your own office.

■ **LESSON REVIEW AND SUMMARY**

During this lesson, we have discussed the following key points:

1. Documentation of Mission Analysis and Collective Task Analysis is evaluated to determine if the training you are evaluating was based on an analysis of unit missions and collective tasks.
2. All unit and individual soldier training must be developed based on a **Top-Down Analysis**.
3. Unit missions and collective tasks are developed through a process called **Mission Analysis**.
4. Collective tasks are analyzed to determine how they should be performed through a process called **Collective Task Analysis**.
5. The collective task list and collective task analysis must be accurate and complete, since all unit training, unit evaluation, and individual soldier training is based on the collective tasks.

■ **END-OF-LESSON EXERCISE**

For each situation below, answer the questions in the spaces provided. You can use the workbook, the job aid, or other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

SITUATION:

While you are evaluating a mission and collective task analysis, you are told that, "no one said we had to have an audit trail or any of that management plan stuff. The Sergeant and I wrote up the tasks and will write an ARTEP like the one in the book."

1. On your mission and collective task analysis checklist in the job aid you should:
 - a. Check "NO" for 1a, 1g, and 1h.
 - b. Check "NO" for 1a and 1g and ask again about 1h.
 - c. Check 1a through 1i as not applicable (N/A).
 - d. Check 1a through 1i as "NO" and make notes on each.

2. When you are asked why they must maintain an audit trail, your response should be:
 - a. Because it says so in the Regulations and that's the law.
 - b. Because I'm from DOES and I say so.
 - c. Because it ensures use of a standardized system that is not limited to opinion.
 - d. Read the Regs yourself. It's not my job to tell you why.



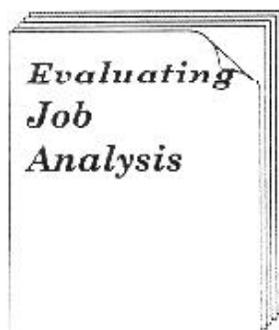
When finished, see your course manager for feedback.



You are now ready to begin Lesson Three. In Lesson One, we reviewed the SAT process. In this lesson, Lesson Two, we discussed evaluation of mission and collective task analysis audit trails. In Lesson Three, we will discuss evaluating Job Analysis.

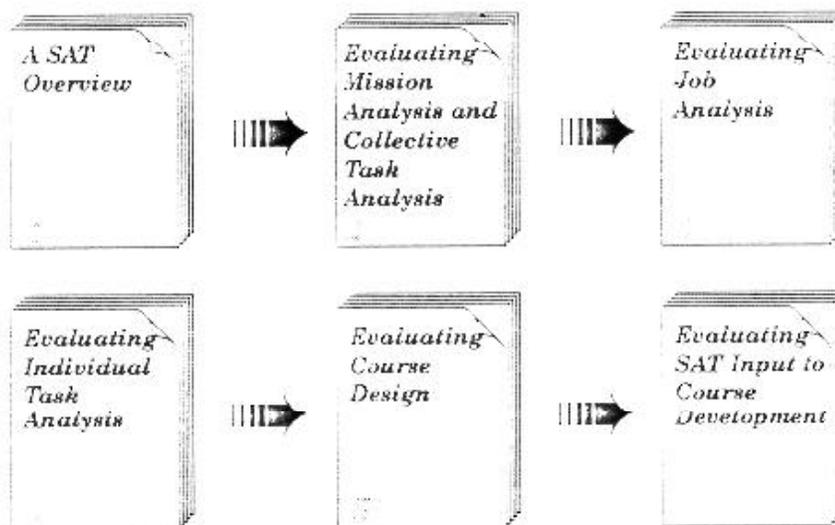
LESSON

3



Evaluating Job Analysis

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

In this lesson, we will discuss the basic steps required in the performance of SAT Job Analysis. We will discuss how you evaluate a Job Analysis and why you should evaluate it.

■ **LESSON OBJECTIVE**

The training objective for this lesson of Module 3 is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given the SAT Job Aid provided with the workbook, any other references required, and a performance deficiency attributable to a job analysis;

Action - You will review the audit trail.

Standards - You will identify all deficiencies. You will verify completeness.

■ **LESSON ACTIVITIES**

As you recall from the introduction to this module, a SAT Audit Trail Evaluation on a training program answers the following big question:

Was the course developed using a systems approach to training?

As you probably also recall from the module introduction, to answer this big question, you need to answer five smaller questions. In Lesson Two of this module we discussed how you evaluate audit trail documentation on Mission and

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Evaluation of SAT Audit Trail Documents

Collective Task Analysis to answer the first of the five questions. In this lesson, we will discuss how you evaluate audit trail documentation to answer the second of the five questions.

- ✓ Lesson 2 1. Was the course development based on an analysis of **unit missions and collective tasks** required to accomplish unit missions? (Mission and Collective Task Analysis)

This Lesson 2. Was the course development based on an analysis of **WHICH individual tasks are performed** by soldiers on the job?

JOB ANALYSIS

▼.....
The SAT process for determining WHICH individual tasks soldiers perform on the job is called *Job Analysis*.

Remember that analysis is the process of breaking something down into parts so we can better understand it. The purpose of doing a Job Analysis is to better understand what new soldiers need to know or learn to do a job. We do that by breaking the job down into parts called tasks. A complete Job Analysis results in a task list that describes the whole job. But, each TRADOC school often analyzes only that part of the soldier's job for which the school is proponent.

For example, a soldier with an MOS in Aviation Maintenance is also required to perform common tasks related to combat skills, supply skills, etc. The Aviation Logistics School will normally develop training only for the Aircraft Maintenance tasks. Other schools that are the proponent for those other Common Soldier Tasks (infantry tasks, supply tasks, etc.) will develop the training for those tasks. That saves time and money and increases standardization throughout the Army.

So, a complete Job Analysis would cover lots of skills analyzed at a number of schools. Your school is developing the tasks in that soldier's job that are related only to your branch proponent--and that's what you will normally evaluate.

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Evaluation of SAT Audit Trail Documents

Job Analysis is important if training in the MOSs and branch codes your school handles is to be effective, cost efficient, realistic, and standardized throughout the Army. Extension Training Materials (ETM), Soldiers Manuals, Reserve and National Guard Training, and many other training products are based on the same SAT Analysis data. Your job as a training evaluator is to evaluate Job Analysis documentation to determine if your school's training and training products are based on what soldiers actually do on the job.

You now know what Job Analysis is, and you know why it is important to evaluate it. Let's now discuss how you evaluate it.

JOB ANALYSIS CHECKLIST

▼.....
Let's start this part of the lesson by taking a close look at the Job Analysis checklist in your Job Aid for evaluating SAT audit trail documents.



Turn to page 17 of the job aid. Read through the questions on the Job Analysis Checklist.

PROCEED AFTER YOU HAVE READ THE CHECKLIST

Notice that the first part of that checklist (items 1a through 1f) generally is concerned with what sources were consulted to determine what the soldiers actually do on the job. The more job holders, and job supervisors, and, overall, the more sources of information that are consulted, the more accurate and valid the job analysis will be. The audit trail should indicate what sources of information were used. The audit trail should also include information on who collected the information, when they collected it, and where they collected it, how they analyzed it.

For example, the analyst may have surveyed supervisors in the field about what certain soldiers do in a certain type unit. If so, a copy of the survey used, the number of supervisors surveyed, the results of the survey, etc., should be included in the audit trail.

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

TOTAL INDIVIDUAL TASK INVENTORY ▼.....
All the different sources of information about what the soldiers do on the job are combined to develop **Total Individual Task Inventory**, sometimes referred to as a Gross Task List.

So, basically, your evaluation of the Job Analysis is half completed when you have determined what sources of information were used and how the information was used to develop the Total Individual Task Inventory.

CRITICAL INDIVIDUAL TASK INVENTORY ▼.....
Now, take a look at the bottom half of the Job Analysis checklist (items 2a through 2e). The second half of Job Analysis is concerned with ensuring that the whole job is covered, that tasks are consolidated or organized to fit the TRADOC definition of a TASK, and that only **CRITICAL TASKS** are selected for training. The result of this process is a **Critical Individual Task Inventory**, sometimes referred to as a Critical Task List. The Critical Individual Task Inventory is approved by a reviewing authority—usually the Assistant Commandant of your school.

Item 2a of the checklist uses some big words but is not hard to understand. What it means is simply:

The hundreds of potential tasks listed on the Initial Task Inventory must be cut down to an accurate and easily managed size. There are models in Appendix F, TRADOC Pam 351-13 that present criteria and models to select Critical Tasks. Item 2a asks if one of these models was used and, if so, which one?

CRITICAL TASK SELECTION BOARD ▼.....
The Job Analysis process continues when a **Critical Task Selection Board** meets to select tasks using a model and a selection board SOP enforced by a panel chair person (item 2b in checklist). After this panel selects the Critical Individual Task Inventory it is staffed and submitted to command authority for approval (item 2c and 2d in checklist).

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

When signed, this Critical Individual Task Inventory becomes the official MOS task list from which all school training programs and products are developed. Changes to the approved task list should be documented in the audit trail and all organizations responsible for developing training programs and products from the task list must be notified.

If, through your evaluation efforts, you find that the officially approved task list is not being followed, you have a duty to report the situation. For example, if you find that the POI tasks have been altered and do not agree with the approved task list, you must check to see that the POI changes went through the proper local procedures for approval. If the changes were not approved, you have a situation in which the school's training may not match information in the Soldiers Manual, ETM, RC training, etc.

■ **LESSON REVIEW AND SUMMARY**

Let's combine what we have said with the evaluation points on the checklist to briefly review what you look for when ensuring that Job Analysis was as broadly based as possible and was done according to the regulations.

1. Individual tasks must be cross walked with the Collective Task List. There should be no individual tasks that do not relate to collective performance in the unit.
2. If possible, several sources of information (surveys, SME input, etc.) should be used to develop the **Total Individual Task Inventory**.
3. One approved model/method for selecting critical tasks from the inventory should be used and listed in the audit trail. The model should be explained in the **Selection Board SOP** and used throughout the selection process.
4. The Critical Task Selection Board selects the **Critical Individual Task Inventory**, which must be staffed and approved by command.
5. The Job Analysis audit trail should document all parts of this process.

■ **END-OF-LESSON EXERCISE**

Answer each question below by circling the correct response. You can use the workbook, job aid, or other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

In response to item 2a on the job analysis checklist, you are told that a training developer and a sergeant with field experience picked which tasks were critical and no selection board was necessary. As a result of this, you should:

- a. Check "NO" for items 2a and 2b on the checklist
- b. Check "YES" for item 2a and "NO" for item 2b on the checklist
- c. Refuse to continue evaluation until they do it right.
- d. Ask more questions so you understand the entire situation.

Each branch school should provide actual documents containing programmed errors to assess student achievement.



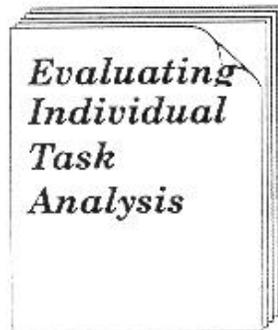
When finished, see your course manager for feedback.



You are now ready to begin Lesson Four. In Lesson One, we reviewed the SAT process. In Lesson Two, we discussed evaluation of mission and collective task analysis audit trails. In this lesson, Lesson Three, we discussed evaluating audit trail documents for Job Analysis. In the next lesson, Lesson Four, we will discuss evaluation of Individual Task Analysis.

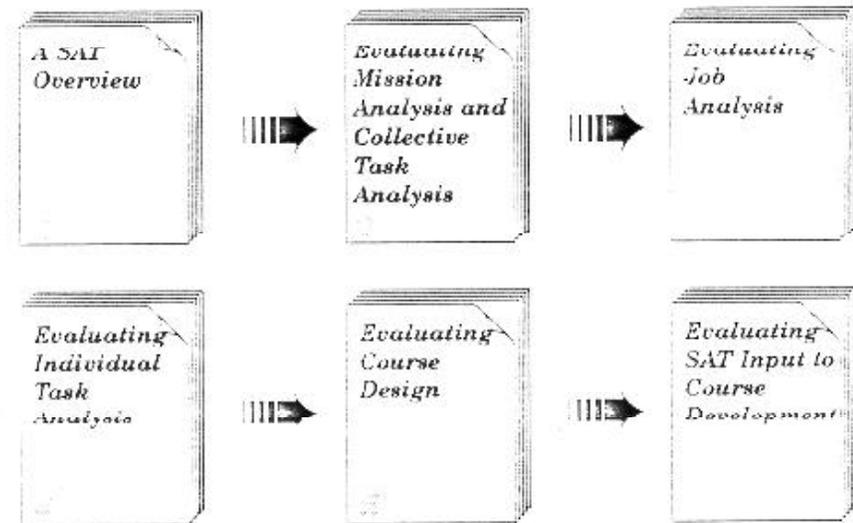
LESSON

4



Evaluating Individual Task Analysis

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

In this lesson, as in previous lessons, we will first review the Task Analysis process itself. This review will refresh your memory on what Task analysis is. Then we will discuss how to evaluate Task Analysis documents and why it is important that you evaluate the documents. The lessons will end with the usual check-on-learning that serves as a review of the lesson and lets you see if you understand the lesson.

■ **LESSON OBJECTIVE**

The training objective for this lesson of Module 3 is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given the SAT Job Aid provided with the workbook, any other references required, and a performance deficiency attributable to individual task analysis;

Action - You will review the audit trail.

Standards - You will identify all deficiencies. You will verify completeness.

■ **LESSON ACTIVITIES**

As you recall from the introduction to this module of the Training Evaluator Course, a SAT Audit Trail Evaluation on a training program is done to answer the following question:

Was the course developed using a systems approach to training?

As you probably also recall, to answer this big question, you need to answer five smaller questions. In Lesson Two, we discussed how you evaluate audit trail documentation on Mission and Collective Task Analysis to answer the first of the five questions. In Lesson Three, we discussed how you evaluate Job Analysis documentation to answer the second of the five questions. In this lesson, we will discuss how you evaluate audit trail documentation to answer the third of the five small questions.

✓ Lesson 2 1. Was the course development based on an analysis of **unit missions and collective tasks** required to accomplish unit missions? (Mission and Collective Task Analysis)

✓ Lesson 3 2. Was the course development based on an analysis of **WHICH individual tasks are performed** by soldiers on the job?(Job Analysis)

This Lesson 3. Was the course development based on an analysis of **HOW individual tasks are performed** by soldiers on the job? (Individual Task Analysis)

**INDIVIDUAL
TASK ANALYSIS**

▼.....
The SAT process for determining HOW individual tasks are performed by soldiers on the job is called **Individual Task Analysis**.

As stated in an earlier lesson, Analysis is breaking something down into parts so you can better understand it.

In Job Analysis, the training developers described the job as a bunch of tasks. To develop training (how to perform those tasks), we need to break each task down into parts so we know more precisely what to train. That, in a nutshell, is the individual task analysis process.

From that description, Individual Task Analysis may sound simple. But it's not! It is often poorly done, even though it determines the content of all training programs and individual training products that your school produces. In fact, it is sometimes treated so lightly that the **Task Analysis Worksheets**, on which all task analysis work is recorded, are not even consulted while training programs and training products are developed.

Task Analysis is done by having a Subject Matter Expert (SME) describe in detail how to perform the task in a wartime situation. This includes the steps involved in performing the task, the skills and knowledges required, the conditions under which the task is performed, and the standards to which the task must be performed. This information must be recorded in a form that training developers can use so that all training and training products can then be based on the analysis.

**TASK ANALYSIS
WORKSHEET**

▼.....

Each task is analyzed with the results placed on a task analysis worksheet or similar document. Schools use a Job and Task Analysis Worksheet for recording task analysis information. Some schools have developed and automated local forms for recording task analysis results.

In most situations, you evaluate Individual Task Analysis by checking entries on the task analysis worksheets. Prior to evaluating the Task Analysis documents you may want to review TRADOC Pam 351-13 (Systems Approach to Training - Analysis), which explains the information collected.

When the subject matter expert is filling out a task analysis worksheet (analyzing a task), a goal is to have the entire task performance and all enabling skills identified the way it is really done in the field in a wartime situation. The task analysis must also detail the entire performance with no

questions left on how some part of the task is performed.

As with the other lessons, we will not attempt to discuss all the things an evaluator can look for when evaluating task analysis documentation.

**TASK ANALYSIS
CHECKLIST**

▼.....
Let's now look at the Individual Task Analysis checklist in your Job Aid for evaluating SAT audit trail documents.



Turn to page 19 of the job aid. Read through the questions on the Task Analysis Checklist.

PROCEED AFTER YOU HAVE READ THE CHECKLIST

The Task Analysis checklist has 11 evaluation questions. Not all 11 questions are applicable to each task analysis evaluation you will do. Based on local policies and procedures for task analysis you may also want to add additional questions to the checklist. Follow along on the checklist as we briefly discuss each question on the checklist.

Question 1 on the checklist is based on the requirement that every task on the critical task list will be analyzed, each on its own work sheet. You normally will not evaluate every task analysis, but will probably want to make sure that each has been completed and then randomly select several worksheets for more in-depth evaluation.

Question 2 asks if the task performance specifications or task statements (Task title, Conditions, Standards) are written to field/wartime performance.

Question 3 asks if the task data checked in in question 2 is written so that it can be transcribed directly onto the task pages of the Soldiers Manual. That may not be a requirement—but it sure makes sense from the time and cost point of view.

Question 4 goes back to the unit—the conditions and standards of individual task performance needed to fall

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Evaluation of SAT Audit Trail Documents

within the scope of unit equipment and mission.

Question 5 asks if the analyst made a list/chart/graph of what enabling skills are required to perform each task. This serves three purposes:

- It tells the course designer the best place to teach the skills and where, when, and how many times that skill should be practiced in the training program
- It ensures complete coverage
- It tells the new systems people whether or not existing courses, or even existing MOSs, can handle new equipment based on a comparison of skills taught to skills required.

Questions 6 and 7 ask if the steps involved in performing the task were identified and their accuracy verified.

Question 8 asks if changes to the task list have been approved and documented.

Question 9 simply asks if the SME who did the Task Analysis dated and signed the task analysis worksheet.

Question 10 checks the last step in Task Analysis. Was a panel convened to determine where (resident, Unit, ETM) the initial training of each task should occur?

Question 11 asks if changes have been made on the task analysis worksheet to reflect latest changes in doctrine?

Once again, we repeat that there is more to task analysis than these 11 evaluation questions; however, the questions are sufficient to ensure that the individual task analysis process was done and that minimum audit trail documents, as required by regulation, were developed.

■ **LESSON REVIEW AND SUMMARY**

During this lesson, we have discussed the following key points:

1. Documentation on Individual Task Analysis is evaluated to determine if the training you are evaluating was based on an analysis of **HOW individual tasks are performed** by soldiers on the job in a wartime situation.
2. Individual Task Analysis identifies the **steps** involved in performing the task, the **skills and knowledges** required, the **conditions** under which the task is performed, and the **standards** to which the task must be performed.
3. The results of the task analysis are recorded on a **task analysis worksheet**. Your evaluation will focus on checking the worksheets.
4. The three most important things to check for are:
 - the task statement or task performance specifications (task title, conditions, standards)
 - the performance steps
 - the skills and knowledges

Evaluation of SAT Audit Trail Documents

3. In evaluating/investigating this situation, you should ensure that:



When finished, see your course manager for feedback.



You are now ready to begin Lesson Five. In Lesson One, we reviewed the SAT process. In Lesson Two, we discussed evaluation of mission and collective task analysis audit trail documents. In Lesson Three, we discussed evaluating audit trail documents for Job Analysis. In this lesson, Lesson Four, we discussed evaluation of Individual Task Analysis documents. In the next lesson, we will discuss Learning Analysis and Course design documentation.

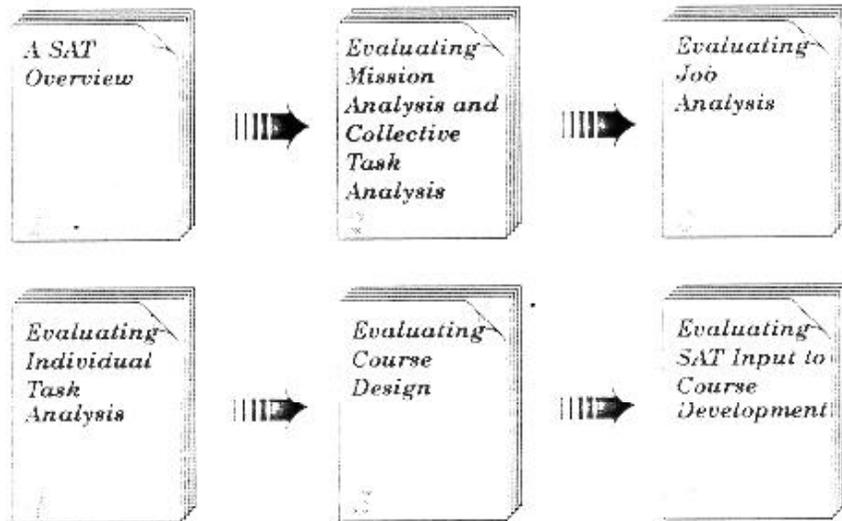
LESSON

5



Evaluating Course Design

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

In this lesson, we will discuss the evaluation of documentation on two SAT processes—Learning Analysis and Course Design. These two processes, and documentation of these processes, vary considerably from one TRADOC school to another. In fact, they are not always done the same way by different training developers in the same school. And, all too often, they are not done at all.

As an evaluator, you will need to be flexible enough to accept a situation where the process can be done several ways and the documentation can be in any one of several forms. This requires you to know and understand how to accomplish the processes. For this reason, this lesson will focus on what the processes are supposed to do, rather than focusing on step-by-step explanations of how to do it and how to document it.

■ **LESSON OBJECTIVE**

The training objective for this lesson of Module 3 is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given the SAT Job Aid provided with the workbook, any other references required, and a performance deficiency attributable to course design;

Action - You will review the audit trail.

Standards - You will identify all deficiencies. You will verify completeness.

■ **LESSON ACTIVITIES**

As in past lessons, we first will quickly review what we did in earlier lessons in this module. As you recall from the introduction to this module of the Training Evaluator Course, a SAT Audit Trail Evaluation on a training program is done to answer the following question:

Was the course developed using a systems approach to training?

To determine if the training was developed using a systems approach, you need to answer five smaller questions.

In Lesson Two, we discussed how you evaluate audit trail documentation on Mission and Collective Task Analysis to answer the first question—Was the course development based on an analysis of unit missions and collective tasks?

In Lesson Three, we discussed how you evaluate Job Analysis documentation to answer the second of the five questions—Was the course development based on an analysis of which individual tasks soldiers perform on the job in a wartime situation.

In Lesson Four, we discussed how you evaluate Individual Task Analysis documentation to answer the third question—Was the course development based on analysis of HOW individual tasks are performed by soldiers on the job in a wartime situation.

In this lesson, we will discuss how you evaluate audit trail documentation to answer the fourth of the five small questions—Was the course development based on a learning analysis of the tasks are to learn and on how the tasks should be trained?

- ✓ Lesson 2 1. Was the course development based on an analysis of **unit missions and collective tasks** required to accomplish unit missions? (Mission and Collective Task Analysis)

- ✓ Lesson 3 2. Was the course development based on an analysis of **WHICH individual tasks are performed** by soldiers on the job?(Job Analysis)

- ✓ Lesson 4 3. Was the course development based on an analysis of **HOW individual tasks are performed** by soldiers on the job? (Individual Task Analysis)

This lesson 4. Was the course development based on a learning analysis and a decision on how to train the tasks (Course Design)?

The SAT phase for planning and deciding how to train is **Design**. Included in a course design are: translating job objectives into training objectives; learning analysis; developing and validating tests; describing entry behavior; and determining sequence and structure. This module will not discuss developing and validating tests which will be discussed in Module 6, *Evaluation of Student Learning*.

COURSE DESIGN

▼.....
What Does the Course Design Do?

The end product of the course design phase is a blueprint for training. It organizes strategies based on a learning analysis of training objectives. The learning analysis determines the skills and knowledge hierarchy, learning types, site for training, method/media recommendations, and TLOs/ELOs. Course design is what happens when the designer groups training performances into logical and manageable groups which are then organized with other factors to result in a series of lessons which will teach the soldier how to perform the training task. A good design results in training plans and products that efficiently and effectively meet the training need as defined during analysis.

There are several good methods to determine training strategies. Training strategies can be thought of as combinations of techniques to reduce training difficulties. Generally strategies will focus on what the student will practice, how close to what is practiced is performed on the job, number and distribution of practice sessions, feedback regarding performance, and the information needed by the

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Evaluation of SAT Audit Trail Documents

soldier to make do the training task.

The overall course design approach is specified in TRADOC Reg 350-7 and a set of detailed procedures is in TRADOC Pam 351-14 (Systems Approach to Training - Design).

COURSE DESIGN CHECKLIST

▼.....

You now have the task of reviewing the course design. To assist you in evaluating the course design documentation, we have developed a short checklist.



Turn to page 21 for the job aid for evaluating SAT audit trail documents. Read through the questions on the Course Design Checklist.

The questions on the checklist deal with important facets of course design. As yet there is little standardization in the documentation of the course design among the TRADOC schools. For this reason the checklist is general in nature. As with the other checklists you will certainly want to add additional questions to the checklist based on your schools policy and procedures for documenting course design.

LESSON REVIEW AND SUMMARY

Course design is the planning process. Preliminary design decisions for the Systems Training Plan and the Individual Training Plan are made before you can do an empirical analysis. Learning analysis breaks down the required learning and puts together a series of activities and events that comprise a training strategy using appropriate methods and media to the training site.

4. What is the end result of course design?



When finished, see your course manager for feedback.

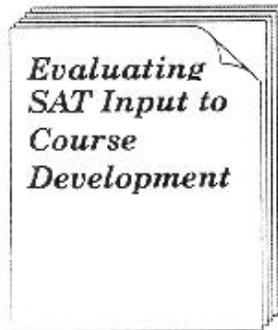


You are now ready to begin the last lesson of this module. In the sixth lesson, we will discuss Course Development and how you can determine if the training products that are actually used in the course were developed based on all previous analysis and design work (Mission and Collective Analysis, Job Analysis, Individual Task Analysis, and Course Design).



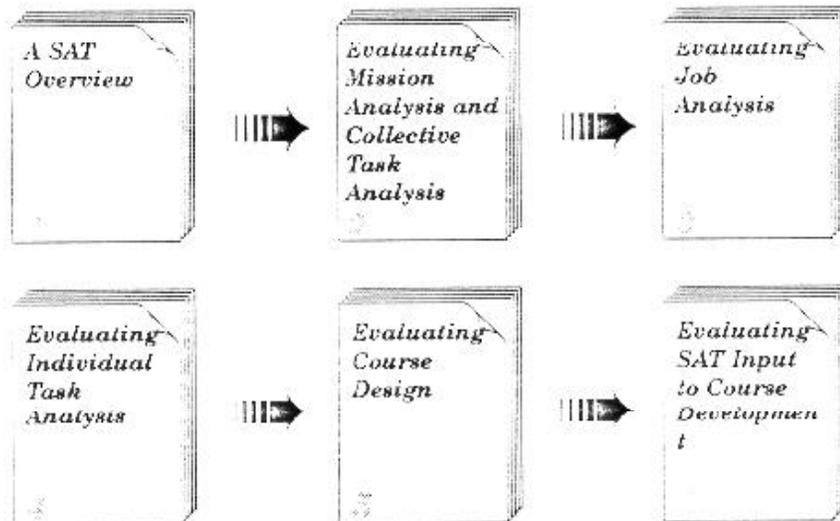
LESSON

6



*Evaluating SAT Input
to Course Development*

MODULE 3 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

■ **LESSON INTRODUCTION**

This lesson will teach you how to ensure that the results of the Course Design are used in the development of the products used to teach the course (Course Development).

The products of the Development phase of SAT are normally a Program of Instruction (POI), Lesson Plans, and other training materials (training aids, student handouts, student texts, etc.) used to teach the course. In this lesson, we will focus on two course development products-- the lesson plans and the POI .

■ **LESSON OBJECTIVE**

The training objective for this lesson of Module 3 is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will will be able to perform the action.

Conditions - Given the SAT Job Aid provided with the workbook, any other references required, and lesson plans with associated POI;

Action - You will review lesson plans and POI.

Standards - You will identify all deficiencies and the probable deficiency in process or products.

■ **LESSON ACTIVITIES**

As we're sure you remember by now, a SAT Audit Trail Evaluation on a training program (course) is done to answer the following big question:

Was the course developed using a systems approach to training?

As we're also sure you remember, to answer this question, you need to answer five smaller questions. In the previous lessons of this module we have discussed how to answer four of these questions.

In this lesson, we will discuss how you evaluate documentation to answer the last question—Are the training products used in the course based on the results of all previous analysis and design work? (Course Development)

- ✓ Lesson 2 1. Was the course development based on an analysis of **unit missions and collective tasks** required to accomplish unit missions? (Mission and Collective Task Analysis)
- ✓ Lesson 3 2. Was the course development based on an analysis of **WHICH individual tasks are performed** by soldiers on the job? (Job Analysis)
- ✓ Lesson 4 3. Was the course development based on an analysis of **HOW individual tasks are performed** by soldiers on the job? (Individual Task Analysis)
- ✓ Lesson 5 4. Was the course development based on a learning analysis and decision on how to train the tasks (Course Design)?
- ✓ **This lesson** 5. Are the training products used to conduct the course based on the results of all previous analysis and design work? (Course Development)

**COURSE
DEVELOPMENT**

▼.....
The SAT process of developing all the training products that will be used to conduct the training in the course is called **Course Development**.

Let's take a quick look back at Course Design. Remember that a Course Design is the total of all the training strategies that will be used to train the tasks, based on how soldiers learn the performance steps and skills that make up each task. We certainly want to make sure that we include the "best way to learn" in the course being developed. The sum of all the training strategies for all tasks in the course is summed up in the course design document, sometimes referred to as the course map, course outline or training blueprint.

During the **Analysis phase** of SAT (Mission Analysis, Collective Task Analysis, Job Analysis, and Individual Task Analysis), we figured out what was supposed to be taught!

During the **Design phase** of SAT (Learning Analysis, Course Design, etc.), we figured out how to teach it!

During the **Development phase** of SAT, we actually develop the materials to teach it!

All these course development products should reflect the results of all previous analysis and design work. To show you how to ensure that all previous analysis and design work is incorporated into course development products, we are going to look at two products—the lesson plans and the Program of Instruction (POI).

LESSON PLANS ▼.....

No two lesson plan are exactly alike. Everybody develops them in their own way. TRADOC does not specify yet what lesson plans will look like! Each school is different; however, there are some common points in almost all lesson plans:

- They usually have three parts: an introduction, a body of instruction, and a summary.
- The introduction includes a terminal learning objective.

Do the Lesson Plans incorporate the results of Analysis and Course Design? They do if you can answer the following two questions with a "YES."

1. Is each lesson plan in the course a direct expansion of the training strategy for training the task, which was developed during the course design processes?
2. Are terminal learning objectives in the lesson plans taken verbatim from the course design documents?

EVEN GOOD COURSE DESIGNS AREN'T PERFECT

If, during course development, it becomes obvious that the course design is flawed in such areas as lesson sequencing, and the course design cannot be followed, you should consult the course design writer and the design should be changed. This change should be documented in the audit trail.

If the two evaluation points above are answered with a "YES," you can be pretty sure that the output of Analysis and Design is going into course development. This sounds simple, but often lessons are designed and sequenced with little or no regard for Job Analysis, Individual Task Analysis or Course Design processes.

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

COURSE DEVELOPMENT CHECKLIST

▼.....
Let's now look at the Course Development checklist in your Job Aid for evaluating SAT audit trail documents.



Turn to page 23 of the job aid. Read through the questions on the Course Development Checklist.

You will see that questions 1 and 2 on the checklist, dealing with lesson plans are the same as the two questions we just discussed.

PROGRAM OF INSTRUCTION (POI)

▼.....
Just as we looked at only a small portion of the lesson plans, we are now going to look at only a small portion of the POI. That's all that is necessary to ensure that Analysis and Design results are used in Course Development. The POI will be discussed in more detail in the next module of this course, Module 4, *Evaluation of TRAS Audit Trail Documentation*.

Making a few checks in a POI is usually enough to tell whether or not the POI for the course is based on the results of previous analysis and design work. Remember, there are a lot of points regarding the POI and lesson plans that you could evaluate other than those we discuss here. We are discussing only the minimum to get the job done.

Question 3 through 5, concerning the POI, from your Course Development checklist follow.

- 3a. Does each lesson plan match the POI in the length/type of instruction?
- 3b. Does each lesson plan match the POI in the Terminal Learning Objectives and Scope statements?
4. Does the POI Task/Subject Summary list all tasks for resident training by exactly the same titles and numbers as are listed on the Critical Individual Task Inventory (Critical Task List)?

5. Does the POI Course Lesson Sequence Summary list all lessons by the same title and sequence as are listed in the Course Design documentation?

Once again, we repeat, there is more to course development than these five evaluation questions cover; however, if you can answer all five of these questions on the Course Development checklist with a "YES," you can feel reasonably confident that the results of SAT analysis and design work are being incorporated into the lesson plans and POI for the course you are evaluating.

About all that remains for you to do to ensure that the systematic development of training has taken place is to make sure that actual instruction follows the lesson plans.

■ LESSON REVIEW AND SUMMARY

You have now completed the evaluation of the SAT audit trail documentation on the course you are evaluating. If you have examined all the documentation we have discussed throughout the lessons in this module, and if you have determined that the training products used to conduct the training are based on all previous SAT analysis and design work, you can feel reasonably confident that the course was developed using a Systems Approach to Training.

You can also feel reasonably confident that the training, conducted in the course, is based on the results of SAT analysis, design, and development work. But, you cannot be sure of this unless you personally observe the training to see if it actually follows what is outlined in the lesson plans and the POI. This, of course, is very time consuming and you cannot always do it.

Guidelines for conducting training observations are discussed in another module of the course, Module 5, *Evaluation of Training Implementation*.

■ **END-OF-LESSON EXERCISE**

Answer each question below by filling in the blanks. You can use the workbook, job aid, or other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

1. The two documents to look at to ensure that the output of Analysis/Design are incorporated into Course Development are the _____ and the _____.
2. The tasks listed in the POI should have exactly the same numbers and titles as those found on the _____.
3. If the Design and the Development phases really support each other, the terminal learning objectives in the lesson plans will be taken verbatim from the _____.



When finished, see your course manager for feedback.

■ **END-OF-MODULE EXERCISE**

Congratulations, you've just completed Module 3 of the Training Evaluators Course. You are now ready to take an End-of-Module Exercise.

As we discussed in the Course Introduction, after you complete the end-of-module exercise, your course manager will grade it and you will receive either a GO or NO GO for the module. You might want to quickly review the materials in the lessons of this module and the job aid provided with the module before taking the end-of-module exercise. You might also have some questions you would like to ask the course manager.



When you are ready, take your course map to the course manager. The course manager will give you further directions for taking the End-of-Module Exercise.

Good Luck!

■ **REFERENCES AND SUGGESTED READINGS**

TRAINING EVALUATOR COURSE

Evaluation of SAT Audit Trail Documents

Module 3

- LESSON 1**
1. Critical Collective Task Inventory or Collective Task List
 2. Job Analysis or Duty Analysis
 3. Total Individual Task Inventory or Gross Task List
 4. Critical Individual Task Inventory or Critical Task List
 5. Critical Individual Task Analysis or Task Analysis
 6. Task Analysis Worksheets or Job and Task Analysis Worksheets
 7. Course Design
 8. Training Sequence and Structure or Course Map or Course Blueprint
 9. Program of Instruction (POI)