



Training Support Tools and Job Aids

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May 13, 2015



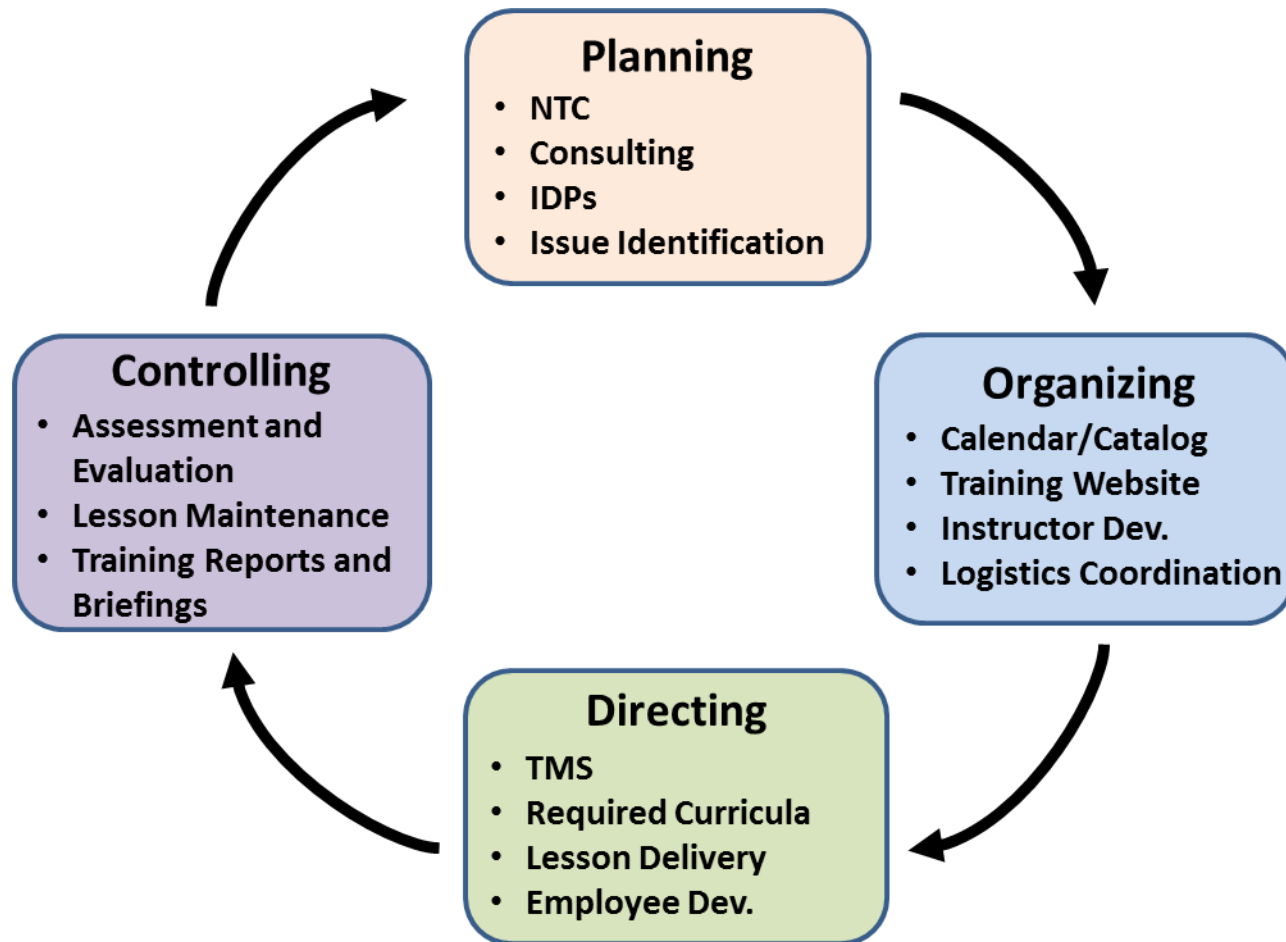
Network Card Activity

1 Your role	2 People who help you	3 People you help	4 Top performers	5 Your customers	6 Accomplishments
7 Your tasks	8 Your tools	9 Your support	10 Your barriers	11 TM success factors	12 Your talents and skills



VBA Training Management

- VBA has standardized training management in order to achieve its operational goal of providing consistent, high quality training.





Standardized Forms and Templates

The forms and templates available for training development are:

- Training Development Checklist (long form)
- Training Development Checklist (short form)
- Standardized PowerPoint template
- Standardized Lesson Plan template and sample
- Standardized Training Summary Report

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Forms and Templates Location

- TMRC Website

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Training Development Checklist



This checklist will ensure that you follow the process for the successful development and fir

Phase/Question

A. Preparation

- Do you have approval for the training event?
In most cases you should have prior approval from your leadership before begin a training initiative. If you have not yet secured approval, you should to national or local policy for instructions on initiating a training event.
- Is the training initiative specific to your organization?
If no, contact ED&T for information
- Is this a new training initiative?
If this is a modification and/or update to existing training, consult with your leadership and ED&T to ensure that updates and changes are incorporated globally, as necessary.
- Have you verified with ED&T that this training, or a similar training, does not exist or isn't in development elsewhere?
It is important that you verify that your efforts are not a duplication of a training initiative or existing training from other organizations or have not done so, consult with your leadership and then contact verification
- Have instructors been identified for the proposed instruction?
It is important to identify instructors early in the project so that complete any necessary training and prepare for the training



VBA Training Development Checklist (Short Form)

Project Name:	
Project/Office Sponsor:	
Project/Office Sponsor Contact Information:	
Statement of Need:	
Deadline for Completion:	

Questions

	Y	N	N/A
A. Are you prepared? Mark Yes if you have the necessary approval, funding, resources, qualified instructors; you have determined and notified the target audience of the training; and held an in-progress review (IPR) with your leadership. (See Items A1-A16 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Have you conducted an analysis? Mark Yes if you have a training outline developed, and the source material is current, relevant, and available. (See Items B1-B3 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Have you designed the training? Mark Yes if you have developed both the learning objectives and the outline of the training event. (See Items C1-C3 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Have you developed the training? Mark Yes if you drafted the training materials using the standard training templates, student training materials, and the instructor training materials. (See Items D1-D3 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Have you developed the assessment? Mark Yes if you have developed the assessment strategy for your training as well as the assessment itself. (See Items E1-E2 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Are you ready to instruct? Mark Yes if you have completed all of the training materials and student surveys; the students have been notified; the training room has been checked; and the instruction has been rehearsed. (See Items F1-F8 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Have you completed after-training activities? Mark Yes if you have analyzed the student survey data, the assessment data, and prepared a Training Summary report. In addition, you have held an IPR with your leadership upon conclusion. (See Items G1-G4 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. After the training, have you evaluated the results of instruction? Mark Yes if you analyzed the student survey data, assessment data, and prepared a Training Summary report. (See Items H1-H4 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. After the training, have you completed the closing process? Mark Yes if you held an IPR with your leadership and completed any updates required for next training session. (See Items I1-I2 on the VBA Training Development Long Form Checklist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you have any questions, contact ED&T for information			



Standardized Power Point Template

This template contains design notes for the instructor in the Notes Page view. Please ensure that you have the Notes Page open.

[Standardized Training Template]
[Lesson Title]
[Design Notes Included in Notes Page View]

DESIGN NOTES TO THE INSTRUCTOR:
Introduction Slide

Add lesson title as appropriate to the training on this slide.

These slides can be used for ILT (Instructor-Led Training) or IWT (Instructor-guided Web-based Training). If you have any questions about developing or delivering training, contact ED&T (1-407-835-5593).

NOTES:

- ENSURE TRAINING SUPPORTS VA MISSION AND VALUES.
- ENSURE THAT ALL TRAINING YOU DELIVER IS COMPLIANT WITH SECTION 508 OF THE REHABILITATION ACT OF 1973 (29 U.S.C. § 794d). FOR GENERAL INFORMATION ABOUT SECTION 508, PLEASE VISIT <http://www.section508.va.gov/>
- DO NOT USE INACCURATE, INCOMPLETE, OUTDATED, BIASED, OFFENSIVE OR OTHERWISE INAPPROPRIATE GRAPHICS/CARTOONS, MATERIALS, JOKES, VIDEOS, OR OTHER FILES ANYWHERE IN YOUR TRAINING!

Slide 1 of 15 "Office Theme"



Standardized Lesson Plan Template

[Lesson Title]
Lesson Plan

[Lesson Title] ([Lesson Time])

Lesson Overview

Purpose of the Lesson:	[Insert purpose of the lesson. Include whether it is part of continued education, just-in-time training (e.g., to address a new Fast Letter), or to fill a performance gap.]
Prerequisite Training Requirements:	[Insert any prerequisites required.]
Target Audience:	[Insert description of whom the lesson is designed for. Include job position and whether the lesson is for entry-level, intermediate, or journey-level employees. Note: If your lesson targets multiple audiences, please clarify whether the training is one-time mandated or refresher training for each position.]
Lesson References:	[Insert lesson references.] •
Lesson Objectives:	[Insert lesson objectives.] •

Instructor Notes

[Insert overview and summary of the lesson.]

[Note: Insert slide text in the left-hand column. If the slide has a chart or graphic, copy and paste that image into the cell. Use the right column for instructor notes, tips, and scripting as necessary.]

[Lesson Title]
Lesson Plan

PowerPoint Slides	Instructor Activities
Overview of Today's Training	DISPLAY slide 2 "Overview of Today's Training" PROVIDE an overview of the day's schedule. EXPLAIN that students will be learning about [insert subject] today. DISCUSS how the subject fits into the lesson purpose, goals, and importance.
Introductions <ul style="list-style-type: none">Student introductions<ul style="list-style-type: none">NameOffice locationTime in position with VA	DISPLAY slide 3 "Introductions" ASK students to introduce themselves.
Icebreaker Activity	DISPLAY slide 4 "Icebreaker Activity" ASK the question: [Insert icebreaker prompt.] ENCOURAGE students to think about their responses. RECORD student responses for review at the end of the lesson. TRANSITION to the next slide to tie the responses into the lesson objectives.
	DISPLAY slide



Standardized Lesson Plan Sample, cont.

Lesson Plan

Time Management (2 hours)

Lesson Overview


Purpose of the Lesson:	This lesson is a part of the training curriculum for new supervisors/managers. Supervisors/managers requiring improvement in the area of time management may also use it as refresher training.
Prerequisite Training Requirements:	Prior to taking the Time Management lesson, employees must complete: <ul style="list-style-type: none">New Supervisors Soft Skills Training (NSSST) (TMS Item VBA-505)
Target Audience:	This lesson is for new supervisors/managers. It is a one-time mandated requirement.
Lesson References:	<ul style="list-style-type: none">Covey, S. P. (1989). <i>The Seven Habits of Highly Effective People</i>. New York: Free Press.How to Write an Action Plan. (2002). Retrieved from http://www.time-management-guide.com/plan.htmlVBA Core Values. (2014). Retrieved from http://www.va.gov/icare/
Lesson Objectives:	At the end of this lesson, students will be able to: <ul style="list-style-type: none">Differentiate among urgent, non-urgent, important, and unimportant tasksPrioritize tasks for effective time management, given a set of scenariosDevelop an Action Plan for a typical work week

Instructor Notes

This lesson explores the importance of time management and provides practical tips for managing time. Students will learn about Stephen Covey's Time Management Grid and how to classify tasks. The lesson also presents practice scenarios that

Time Management Lesson Plan

[Note: The slides in the left column below match those in the *Standardized PowerPoint Training Template*. The Instructor Activities in the right column correspond with instructor notes, tips, and scripting for those slides.]

PowerPoint Slides	Instructor Activities
Time Management	DISPLAY slide 1 "Time Management" INTRODUCE yourself as the instructor and introduce fellow instructors. INTRODUCE the lesson.
Overview of Today's Training Time Management Lesson 	DISPLAY slide 2 "Overview of Today's Training" PROVIDE an overview of the day's schedule. EXPLAIN that students will be learning about time management today. DISCUSS how time management fits into the lesson purpose, goals, and importance.
Introductions <ul style="list-style-type: none">Student introductions<ul style="list-style-type: none">NameOffice locationTime in position with VA	DISPLAY slide 3 "Introductions" ASK students to introduce themselves.
Icebreaker Activity Answer this question: <ul style="list-style-type: none">What is the most important thing you want to take away from this training?	DISPLAY slide 4 "Icebreaker Activity" ASK the question: <i>What is the most important thing you want to take away from this training?</i> ENCOURAGE students to think about their



Standardized Training Summary Report



VBA Training Summary Report

(Completed by Primary Instructor)

Training Title:					
TMS #:					
VA Business Line:					
Regional Office:					
Date:					
Location:					
Student Makeup:					
Primary Instructor Last Name			First		
Assistant Instructor Last Name			First		
Location Training Materials Stored:					
Were all learning objectives accomplished?				Yes	No
Was the training successful?				Yes	No
Resources	Sat	Unsat	Student and Instructor Data	Sat	Unsat
Training Materials	<input type="checkbox"/>	<input type="checkbox"/>	Students Matched Target Audience	<input type="checkbox"/>	<input type="checkbox"/>
Training Equipment	<input type="checkbox"/>	<input type="checkbox"/>	Student Attendance	<input type="checkbox"/>	<input type="checkbox"/>
Student Materials	<input type="checkbox"/>	<input type="checkbox"/>	Student Remediation	<input type="checkbox"/>	<input type="checkbox"/>
Training Facility (if ILT) or Virtual Classroom (if IWT)	<input type="checkbox"/>	<input type="checkbox"/>	Student Motivation	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>	Overall Training Goal Achieved	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	Students Notified of Training	<input type="checkbox"/>	<input type="checkbox"/>
Time Allotted	<input type="checkbox"/>	<input type="checkbox"/>	In-Progress Review	<input type="checkbox"/>	<input type="checkbox"/>
Explanation of any Unsatisfactory Comments:					
(Optional) Any Additional Comments:					
Please enter your email address:					



Summary

- We strongly encourage the use of the standardized templates and forms on the TMRC website.
- We welcome feedback on these instructional aids (there is a feedback form on the TMRC website).

Network Card block

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Questions?