
performance-based
Curriculum Architecture Design
- CAD -

May 18, 2004

Prepared for: CACI

Prepared by: Guy W. Wallace, CPT

to protect and improve the enterprise



EPPIC Inc.

Achieve Peak Performance

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PACT Processes for T&D

and learning/knowledge management

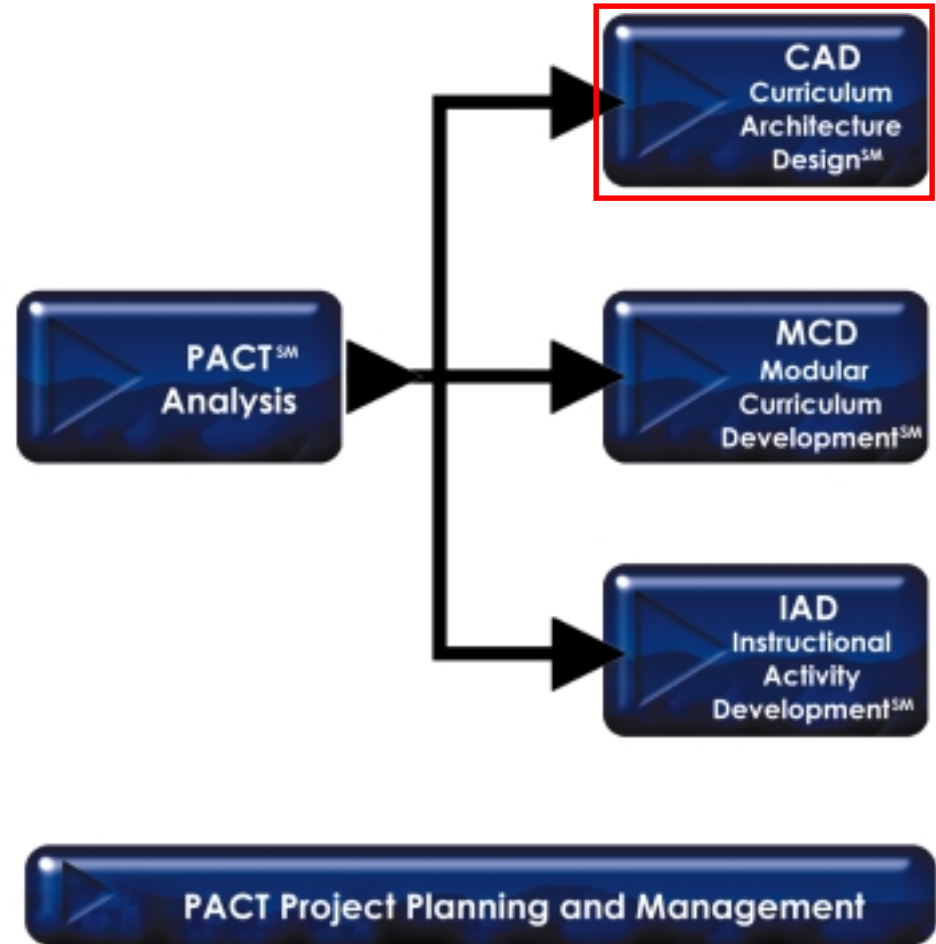
CAD is a

*systems engineering/
architecture*

ISD design process for the
T&D/learning/Knowledge
Management product line

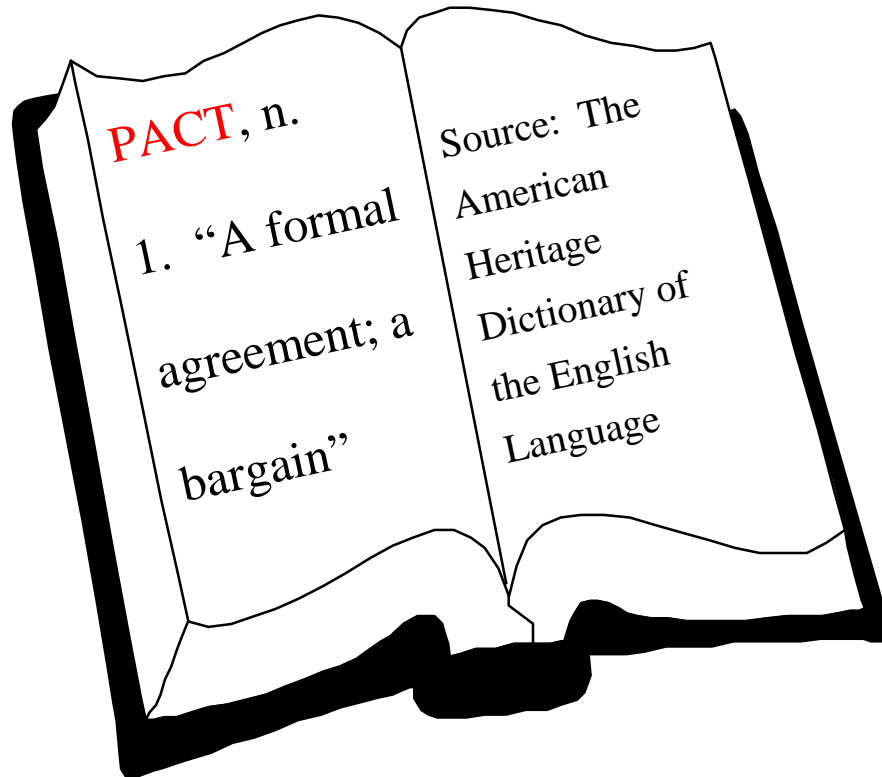
Performance-based
Accelerated
Customer-/Stakeholder-driven
Training & DevelopmentSM

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Curriculum Architecture Design and PACT Process are service marks of EPPIC, Inc.

PACT = Instructional Systems Design



ISD Suppliers

ISD Customers

PACT is structured Team effort

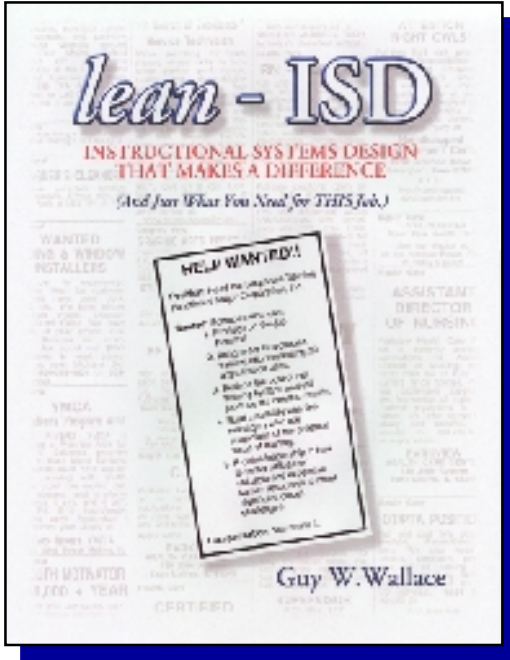
73 CAD Projects to-date:

■ Including 22 Management CADS

- Norfolk Naval Shipyard – Production Supervisors and Zone Managers *2003*
- Verizon - Call Center Management *2002*
- General Motors – Metal Fabrication Management *1998*
- Eli Lilly – District Sales Managers *1999*
- BankAmerica – Branch Management and Staff *1997*
- Eli Lilly – Leadership & Management *1997*
- General Motors – Tool & Die Supervisors *1997*
- Bandag - Dealer Operations Management *1996*
- AT&T Network Systems – Contract Management *1994*
- Spartan Stores – HQ Management & Staff *1993*
- Abbott Laboratories – Product/Sales/Marketing Management *1993*
- Commerce Clearing House – Sales & Sales Management *1993*
- AT&T Network Systems – Product Management update *1992*
- Detroit Ball Bearing – Field Sales Managers *1992*
- Digital Equipment Company – Program Management *1991*
- NCR – Supply Line Management *1990*
- Ameritech – 2nd Level Management *1989*
- AT&T Microelectronics – Product Management *1988*
- NASA – Middle Management *1987*
- AT&T Network Systems – Product Management *1986*
- Illinois Bell – 2nd Level Managers *1996*
- ALCOA Labs – Management & Staff *1984*

Project specifics available at
www.eppic.biz

Curriculum Architecture Design



CAD as both a product and as a process is detailed in Guy's award winning book:

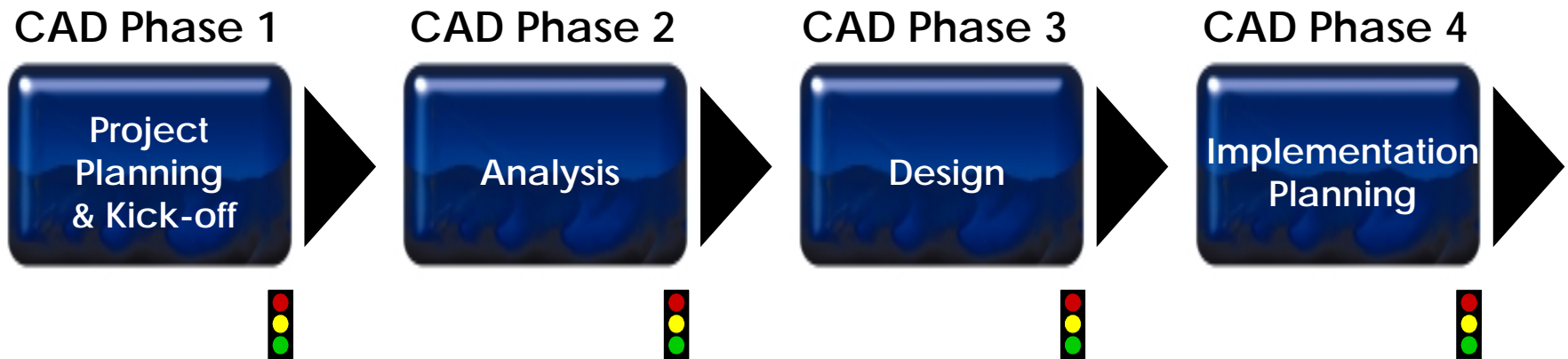
“lean-ISD”

lean-ISD also covers the 4 other methodology-sets of the PACT Processes for T&D



lean-ISD was a 2002 recipient of an *Award of Excellence for Instructional Communications* from the International Society for Performance Improvement

4 Phase CAD Project



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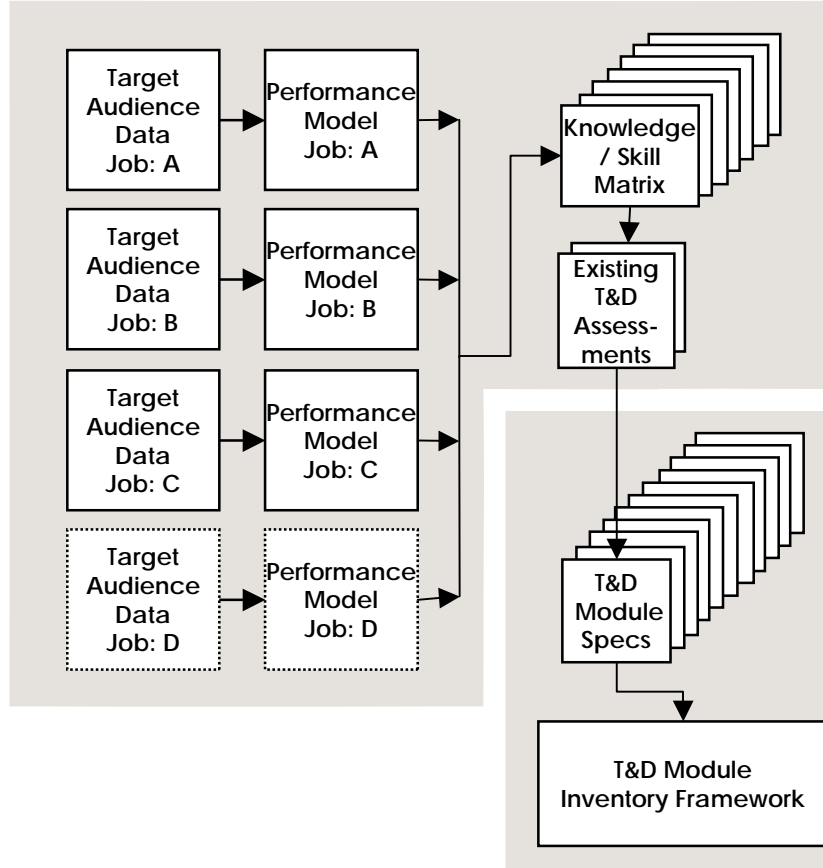
- Common process for performance-based ISD - Instructional Systems Design
- Common ISD and project management tools and templates
- Predictable output quality, cycle times, and costs

Key CAD Outputs by Phase

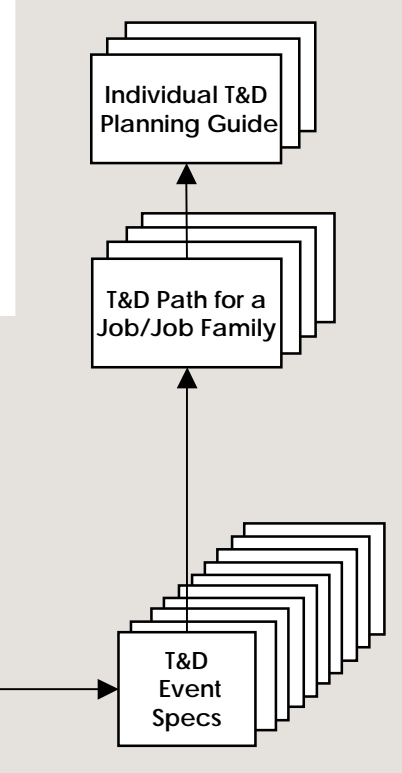
Kick-off Phase



Analysis Phase



Design Phase



Implementation Phase



Think of this as "benchmarking" and "reverse engineering" your existing Master Performers

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Individual T&D Planning Guide

A Planning Tool* for each group of Target Audience learners and their management

TMC Stores								
TMC Stores								
Employee Name John Smith Store Manager Karen Jones			TMC Stores Individual T&D Planning Guide					
Learning Cycle Phase	T&D Event Number	T&D Event Title	Employee Needs for Specific Assignment ✓	Employee Needs T&D ✓	Priority for Employee's Development H/M/L	T&D Events to be Scheduled ✓	Planned Completion Dates MM/Q/YY	Actual Completion Dates MM/Q/YY
1	04	TMC Orientation	✓	✓	H	✓	4/1	4/15
1	32	TMC Policies and Procedures	✓	✓	H			
1	02	TMC Management Processes	✓	✓	M			
1	29	Laws, Regulations, and Codes Impacting a TMC Store						
1	05	TMC Field Operations	✓	✓	H	✓	5/1	5/10
1	20	TMC Inventory Control Systems User Skills						

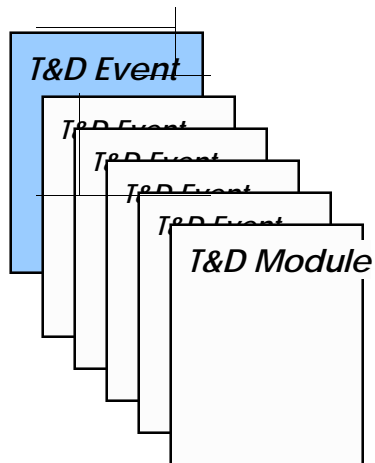
* Often facilitated by an LMS/LCMS

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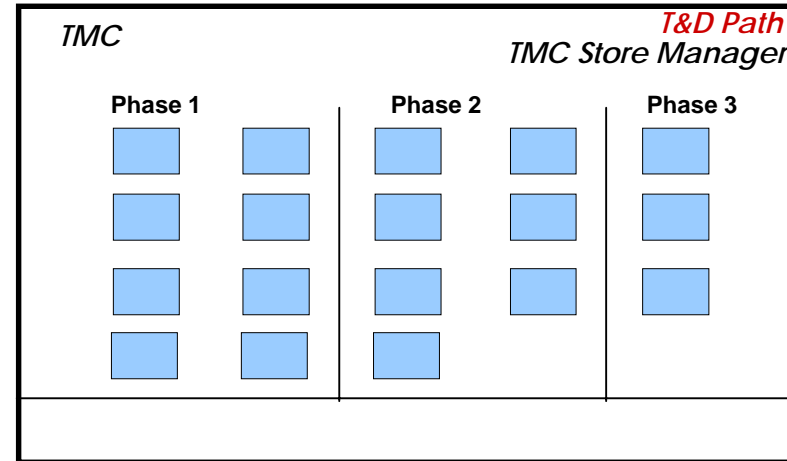
CAD products for the Customer

CAD

Produces a **Path** of instruction, targeted at specific job performance. The Path is comprised on **Events**, which are comprised of **Modules**



T&D Path



T&D Events in various media supporting: Group-paced classrooms and labs, self-paced readings or interactive-media, Coached Structured On-the-Job-Training, and Developmental Assignments

T&D Modules are either "Enabling K/S" or "Output/Task Performance" and contain "instructional activity objects" that are either "info-demo-application" and "awareness-knowledge-skill"

T&D Path (or "menus" or "paths of sub-menus")

A visual marketing poster of the available T&D organized in a logical sequence

-either lock-step, or suggested sequences or totally open

TMC
T&D Path

TMC
T&D Path

TMC
T&D Path

Curriculum Architecture Design
TMC Store Manager

New to the Company

T&D Event	
04	▶
TMC Orientation	
C 8 Hours	S-OJT
E	Pretest Not Available No Prerequisite Required

T&D Event	
02	▶
TMC Management Processes	
C 8 Hours	S-OJT
E	Pretest Not Available No Prerequisite Required

New to the Function: Management

T&D Event	
29	▶
Laws, Regulations, and Codes Impacting a TMC Store	
C 8 Hours	S-OJT
E	Pretest Not Available No Prerequisite Required

T&D Event	
05	●
Basic Reading and Writing Skills	
GP 8 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

Immediate Survival Skills for the New Manager

T&D Event	
17	▶
TMC Inventory Control Systems User Skills	
GP 4 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

T&D Event	
20	○
Conducting Inventory Counts	
GP 4 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

Immediate Development for All Managers

T&D Event	
14	●
Coaching for Long-term Performance Improvement	
GP 8 Hours	Group-paced
HP	Pretest Not Available No Prerequisite Required

T&D Event	
19	▶
Negotiating with New Vendors	
GP 8 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

Advanced Development for All Managers

T&D Event	
43	▶
Store Layout and Design	
GP 16 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

T&D Event	
03	▶
Supervising Multiple Locations	
C 12 Hours	S-OJT
E	Pretest Not Available No Prerequisite Required

T&D Event	
12	○
Basic Steps in the Hiring Process	
GP 8 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

➔
To the next phase of T&D

Code Key:

Training Event Availability

- = Fully Available
- ▶ = Partially Available, being revised or under development
- = Unavailable

Delivery Method

- GP = Group-paced
- SP = Self-paced
- C = Coached

Participation Requirement

- M = Mandatory - by company policy and/or by governing regulation
- HR = Highly recommended - represents a critical enabler for high performance and should be strongly considered if the individual does not possess this knowledge/skill set and has been assessed as required for current and future assignments
- E = Elective - represents a required knowledge/skill enabler (and has been assessed as noncritical relative to all others)

Event Number

Event Title

Delivery Method

Participation Requirement

T&D Event	
12	○
Basic Steps in the Hiring Process	
GP 8 Hours	Group-paced
E	Pretest Not Available No Prerequisite Required

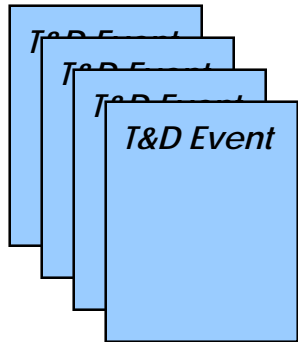
Availability Status

Deployment Platform

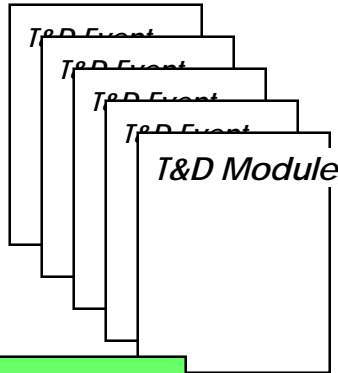
Prerequisites

Pretest Availability

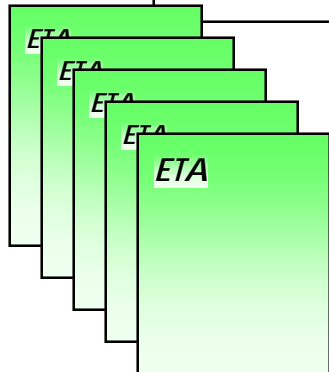
CAD products for the Supplier



Event Specs & Maps in an MCD effort for all content gaps

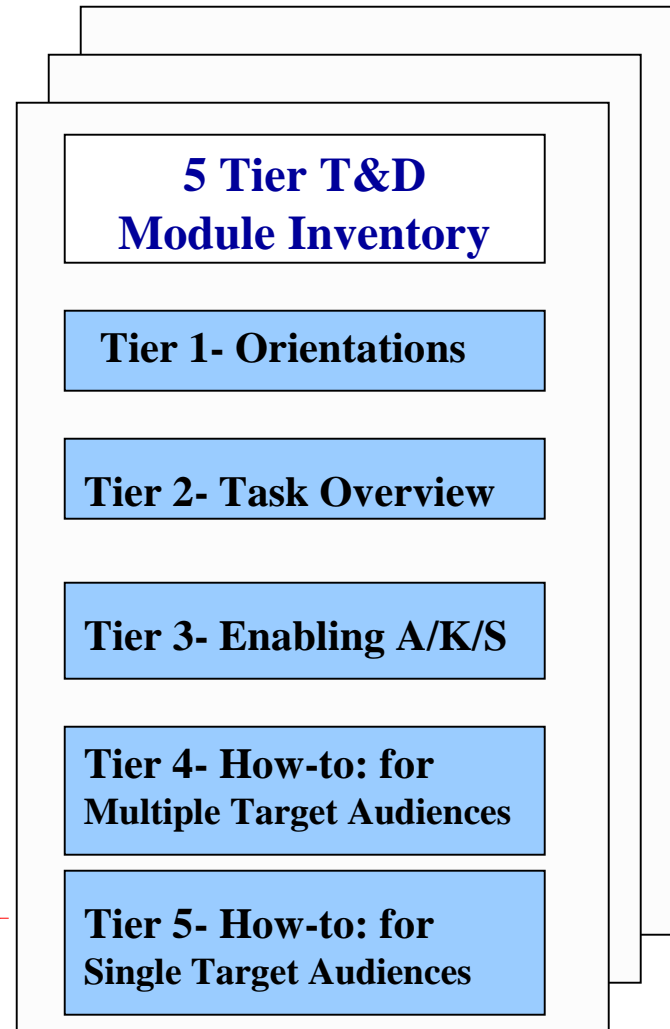


Module Specs & Maps in an MCD effort for all content gaps



Existing T&D Assessments

Think SKUs and subassemblies and raw goods in a warehouse



Event Spec

Front

Learning Environment

- Group-paced — Two or more learners and a trainer
- Self-paced — Individual learner
- Coached — One-on-one instruction; learner and coach/trainer

Deployment Platform(s)

- S-OJT(A)—Structured, on-the-job training
- S-OJT(B)—Structured, on-the-job training with certified coach
- GP Instructor-led—Self-explanatory
- GP-L Instructor-led lab—Same as above but requires special equipment
- SP Readings—Self-explanatory
- Videotape—Self-explanatory
- Audiotape—Self-explanatory
- Satellite/Distance Learning—Self-explanatory
- CBT—Computer-based training
- Performance Aid—A paper or electronic guide or aid providing performance materials, decision support, etc.

TMC Stores		T&D Event																																													
CURRICULUM ARCHITECTURE DESIGN		Specification Sheet																																													
Event # 20	Event Title TMC Inventory Control Systems User Skills	Availability Status ● Fully Available ◐ Partially Available ○ Not Available																																													
Predominant Delivery Strategy		Volatility																																													
Depth of Coverage <input type="checkbox"/> Awareness <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skill		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low																																													
Learning Environment <input checked="" type="checkbox"/> Group-paced <input type="checkbox"/> Self-paced <input type="checkbox"/> Coached		Estimated Length (±25%) <input checked="" type="checkbox"/> Hours 4 <input type="checkbox"/> Pages <input type="checkbox"/> Other																																													
Deployment Platform(s) <input type="checkbox"/> S-OJT* (A) - Coach <input type="checkbox"/> S-OJT* (B) - Certified Coach <input type="checkbox"/> GP Instructor-led <input checked="" type="checkbox"/> GP-L Instructor-led Lab <input type="checkbox"/> SP Readings <input type="checkbox"/> Videotape <input type="checkbox"/> Audiotape <input type="checkbox"/> Satellite/Distance Learning <input type="checkbox"/> CBT <input type="checkbox"/> Performance Aid <input type="checkbox"/> Other _____		Make/Buy <input type="checkbox"/> Make <input type="checkbox"/> Buy-Use As Is <input type="checkbox"/> Buy-Modify																																													
Implementation Priority High <input type="checkbox"/> Medium <input type="checkbox"/> Low																																															
T&D Paths <input checked="" type="checkbox"/> 1. District Manager <input checked="" type="checkbox"/> 2. Store Manager <input checked="" type="checkbox"/> 3. Assistant Manager <input checked="" type="checkbox"/> 4. Clerk		This Event is Composed of the Following Modules (not sequenced)																																													
		<table border="1"> <thead> <tr> <th>Module #</th> <th>Module Title</th> <th>Est. Length</th> <th>Availability</th> </tr> </thead> <tbody> <tr> <td>3-240-0550</td> <td>Inventory Training Process Overview</td> <td>2 hrs.</td> <td>●</td> </tr> <tr> <td>3-135-0101</td> <td>TMC Inventory Control Systems User Skills</td> <td>2 hrs.</td> <td>○</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>		Module #	Module Title	Est. Length	Availability	3-240-0550	Inventory Training Process Overview	2 hrs.	●	3-135-0101	TMC Inventory Control Systems User Skills	2 hrs.	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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Notes		<input type="checkbox"/> Continued on next page <input type="checkbox"/> Continued on next page																																													

- Availability Status**
- = Fully available
 - ◐ = Some source material is available or one of several existing courses needs to be selected
 - = Needs to be developed

Module #
Modules are in numeric order

T&D Paths
Identifies the roles/paths that this module includes

Module Spec

Front

Module #
Modules are in numeric order

Learning Environment
Group-paced — Two or more learners and a trainer

Self-paced — Individual learner

Coached — One-on-one instruction; learner and coach/trainer

T&D Paths
Identifies the roles/paths that this module includes

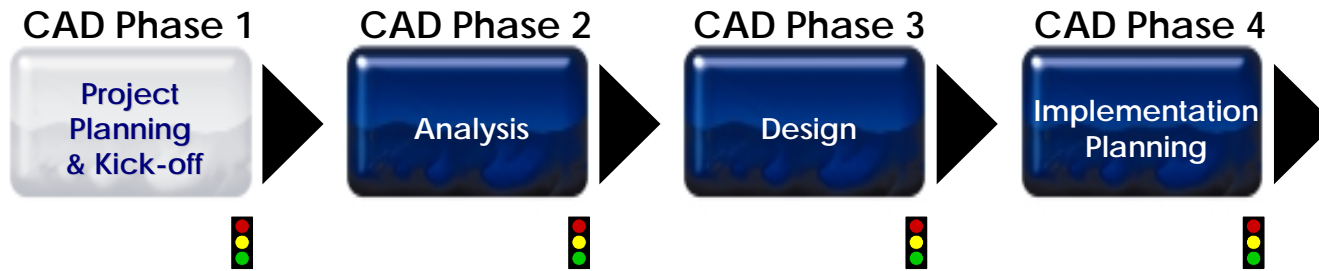
TMC Stores Training Resources CURRICULUM ARCHITECTURE DESIGN		T&D Module Specification Sheet	
Module # 3-133-0101	Module Title TMC Inventory Control Systems User Skills	Availability Status <input type="radio"/> Fully Available <input type="radio"/> Partially Available <input type="radio"/> Not Available	
Predominant Delivery Strategy		Volatility	
Depth of Coverage <input type="checkbox"/> Awareness <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skill		<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	
Learning Environment <input checked="" type="checkbox"/> Group-paced <input type="checkbox"/> Self-paced <input type="checkbox"/> Coached		Estimated Length (±25%) <input checked="" type="checkbox"/> Hours 2 <input type="checkbox"/> Pages <input type="checkbox"/> Other	Make/Buy <input checked="" type="checkbox"/> Make <input type="checkbox"/> Buy-Use As Is <input type="checkbox"/> Buy-Modify
Deployment Platform(s) <input type="checkbox"/> S-OJT* (A) - Coach <input type="checkbox"/> S-OJT* (B) - Certified Coach <input type="checkbox"/> GP Instructor-led <input checked="" type="checkbox"/> GP-L Instructor-led Lab <input type="checkbox"/> SP Readings		<input type="checkbox"/> Videotape <input type="checkbox"/> Audiotape <input type="checkbox"/> Satellite/Distance Learning <input type="checkbox"/> CBT <input type="checkbox"/> Performance Aid <input type="checkbox"/> Other _____	
T&D Paths <input type="checkbox"/> 1. District Manager <input type="checkbox"/> 2. Store Manager <input type="checkbox"/> 3. Assistant Manager <input type="checkbox"/> 4. Clerk		Preliminary Content Listing (Not All-inclusive) • Overview • System components • Menu structure • User conventions (e.g., "function" keys) • Sources for help • Basic functions - Receiving goods - Adjusting for damage	
Notes		<input type="checkbox"/> Continued on next page	
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Deployment Platform(s)
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CBT — Computer-based training
Performance Aid — A paper or electronic guide or aid providing performance materials, decision support, etc.

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CAD – Phase 1



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Description – Project stakeholder are identified and recruited onto the Project Steering Team, project goals and priorities are set, direction is provided to the ISD Work Team, all resources are determined.

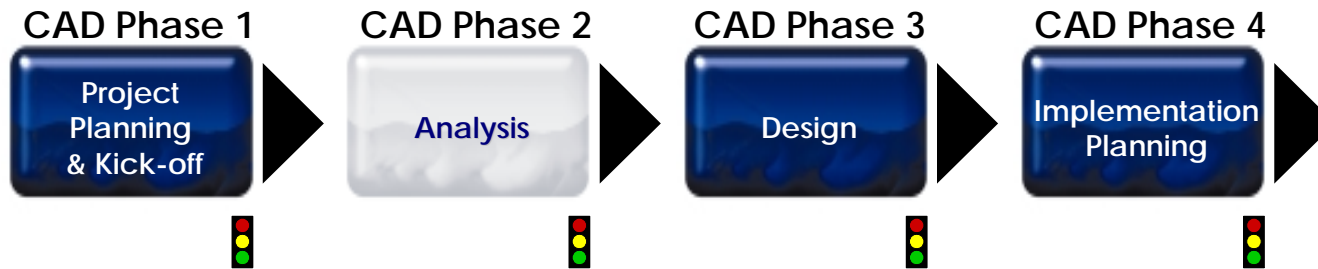
- Note: All potential issues and/or stakeholder requirements should be uncovered and planned for during this phase to ensure the success of downstream phases

Activities/Tasks – Project Steering Team gate review meeting is held to review the proposed project and obtain commitment

Key Outputs –

- Project Plan & Schedule/Proposal
- Phase 1 Project Steering Team Gate Review Kick-off Presentation
- **PST Decisions:**
 - Kill Project –or– Modify Project –or– Defer Project –or– Sanction Project
 - Analysis Team members

CAD – Phase 2



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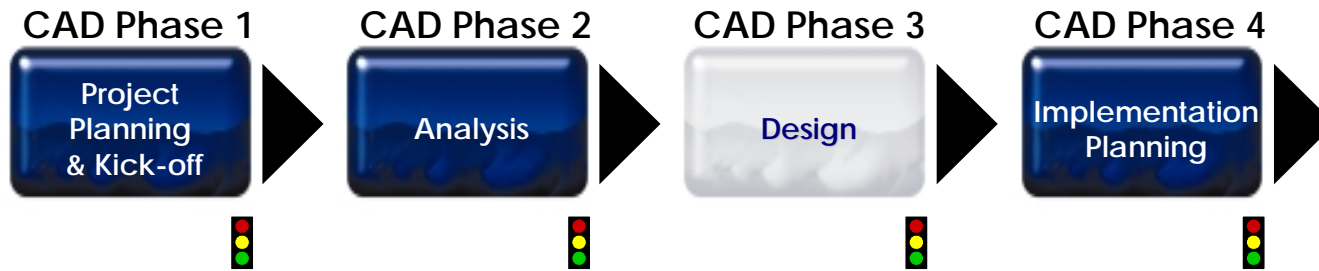
Description – Establishes a common view of the personnel, performance requirements and gaps, knowledge/skill requirements, and appropriateness and completeness of any existing training; this common view will form the basis for the training design efforts

Key Activities/Tasks – A 2-4 day analysis meeting with the Master Performers of the target population is conducted to identify the ideal performance and current performance gaps, and then the enabling knowledge/skill requirements; a subsequent assessment of Existing T&D is conducted and then a Project Steering Team gate review meeting is held to review all the data

Key Outputs –

- Phase 2 Analysis Team Kick-off Presentation
- Analysis Report (of 1-Target Audience Data, 2-Performance Model, 3-Knowledge/Skill Matrix, 4-Existing T&D Assessment)
- Phase 2 Project Steering Team Gate Review Review Presentation
- **PST Decision:**
 - Kill Project –or– Modify Project –or– Defer Project –or– Sanction Project Continuation

CAD – Phase 3



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Description – The Design Team is facilitated through a systematic design process to produce high-level design specifications for the curriculum

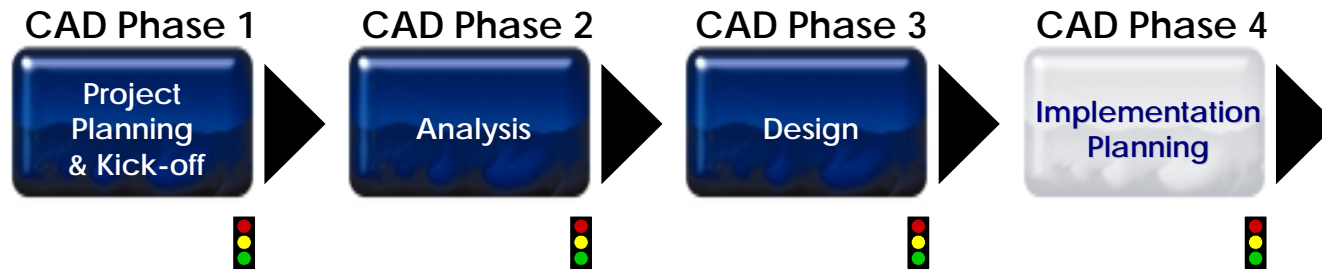
Key Activities/Tasks – A Design Team composed of up to seven members from the Analysis Team meet to define the design outputs; subsequently, a Project Steering Team gate review meeting is held

Key Outputs –

A CAD Design Document including high-level design specifications for

- T&D Path(s)
- T&D Module Specifications
- T&D Event Specifications
- T&D Module Inventory Framework
- Individual T&D Planning Guide(s)

CAD – Phase 4



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Phase Overview

- Establish the development (implementation) costs for the priority T&D Modules and Events

Key Activities/Tasks

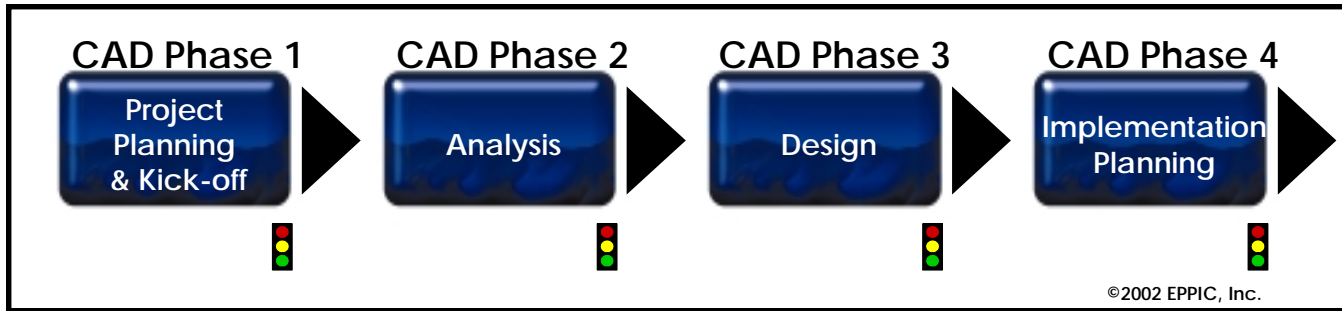
- Prioritize the gap T&D Modules and Events
- Establish the development costs for the gap T&D Modules and Events

Key Outputs

- CAD Implementation Plan
- CAD Phase 4 Project Steering Team Gate Review Presentation
- PST Decisions: Final Implementation Priorities for *gap content*

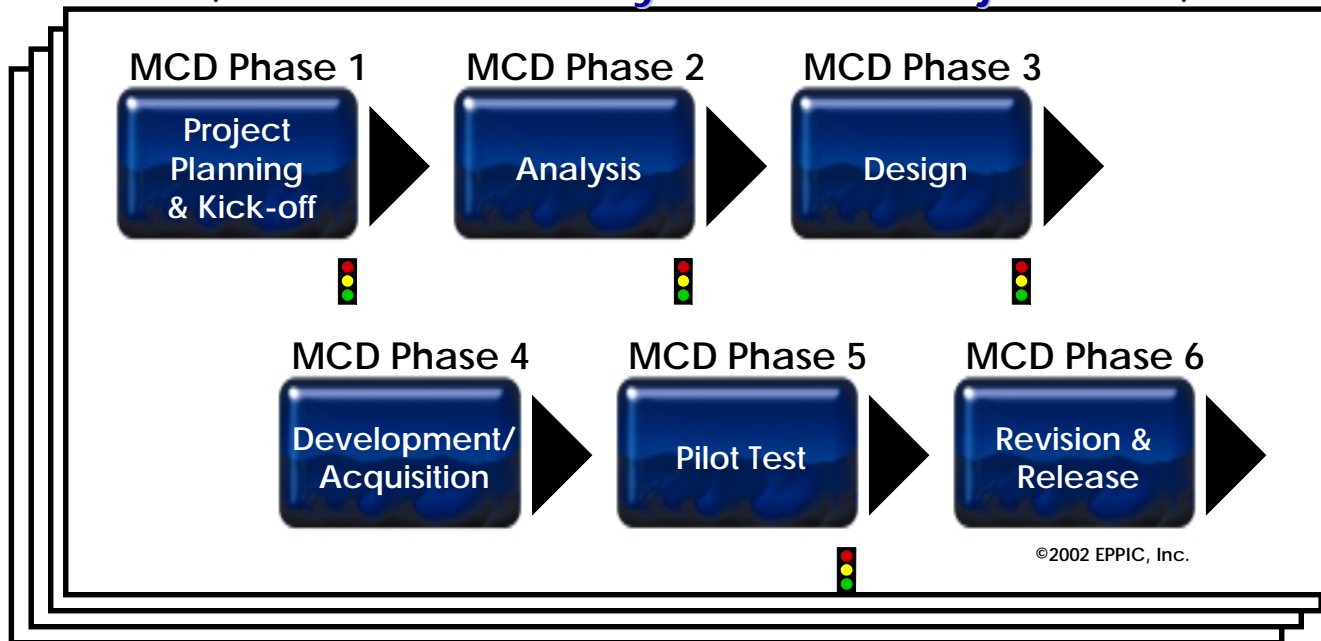
CADs leads to *Multiple* MCD Projects

One CAD Project



Systems engineering of the instructional system...

Leads to Many MCD/IAD Projects



...followed by multiple, parallel or staggered new product development/acquisition efforts

Potential CAD Deployment Platforms

- T&D Modules or Events may be delivered via the following delivery/deployment platforms, or in a blended combination:*
- GP: Instructor-led-- classroom
- GP: Instructor-led-- web/Intranet/Internet

- SP: readings-- paper
- SP: readings-- web/Intranet/Internet
- SP: readings-- audio
- SP: readings-- video

- C: coached-- task assignments
- C: coached-- project assignments
- C: coached-- job assignments

GP = Group-paced instruction
SP = Self-paced instruction
C = Coached/On the job (structured or unstructured OJT)

** Feasibility depends on the availability of delivery hardware, software, and other infrastructure as well as the effectiveness of instruction and cost implications*

Analysis Efforts

TMC - The Most Convenient Stores Store Management Performance Model								
Area of Performance: A. Staff Recruiting, Selection, and Training								
Key Outputs - Measures	Key Tasks	Roles/Responsibilities				Typical Performance Gaps	Probable Gap Cause(s)	dE dK dl
		1	2	3	4			
<ul style="list-style-type: none"> New staff hired Timely Qualified 	<ul style="list-style-type: none"> Identify need for additional staff and complete internal paperwork Create and place local ads Select candidates for interviewing Interview and select candidates for offer Make hiring offer(s) Complete paperwork to fill the position 		✓	✓		<ul style="list-style-type: none"> Too few candidates Poor choice 	<ul style="list-style-type: none"> Poor recruiting Local economy Neglect to check references References do not provide key information 	dK dE dK dE

Role: 1 = District Manager
 2 = Store Manager
 3 = Assistant Manager
 4 = Clerk

dE = deficiency - Environment
 dK = deficiency - Knowledge/skill
 dl = deficiency - Individual attribute/value

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The majority of the Analysis data is gathered via facilitating Master Performers
 - The Performance Model and K/S Matrices -

Performance Model

The ideal, and a gap analysis, of Mastery Performance requirements

Key Outputs and Metrics or Measures
Describes what is produced from doing the job tasks and identifies key performance measures of each output

Key Tasks
Describes the key activities needed to produce the outputs

TMC - The Most Convenient Stores Store Management Performance Model								
Area of Performance: A. Staff Recruiting, Selection, and Training								
Key Outputs - Measures	Key Tasks	Roles/Responsibilities				Typical Performance Gaps	Probable Gap Cause(s)	dE dK dl
		1	2	3	4			
<ul style="list-style-type: none"> New staff hired Timely Qualified 	<ul style="list-style-type: none"> Identify need for additional staff and complete internal paperwork Create and place local ads Select candidates for interviewing Interview and select candidates for offer Make hiring offer(s) Complete paperwork to fill the position 		✓	✓		<ul style="list-style-type: none"> Too few candidates Poor choice 	<ul style="list-style-type: none"> Poor recruiting Local economy Neglect to check references References do not provide key information 	dK dE dl dE

Deficiency
dE=Environment
dK=Knowledge/skill
dl=Individual attribute/value

Probable Gap Cause(s)
Identifies most likely causes for each typical performance issue/ deficiency

Typical Performance Gaps
Identifies any typical ways the output or task does not meet performance standards

Roles/Responsibilities
Clarifies who is typically responsible for performing the tasks

Role:
1 = District Manager
2 = Store Manager
3 = Assistant Manager
4 = Clerk

dE = deficiency - Environment
dK = deficiency - Knowledge/skill
dl = deficiency - Individual attribute/value

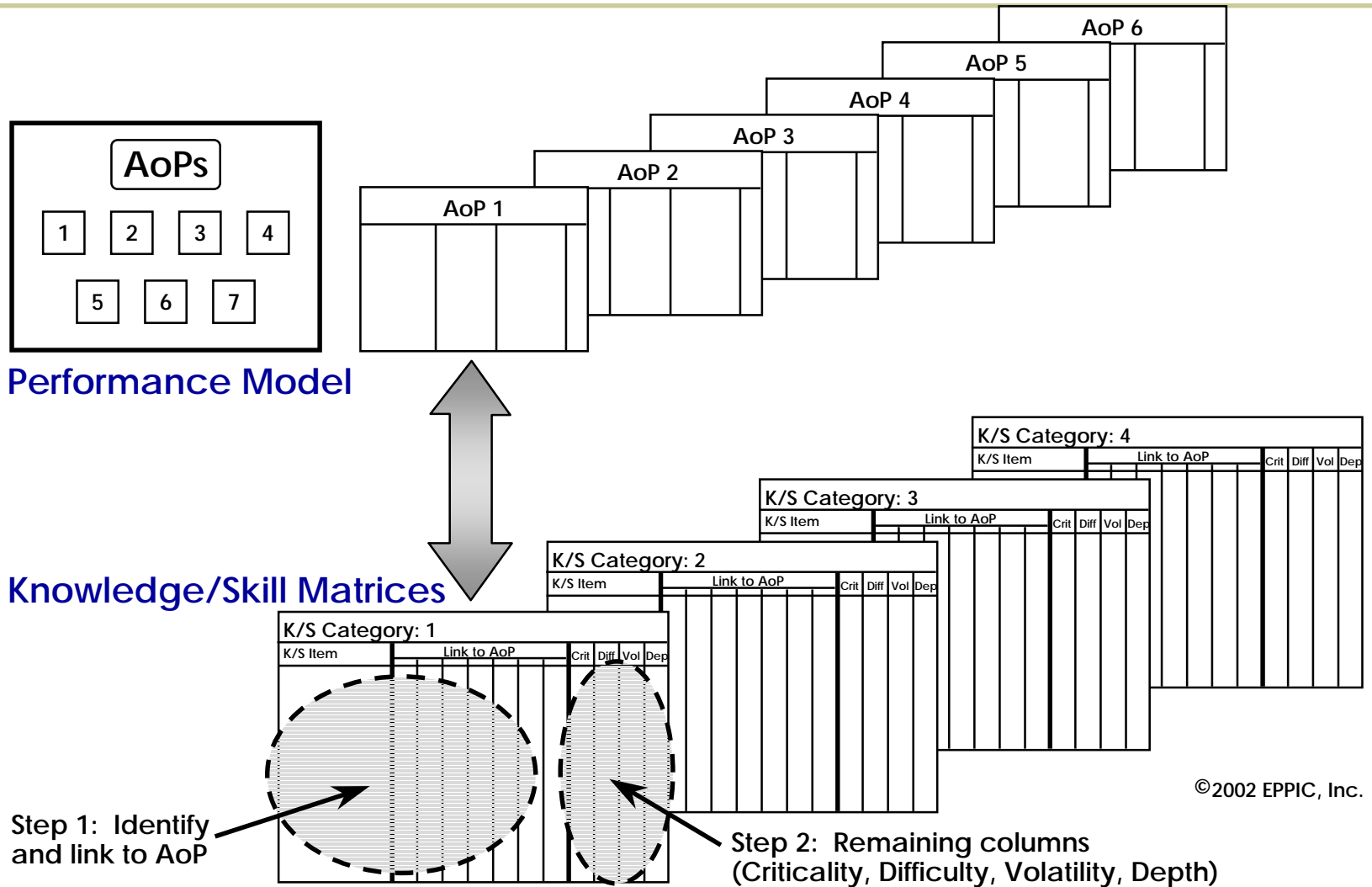
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12/02

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Systematically *derive the enabling K/S* from the Performance Model



Knowledge/Skill Matrices

The enabling K/S Competencies required for Mastery Performance

AoP Link
Identifies the segment of the job/function where the knowledge or skill enables performance

K/S Item
Identifies the discrete knowledge or skill item

TMC - The Most Convenient Stores
Store Manager
Knowledge/Skill Matrix

Knowledge/Skill Category: 1. Company Policies/Procedures												
K/S Item	Link to Area of Performance							Select/Train S/T	Criticality H/M/L	Difficulty H/M/L	Volatility H/M/L	Depth A/K/S
	A	B	C	D	E	F	G					
•EEO	X							T	H	M	L	K
•Affirmative action	X							T	H	M	L	K
•Vacation and day-off policy	X	X	X	X				T	H	M	L	K
•Discipline policy	X		X					T	H	H	L	K
•Suspension procedure			X					T	H	L	L	K
•Store hours policy	X	X		X	X	X		T	H	L	L	K
•Credit card sales procedure				X		X		T	H	L	L	K
•New hire orientation procedure	X	X						T	L	L	L	K
Codes: Link to Area of Performance A = Staff Recruiting, Selection, and Training B = Work Scheduling C = Progressive Discipline D = Store Operations E = Customer Service F = Inventory Management G = Payroll, Banking, and Financial Management												
Criticality/Difficulty/Volatility H = High M = Medium L = Low												
Depth of Coverage A = Awareness K = Knowledge S = Skill												

Depth
The level to which any training & development needs to go

Volatility
Ranks how often and significantly the knowledge or skill will change

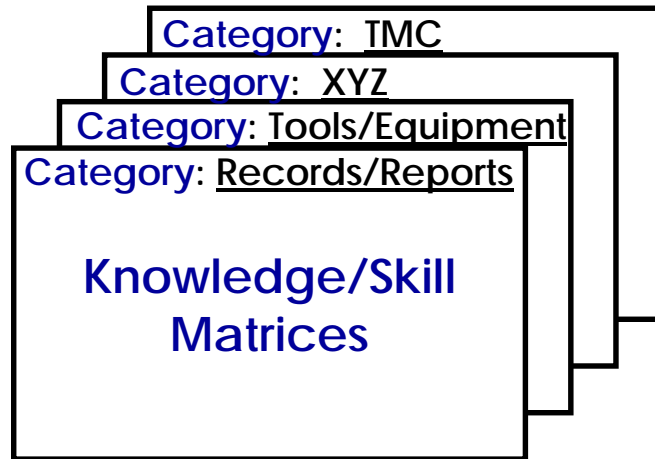
Difficulty
Ranks how difficult the item is to learn

Criticality
Ranks the relationship between having the knowledge or skill and performance mastery

Select/Train
Denotes whether the item is a selection criteria/ condition or needs to be covered in training & development

K/S Categories*

The Enabling Knowledge/Skill Competencies



- *Typical categories – these vary from project to project*

**** Already documented in the Performance Model**

0. Performance Requirements**
1. Company Policies/Procedures/Practices/Guidelines
2. Laws, Regulations, Codes, Agreements, and Contracts
3. Industry Standards
4. Internal Organizations and Resources
5. External Organizations and Resources
6. Marketplace Knowledge
7. Product/Service Knowledge
8. Process Knowledge
9. Records, Reports, Documents, and Forms
10. Materials and Supplies
11. Tools/Equipment/Machinery
12. Computer Systems/Software/Hardware
13. Personal/Interpersonal
14. Management/Supervisory
15. Business Knowledge and Skills
16. Professional/Technical
17. Functional Specific

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Existing T&D Assessments for potential Use/Modification

Salvages prior investments in T&D

Primary Delivery Method
Primary methods/media used in the training

Special Requirements for Delivery
Identifies anything about the training that limits its capacity, delivery, location, etc.

Related Process(es), Areas of Performance, or Tasks
Identify job performances addressed by the training (see the Performance Model)

Use as Source
Indicates initial decision regarding use of this training in the Development/Acquisition Phase

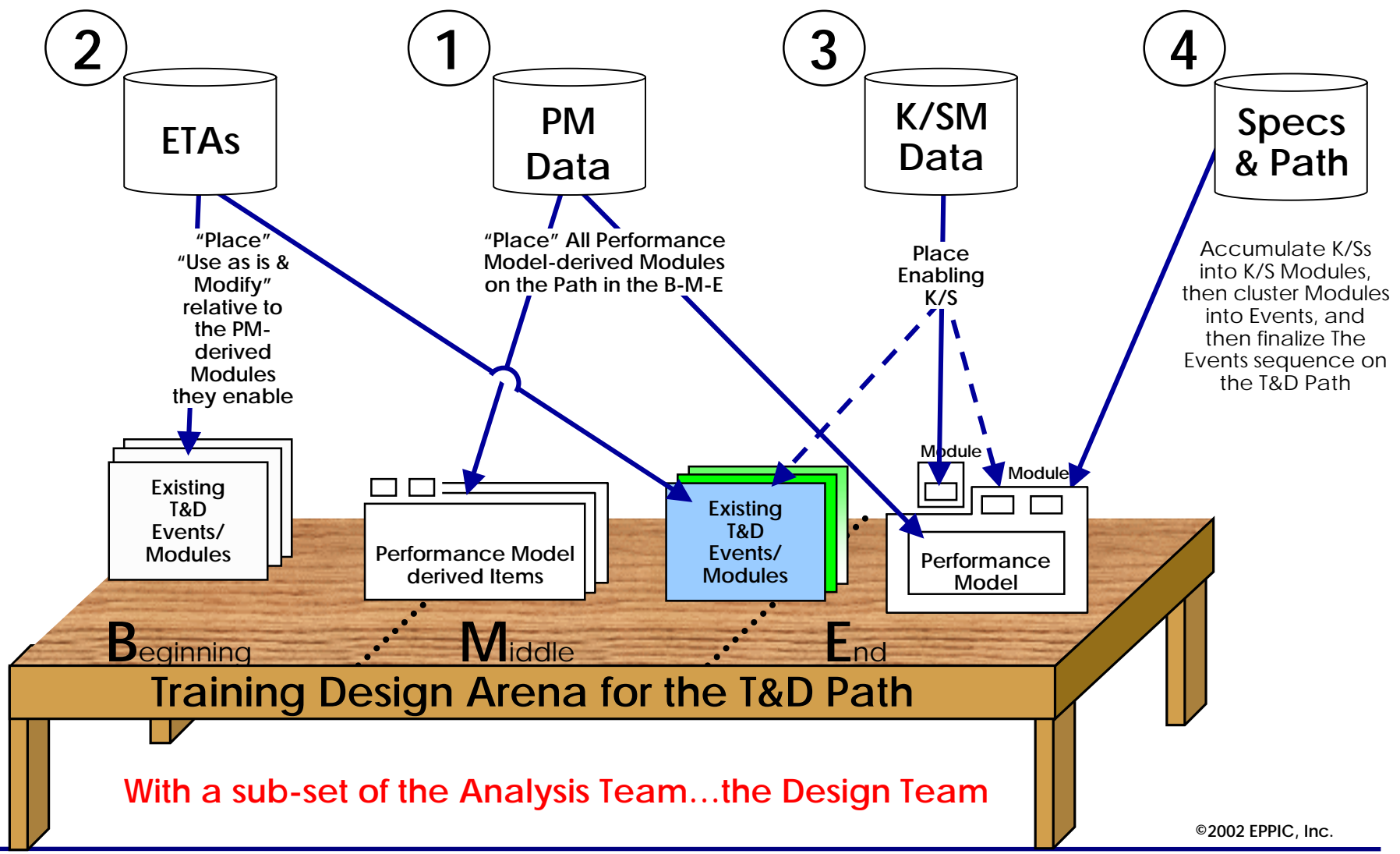
TMC Stores		Existing T&D Assessment	
Course Description			
Number: 10342	Title: Interviewing Skills	Provider:	
Primary Delivery Method: GP - Group-paced <input type="checkbox"/> Classroom <input type="checkbox"/> Lab <input type="checkbox"/> SP - Self-paced <input type="checkbox"/> Readings/Exercises <input type="checkbox"/> Web Site Pages <input type="checkbox"/> CBT <input type="checkbox"/> Videotape <input type="checkbox"/> Other _____ 1-1 - One-on-one <input type="checkbox"/> S-OJT (training) <input type="checkbox"/> U-OJT <input type="checkbox"/>		Length: _____ <input type="checkbox"/> Hrs. <input type="checkbox"/> Pgs Schedule/Frequency: _____ Depth/Level: <input type="checkbox"/> Awareness <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill (EDP No. _____)	Course Owner/Contact: _____ Copyright Owner: _____ Licensing Agreement: _____ Phone: _____ Current Target Audience: <input type="checkbox"/> All engineers <input type="checkbox"/> <input type="checkbox"/> Other <input type="checkbox"/> Other
Special Requirements for Delivery <input type="checkbox"/> Equipment _____ <input type="checkbox"/> Facility _____ <input type="checkbox"/> Instructor _____ <input type="checkbox"/> License Requirement <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other _____		Class Size: <input type="checkbox"/> > 20 <input type="checkbox"/> 10 - 20 <input type="checkbox"/> < 10 <input type="checkbox"/> Other _____	
Course Fit Assessment			
Related Process(es), Area(s) of Performance, or Tasks _____ _____ _____		Enabling Knowledge/Skill Items: _____ _____ _____	
<input type="checkbox"/> Include as Is <input type="checkbox"/> Use as Source:		<input type="checkbox"/> Do not use	
<input type="checkbox"/> Materials Attached (e.g., course description)		<input type="checkbox"/> Continued on Side Two	
Form ©2002 EPPIC, Inc. REPRODUCTION WITHOUT WRITTEN AUTHORIZATION IS STRICTLY PROHIBITED v.1 12/02 Page 1			

Provider
Resource responsible for delivery (may be internal or external)

Course Owner/Contact
Internal resource for registration and/or information

Enabling Knowledge/Skill Items
Identifies supporting knowledge/skill items addressed by the training (see the Knowledge/Skill Matrix) ©2002 EPPIC, Inc.

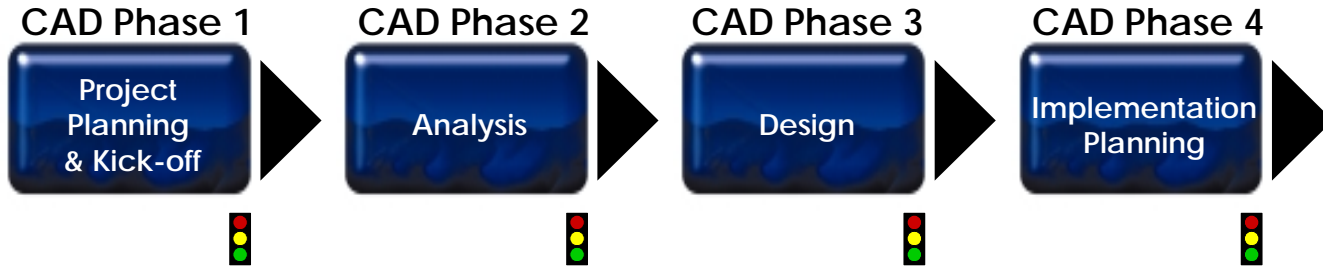
Design Efforts



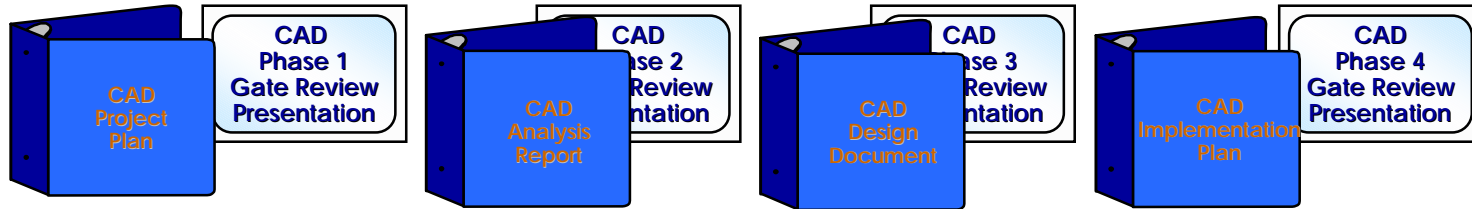
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CAD Phases-Outputs-Teams Summary

Phases & Gate Reviews



Key Outputs



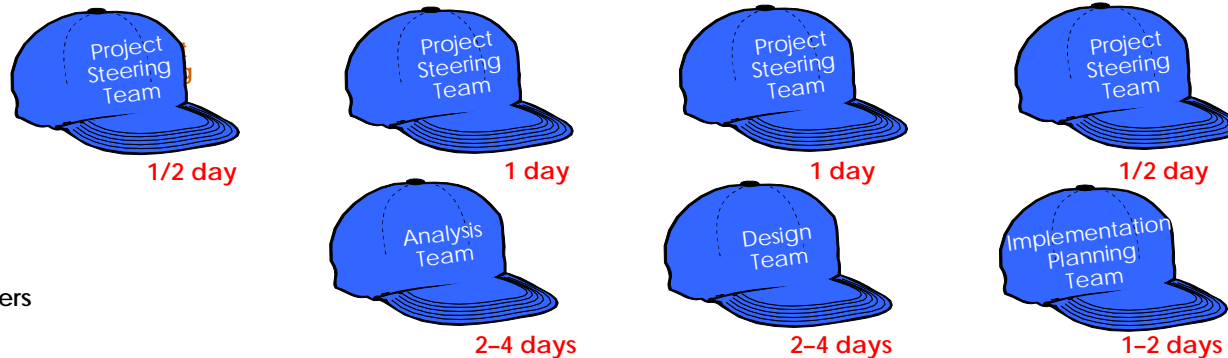
- Task/Plan/Schedule
- Cost/Price

- Target Audience Data
- Performance Model
- K/S Matrix
- Existing T&D Assessments

- T&D Path
- T&D Planning Guide
- T&D Event Specs
- T&D Module Specs

- Gap Priorities
- Maintenance Priorities
- Cost Model
- Priority Cost Forecast

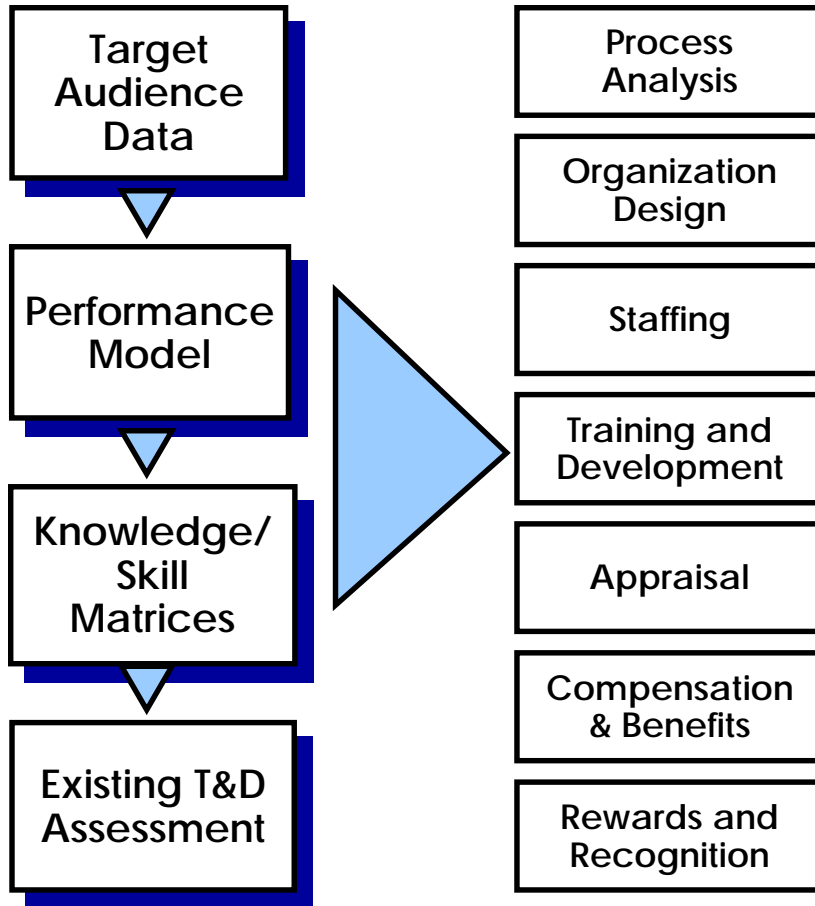
Project Teams* and Estimated Time Burdens



* of customers and stakeholders and Master Performers

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Additional Utilities of the Analysis Data

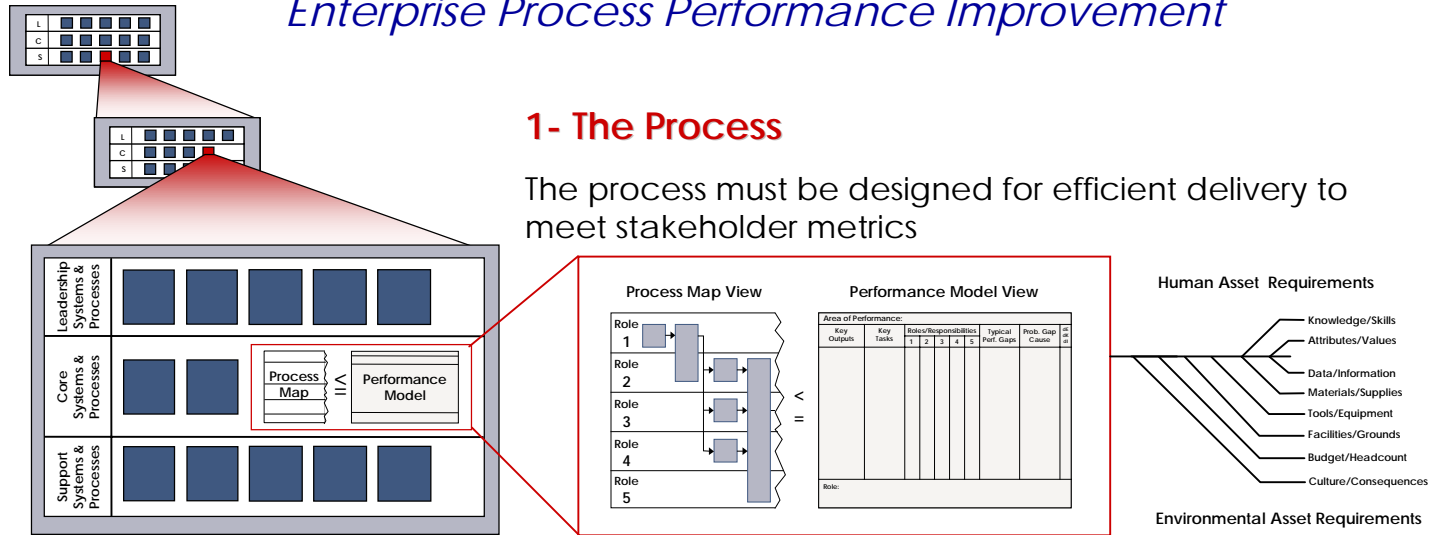


- Deficiency Analysis for Process Improvement
- Job/Organization design
- Recruiting/selection systems design
- Succession planning systems design
- Training systems design
- Performance Management/Appraisal systems design
- Pay for skills systems design
- Other systems design

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Analysis Data Also Used for Targeting EPPI

Enterprise Process Performance Improvement



2- The Human Asset Enablers

Humans bring several types of attributes/capabilities to the enterprise processes that they work in and to the environmental assets that they work with; these are

- ▶ Awareness, knowledge, skills
- ▶ Physical attributes
- ▶ Psychological attributes
- ▶ Intellectual attributes
- ▶ Values

What is required depends on both the performance requirements and the environmental supports available

3- The Environmental Asset Enablers

The environment provides several types of enabling assets for the humans to use while performing the job; these include

- ▶ Data/Information
- ▶ Materials/Supplies
- ▶ Tools/Equipment
- ▶ Facilities/Grounds
- ▶ Budget/Headcount
- ▶ Culture/Consequences

What is required depends on both the performance requirements and the human capabilities available