

Standard Operation Procedures (SOP)
For
The Coast Guard's Training System

Volume 11
Structured On-The-Job Training
(SOJT)



Performance, Training, and Education Branch (FC-T)
& Tactics, Techniques, and Procedures (FC-P)
Force Readiness Command

CGTTP 3-17.1
February 2015



CGTTP 3-17.1
27 FEB 2015

COAST GUARD TACTICS, TECHNIQUES, AND PROCEDURES 3-17.1

Subj: STANDARD OPERATING PROCEDURES (SOP) FOR THE COAST GUARD'S
TRAINING SYSTEM: VOLUME 11 STRUCTURED ON-THE-JOB-TRAINING

Ref: (a) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 5: Resident Instruction
(b) Performance, Training and Education Manual, COMDTINST M1500.10 (series)
(c) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 6: Curriculum Outline
(d) Use and Management of Coast Guard Internet and Intranet Web Sites, Content
and Access, COMDTINST 5230.62 (series)
(e) U.S. Coast Guard Competency Management System Manual, COMDTINST
M5300.2 (series)
(f) COGARD CAMSLANT Chesapeake VA 181440Z Sep 09 Coast Guard
ALCOAST Message Release Procedures
(g) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 3: Evaluation
(h) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 7: Advanced Distributed Learning (ADL)
(i) Coast Guard Directives System COMDTINST M5215.6 (series).

1. PURPOSE. To provide the Coast Guard Training System with standard operating procedures on structured on-the-job-training.
2. ACTION. This CGTTP publication applies to all training centers in the Coast Guard. Authorized for Internet release.
3. DIRECTIVES/TTP AFFECTED. None.
4. DISCUSSION. This SOP provides direction for training centers to develop training courses to be delivered as formal structured on-the-job training at the student's PCS unit. FC-T and FC-P partnered to develop this publication. This SOP describes the process for analyzing, designing, developing, distributing, implementing, and recording completion of formal training conducted at field units instead of at training centers.

5. DISCLAIMER. This guidance is not a substitute for applicable legal requirements, nor is itself a rule. It provides guidance for Coast Guard personnel and does not impose legally-binding requirements on any party outside the Coast Guard.
6. ENVIRONMENTAL ASPECT AND IMPACT CONSIDERATIONS. While developing this publication, Integrated Process Team (IPT) members examined environmental considerations under the National Environmental Policy Act (NEPA) and determined they are not applicable.
7. DISTRIBUTION. FORCECOM Training Division posts an electronic version of this SOP publication to the SOP Library on CGPortal. There is also a link to this SOP posted in the CGTTP library. Navigate to the CGTTP Library by selecting **References > Tactics, Techniques, and Procedures (TTP)** in CGPortal. FORCECOM TTP Division does not provide paper distribution of this publication.
8. RECORDS MANAGEMENT CONSIDERATIONS. Integrated Process Team (IPT) members thoroughly reviewed this publication during the TTP coordinated approval process and determined there are no further records scheduling requirements per Federal Records Act, 44 U.S.C. Chapter 31 § 3101 et seq., NARA requirements, and Information and Life Cycle Management Manual, COMDTINST M5212.12 (series). This publication does not have any significant or substantial change to existing records management requirements.
9. FORMS/REPORTS. None.

GARY BRUCE
Captain, U.S. Coast Guard
Chief, FORCECOM TRAINING Division (FC-T)
By Direction of Commander,
Force Readiness Command

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Chapter 1: Introduction

A.1.
Introduction

This chapter overviews the contents of this TTP publication. It also defines the use of notes, cautions, and warnings in TTP publications.

**A.2. In This
Chapter**

This chapter contains the following sections:

Section	Title	Page
A	Introduction	1-2
B	Notes, Cautions, and Warnings	1-3

Section A: Introduction

A.1. Introduction

Structured on-the-job training (SOJT) is a form of Coast Guard training. It can be used as alternative resident instruction, a supplement to existing training, or a new form of distance learning for new performance support requirements. On-the-job training is often cost-effective because the SOJT coach resides at the same site as the student, and the training is typically conducted as part of the actual work. There is no need for the student to travel for the training, which could require paying for transportation. No extra equipment is needed either, as the new worker learns by using the actual tools for the job.

By training in the workplace, a new worker also has the chance to get to know the people and the environment sooner. He or she often gets a chance to interact closely with future co-workers and get practical advice about doing the job. Many times, the coach is the new worker's supervisor, so workplace training also establishes job expectations from the very beginning. The worker gains job specific knowledge at an increased rate because of immediate feedback and immersion training in the workplace.

Section B: Notes, Cautions, and Warnings

B.1. Overview The following definitions apply to notes, cautions, and warnings found in TTP publications.

NOTE: **An emphasized statement, procedure, or technique.**

CAUTION: **A procedure, technique, or action that, if not followed, carries the risk of equipment damage.**

WARNING: *A procedure, technique, or action that, if not followed, carries the risk of personnel injury or death.*

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Chapter 2: Overview

A.1.
Introduction

This chapter gives an overview of structured on-the-job training.

**A.2. In This
Chapter**

This chapter contains the following sections:

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B	Work Setting	2-3
C	When to Use SOJT	2-4
D	How to Enroll in SOJT	2-5
E	Example	2-7

Section A: Overview

A.1. Definition	SOJT is a formal (managed) course used to train Coast Guard members at their units using local and experienced members as coaches.
A.2. SOJT Principles	SOJT is structured, systematic, and analysis-driven training. The U.S. Coast Guard applies human performance technology principles to develop consistent and repeatable SOJT. SOJT instructional design principles provide the structure within structured-on-the-job training.
A.3. Performance Based	Coaches provide realistic training for the students so they can perform a specific job or task. A graduate of an SOJT course completes a series of tasks in order to successfully demonstrate the skills required by the job. The SOJT coach evaluates the student's performance through observation.

Section B: Work Setting

B.1. Work Setting

Training occurs in the work environment. This may be at the individual's unit, or another unit that is able to support SOJT.

B.2. Benefits

- SOJT is time and resource efficient because the training happens when needed.
 - Student training is more efficient because it occurs in a work setting, using actual equipment.
 - By teaching the student at work, the coach directly translates training to job performance.
-

Section C: When to Use SOJT

C.1. Follow-up Course

Students can take SOJT as a follow-up to another course.

C.2. Part of a Pipeline Course

SOJT can be implemented as part of pipeline training to provide members with the skills necessary to be successful in newly assigned billets or duties.

C.3. Stand-alone Course

SOJT can be an individual stand-alone course.

Section D: How to Enroll in SOJT

D.1. Introduction

The enrollment process is critical to the implementation of SOJT. It allows students and coaches to access the most current SOJT materials, including student guides and coach guides. Additionally, it enables FORCECOM and training centers to track student throughput, completion rate, and average time to complete the SOJT course.

The student enrolls in the course via Learning Management System (LMS) and follows enrollment instructions within LMS to notify TRACEN/schoolhouse of enrollment.

Section E: Challenges

E.1. Challenges

When using SOJT for operational and mission support, be mindful of the following:

- Ensure coaches can commit to the full length of the training program.
 - Ensure the training does not impact the unit's normal operation, administration, and mission support.
 - Ensure essential resources needed to conduct SOJT are available for training purposes.
 - Consider legal and safety liabilities.
-

Section F: Example

F.1. Example

In 2008, the National Motor Lifeboat School, the Boat Forces & Cutter Operations Branch and the Performance Systems Branch of Training Center Yorktown created a “Standard Surfman Training Package” (SSTP). The package consists of a standardized task list, a coach guide, a student guide, and visual aids, including videos of tasks being completed correctly.

Due to a lack of surf conditions at the NMLB school, a unit-delivered training option for the Surfman course was developed. The SSTP was developed as an alternative to the resident Surfman course.

This is a link to the SSTP student guide, hosted on TRACEN Yorktown’s Web site.

<http://cgweb.tcyorktown.uscg.mil/BFCO/ftp/NMLBS/Surfman/SSTP.pdf>

NOTE:

<p>While the SSTP functions as an early example SOJT, it doesn’t meet the requirements of SOJT as outlined in this SOP.</p>
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Chapter 3: Roles and Tasks of SOJT Staff

A.1. Introduction

This chapter gives an overview of the organizational structure of SOJT management and the roles of each contributing body or staff member.

A.2. In This Chapter

This chapter contains the following sections:

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B	Program Manager	3-4
C	FORCECOM	3-5
D	TRACEN	3-6
E	Project Manager	3-7
F	Course Designer	3-8
G	Course Developer	3-9
H	Unit	3-10
I	Coach	3-11
J	Student	3-12

Section A: SOJT Process Map

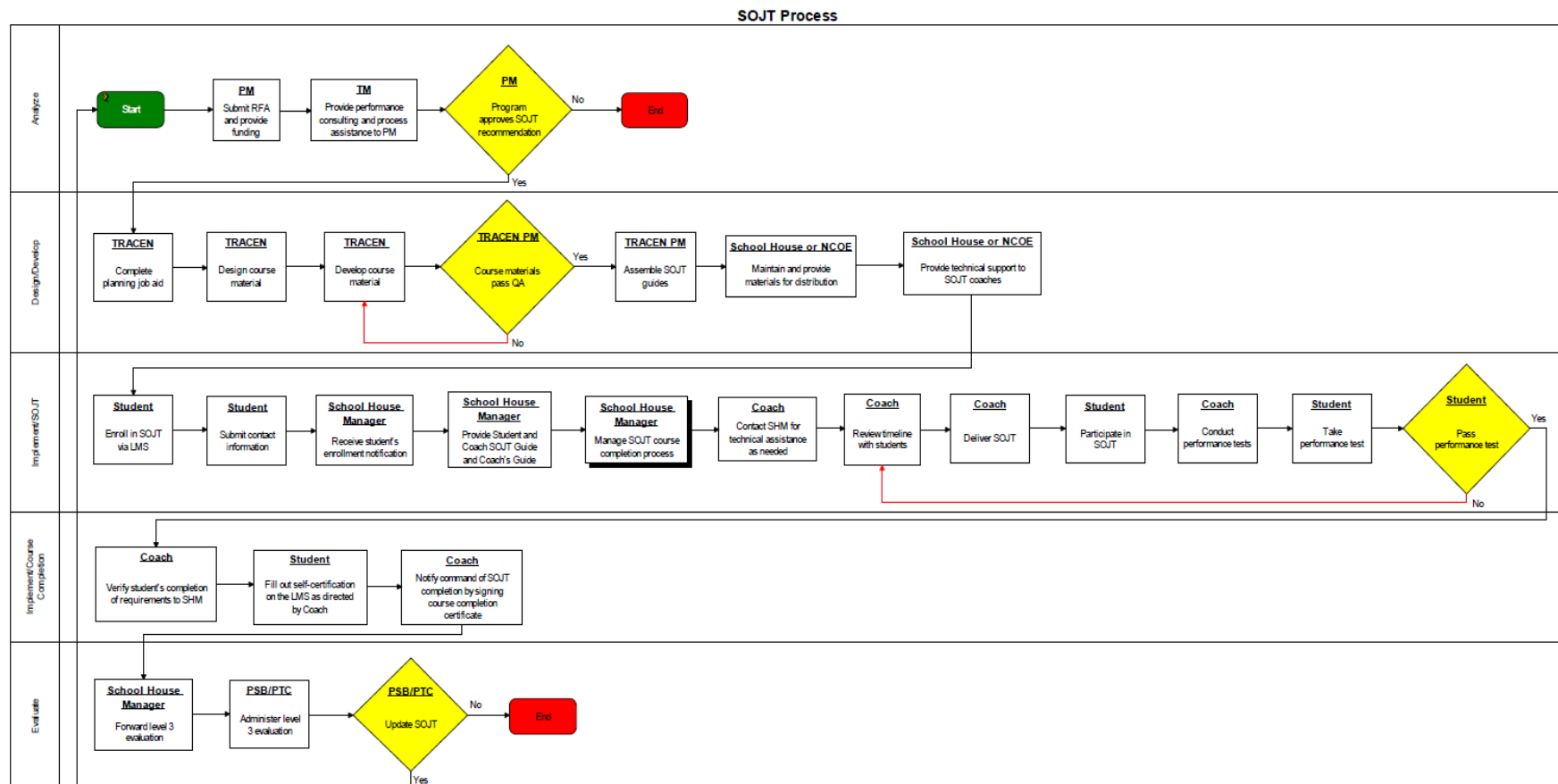


Figure 3-1 SOJT Process Map

See the [next page](#) for the School House Manager process map.

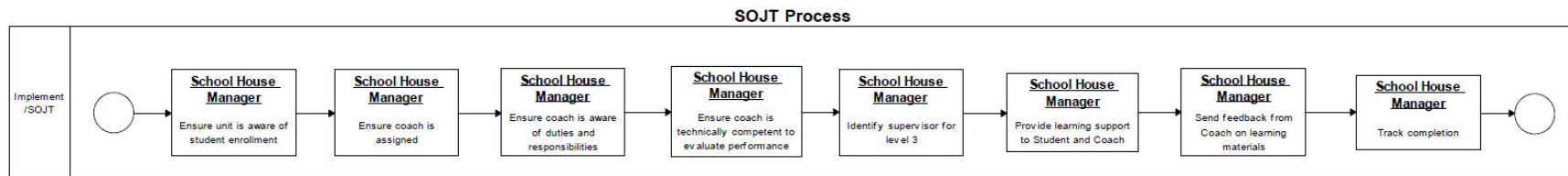


Figure 3-2 School House Manager Process Map

Section B: Program Manager

B.1. Role

The program manager owns the policy and performance requirements while FORCECOM is responsible for providing training and performance support for those programs. The program manager and FORCECOM work together to identify and support the performance needs of the Coast Guard member executing the mission in the field. After validation of a training need is identified in an analysis or other requirement, the program manager engages FORCECOM to identify appropriate delivery methods, such as SOJT.

To initialize SOJT training, the program manager has several tasks listed below.

B.2. Tasks

A program manager has the following tasks:

- Works with FORCECOM to determine if an analysis is necessary.
 - Submits a request for analysis (RFA) to FORCECOM.
 - Provides funding for the analysis, design, development, and delivery of the SOJT materials.
 - Approves the performance analysis and curriculum outline.
 - Partners with FORCECOM to maintain the SOJT program based on evaluation from the units.
 - As required, develops and releases ALCOAST Commandant Notice.
-

Section C: FORCECOM

C.1. Role FORCECOM and its TRACENs oversee and administer SOJT training. FORCECOM and TRACENs engage with units throughout the lifecycle of the SOJT product.

C.2. Tasks FORCECOM has the following tasks:

- Conducts analysis PER FORCECOM SOP Vol 2 if necessary.
 - Assigns course code.
 - Blueprint SOJT coach requirements.
 - Tasks TRACEN with development of course materials.
 - Maintains course revisions.
 - Supports placing SOJT course on the LMS.
-

Section D: TRACEN/SCHOOL HOUSE

D.1. Role The training centers produce instructional material that trains members on job skills and knowledge.

The training centers provide SOJT instructional materials.

Course designers and course developers reside at TRACEN and perform the work as described in [Section F: Course Designer](#) and [Section G: Course Developer](#).

D.2. Tasks TRACEN has the following tasks:

- Conducts job task analysis (Performance Systems Branch), if needed.
 - Assigns course designer.
 - Assigns course developer.
 - Access resources for curriculum development.
 - Coordinates placement of SOJT course on LMS.
 - Supports coaches in delivery of training.
 - Administers performance evaluations and course completion.
 - Maintains curriculum outline.
 - Administers Level 1 evaluations.
 - Administers Level 3 evaluations.
-

Section E: Project Manager

E.1. Roles

The project managers are responsible for designing and developing the SOJT course materials through the TRACEN team, made up of designers and developers. See [Section F: Course Designer](#) and [Section G: Course Developer](#).

Section F: Course Designer

F.1. Role	Course designers ensure training is valid and relevant to a specific job by designing the SOJT course.
F.2. Tasks	<p>A course designer has the following tasks:</p> <ul style="list-style-type: none">• Design tasks:<ul style="list-style-type: none">➤ Task analysis.➤ Audience analysis.➤ Coach criteria analysis➤ Evaluation criteria selection.➤ Course map.➤ Lesson blueprint.➤ Curriculum outline.• Complete design tasks on planning job aid work list.• Analyze coach criteria.
F.3. Reference	<ul style="list-style-type: none">• Reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction: Analysis• Reference (a): Course Design

Section G: Course Developer

G.1. Roles	A course developer develops SOJT instructional materials.
G.2. Tasks	<div><div>Course developer is responsible for developing:</div><ul style="list-style-type: none">• SOJT guide.• Coach guide.• Student guide.• Job aids.• ADL components.• Practice exercises.• Performance test checklists (PTC).• Course materials.• Level 1 evaluations.• Level 3 evaluations.</div>
G.3. Reference	<div><ul style="list-style-type: none">• Reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction: Development Phase</div>

Section H: Unit

H.1. Role	The unit ensures the personnel in the targeted job receive the proper training.
H.2. Tasks	<p>The unit has the following tasks to complete:</p> <ul style="list-style-type: none">• Selects appropriate personnel to serve as SOJT coaches.• Ensures the SOJT is delivered as developed.• Validates successful performance.• Provides feedback to the program manager concerning the competence and availability of the personnel following the SOJT.

Section I: Coach

I.1. Role The SOJT coach, selected by the unit, can validate or deliver the SOJT to personnel within the unit who are assigned to the targeted job or specialty the SOJT supports. The SOJT coach provides feedback to the unit's training officer concerning the ability of the student to demonstrate the performance required by the SOJT.

I.2. Tasks A coach has the following tasks to complete:

- Reviews prerequisites.
- Prepares, rehearses, and delivers the SOJT.
- Conducts performance verification.
- Reports results from verification test to School House Manager.

Section J: Student

J.1. Role The role of the student is to improve skills and knowledge in order to better accomplish tasks for the organization.

J.2. Tasks A student has the following tasks to complete:

- Review materials.
- Engage in self-directed inquiry and practice.
- Monitor own progress towards completing course goals.
- Be well-prepared for assessment.
- Enroll in the course and notify command and coach of enrollment.
- Complete course.
- Complete level 1 evaluation at end of course.

Chapter 4: SOJT Project Planning

A.1. Introduction

This chapter is focused on planning the course. The outcome of this chapter is a detailed plan containing a work list for the design and development of course materials as well as administrative details of a specific course based on the performance to be supported.

A.2. In This Chapter

This chapter contains the following sections:

Section	Title	Page
A	Planning Overview	4-2
B	Planning Job Aid Instructions	4-3
C	ACE Accreditation	4-4
D	Reserve Retirement Points	4-5
E	Course Web Site	4-6
F	Competency Code	4-7
G	ALCOAST Release	4-8

Section A: Planning Overview

A.1. Introduction

This chapter describes the SOJT Planning Job Aid that steps the designer through a series of questions. Depending on the answer selected, the job aid places an action item into a work list called a plan of action and milestones (POAM).

The SOJT Planning Job Aid has been built to cover the many planning decisions that must be made as designers begin developing the SOJT course.

Section B: Planning Job Aid Instructions

B.1. How to Use SOJT Planning Job Aid

There are two ways to complete the SOJT Planning Job Aid. The preferred way is to use the automated version of the job aid provided at the link below. The job aid provides detailed instructions, and you can save your work to any location.

The second way to use the SOJT Planning Job Aid is to copy or print the job aid in table form; see [Appendix B: Planning Job Aid](#). We recommend that you save it as a Word document to make the transition to a POAM easier.

B.2. PowerPoint Instructions

http://www.uscg.mil/forcecom/ttp/downloads/SOJT_E-JOB_AID.PPT

B.3. Word Instructions

http://www.uscg.mil/forcecom/ttp/downloads/SOJT_PLANNER_V3.docx

B.4. Electronic Job Aid

http://www.uscg.mil/forcecom/ttp/downloads/SOJT_PLANNER_E-JOB_AID1.xlsm

Section C: ACE Accreditation

C.1. Introduction	The American Council on Education (ACE) is the major coordinating body for all the nation's higher education institutions. ACE reviews and analyzes all Coast Guard resident courses, structured on-the-job training courses, non-resident courses, and job experience, and it recommends college credit for these courses and experience. The reviews are conducted by academic experts who equate the military learning process to the academic world. The ACE credits allow military individuals to use the credits toward a college degree, through Servicemembers Opportunity College (SOC) schools, and to avoid taking duplicate courses when pursuing a college degree.
C.2. Qualification	To qualify for an ACE review, the military course must generally be 45 hours long, comparing it to a traditional 3-hour semester course that runs for 1 hour three times a week for 15 weeks or 45 hours. The course must have a measurable method to determine knowledge obtained in the course, such as end-of-course test (EOCT), case study, paper, etc. For nonresident courses, the EOCT is the critical measurement tool. The EOCT is proctored.
C.3. Policy	The Coast Guard Institute (CG INSTITUTE) coordinates with the course writers, rating force master chiefs, and specialty force managers to provide guidance on submission of courses to ACE for evaluation. Additionally, the Coast Guard Institute coordinates visits by the ACE accreditation teams to installations.
C.4. For More Information on ACE Accreditation	See reference (b), Performance, Training and Education Manual COMDTINST M1500.10 (series), Chapter 11.C for detailed explanation and procedures for completing ACE requirements. http://www.uscg.mil/directives/cim/1000-1999/CIM_1500_10C.pdf

Section D: Reserve Retirement Points

D.1. Introduction

CG INSTITUTE has a review panel that decides if a SOJT course can be submitted for RRP. If that is the case, the course developer completes a POI (plan of instruction).

Use the Reserve Retirement Points (RRP) worksheet to determine the number of retirement points that can be earned in a particular course. To do this, TRACEN subject matter specialists (SMS) determine the time a member needs to complete each terminal performance objective (TPO) by nonresident/rating/correspondence course and/or advanced distributed learning/blended learning solution.

D.2. For More Information on RRP

See reference (c), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 6: Curriculum Outline, Exhibit 4 for detailed explanation and procedures for computing RRP.

http://www.uscg.mil/forcecom/training/docs/training_SOP6_May08.pdf

Section E: Course Web Site

E.1. Introduction	In some cases, a SOJT course may benefit from a course Web site containing additional content and practice materials.
E.2. Internet and Intranet usage	<p>The Coast Guard Internet, Intranet, and Extranet are information and communications media critical to Coast Guard missions. Manage these assets in a manner that promotes efficiency, order, and accuracy, and avoids inappropriate usage.</p> <p>The Internet and Intranet have distinctly different purposes. Users, managers, and Web content providers must thoroughly understand their primary distinctions.</p>
E.3. Statement of Policy	The Web is not a static medium. Design and technical management are subject to innovation and social change. A basic tenet of Web site development is to explicitly state those policies that are lasting concepts and not subject to such change.
E.4. Content Management	Those given authority under the instruction listed below publish lower-level guidance on other matters, such as content management requirements, use of specific technologies, and style guidelines. The Coast Guard chief information officer (CIO) maintains up-to-date technical and policy guidance for Web content managers and content providers via a link from the CIO's home page on the Intranet.
E.5. For More Information on Web Sites, Content, and Access	<p>See reference (d), Use and Management of Coast Guard Internet and Intranet Web Sites, Content, and Access COMDTINST 5230.62 (series), for detailed explanation and procedures for establishing a course Web site.</p> <p>https://cgportal2.uscg.mil/sites/externaldata/Directives/CI_5230_62.pdf</p>

Section F: Competency Code

F.1. Introduction	<p>What is a competency? Simply put, a competency is the job-related knowledge, skills, abilities, and personal attributes that a person exercises while performing the tasks. The Competency Management System is an organized and structured group of related processes that include the establishment and modification of competencies; the assignment of competencies to positions; the recording of competencies earned by members; the collection and organization of competency data and information, including its display and data compilation; and use of the competency information in personnel management decisions.</p> <p>Completion of an SOJT course may result in the award of a competency code.</p>
F.2. Definition of Competency	<p>A collection of tasks with the associated skills, knowledge, abilities, tools, methods, information, doctrine, procedures, materials, etc. needed to perform the tasks to a predetermined, measurable, performance standard. The tasks are usually related as parts of a larger process in support of or contributing to the goals of the organization, unit, or work group.</p>
F.3. Competency Establishment	<p>Program managers are responsible for establishing competencies that support their mission areas and for those positions and work areas within their purview. New competencies may be the result of policy or law changes, new missions/duties/responsibilities, or simply new insights and/or a better understanding of the work environment that already exists. PMs must use competencies judiciously, realizing that an excessive number of competencies may overly complicate and establish unachievable requirements. They must seek to strike the balance between too many competencies and those actually needed to do the job.</p>
F.4. For More Information on Competency	<p>See reference (e), U.S. Coast Guard Competency Management System Manual COMDTINST M5300.2 (series), Chapter 2.D., for detailed explanation and procedures for establishing a competency.</p> <p>https://cgportal2.uscg.mil/sites/externaldata/Directives/CIM_5300_2.pdf</p>

Section G: ALCOAST Release

G.1. Introduction	Launching a SOJT course is an important occasion and in some cases is announced by an ALCOAST Commandant Notice. An ALCOAST is a Commandant Notice of an urgent nature. It contains information requiring wide distribution within the Coast Guard. The ALCOAST itself is a message type and requires Commandant (CG-612) review.
G.2. Policy	Current policy dictates the procedures for issuing an ALCOAST message. Follow reference (f), COGARD CAMSLANT Chesapeake VA 181440Z Sep 09 Coast Guard ALCOAST Message Release Procedures and reference (i) Coast Guard Directive Manual COMDTINST 5215.6 (series).
G.3. Management and Release	The program manager is responsible for managing the development and release of an ALCOAST Commandant Notice.

Chapter 5: Design Learning Materials

A.1. Introduction

In the Design phase, instructional designers ensure training is valid and relevant to the job.

This chapter helps designers:

- Develop good terminal performance objectives (TPO) and enabling objectives (EO) that accurately portray the performance that students must complete before graduating from a course.
- Develop a profile of the target student.
- Select evaluation criteria.
- Create course map.
- Develop lesson blueprint.
- Draft the curriculum outline.

A.2. In This Chapter

This chapter contains the following sections:

Section	Title	Page
A	Task Analysis	5-2
B	Audience Analysis	5-6
D	Evaluation Criteria Selection	5-7
E	Course Map and Lesson Blueprint	5-8
F	Curriculum Outline	5-9

Section A: Task Analysis

A.1. Purpose

The purpose of conducting a task analysis is to produce a list of tasks that make up the major job outputs. From this information, designers derive specific skills and knowledge requirements for the course content. Content includes the testing standards for evaluating performance after training is complete.

Task analysis defines:

- The circumstances under which each task is performed (conditions).
- How each task is actually performed (behavior).
- How well each task must be performed (standards).

A.2. Performance Objectives

Also included in task analysis is the development of the two types of performance objectives: terminal performance objectives (TPOs) and enabling objectives (EOs). The outputs are performance objectives which become the foundation of the training program (and framework for the curriculum outline). They help convert real world job performance into useful and transferable training—both for the coach and the student.

- Terminal performance objectives describe the tasks students are required to do upon completion of the instruction and in order to graduate from the course, thus the word “terminal.”
- Enabling objectives describe a physical or thinking (i.e., discrimination or generalization) skill that describes in measurable and observable terms a necessary step to accomplish the related TPO.

A.3. TPO Purpose

The purpose of TPOs is to describe as precisely as possible the real world job performance expected of the graduate. They also serve to tell students what they need to perform (under what conditions and to what standard) to graduate from the course. They are the single most important facet of the Design phase as they direct and guide the course developer in developing instructional materials for the course. In the Coast Guard Training System, performance objectives serve the following purposes:

- Provide a basis for test item development.
- Support selection of instructional strategies.
- Structure events and activities to enable learning and skill acquisition.
- Support selection of training methods and media.
- Support sequencing of training.

- Compel and direct attention to important content.
- Communicate performance standards.
- Provide a basis for measuring and evaluating student performance.

**A.4. More
Information on
Task Analysis**

See reference (a), Standard Operating Procedures (SOP) Volume 5: Resident Instruction, pages 3-10 and 4-9 for detailed instructions on how to proceed.

<http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/SOP.asp>

**A.5. Example of
Completed Task
Analysis**

Below is an example of a completed Task Analysis – Task Detailing worksheet, WS-F.1. from reference (a).

WS-F.1		Task Analysis – Task Detailing	
Project	Ice Rescue, Basic		
Designer	Paul Robbins, PSB TCP	Date	8/9/12
Task	Inspect equipment	Task Code	A.3
Source Analysis	Ice Rescue NPP FEA, May 2011		
References		Equipment Required	
9 th District Ice Rescue Manual, D9INST M16130.1		MARSARS Shuttleboard Cold water rescue slings Ice rescue dry suit and associated personal protective equipment	
General Performance Support Decision for Course	<input type="checkbox"/> Job Aid <input checked="" type="checkbox"/> Job Aid with Extensive Training <input type="checkbox"/> Job Aid with Introductory Training <input type="checkbox"/> Train to Memory,		
Steps (Enabling Objectives)		Prerequisite Knowledge	
A.3.1	Inspect SKF-ICE (If received)	Boat crew qualified on SKF-ICE	
A.3.2	Inspect MARSARS Shuttle Board	Location and use of Shuttle Board	
A.3.3	Inspect cold water rescue slings	Location and rigging of sling	

WS-F.1 – Task Analysis – Task Detailing

A.6. TPO Development Example

The TPO development example below depicts all the essential performance, conditions, and standards.

WS-J.1		Terminal Performance Objective(s)	
Project	ET-A		
Designer	B. Wikle / ET1 Chang	Date	10/5/2011
Task Number	B.4.2	Objective Number	TBD
RPQ (if applicable)	4.C.04 DEMONSTRATE Lock-Out/Tag-Out procedures for electronics/electrical equipment for maintenance and/or repair IAW the Electronics Manual, COMDTINST M10550.25 (series), Ordnance Manual, COMDTINST M8000.2 (series) and Equipment Tag-Out Procedures, COMDTINST 9077.1 (series). Sup Guide: The technician must demonstrate the proper procedure for determining the need to tag-out and tag-in equipment or circuits and properly tag-out/tag-in as required. The technician must complete the process observing all safety and procedural requirements.		
Conditions <i>Cue that signal the performer to act / Stimulus</i> <i>Tools and equipment needed:</i> <i>References, job aids, and assistance needed:</i> <i>Physical Environment</i>	Conditions/Stimulus: <ul style="list-style-type: none">Scheduled planned maintenanceAbnormal system operationTagged-out equipment (Caution tag, Danger tag) Job Aids/References: <ul style="list-style-type: none">Electronics Manual, COMDTINST M1055025 (series)Ordnance Manual, COMDTINST M8000.2 (series)Equipment Tag-Out Procedures, COMDTINST 9077.1 (series) Work Equipment: <ul style="list-style-type: none">Caution TagsDanger TagsTag out log Physical environment: <ul style="list-style-type: none">Locked space, cool temperature, hands & eyes occupiedElectrical shockPerforming daily with hazardous consequences		
Performance	CLEAR a caution / danger tag		
Standards <i>Time</i> <i>Accuracy</i> <i>Safety</i> <i>Security</i> <i>Process / Product</i>	100% accuracy as defined by: <ul style="list-style-type: none">Following the timeline of 10-15 minutesFollowing all safety standardsFollowing the Tag out / lock out procedures per COMDTINST M10550.25BObserving all safety and procedural requirementsAvoiding grounds and shortsEquipment de-energized and unplugged		
TPO Statement	Given a locked-out / tagged (de-energized and unplugged) piece of equipment due to scheduled planned maintenance or abnormal system operation, properly CLEAR a caution/danger tag using appropriate equipment within 10-15 minutes while maintaining awareness of electrical shock and observing all safety and procedural requirements IAW the Electronics Manual, COMDTINS M10550.25 (series), Ordnance Manual, COMDTINST M8000.2 (series), Equipment Tag-Out Procedures, COMDTINST 9077.1 (series) and Job Aid(s).		

Section B: Audience Analysis

B.1. Purpose

Conduct an audience analysis to determine the key characteristics about the student. By characterizing the student, designers can customize the training strategies to address the needs of the target population. For example, it helps designers identify which examples, what vocabulary, or media to use.

By identifying this information, designers can plan the instructional program to analyze what the learner can already do and how much more he or she needs to learn. The following formula depicts this concept:

What learner needs to be able to do **minus** What learner can already do
= The Instruction

By conducting audience analysis, designers also improve efficiency and effectiveness of instruction.

B.2. More Information on Audience Analysis

See reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction, page 3-19 for detailed instructions on how to proceed.

<http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/SOP.asp>

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%2003_Analysis_v2.0.pdf

Section C: Evaluation Criteria Selection

C.1. Introduction

Where TPOs specify the tasks that students need to strive towards, the evaluation criteria provide the standards for performance. Providing these parameters are the first two critical steps before moving forward with the course design. Determining the evaluation criteria is a simple but extremely important step because the developer uses the evaluation criteria to create the standards for the performance test.

C.2. Student Readiness

The evaluation criteria of a performance test tell the real story of whether task proficiency was achieved and the student is ready to transfer that performance to the job in the operational Coast Guard. The most obvious time for determining the evaluation criteria for a performance test is immediately after writing the conditions and standards of the TPO. Evaluation criteria are used to measure and evaluate a student's proficiency to perform a task.

NOTE:

The complete development of the performance test is part of development, but the front matter (determining the evaluation criteria) is critical as part of design.

C.3. Further Information on Evaluation Criteria Selection

See reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction, page 4-13 for detailed instructions on how to proceed.

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%204_Design_v2.0.pdf

Section D: Course Map and Lesson Blueprint

D.1. Introduction Once designers have set the parameters of the desired performance (bound by the performance objectives and evaluation criteria), they can begin mapping out and designing the map of the course. Essentially, for resident course designers, creating a course map means grouping training into course units or lessons, and then determining the proper sequence for those units and lessons. A course map provides the recommended course, unit, and lesson order for delivery of training that results in optimum task proficiency for students.

The purpose of this step is to put all of the components together into a logical design that coaches and students can easily follow and that the developer can use to develop course materials.

D.2. Grouping (structure) Grouping (structure) is important because it provides a framework for learning: structured information helps students learn more quickly and allows them to remember what they have learned more efficiently. Output from the Analysis phase provides designers with groupings of tasks. Groupings may also come from the major outputs/major accomplishments in the front end analysis (FEA), or other analysis.

D.3. Sequencing (order) Sequencing (order) is important because it impacts whether learning does or does not take place, and because learners cannot process and learn new information or skills unless they have previously learned the prerequisite physical and cognitive skills upon which the new tasks depend.

D.4. For more information on Course Map See reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction, page 4-19 for detailed instructions on how to proceed.

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%204_Design_v2.0.pdf

Section E: Curriculum Outline

E.1. Introduction	All Coast Guard-conducted resident and nonresident training courses require curriculum outlines. A standard format has been adopted to ensure uniformity throughout Coast Guard training.
E.2. Standard Format	<ul style="list-style-type: none">• Documents performance objectives for a course of instruction.• Documents training resource requirements for conducting resident and nonresident courses.• Identifies improvements or changes in training.• Maintains agreement between job performance requirements and validated training needs.• Facilitates the curriculum review and approval process and serves as an audit trail document.
E.3. For more Information on Curriculum Outlines	<p>See reference (c), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 6: Curriculum Outline, page 58 for detailed instructions on how to proceed.</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP6_May08.pdf</p>

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Chapter 6: Develop SOJT Course Materials

A.1. Introduction

This chapter discusses how instructional developers at TRACEN can develop learning materials for SOJT courses.

A.2. In This Chapter

This chapter contains the following sections:

Section	Title	Page
A	SOJT Guide	6-2
B	Coach Guide	6-8
C	Student Guide	6-14
D	Performance Test	6-15
E	Remediation	6-17
F	Reaction Evaluation (Level 1)	6-18
G	Job Aids	6-19
H	ADL Components	6-20

Section A: SOJT Guide

A.1. Introduction	This section provides the format for developing different parts of the SOJT guide.
A.2. Purpose	The SOJT guide is a planning management tool used by the unit, coach, and the student. It is required for all Coast Guard-conducted SOJT and is included in the SOJT package delivered to the unit. It provides instructions for the coach, student, and other unit members, as needed, to prepare for delivery of the training.
A.3. SOJT Guide Contents	<p>The SOJT guide:</p> <ul style="list-style-type: none">• Documents the SOJT unit level process.• Identifies roles and responsibilities of unit personnel.• Documents student prerequisites, training certification requirements for the coach, course content, delivery method, timeline to complete the training, and references and resources required for completion of training.
A.4. Using this Section	<p>The following sub-sections are divided into different parts of the SOJT guide. For each part, the sub-sections:</p> <ul style="list-style-type: none">• Show the components or format for each section of the SOJT guide.• If necessary, refer the reader to a corresponding step/action table.• Describe how to complete each section.
A.5. Template	For a Microsoft Word template of the SOJT guide, see http://go.usa.gov/hmnk .

A.6. Cover Page

The format of the SOJT cover page is shown below.

STRUCTURED ON THE JOB TRAINING (SOJT) GUIDE

FOR

Course Title (*See Step 1*)

CREATION DATE (*See Step 2*)

REVISION DATE (*See Step 3*)

U.S. COAST GUARD

TRAINING CENTER (*See Step 4*)

**A.6.a. Cover Page
Procedures**

The following table outlines the procedures for completing the SOJT guide cover page.

STEP	ACTION
1.	Insert course title.
2.	Insert the month, day, and year the guide was created.
3.	Insert the month, day, and year the guide was revised.
4.	Insert the full name of the training center and division where the course was developed and insert the address and phone number below.

A.7. Table of Contents

The format for a table of contents is shown below.

TABLE OF CONTENTS	
<u>SUBJECT</u>	<u>PAGE</u>
SOJT OVERVIEW	page no.
➤ Introduction to SOJT.....	page no.
➤ SOJT Unit Level Process.....	page no.
➤ Roles and Responsibilities of Unit Personnel.....	page no.
COURSE OVERVIEW	page no.
➤ Course Description.....	page no.
➤ Target Student.....	page no.
➤ Student Prerequisites.....	page no.
➤ Training and Certification Requirements for the Coach.....	page no.
➤ Course Content.....	page no.
➤ Training Delivery Method (s)	page no.
➤ Training Timeline to Complete the Course.....	page no.
➤ References (User Manuals, Job Aids, Commandant Instructions)	page no.
➤ Resources Needed (location, tools, equipment)..	page no.
➤ Glossary	

A.8. SOJT Overview

In the SOJT Overview section, include these subparts:

- Introduction to SOJT.
- SOJT Unit Level Process.
- Roles and Responsibilities of Unit Personnel.

A.9. Introduction to SOJT

In the introduction, briefly describe the process of SOJT and its purpose. Such wording may include the following:

“Structured On-the-Job Training (SOJT) is a formal (managed) course used to train Coast Guard members at their unit using local, experienced, and qualified members as coaches. SOJT provides students with realistic training that prepares them to perform a specific job or task. On-the-job

training (OJT) is training that occurs on the work site or a location that closely resembles the work site and typically involves such activities as self-directed inquiry, practice with feedback, field experience, and performance assessments.

The purpose of structuring OJT is to standardize, enhance, and accelerate learning by providing clearly defined objectives and means for accomplishing and assessing those objectives. The added structure incorporated into this course includes: student material, a SOJT coach's guide, performance checklists, and performance criterion checklists. The format for the SOJT overview is shown on the next page."

A.10. Roles and Responsibilities of Unit Personnel

In order for a student to complete SOJT training, the developer must describe what tasks are required of each member. Below are listed the roles and responsibilities of the student, supervisor of the student, coach, and.

A.11. Student

The developer lists the student's responsibilities as:

- Reviewing materials.
 - Engaging in self-directed inquiry and practice.
 - Monitoring own progress towards completing course goals.
 - Being well-prepared for assessment.
-

A.12. Supervisor of the Student

The developer lists the student's supervisor responsibilities as:

- Allocating time for the training so the course can be completed within required timeframe.
 - Assisting the student in his or her development pursuits.
-

A.13. Coach

The developer lists the coach's responsibility as maintaining training certifications or course completions as required.

A.14. Course Overview

In the Course Overview section, include these subparts:

- Course Description (*Step 1*)
- Target Student (*Step 2*)
- Student Prerequisites (*Step 3*)
- Training and Certification Requirements for the Coach (*Step 4*)
- Course Content (*Step 5*)
- Training Delivery Method(s) (*Step 6*)

- Training Timeline to Complete the Course (*Step 7*)
- References (User Manuals, Job Aids, Commandant Instructions) (*Step 8*)
- Resources Needed (location, tools, equipment) (*Step 9*)
- Glossary (*Step 10*)

A.15. Instruction for Completing Course Overview Section

The procedures for completing the Course Overview section are outlined in the following table.

Step	Action
1.	Enter the course description obtained from the curriculum outline.
2.	Insert description, specialty, pay grade, rating, and/or job assignment of the target student.
3.	List prerequisite knowledge, skills, qualifications, and security classification which the student must have prior to enrolling in the course. If there are none, insert NONE.
4.	Insert training certifications or course completions required for the trainer/coach. For example, a trainer must be a graduate of the Coast Guard's Instructor Development Course (IDC).
5.	Enter the course content obtained from the curriculum outline.
6.	Insert the training delivery method(s) (determined in Chapter 3: Roles and Tasks of SOJT Staff). For example, instructor-led, coaching, team, independent/self-directed.
7.	Insert training timeline to complete the course.
8.	<p>Insert all references found in the TPOs and published date of the reference.</p> <p>Example:</p> <ul style="list-style-type: none"> • Commandant Instruction 3100.5B. • System Startup Job Aid dated 27 June 2014. • System Software User Manual dated 27 April 2014.

9.	Insert all resources, such as tools, equipment, consumables, references, and job aids, needed to complete the course. Provide directory location to access references and technical publications.
10.	List terms and acronyms used in the course and their meaning.

Section B: Coach Guide

B.1. Introduction

The anchors for the SOJT task training module are the task's job aid and performance test. One of the supporting elements is a guide for the coach that tells him or her how to use the materials in the SOJT module.

The following step-action tables help the coach prepare for the SOJT sessions:

- How to Prepare Yourself to Deliver a SOJT Lesson.
- How to Prepare the Student for the Lesson.
- How to Conduct a Lesson.

B.2. Template

For a Microsoft Word template of the coach guide, see <http://go.usa.gov/hmn4> .

B.3. How to Prepare to Deliver a Structured OJT Lesson

- What this table is: A checklist for the SOJT coach to use before conducting a SOJT lesson.
- Who should use this table: SOJT coaches/facilitators?
- When to use this table: Use this table when preparing to conduct a SOJT lesson.
- How to use this table: Follow the steps of this table as described and in the order of presentation.

Step #	Step Description
1	Review the Structured On-the-Job Training (SOJT) Standard Operating Procedures.
2	Obtain the SOJT module for the task you are to train.
3	Obtain the equipment, tools, and supporting materials required in the module's coach guide.
4	Review the required outcomes described in the coach guide.
5	Rehearse the lesson and the task until you are confident in how to use the lesson materials and how to demonstrate the task without error and per the coach guide.

B.4. How to Prepare the Trainee for the Lesson

What this table is: A checklist for the structured on-the-job coach/facilitator to use to prepare the student for a SOJT lesson.

Who should use this table: SOJT coaches/facilitators.

When to use this table: Use this table to prepare a student for a SOJT lesson.

How to use this table : Follow the steps of this table as described and in the order of presentation.

Step #	Step Description	Step Details	
1	Assess the student’s current proficiency in the task to be trained.	Ask if he or she has performed the task before.	
		IF	THEN
		Yes	1. Have the student describe the experience in terms of success factors and current confidence. 2. Tell the student that he or she will be certified as proficient as a result of the lesson.
No	Tell the student that he or she will be certified as proficient as a result of the lesson.		
2	Give the job aid to the student.	Say, “This is the job aid you will use whenever you perform this task. We will use it throughout this lesson.”	
3	Summarize what will be trained.	Say, “I will train you when to start the task, what materials you need to perform the task, how to perform the task, when the task is completed, and what criteria determine proficient task performance.”	
4	Put the student at ease.	Say, “Using the job aid and my feedback during your practice, you will be proficient at performing this task when we complete the lesson. Are you ready now to add another task to your professional abilities? Let’s begin.”	

B.5. How to Conduct a Lesson

What this table is: A checklist for the structured on-the-job coach/facilitator to use to conduct a SOJT lesson.

Who should use this table : SOJT coaches/facilitators.

When to use this table: Use this table to conduct a SOJT lesson.

How to use this table : Follow the steps of this table as described and in the order of presentation.

Step #	Step Description	Step Details						
1	Give the student the task’s job aid.							
2	State any safety/health, security, legal, or ethical elements that are critical to task proficiency.	Emphasize the importance of meeting the elements and the consequences to the Coast Guard, unit, and the individual if the elements are not satisfied.						
3	Have the student read aloud when to start the task.	Emphasize any signals that are more common or more critical.						
4	Have the student read aloud the materials required to perform the task.	Ask, “Are all the required materials here?” <table><tr><td>IF</td><td>THEN</td></tr><tr><td>Yes</td><td>Proceed to next step.</td></tr><tr><td>No</td><td>Have the student obtain the missing material.</td></tr></table>	IF	THEN	Yes	Proceed to next step.	No	Have the student obtain the missing material.
IF	THEN							
Yes	Proceed to next step.							
No	Have the student obtain the missing material.							
5	Have the student read aloud the first action step in the job aid.							
6	Demonstrate the step.							
7	Ask any relevant observation-based questions regarding the step.	For example, you may say something like, “What did you notice about my foot placement on the gear pedal?” Rule: Only ask questions regarding what the student can observe. If he or she can’t observe the important point, then just tell them.						
8	Have the student read aloud the next action step.							
9	Demonstrate the next step.							
10	Ask any relevant observation-based questions regarding the step.							
11	Continue the sequence in steps 8-10 until you have completed the last step of the task.							

12	Have the student read aloud from the job aid the criteria that indicate that the task is complete.	Ask, "Have I successfully completed the task? How do you know?" The student should respond that the criteria were met.
13	Tell the student that the demonstration is complete.	
14	Ask if the student has any questions.	
15	Tell the student it is time for him or her to practice the task.	
16	Tell the student how he or she will practice the task.	Follow the specific directions in the coach guide!
17	During the first practice, have the student read aloud each step before performing the step.	<ol style="list-style-type: none"> 1. As the student performs the step, observe any of the relevant behaviors you asked the observation-based questions about during the demonstration of the task. 2. Give the student feedback after each step.
18	On the second and subsequent practices, have the student perform the entire task without having to read each step aloud.	<ol style="list-style-type: none"> 1. As the student performs the task, observe any of the relevant behaviors you asked the observation-based questions about during the demonstration of the task. 2. Give the student feedback after each practice. <u>Ask</u>: <ul style="list-style-type: none"> • Was the task performed to standard? • How do you know? (Output of the task should meet the task criteria.) <u>Emphasize</u>: <ul style="list-style-type: none"> • Which steps were performed to standard. • Which steps were NOT performed to standard and why (based on observable behaviors or criteria). 3. <i>Only interrupt the practice if the student is in danger of injury or damage to equipment!</i> Otherwise, during second and subsequent practices, have the student complete the task before providing feedback.

19	Have the student practice until he or she has performed the task to standard three times.	If speed or rate are criteria, have the student perform the task at any speed or rate necessary to perform successfully regardless of the speed or rate requirements. Then, have the student practice until he or she meets the speed or rate requirements. Rule: Practice to accuracy before speed or rate. “Fast is fine. Accuracy is final.” – Wyatt Earp						
20	Tell the student that it is now time to perform for certification of his or her proficiency in the task.	Follow the specific directions in the coach guide!						
21	Have the student perform the task again.							
22	Determine whether the task is performed to proficiency. (See step #23 on next page.)	Ask the student, “Was the task performed to standard? How do you know?” (The task output should match the criteria in the job aid.) <table><tr><th>IF</th><th>THEN</th></tr><tr><td>Yes</td><td>1. Say, “Congratulations! You are now proficient in the task.” 2. Sign the performance test.</td></tr><tr><td>No</td><td>1. State which steps were performed to standard 2. State which steps were NOT performed to standard and why (based on observable behaviors or criteria) 3. Have the student perform the task again.</td></tr></table>	IF	THEN	Yes	1. Say, “Congratulations! You are now proficient in the task.” 2. Sign the performance test.	No	1. State which steps were performed to standard 2. State which steps were NOT performed to standard and why (based on observable behaviors or criteria) 3. Have the student perform the task again.
IF	THEN							
Yes	1. Say, “Congratulations! You are now proficient in the task.” 2. Sign the performance test.							
No	1. State which steps were performed to standard 2. State which steps were NOT performed to standard and why (based on observable behaviors or criteria) 3. Have the student perform the task again.							

23	IF the student	THEN	
	Completes the 2 nd or 3rd attempt to standard	<ol style="list-style-type: none"> 1. Say, "Congratulations! You are now proficient in the task." 2. Sign the RPQ or task proficiency certificate. 	
	Fails to meet the standard after 3 attempts	Meet with the student and the student's supervisor to develop a remediation plan for additional deliberate practice.	

Section C: Student Guide

C.1. Purpose

The student guide trains a student for a particular job using SOJT methods. These materials can be from existing reference documents and content that the coach provides.

The student guide must not be “cut-and-paste” content from textbooks or technical manuals that the students are already using in class. Rather, they should contain any additional content information that helps bridge the gap in learning from prerequisites to new skills. Key factors in doing this are to:

- Determine the needs of the student.
- Determine what supplemental information must be provided to students that isn’t in other resources they will be using or have available to them throughout the course.

Student materials must replicate the actual work environment as much as possible. So, if a student needs to use a technical manual, recipe book, or lab guide once on the job, do not present that information in a self-created student guide for training purposes. The student should learn how to use the tools they need to be successful upon graduation. Make the student guide useful for information they don’t have via other media.

C.2. Reference

See reference (a), Standard Operating Procedures (SOP) for the Coast Guard’s Training System, Volume 5: Resident Instruction.

[http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%205 Development_v2.0.pdf](http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%205%20Development_v2.0.pdf)

Section D: Performance Test

D.1. Purpose

The performance stated in the objective must be the same performance required during the test. The criteria used for assessment are also listed in the terminal performance objective (TPO). The performance test is where developers determine if they have a poorly written TPO and need to refine the criteria or specific, observable standards.

Reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction, outlines the process for developing performance tests. Appendix M includes a job aid which shows the process for developing performance tests and associated testing criteria in much greater detail. Appendix N provides a template for creating the Performance Test Checklist (PTC).

Reference (a), Chapter 5: Development Phase, section 5.3: How to Develop Performance Tests, page 5-17.

https://cgportal2.uscg.mil/sites/FORCECOM/TTP/SOJT/Miscellaneous%20Documents/SOP_Vol5_ResidentInstruction.pdf

Reference (a), Appendix M: Job Aids for Development.

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/APPENDIX%20M_Development_JA_v2.0.pdf

Reference (a), Appendix N: Worksheets/Templates for Development.

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/APPENDIX%20N_Development_WS_v2.0.pdf

D.2. Performance Test Checklist for Each TPO

The anchors for the SOJT task training module are the task's job aid and performance test. Therefore, the development of a valid, reliable Performance Test Checklist (PTC) is vital to the accurate measure of the student's competence at performing the task described in the TPO.

For job aids to guide the development of PTC, see reference (a), Appendix M: Job Aids for Development.

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/APPENDIX%20M_Development_JA_v2.0.pdf

D.3.
Performance
Test Checklist
Pamphlet

After creating PTCs, assemble them in a pamphlet. The pamphlet contains directions to the coach for how to use the checklists during performance testing as well as the overall guidance for executing the performance test.

For job aids to develop guidance for performance testing, see reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System, Volume 5: Resident Instruction, Appendix M, JA-M.1.

http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/APPENDIX%20M_Development_JA_v2.0.pdf

Section E: Remediation

E.1. Purpose	<p>Coaches provide remediation for a student's lack of learning transfer to raise a student's competency in performing particular task(s). These are the specific directions/plans developers set in place to assist the coaches when they have identified an apparent gap in learning transfer.</p> <p>The purpose of establishing a remediation plan in advance is to remove the guesswork from the coaches with students who do not meet performance tests. The remediation plan is for the student who is having difficulty during practices or has received a <i>NO GO</i> on the performance test. The plan can include general guidance, reference to additional practice exercises, or alternate delivery approach that may be more suitable for that student's particular learning style.</p>
E.2. Inputs	<p>Before developing the remediation plan, developers need the following:</p> <ul style="list-style-type: none">• Performance tests.• Target audience profile/analysis (regarding learning preferences).
E.3. Outputs	<p>Remediation plans can have many possible solutions, all of which direct the coaches to the right source for further guidance. For example, they may include:</p> <ul style="list-style-type: none">• Redirection of the student back to text already covered in order to receive supporting context needed to perform a particular exercise or learning activity.• Additional practice exercises.• Review of standards for a particular task to ensure expectations for performance are clear.• Referring coach to consideration of student's preferences in learning styles, and assistance to the coach on alternate methods for delivering information during remediation to meet the student's needs.
E.4. Reference	<p>See reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System, Volume 5: Resident Instruction, Chapter 5: Development Phase, section 5.4: Remediation Plans, pages 5-19 to 5-21.</p> <p>https://cgportal2.uscg.mil/sites/FORCECOM/TTP/SOJT/Miscellaneous%20Documents/SOP_Vol5_ResidentInstruction.pdf</p>

Section F: Reaction Evaluation (Level 1)

F.1. Introduction	Level 1 evaluations measure student reactions to and satisfaction with the SOJT course and training environment. Through the student, we learn how effective SOJT training programs are and how they can be improved.
F.2. Scope	<p>Training officers ensure that level 1 evaluations are implemented for all SOJT courses. Responsibility for the development and deployment, as well as report generation may be delegated.</p> <p>At a minimum, implement level 1 evaluations to assess student reactions to course content (including its relevance to their job), SOJT coach performance, and the training environment. Implement A level 1 evaluation for 100% of the student population.</p>
F.3. Write Surveys	<p>See reference (g), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 3: Evaluation, for guidance on the development of level 1 evaluations as well as an example.</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf</p>
F.4. Deploy Survey	<p>Provide a level 1 evaluation to all students either near the beginning or upon completion of the course or training module. Available resources determine what is more practical. For extended SOJT courses, consider providing students with access to the evaluation at the beginning of the course to enable them to provide timely feedback while the training events are fresh in their minds. Otherwise, the trainees may be unable to recall the details of the training.</p> <p>A link to the level 1 survey may be posted to the course Web site, provided as part of the course materials, or otherwise made easily accessible to students.</p>
F.5. Using Level 1 Data	<p>See reference (g) for guidance for the analysis, reporting, and use of level 1 evaluation data.</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf</p>

Section G: Job Aids

G.1. Introduction

Job aids are repositories for information, processes, or perspectives that are external to the individual and that support work and activity by directing, guiding, and enlightening performance. Simply, job aids are a storage place for information other than human memory.

Job aids support task performance by helping members with tasks that are done infrequently, are too complex to memorize, or have critical steps.

G.2. Links to Content Development

For job aids to guide development of such content, see reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System, Volume 5: Resident Instruction, Development Phase in section 5.2 – Job Aids.

[http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%205 Development_v2.0.pdf](http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%205%20Development_v2.0.pdf)

G.3. Purpose

Job aids enhance a person's performance and approach to a task so it's important to spend the time to develop appropriate, quality job aids early on. Job aids are used largely because of limitations on memory. They facilitate the learning process since many tasks do not have to be trained to memory. It's more productive for learners to realize they can use something "on the job" to assist them in correctly performing a task, rather than having students struggle through remembering how to do it and have potential negative consequences for incorrect performance.

Section H: ADL Components

H.1. Definition	Advanced Distributed Learning (ADL) is a digital solution that provides access to high-quality learning and performance aids. ADL solutions can be delivered cost-effectively and at the right time and place for the learner. Solutions bring together state-of-the-art technology and networking capabilities. ADL provides opportunities for improvement and enhancement of traditional performance solutions. Examples of ADL are self paced e-learning (SPEL) and electronic performance support system (EPSS).
H.2. SOP Volume 7	Reference (h), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 7: Advanced Distributed Learning (ADL), documents the process, the participants, and the requirements for initiation and lifecycle of an ADL solution. This includes typical development milestones, as well as piloting, implementation practices, and the lifecycle sustainment plan required for every ADL solution.
H.3. For more information on ADL	See reference (h) for detailed explanation and procedures for incorporating ADL into a SOJT course. http://www.uscg.mil/forcecom/training/docs/training_SOP7_Sep11.pdf

Chapter 7: Enrollment and Completion

**A.1.
Introduction**

This section describes the enrollment and completion processes for training at the unit level.

**A.2. In This
Chapter**

This chapter contains the following sections:

Section	Title	Page
A	Enrollment	7-4
B	Course Completion	7-6

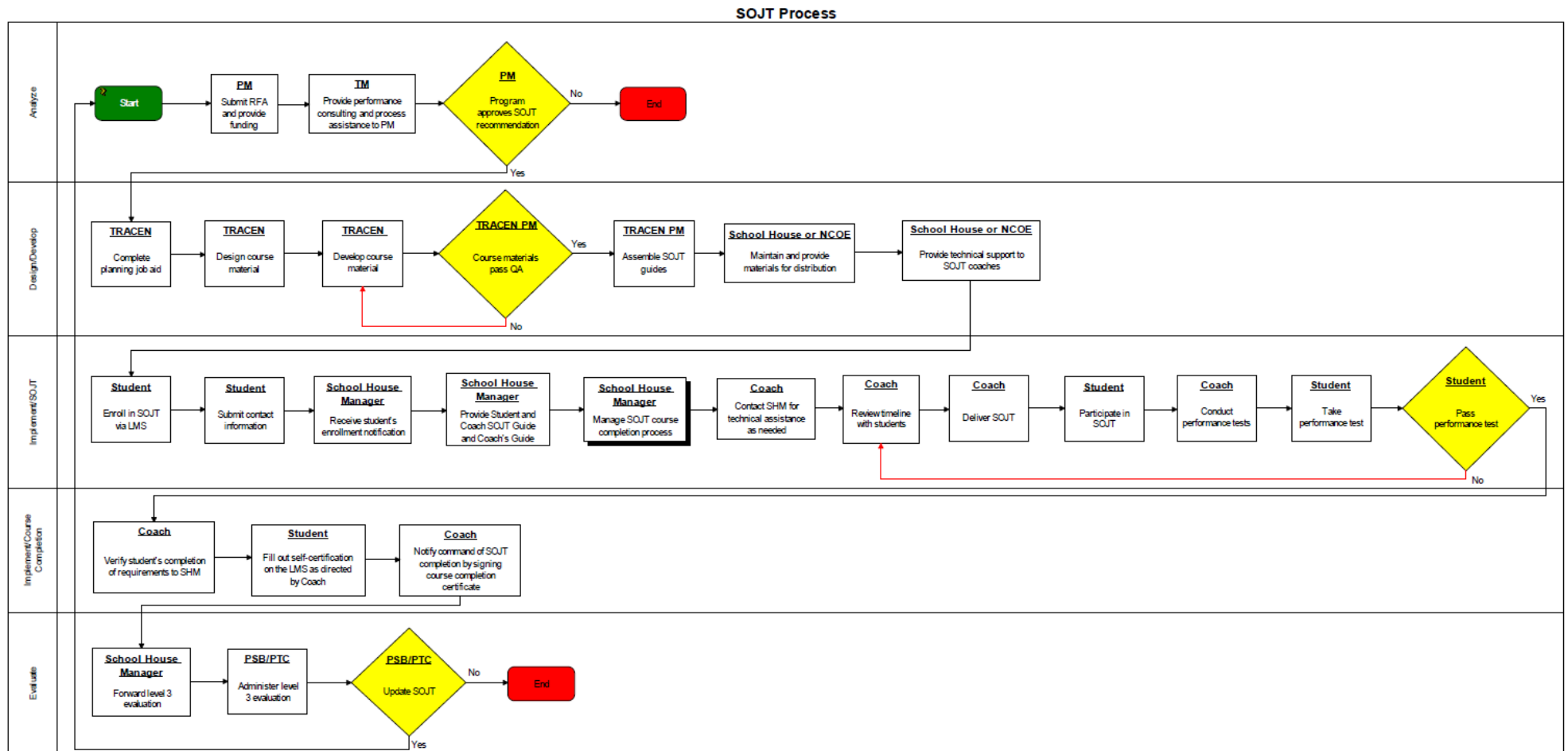


Figure 7-1 SOJT Enrollment & Course Completion Process Map

See the [next page](#) for the School House manager process map.

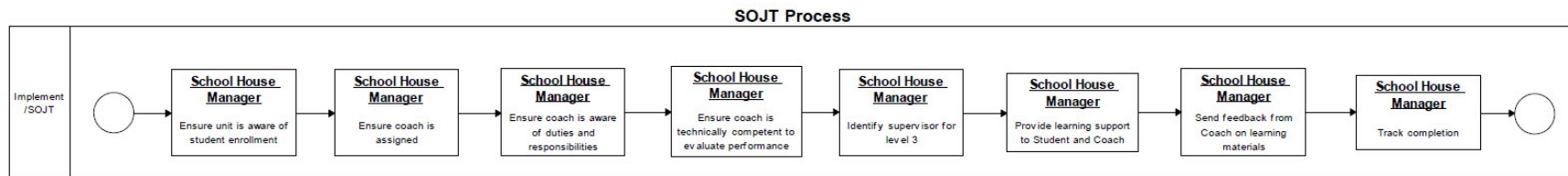


Figure 7-2 School House Manager Process Map

Section A: Enrollment

A.1. Introduction	The enrollment process is critical to implementing SOJT. It allows students and coaches to access the most current SOJT materials, including student guides and coach guides. Additionally, it enables FORCECOM and training centers to track student throughput, completion rate, and average time to complete the SOJT course.
A.2. Tasks	Following are the enrollment tasks for units, students, coaches, and TRACEN/schoolhouse manager.
A.2.a. Unit	<ul style="list-style-type: none">• Identify need for training and task student to enroll.• Designate coaches as required by each SOJT's delineated coach requirements (e.g., an SOJT guide might state: Each coach for course XYZ is required to meet criteria 123 and be designated in writing by the command.).• Assign a coach.• Manage coach availability.
A.2.b. Student	<ul style="list-style-type: none">• Communicate with unit chain of command about need for training.• Enroll in the course via LMS.• Follow enrollment instructions within LMS to notify TRACEN/schoolhouse of enrollment.
A.2.c. Coach	<ul style="list-style-type: none">• Confirm availability to serve as coach with unit and schoolhouse Manager at TRACEN.• Seek technical assistance from schoolhouse, as necessary.
A.2.d. TRACEN/ Schoolhouse Manager	<ul style="list-style-type: none">• Manage SOJT throughput.• Ensure course is listed on LMS with accurate instructions on required notifications and process to access SOJT materials.• Make the coach guide and SOJT guide available to the coach and student.• Ensure the unit is aware of student enrollment in a specific SOJT course on the LMS.• Verify that coach is assigned.• Ensure that coach is aware of duties and responsibilities.

- Ensure that coach is technically competent to evaluate performance.
 - Identify supervisor for level 3.
 - Provide learning support to coach and student.
 - Seek feedback on learning materials.
-

Section B: Completion

B.1. Introduction	The completion process ensures that the student receives credit for the course, and verifies completion of the course as needed other qualifications, courses, etc. It is equally critical that FORCECOM and training centers track student throughput, completion rate, and average time to complete the SOJT course.
B.2. Tasks	Following are the completion tasks for units, students, coaches, and TRACEN/schoolhouse manager.
B.2.a. Unit	<ul style="list-style-type: none">• Complete level 3 evaluation.
B.2.b. Student	<ul style="list-style-type: none">• Complete course by successfully completing all requirements and being evaluated by the coach.• Fill out self-certification in LMS upon direction from the coach.
B.2.c. Coach	<ul style="list-style-type: none">• Evaluate the student to ensure successful completion of all tasks.• Administer an EOCT, as necessary.• Verify the student's completion of all requirements to the SHM via the directions included in the SOJT guide.
B.2.d. TRACEN/ Schoolhouse Manager	<ul style="list-style-type: none">• Forward level 3 evaluation at the appropriate time following completion.• Analyze completion rates and average completion times as needed for course revision.

Chapter 8: Evaluations

A.1. Introduction

An evaluation is a process used to measure the value and effectiveness of training. This chapter discusses student evaluations to test for SOJT knowledge and performance transfer.

See reference (g), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 3: Evaluation, and reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction.

http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf

<http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/SOP.asp>

A.2. In This Chapter

This chapter contains the following sections:

Section	Title	Page
A	Written Final Test	8-2
B	CAP Checklists	8-3
C	External Evaluations (Level 3)	8-4

Section A: Written Final Test

A.1. Introduction

To verify that students have gained adequate knowledge during training, SOJT courses can also include a written final test. The written final test is not a requirement for SOJT courses. However, instructors can give a written test for Coast Guard jobs that have prerequisite knowledge.

Students take the written final test after SOJT and before the performance test. Generally, written final tests are only used when a program requires it for certification.

A.2. Design

Design an SOJT final written test from the references that support each selected TPO tested.

Section B: CAP Checklists

B.1. Instructions for CAP Checklists

Course assessment process (CAP) checklists are electronically fillable and can be printed out. CAP checklists include:

- SOJT guide.
- Student materials (SG/workbook).
- Terminal performance objectives.
- Performance tests.

B.2. Hyperlink to CAP Checklists

- See [Appendix C: CAP Checklists](#).
-

Section C: External Evaluations (Level 3)

C.1. Introduction	<p>Level 3 evaluations measure whether SOJT course graduates have performed the TPOs in the workplace. The prescribed method is a survey administered to both graduates and their supervisors approximately 6 months after completing the SOJT course.</p> <p>Training officers ensure that level 3 evaluations are used for all SOJT courses. Training officers can delegate responsibility for the development, deployment, and report generation.</p>
C.2. Scope	<p>For guidance determining an appropriate survey sample size, see reference (g), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 3: Evaluation.</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf</p>
C.3. Write Surveys	<p>For guidance on the development of level 3 evaluations and an example, see reference (g).</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf</p>
C.4. Deploy Survey	<p>Once the level 3 survey has been developed, email the link to graduates and their supervisors approximately 6 months after course completion. Send the link using Microsoft Outlook's email or generate and send using EFM. Survey responses are captured in the EFM database for analysis.</p> <p>For further guidance on the deployment of level 3 evaluations and an example, see reference (g).</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf</p>
C.5. Using Level 3 Data	<p>For guidance on the analysis, reporting, and use of level 3 evaluation data, see reference (g).</p> <p>http://www.uscg.mil/forcecom/training/docs/training_SOP3_Apr11.pdf</p>

Chapter 9: Course Maintenance

A.1. Introduction

This chapter describes tasks for maintaining a course.

A.2. In This Chapter

This chapter contains the following sections:

Section	Title	Page
A	Triennial Review Dates	9-2
B	Curriculum Change and Course Feedback	9-4
C	Coach Certification Verification	9-6

Section A: Triennial Review Dates

A.1. Requirement	At a minimum, conduct a triennial review of SOJT.
A.2. Purpose	<p>The purpose of the triennial review is to provide a check of the different elements of SOJT. The triennial review:</p> <ul style="list-style-type: none">• Evaluates the curriculum outline and course materials for technical accuracy.• Validates performance evaluations (level 2) to adequately measure performance objectives.• Evaluates effectiveness of level 1 and 3. Evaluation and feedback provides information that improves training.• Evaluates effectiveness of the process for enrollment, delivery, and documentation of successful completion.• Evaluates the course to existing standards and instructions.• Assists in identifying areas for course improvements.
A.3. Procedure	<p>For procedures on conducting a triennial review, see reference (h), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Advanced Distributed Learning (ADL), Chapter 7; Course Assessment Process.</p> <p>http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/CHAPTER%207 Evaluation_v2.0.pdf</p>

A.4. Example of Request for Feedback

Request for Feedback		
Date:		
Course Name:		
Course Code:		
Suggestions and Corrections	Please note your suggestion and corrections below.	
	Document Name	Page Number /Location on Page
		What correction is needed?
Your comments	What improvements would you make?	
	What was good about it? Please be specific in your comments and suggestions.	
To contact you	Please provide the following so that we may contact you if needed.	
	Name	Unit
		Phone

Section B: Curriculum Change and Course Feedback

B.1. Course Manager

Training managers identify a TRACEN to serve as course manager for each SOJT course. The course manager is the key to the SOJT course maintenance process and maintains responsibility for managing feedback obtained from:

- Level 1 evaluation (feedback forms).
- Level 2 evaluation.
- Level 3 evaluation.

B.2. Feedback & Curriculum Change Notification

Course managers review feedback representing the various levels of evaluation and consult with responsible programs, rating force master chiefs (RFMC), and training managers. When changes are necessary, the course manager initiates the appropriate curriculum change notification (CCN). The change types used to maintain SOJT are identical to those used for the maintenance of resident instruction and include:

- Major change.
- Technical change.
- Minor change.

For further guidance related to these change types, see Chapter 8 of reference (a), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 5: Resident Instruction.

Changes related to ADL solutions follow maintenance and sustainment guidance provided in reference (h), Standard Operating Procedures (SOP) for the Coast Guard's Training System Volume 7: Advanced Distributed Learning (ADL).

Furthermore, course managers maintain responsibility for initiating the course assessments process (CAP) at the appropriate interval.

B.3. Introduction

When changes to tasks, conditions, or policies are needed, program managers complete a Curriculum Change Notification form (WS-Y.1).

B.4. Links to Form 1

Follow this link for the Curriculum Change Notification form:
http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Downloads/WS-Y1_Curriculum_Change_Request_Form.pdf

For course maintenance worksheets, see reference (a), Appendix Y.
http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Docs/APPENDIX%20Y_CourseMaint_Worksheets_v2.0.pdf

**B.5. High-Level
Review**

Due to the classroom site being the “job site” for SOJT, a more frequent review cycle is warranted for this delivery method. At a minimum, FC-T/Program conducts a high level review every 3 years of applicable SOJT programs in operation. This high-level review (possibly coordinated with the annual budget build) includes FC-T, TRACEN, and the program to complete the following:

- Validate list of all SOJT in operation.
 - Discuss known changes in target audience/performers, policy, requirements, or systems related to the performance.
 - Discuss the SOJT coach program (i.e., did we select the right level for coach).
 - Review applicable feedback forms.
 - Determine if programmatic or system changes warrant full CAP.
-

Section C: Coach Certification Verification

C.1. Requirement Training needs to be delivered as written.

C.2. Verification Seek technical assistance from the schoolhouse as necessary to complete training.

Appendix A: Glossary and Acronyms

ACE	American Council on Education.
ADL	Advanced Distributed Learning. ADL is distance learning that leverages the full power of computer, information, and communications technologies to tailor instruction and its delivery to support individual/organizational learning needs. ADL is structured learning or performance support that may be self-directed, self-paced, facilitated, or any combination of these access methods.
ALCOAST Release	Urgent information which requires wide distribution within Coast Guard.
Analysis	Break down into component parts. Work done prior to the design of a project. Diagnostic FEA, planning FEA, assessment of exiting training, or maintenance of existing training are all types of analysis.
Audience Analysis	Also known as learner analysis, which is a study that describes the nature of the worker or students. The determination of pertinent characteristics of members of the target population often includes prior knowledge and attitudes toward the content to be taught, as well as attitudes toward the organization and work environment.
CAMSLANT	Communications area master Station Atlantic. Located in Chesapeake, VA.
CAP	Course assessment process.
CCN	Curriculum change notification.
CG INSTITUTE	Coast Guard Institute.
CGMS	Coast Guard Message System.
CIO	Coast Guard chief operation officer.
C/O	Curriculum outline.

COTS	Commercial off-the-shelf.
Course Blueprint	A set of grouped and sequenced objectives.
Course Curriculum	A course of study. A Coast Guard curriculum consists of pre-design, course design, lesson plans, training aids, instructional materials, student evaluation plan, tests, course map, all other associated training materials, and a curriculum outline.
DA	Direct Access
Design	The second phase of the ISD model. Design work involves creating a blueprint or course map that plots out how the training program will be delivered, what methods and strategies will be used, how people will be tested, what training materials and media need to be developed, and so forth. Design work acts as a blueprint for the developer to use in developing the training program or performance support.
Development	The third phase of the ISD model. Development work consists of developing or producing products from the plan (design) provided by the course designer. Typical development work involves creating tests (level 2 evaluations); developing lesson plans and course materials; and selecting media, training aids, case studies, role plays, electronic performance supports, job aids, and so forth.
EFM	Enterprise feedback management (EFM) is a system of processes and software that enables organizations to centrally manage deployment of surveys while dispersing authoring and analysis throughout an organization. EFM systems typically provide different roles and permission levels for different types of users, such as novice survey authors, professional survey authors, survey reporters, and translators. EFM can help an organization establish a dialogue with employees, partners, and customers regarding key issues and concerns and potentially make customer-specific real-time interventions. EFM consists of data collection, analysis, and reporting.
EO	Enabling objectives.
EOCT	End of course test.

EPSS	Electronic performance support system. Electronic job aids designed to help a worker perform a task or a set of tasks; they can be built into the equipment's operating system or they can be provided as a stand-alone software application or a handheld data assistant.
ESO	Educational services officer.
Evaluation	The process used to measure the value and effectiveness of a learning program.
Evaluation Officer	Team lead for the analysis and evaluation team at PSB.
D/D	Designer/developer.
FC	Force Readiness Command
FC-T	Coast Guard Headquarters, Training section.
FC-TO	FORCECOM training officer who is in charge of all training at a Training Center.
FC-Tot	FORCECOM Operations Branch. The Operations Branch provides program managers and rating force managers within Deputy Commandant for Operations (DCO) with high quality workforce performance consulting services and training management support.
FC-Tms	FORCECOM Mission Support Branch. The Mission Support Branch provides program managers and rating force managers within Deputy Commandant for Mission Support (DCMS) with high quality workforce performance consulting services and training management support.
FEA	Front end analysis. A problem-solving set of analysis procedures used in projects when existing performers are not producing present accomplishments satisfactorily; the procedures find the deficiency (gap) in performance, as well as the cause and solution.
Flag Officer	Commissioned officer in a nation's armed forces senior enough to be entitled to fly a flag to mark the position from which the officer exercises command.
IDC	Instructor Development Course.

Job Aids	A storage place for information other than human memory. Job aids are guides that support performance by helping members perform tasks that they do infrequently, are too complex to memorize, or that are comprised of critical steps. Examples of job aids range from simple checklists, to document templates, to aviation repair procedures. Job aids may either supplement or replace training.
JTA	Job task analysis. The process of describing jobs based on the organization or task data obtained from incumbents through task inventory surveys. Program and training managers use the resulting information to make training decisions (i.e., job aid task, train task, do not train task, train task on-the job).
Level 3 Evaluation	The third level of the Kirkpatrick evaluation model assesses behavior back on the job. Level 3 evaluations seek to determine if attitudes and learned skills and knowledge result in the desired performance.
LMS	Learning Management System.
Mission Support	Positions in the USCG which are vital to providing support and resources needed in the execution of the missions. This can include administrative, medical, supply, training, or other support which allows operational personnel to execute USCG missions.
OPM	Officer Personnel Management.
Pilot Evaluation Strategy	If practical, execute pilot test at unit. However, if not practical, execute pilot evaluation at TRACEN before deployment.
Pipeline training	Training required to be completed by an individual prior to arrival at a new job or position.
PM	Program manager.
POAM	Plan of action and milestones document. <ul style="list-style-type: none">• Project scope.• Project objective statement (POS).• Project schedule.• Roles and responsibilities.

	<ul style="list-style-type: none"> • Project resources. • Assumptions and constraints. • Risk analysis and contingency plan. • Quality assurance. • POAM approval and project alignment.
POI	Plan of instruction.
Project Plan	Plan that contains the desired deliverable given a certain amount of resources and a desired schedule.
PSB	Performance Systems Branches within TRACEN responsible for analysis, training design, training development, implementation, and evaluation at training centers.
PSC	Personnel Service Center.
PTC	Performance Technology Center within FORCECOM. The analysis branch of PTC is an independent team responsible for front end analysis (FEA) located at TRACEN Yorktown, VA.
PTC	Performance Test Checklist.
QMP	Question Mark Perception
RFA	Request for analysis. The initial stimulus for a possible project to aid client in solving a problem or developing a specified perceived need (e.g., help us plan for a new job we are creating).
RFMC	Rating force master chief.
Remediation	Further training and/or practice to allow student to master task completion.
RRP	Reserve Retirement Points.
RPQ	Rating performance qualification.
SES	Senior Executive Service.

SCHOOL HOUSE	Specific training institution that delivers course of instruction for course XYZ e.g. National Motor Life Boat School (NMLBS), National Ice Rescue School (NIRS)
SHM	School house manager
SMS	Subject matter specialist.
SOC	Servicemembers Opportunity College.
SOP	Standard operating procedure. Standard operating procedures are intended to prescribe steps, methods, or procedures to provide consistency in results.
SOJT	Structured on-the-job training. Training that occurs at or near the unit, not at a resident training course. Structured OJT involves thorough analysis, design, and development in order to provide standardized performance outcomes. It also involves guidance for instructors, guidance for commands, guidance for learners, and dedicated time--outside of normal work and watchstanding--for training, practice, and evaluation.
SPEL	Self-paced e-learning.
SSTP	Standard Surfman Training Package.
Task	A discrete unit of work performed by an individual. It usually comprises logical and necessary steps in the performance of a job duty, and typically has an identifiable beginning and ending.
Task Analysis	Detailed study performed to define the actions of master performers. Usually based on observing and interviewing accomplished performers as they do their work. Often results in a detailed list of activities, elements, and sub-elements in carefully specified order. Task analysis considers both overt (can be observed) and covert (thinking and decision making skills that cannot be observed) behaviors.
TM	Training manager.
TMT	Training Management Tool
TPO	Terminal performance objectives.

TRACEN	Training Center. One of six Coast Guard Training Centers (Aviation Technical Training Center Elizabeth City, Aviation Training Center Mobile, USCG Academy, Cape May, Petaluma, and Yorktown)
Training	An intervention for bringing about a change in behavior when there is a lack of skills or knowledge.

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Appendix B: Planning Job Aid

Instructions for Job Aid	The following is a list of questions that step you through the planning stages of designing and developing an SOJT course. The program manager fills out questions from each of five sections or milestones. The milestones are establishment of feasibility, task requirements, course administration, general design concepts, some additional design concepts for course conversions, tools/equipment/materials/supplies, and design selections.
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Task 1: Align the SOJT Project

Step	Question	Answer	Work List Item	Who
1-1	Have the program and training manager been identified?	Yes	<ul style="list-style-type: none">• Conduct alignment meeting to gain concurrence and approval of project strategy	D/D
		No	<ul style="list-style-type: none">• Identify program manager	TM
			<ul style="list-style-type: none">• Conduct alignment meeting to gain concurrence and approval of project strategy	D/D
1-2	Have the general goals for the SOJT solution been identified (i.e., save resources, improving readiness, etc.)?	Yes	<ul style="list-style-type: none">• Describe the general goals in the project plan	D/D
		No	<ul style="list-style-type: none">• Meet with client to identify goals• Conduct alignment meeting to gain concurrence and approval of project strategy	D/D
1-3	What SOJT course model(s) will be used for this course? Select all that apply	<ul style="list-style-type: none">• This is a stand-alone course		D/D
		<ul style="list-style-type: none">• This is a prerequisite to a resident course		
		<ul style="list-style-type: none">• This is an advanced strand designed to <i>follow</i> a resident course		
		<ul style="list-style-type: none">• This is a portion of a resident course to be incorporated during the course. (e.g., after week 2, student goes to SOJT at a nearby unit, then returns for week 3 of class)		
		<ul style="list-style-type: none">• This is a follow-up to a resident course for advanced study or recertification		
1-4	Has a project plan been completed?	Yes	<ul style="list-style-type: none">• Clarify risks and mitigation plans• Validate support requirements	D/D
		No	<ul style="list-style-type: none">• Develop a project plan as per SOP Volume 5	D/D

Task 2.0 Design the Administration of the SOJT

2-1	Does the course have a course code?	Yes	• List course code on curriculum outline (C/O)	D/D
		No	• Request course code	TM
2-2	Is there a FORCECOM unit identified as course manager?	Yes	• List on C/O	D/D
		No	• Designate FC school as course manager	TM
2-3	Is enrollment required?	Yes	• Enter into LMS	TM
		No	• Consider converting to a study guide. Report that SOJT is not feasible.	TM
2-4	Is a completion record required?	Yes	• Enter into LMS	TM
		No	• Consider converting to a study guide. Report that SOJT is not feasible.	TM
2-5	Is there staffing and funding available to support the course?	Yes	• Validate requirements in C/O • Locate documentation and copy to project file.	D/D
		No	• Insert requirements in memo to accompany C/O	D/D
			• Review whether to proceed in light of lack of resources from program	TM
2-6	Does the course require a pilot?	Yes	• Determine if travel funding is available (if applicable)	TM
			• Design the pilot evaluation strategy	D/D
		No	• Design a TRACEN try-out	D/D

Task 2.0 Design the Administration of the SOJT cont.

2-7	Does the course qualify for ACE accreditation?	Yes	• Contact the local ACE coordinator to arrange an ACE review • Review course material as per	D/D
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D/D=Designer/Developer
PM=Program Manager
TM=Training Manager

			SOP Volume 6 to assess award of RRP and include in curriculum outline	
		No	No action	
2-8	Will the SOJT benefit from a course website?	Yes	<ul style="list-style-type: none"> • Determine requirements • Coordinate website build 	D/D
		No	No action	
2-9	Will the CG LMS be utilized to track student enrollment and completion?	Yes	<ul style="list-style-type: none"> • Engage with FC-TADL • Identify an ADL PO as per SOP Vol 7 	D/D
		No	No action	
2-10	Will the course contain ADL components (e.g., self-paced e-learning, EPSS, e-testing, etc.)	Yes	<ul style="list-style-type: none"> • Design ADL as per SOP Vol 7 • Develop ADL as per SOP Vol 7 	D/D
		No	No action	
2-11	Will the CG Institute administer any course materials?	Yes	<ul style="list-style-type: none"> • Submit Course and Inventory Control Sheet – Create/Modify Course (CG INSTITUTE-283) • Submit approved curriculum outline to CG INSTITUTE • Provide course profile and files • Provide print sheet and proofs (if applicable) 	D/D
		No	No action	
2-12	Does completion of this SOJT course earn a competency code?	Yes	<ul style="list-style-type: none"> • Contact CG-1B1 to establish/verify competency code information • Contact the program manager to determine competency code requirements 	TM

Task 2.0 Design the Administration of the SOJT cont.

		No	No action	
2-13	Will the course need to be announced?	Yes	• Draft and release ALCOAST	TM
		No	No action	

Task 3.0: Design the SOJT

3-1	Will this SOJT course be based on program requirements or qualifications in lieu of formal analysis?	Yes	• Provide authorization memo from program office chief	PM and TM
			• Build program requirements or qualifications into course objectives	D/D
		No	No action	
3-2	Is there an analysis less than 5 years old?	Yes	• Validate analysis recommendations for SOJT	TM and D/D
		No	No action	
3-3	Is there an analysis more than 5 years old?	Yes	• Submit a request for analysis	PM and TM
		No	• Suspend project until analysis is complete	
3-4	Are all requirements (whether from an analysis or program) written at the performance level?	Yes	• Conduct alignment meeting to gain concurrence and approval of requirements	D/D
		No	• Revise tasks to the performance level • Conduct alignment meeting to gain concurrence and approval of requirements.	D/D
3-5	If blending SOJT with other courses or training solutions, are the requirements in the SOJT and other solutions congruent?	Yes	No action	
		No	• Align course requirements and levels of proficiency between all solutions	D/D
3-6	Is there an audience analysis available for this SOJT?	Yes	• Validate audience analysis as per SOP Volume 5	
		No	• Conduct audience analysis as per SOP Volume 5	D/D
3-7	Is there a task analysis for this SOJT?	Yes	• Validate task analysis as per SOP Volume 5	
		No	• Conduct task analysis as per SOP Volume 5	D/D

D/D=Designer/Developer
PM=Program Manager
TM=Training Manager

Task 3.0: Design the SOJT (continued)

3-8	Is there an evaluation criteria selection available for this SOJT?	Yes	• Validate the evaluation criteria selection as per SOP Volume 5	D/D
		No	• Conduct evaluation criteria selection as per SOP Volume 5	D/D
3-9	Is there a completed course blueprint?	Yes	• Validate the course blueprint as per SOP Volume 5	D/D
		No	• Develop the course blueprint as per SOP Volume 5	D/D
3-10	Is there a curriculum outline completed?	Yes	• Validate as per SOP Volume 6	D/D
		No	• Develop C/O as per SOP Volume 6	D/D
3-11	Is the subject matter expertise needed to guide the learner available at the unit level?	Yes	• Design all materials for unit-level coach	
		No	• Establish plan for remote schoolhouse, field, or contract SME • Design all materials for non-unit coach	
3-12	Is the task(s) <i>performed</i> alone in the workplace or as part of a team effort?	Alone	• Design materials and program for individual use	D/D
		Team	• Design team-based exercises, practice, and performance evaluations	D/D

Task 4.0: Develop the SOJT

4-1	Is there currently a viable and available reference, job aid, or TTP publication?	Yes	• Develop content from the primary reference, job aid, or TTP publication	D/D
		No	• STOP! Report that SOJT is not feasible	TM and PM
4-2	Are all tools and equipment required for SOJT <i>available</i> at the unit level?	Yes	• Request permission to use for SOJT	TM and PM
		No	• STOP! Report that SOJT is not feasible	TM and PM
4-3	Is there an existing SOJT guide? [Note: An SOJT guide consists of instructions for facilitator, student, and other contributors as needed]	Yes	• Validate SOJT guide	D/D
		No	• Develop SOJT guide	D/D
4-4	Is there existing lesson material that can be used in direct support of the SOJT?	Yes	• Validate and use for SOJT	D/D
		No	• Develop lesson materials and learning modules that can be used in direct support of the SOJT	D/D
4-5	Are there existing assignments, projects, exercise guidance, and scenarios?	Yes	• Validate and use for SOJT	D/D
		No	• Develop assignments • Develop projects • Develop exercise guidance • Develop scenarios	D/D
4-6	Is there an existing detailed performance checklist for each TPO?	Yes	• Validate and use for SOJT	D/D
		No	• Develop detailed performance checklists for each TPO	D/D
4-7	Is there an existing performance criterion checklist pamphlet?	Yes	• Validate and use for SOJT	D/D
		No	• Develop a performance criterion checklist pamphlet	D/D

D/D=Designer/Developer
PM=Program Manager
TM=Training Manager

Task 4.0: Develop the SOJT (continued)

4-8	Does the SOJT require a test at the end of the course in addition to the performance evaluations?	Yes	<ul style="list-style-type: none"> • Develop test in QMP • Develop test management plan with CG Institute (optional) 	D/D
		No	No action	
4-9	Is there an existing guide for the SOJT coach/facilitator?	Yes	<ul style="list-style-type: none"> • Validate and use for SOJT 	D/D
		No	<ul style="list-style-type: none"> • Develop guide for the SOJT coach/facilitator 	D/D
4-10	Is there an existing reaction evaluation?	Yes	<ul style="list-style-type: none"> • Validate and use for SOJT 	D/D
		No	<ul style="list-style-type: none"> • Develop level 1 evaluation 	D/D
4-11	Is there an existing external evaluation?	Yes	<ul style="list-style-type: none"> • Validate and use for SOJT 	D/D
		No	<ul style="list-style-type: none"> • Develop level 3 evaluation 	D/D

[NOTE: Section 5 is optional]

Task 5: Design for Course Conversions

5-1	Are the available training materials suitable for the SOJT design without the need for revisions?	Yes	• Use existing training materials	D/D
		No	• Revise existing course materials for use with SOJT • Repurpose applicable content	D/D
5-2	Are the training delivery methods (e.g., coach led, coaching) congruent with the SOJT design?	Yes	• Refine the training delivery methods	
		No	• Design SOJT training delivery methods	
5-3	Are the instructions for facilitator, student, and other contributors complete and easy to follow?	Yes	• Validate and use	
		No	• Design SOJT user instruction	
5-4	Is a performance test required?	Yes	• Develop performance checklist	TM
		No	• Consider converting to a study guide. Report that SOJT is not feasible.	
5-5	Does the SOJT require a test at the end of the course in addition to the performance requirements?	Yes	• Develop test in QMP • Develop test management plan with CG INSTITUTE	D/D
		No	No action	

D/D=Designer/Developer
PM=Program Manager
TM=Training Manager

Appendix C: CAP Checklists

Instructions for Job Aid	The following is a list of questions that step you through the planning stages of designing and developing an SOJT course. The program manager fills out questions from each of five sections or milestones. The milestones are establishment of feasibility, task requirements, course administration, general design concepts, some additional design concepts for course conversions, tools/equipment/materials/supplies, and design selections.
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SOJT	CAP Checklist – SOJT Guide				
Course					
School				Date	
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
1. SOJT overview contains the following: a. introduction b. unit level process c. roles and responsibilities.					
2. Course overview contains the following: a. Purpose of course b. Target student c. Student prerequisites d. Training and certification requirements for the coach e. Course outline (TPO/EOs)** f. Training delivery method (s) g. Training timeline to complete the course h. References (user					

manuals, job aids, COMANDANT Instructions) i. Resources needed (location, tools, equipment) j. Glossary					
3. Lesson materials are appropriate for direct support of SOJT TPOs and contain clear guidance to student and coaches.**					
4. Assignments, projects, exercise guidance, and scenarios are appropriate for direct support of SOJT TPOs and contain clear guidance to student and coaches.					
5. The performance test is appropriate for direct support of SOJT TPOs.**					
6. Guide for the SOJT coach is appropriate for direct support of SOJT TPOs.					
7. Student Reaction Evaluation Form is included					
<p>General comments about overall quality/review of the SOJT guide.</p> <p>**.: SOJT CAP checklists are available for these areas.</p>					

C.3. Instructions for Job Aid					
SOJT	CAP Checklist – Student Materials (SG/Workbook)				
Course					
School					Date
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
1. Student materials should replicate the actual work environment as much as possible					
2. Student guide is developed to serve one of the following purposes: a. Full lesson-by-lesson student guide b. Homework/workbook supplement c. Syllabus guide					
3. <u>Objectives Block</u> : Lists the terminal performance objective(s) satisfied by the end of that lesson.					
4. <u>Performance Test</u> : Directions are provided to the student on how they will be tested on satisfactory completion of the TPO/task; when and how it will be administered and results of unsatisfactory completion may also be detailed, if not within a PT booklet itself.					
5. Main ideas are identified by “block labels” • If block content (text) continues onto next page, the block label is repeated with the word “continued” added in parentheses at the end					
6. Copyright laws and procedures have been observed? Acknowledgements made as necessary?					
7. Commercial off-the-shelf (COTS) products (e.g., textbooks) are purchased to replace or supplement the student materials being developed					

IF... Full lesson-by-lesson student guide:					
8. Text is not cut-and-paste from existing textbooks/technical manuals, etc.					
9. Student guide contains other “content” information that will help bridge the gap in learning from prerequisites to new skills.					
10. Text: <ul style="list-style-type: none"> • Supports the accomplishment of the terminal performance objectives • Text is arranged in an order that leads the student systematically and logically to intended conclusion? • Text is brief and to the point? Contains current and essential information? 					
11. Long passages are broken up by making lists of the main idea?					
12. Examples used support text to represent or amplify facts?					
13. Layout follows lesson-by-lesson, as will be delivered to students, following sequenced instructional objectives (aligns with instructor guide)					
14. <u>Practice Exercise</u> (also for <u>Review Activities</u> if lesson is long enough in duration to integrate all practices into a final review activity): <ul style="list-style-type: none"> • Exercises match those in the lesson plan? Level of simulation in each activity or final practice matches the level of simulation on the related performance test? • Detailed instruction provided to the student on how they are to complete the practice, e.g., tools/equipment that should be used, grading associated with it, if they must work independently, is collaboration allowed, etc. 					
15. <u>Student Materials</u> : Identifies those materials the student must bring to the learning environment.					

16. Graphics or diagrams are in accordance with good order and discipline, are clear and of good quality, and directly related to the content and task?					
17. Step action tables are used when practical to explain sequence of events (complete job aids are not embedded in student guide, but separate)					
18. <u>Lesson Summary</u> : A bulleted list or brief summary of the main points the coach reviews with the student (or explain the review activity that will be conducted) before the assessment is conducted.					
19. Complex regulations have been translated into easy-to-understand text segments and contain only the information essential to the student?					
IF... Homework/Workbook supplement:					
20. Supplemental content is limited to information not found in any other student materials					
21. Developed following sequenced instructional objectives (as delivered in instructor guide).					

SOJT	CAP Checklist – Terminal Performance Objectives				
Course					
School				Date	
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
1. Analysis (JTA or FEA) is current.					
2. TPO states the behavior (verb and output produced) as a result of successful completion of the task.					
3. TPO includes, as appropriate: <ul style="list-style-type: none"> • Conditions that match as closely as practical the conditions found on the job? • Cue or cues that signal the performer to act? • Tools and equipment used to execute the task? • References, job aids, and assistance used to execute the task? • A range of conditions typically found on the job? • Any restrictions placed on the execution or its environment? 					
4. TPOs, as appropriate: <ul style="list-style-type: none"> • Match the standards expected on the job? • Avoid words open to varying interpretation? 					

<ul style="list-style-type: none"> • List only the criteria that separate acceptable performance from unacceptable? • List the observable characteristics of the task output? • List the observable steps if the procedure is part of the skill check (i.e., performance test)? 					
5. The TPO in the curriculum outline states, as closely as practical, the actual task output, conditions, and standards as expected for the tasks to be performed on the job.					
6. The verb, or expected level of performance, asked of in the TPO is not repeated in the EOs.					
7. TPOs do not have TWO performances.					
<p>General comments about overall quality/review of terminal performance objectives.</p>					

[illegible]

Appendix D: SOJT Guide and Coach Guide Templates

D.1. SOJT Guide Template Sample For a Microsoft Word template of the SOJT guide, see <http://go.usa.gov/hmnk> . Below is a sample of the template.

STRUCTURED ON THE JOB TRAINING (SOJT) GUIDE
FOR
Course Title

CREATION DATE

REVISION DATE

U.S. COAST GUARD
TRAINING CENTER Name
Address
Phone #

Table of Contents

SOJT Overview.....	3
Introduction to SOJT.....	3
SOJT Unit Level Process.....	3
Roles and Responsibilities of Unit Personnel.....	3
Course Overview	4
Course Description.....	4
Target Student.....	4
Student Prerequisites.....	4
Training and Certification Requirements for the Coach.....	4
Course Content.....	4
Training Delivery Method(s).....	4
Training Timeline to Complete the Course	4
References (User Manuals, Job Aids, Commandant Instructions)	4
Resources Needed (location, tools, equipment).....	4
Glossary	4

SOJT Guide for
<Course Title>

SOJT Overview

Introduction to SOJT	<p><i>Sample text</i></p> <p>Structured on-the-job training (SOJT) is a formal (managed) course used to train Coast Guard members at their unit using local, experienced, and qualified members as coaches. SOJT provides students with realistic training that prepares them to perform a specific job or task. On-the-job training (OJT) is training that occurs on the work site or a location that closely resembles the work site and typically involves such activities as self-directed inquiry, practice with feedback, field experience, and performance assessments.</p> <p>The purpose of structuring OJT is to standardize, enhance, and accelerate learning by providing clearly defined objectives and means for accomplishing and assessing those objectives. The added structure incorporated into this course includes: student material, a SOJT coach's guide, performance checklists, and performance criterion checklists.</p>
SOJT Unit Level Process	
Roles and Responsibilities of Unit Personnel	Below are the roles and responsibilities of unit personnel.
Student	<ul style="list-style-type: none"> • Reviews materials. • Engages in self-directed inquiry and practice. • Monitors own progress towards completing course goals. • Is well-prepared for assessment.
Student's Supervisor	<ul style="list-style-type: none"> • Allocates time for the training so the course can be completed within required timeframe. • Assists the student in his or her development pursuits.
Coach	<ul style="list-style-type: none"> • Maintains training certifications and/or course completions as required.

Course Overview

Course Description	
Target Student	
Student Prerequisites	
Training and Certification Requirements for the Coach	
Course Content	
Training Delivery Method(s)	
Training Timeline to Complete the Course	
References (User Manuals, Job Aids, Commandant Instructions)	
Resources Needed (location, tools, equipment)	
Glossary	

**D.2. Coach
Guide Template
Sample**

For a Microsoft Word template of the coach guide, see <http://go.usa.gov/hmn4> . Below is a sample of the template.

**COACH GUIDE
FOR
Course Title**

CREATION DATE

REVISION DATE

U.S. COAST GUARD
TRAINING CENTER Name
Address
Phone #

Table of Contents

How to Prepare to Deliver a Structured on the Job Training Lesson	3
How to Prepare the Trainee for the Lesson	4
How to Conduct a Lesson	5

Coach Guide for
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How to Prepare to Deliver a Structured on the Job Training Lesson

Step #	Step Description
1	Review the Structured On-the-Job Training (SOJT) Standard Operating Procedures.
2	Obtain the SOJT module for the task you are to train.
3	Obtain the equipment, tools, and supporting materials required in the module’s coach guide.
4	Review the required outcomes described in the coach guide.
5	Rehearse the lesson and the task until you are confident in how to use the lesson materials and how to demonstrate the task without error and per the coach guide.

How to Prepare the Trainee for the Lesson

Step #	Step Description	Step Details						
1	Assess the student's current proficiency in the task to be trained.	Ask if he or she has performed the task before. <table><tr><th>IF</th><th>THEN</th></tr><tr><td>Yes</td><td>Have the student describe the experience in terms of success factors and current confidence. Tell the student that he or she will be certified as proficient as a result of the lesson.</td></tr><tr><td>No</td><td>Tell the student that he or she will be certified as proficient as a result of the lesson.</td></tr></table>	IF	THEN	Yes	Have the student describe the experience in terms of success factors and current confidence. Tell the student that he or she will be certified as proficient as a result of the lesson.	No	Tell the student that he or she will be certified as proficient as a result of the lesson.
IF	THEN							
Yes	Have the student describe the experience in terms of success factors and current confidence. Tell the student that he or she will be certified as proficient as a result of the lesson.							
No	Tell the student that he or she will be certified as proficient as a result of the lesson.							
2	Give the job aid to the student.	Say, "This is the job aid you will use whenever you perform this task. We will use it throughout this lesson."						
3	Summarize what will be trained.	Say, "I will train you when to start the task, what materials you need to perform the task, how to perform the task, when the task is completed, and what criteria determine proficient task performance."						
4	Put the student at ease.	Say, "Using the job aid and my feedback during your practice, you will be proficient at performing this task when we complete the lesson. Are you ready now to add another task to your professional abilities? Let's begin."						

Coach Guide for
<Course Title>

How to Conduct a Lesson

Step #	Step Description	Step Details						
1	Give the student the task's job aid.							
2	State any safety/health, security, legal, or ethical elements that are critical to task proficiency.	Emphasize the importance of meeting the elements and the consequences to the Coast Guard, unit, and the individual if the elements are not satisfied.						
3	Have the student read aloud when to start the task.	Emphasize any signals that are more common or more critical.						
4	Have the student read aloud the materials required to perform the task.	Ask, "Are all the required materials here?" <table><tr><td>IF</td><td>THEN</td></tr><tr><td>Yes</td><td>Proceed to next step.</td></tr><tr><td>No</td><td>Have the student obtain the missing material.</td></tr></table>	IF	THEN	Yes	Proceed to next step.	No	Have the student obtain the missing material.
IF	THEN							
Yes	Proceed to next step.							
No	Have the student obtain the missing material.							
5	Have the student read aloud the first action step in the job aid.							
6	Demonstrate the step.							
7	Ask any relevant observation-based questions regarding the step.	For example, you may say something like, "What did you notice about my foot placement on the gear pedal?" Rule: Only ask questions regarding what the student can observe. If he or she can't observe the important point, then just tell them.						
8	Have the student read aloud the next action step.							
9	Demonstrate the next step.							
10	Ask any relevant observation-based questions regarding the step.							

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11	Continue the sequence in steps 8-10 until you have completed the last step of the task.	
12	Have the student read aloud from the job aid the criteria that indicate that the task is complete.	Ask, "Have I successfully completed the task? How do you know?" The student should respond that the criteria were met.
13	Tell the student that the demonstration is complete.	
14	Ask if the student has any questions.	
15	Tell the student it is time for him or her to practice the task.	
16	Tell the student how he or she will practice the task.	Follow the specific directions in the coach guide!
17	During the first practice, have the student read aloud each step before performing the step.	As the student performs the step, observe any of the relevant behaviors you asked the observation-based questions about during the demonstration of the task. Give the student feedback after each step.
18	On the second and subsequent practices, have the student perform the entire task without having to read each step aloud.	As the student performs the task, observe any of the relevant behaviors you asked the observation-based questions about during the demonstration of the task. Give the student feedback after each practice. Ask: <ul style="list-style-type: none"> • Was the task performed to standard? • How do you know? (Output of the task should meet the task criteria.) Emphasize: <ul style="list-style-type: none"> • Which steps were performed to standard. • Which steps were NOT performed to standard and why (based on observable behaviors or criteria).

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		Only interrupt the practice if the student is in danger of injury or damage to equipment! Otherwise, during second and subsequent practices, have the student complete the task before providing feedback.						
19	Have the student practice until he or she has performed the task to standard three times.	<p>If speed or rate are criteria, have the student perform the task at any speed or rate necessary to perform successfully regardless of the speed or rate requirements. Then, have the student practice until he or she meets the speed or rate requirements.</p> <p>Rule: Practice to accuracy before speed or rate. "Fast is fine. Accuracy is final." – Wyatt Earp</p>						
20	Tell the student that it is now time to perform for certification of his or her proficiency in the task.	Follow the specific directions in the coach guide!						
21	Have the student perform the task again.							
22	Determine whether the task is performed to proficiency.	<p>Ask the student, "Was the task performed to standard? How do you know?" (The task output matches the criteria in the job aid.)</p> <table><tr><th>IF</th><th>THEN</th></tr><tr><td>Yes</td><td><p>Say, "Congratulations! You are now proficient in the task."</p><p>Sign the performance test.</p></td></tr><tr><td>No</td><td><p>State which steps were performed to standard</p><p>State which steps were NOT performed to standard and why (based on observable behaviors or criteria)</p><p>Have the student perform the task again.</p></td></tr></table>	IF	THEN	Yes	<p>Say, "Congratulations! You are now proficient in the task."</p> <p>Sign the performance test.</p>	No	<p>State which steps were performed to standard</p> <p>State which steps were NOT performed to standard and why (based on observable behaviors or criteria)</p> <p>Have the student perform the task again.</p>
IF	THEN							
Yes	<p>Say, "Congratulations! You are now proficient in the task."</p> <p>Sign the performance test.</p>							
No	<p>State which steps were performed to standard</p> <p>State which steps were NOT performed to standard and why (based on observable behaviors or criteria)</p> <p>Have the student perform the task again.</p>							

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23	IF the student	THEN
	Completes the 2nd or 3rd attempt to standard	Say, "Congratulations! You are now proficient in the task." Sign the RPQ or task proficiency certificate.
	Fails to meet the standard after 3 attempts	Meet with the student and the student's supervisor to develop a remediation plan for additional deliberate practice.

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