

## Glossary

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**Introduction** This glossary of terms and definitions provides a common language for anyone involved in the United States Coast Guard Instructional Systems Design (ISD) process.

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**Training and Performance Roles** The American Society for Training and Development (ASTD) *Competency Model for Workplace Learning and Performance (WLP)* identifies four key practitioner roles:

- Learning Strategist
- Business Partner
- Project Manager
- Professional Specialist

Depending on stakeholder requirements and available resources, a practitioner may fulfill one or more of these roles on the implementation team.

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**Resources** For a complete list of resources used in creating this SOP, see the **Works Cited** section at the end of this glossary. For entries in this glossary that do not provide a citation, the source is this SOP.

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**Glossary, Continued**

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## Glossary, Continued

Term	Definition
<b>Ability</b>	A natural or acquired talent for doing a task or group of tasks to or above recognized standards for that task. Power to perform an act, either innate or as the result of learning and practice. See also <b>KSAA</b> . (ATT1, 68)
<b>Accomplished performer</b>	A person whose skill or performance is an example of the optimal or desired state. An exemplar; a person who has figured out how to do a task or job most effectively and efficiently; the “best of the best.” (HPT Handbook)
<b>Accomplishment Based Curriculum Development (ABCD)</b>	A systematic process for designing and developing courses; developed by Dr. Joe Harless and associates and currently owned by SABA Software Inc. The ABCD system is a sub-system of the Performance Improvement Process (PIP) model. The ABCD system is designed for persons who analyze, design, develop, test, and evaluate skills and knowledge interventions. Typical jobs targeted by ABCD include course developer, education specialist, curriculum specialist, and training technologist. (HPT Handbook)
<b>Accuracy</b>	The condition wherein an objective can be said to be complete and constructed according to accepted standards. (ATT3, 218)
<b>ADDIE model</b>	An acronym developed to capture the five phases of the ISD model: <b>A</b> nalysis, <b>D</b> esign, <b>D</b> evelopment, <b>I</b> mplementation, and <b>E</b> valuation. (SOP, Vol. 2: Analysis)
<b>Algorithm</b>	A sequence of operations and decisions for solving a problem or performing a task. The algorithm method is especially good for tasks that require “yes/no” decisions; applied when the decision making task is complex.
<b>Alignment</b>	See <b>Project Alignment</b>
<b>Analysis</b>	The first phase of the ISD model. In general, analysis is study prior to action. The purpose for this SOP is to determine the training requirements that will be used for designing and developing the resident instructional training program. In the HPT context, analysis allows us to focus on what really needs attention to improve workforce performance. It breaks down the job or job specialty into smaller component parts called tasks
<b>Assumption(s)</b>	The constraints or challenges you assume to be true going into the project. Clearly listing assumptions in the POAM provides the foundation from which you can define the scope and manage change over the course of the project.
<b>Attitude</b>	The mental state of an individual that influences behavior, choices, and expressed opinion. For example, first a non-rate must know what, where, when, how, and why to do what he or she is required to do. Next, the non-rate must possess the skill to be able to do that task. Finally, the non-rate must have the right attitudinal component to choose to do a particular task. Generally speaking, people choose to do things when they value the results and have confidence in their capacity to perform a task. (HPT Handbook)  See also <b>KSAA</b>
<b>Barriers</b>	Individual and organizational factors that constrain the success of people and organizations; for example, executives lack keyboard skills, so they avoid email; barriers influence the proposed solution set. (SOP, Vol. 2: Analysis)
<b>Behavior</b>	The actions (tasks, steps, operants) either overt and/or covert a person takes to produce an accomplishment. Behaviors are actions (always a verb). See <b>overt behavior</b> , <b>covert behavior</b> . (SABA 2001)
<b>Beta test</b>	See <b>pilot</b> .
<b>Camera-ready copy</b>	Course material that is ready to be printed and ready for delivery.
<b>Change</b>	The probability that the how-to’s of task performance will be different in the near term. (SABA 2001)

**Glossary, Continued**

<b>Term</b>	<b>Definition</b>
<b>Characteristic (of behavior)</b>	Whether the task contains behavior that is discrimination; generalization; simple sequence; psychomotor; and so forth. (SABA 2001)
<b>Cognitive</b>	An event “in the mind.” Thinking. Covert behavior, as opposed to overt behavior. Responses which cannot be perceived by an observer of the performer. (SABA 2001)
<b>Competency</b>	The level of skill and knowledge required to perform a given task to standard under required conditions. (HPT Handbook)
<b>Competency-based instruction</b>	Training that is organized around an agreed upon set of competencies and which provides learning experiences designed to lead to the attainment of these competencies (e.g., IDC and CDC). (HPT Handbook)
<b>Complexity</b>	The quantity of steps in a task, and/or the difficulty of the steps. (ABCD). (SABA 2001)
<b>Condition</b>	Specifies assistance, aids, or constraints the student will be given. It is that part of a performance objective that states the condition(s)/limit(s) under which the task will be performed. A Conditions statement should try to be as close to the real condition(s) in the field as possible (e.g., performed as night ops, performed in a highly-stressful and dynamic situation, etc.) If a computer is used to perform the task in the field, the condition should list the same computer as required equipment for the training event. See also <b>Performance objective</b> (HPT Handbook)
<b>Consequence</b>	Usually deficient goal. One of the three parts of the general problem statement. (SABA 2001)
<b>Consequence of error</b>	The penalty for non-standard performance. (SOP, Vol. 2: Analysis)
<b>Constraint(s)</b>	Unique challenges facing a project to help prioritize the schedule, scope, and resources. They are the “givens” of a project that may represent a barrier to ideal design unless minimized.
<b>Content analysis</b>	The process of systematically reviewing written documentation to determine if you can locate and repurpose existing content to support the student’s successful performance of a particular task.
<b>Course blueprint</b>	The orderly listing of course objectives and the means to achieve those objectives. It may be presented in outline form.
<b>Course description</b>	The section of administrative information that gives the instructor/administrator a short overview of the purpose and methods of a particular course. (ATT6, 344, 413)
<b>Course developer</b>	The person who is responsible for all phases of the ADDIE model as specified in this SOP; part of the project team who may also serve in the project lead role. Also known as <b>instructional designer, instructional systems specialist</b> .
<b>Course map</b>	A chart, “blueprint” or map that depicts the designed sequence of presentation for a given course, established during course design. The course map tells the course developer how a particular training program is set up and how materials, training aids, media, etc., should be developed to support that training program. (HPT Handbook)
<b>Course plan</b>	Outline of the activities of the course in the sequence they will be presented and practiced. (SABA 2001)
<b>Course schedule</b>	Preparatory material that tells an instructor/ administrator what topics are to be covered and when to cover them during a course / in what order. (ATT6, 344, 413)
<b>Covert behavior</b>	Actions of the performer which cannot be observed (i.e. thinking). (SABA 2001)
<b>Covert performance</b>	Condition that cannot be observed directly. It must be demonstrated by requiring the student to say or do something observable. (ATT3, 218)
<b>Criteria</b>	The minimum standards by which any accomplishment is measured; the minimum standards for products produced by an accomplished performer. Generally, there are only these categories of criteria: how long it takes (time), how well it is done (accuracy), quantity in a given amount of time (rate of production), and how safely it is produced (safety).

## Glossary, Continued

Term	Definition
<b>Criterion-referenced testing</b>	The test determines whether a student can meet a job-related standard with no regard to the performance of the other students.
<b>Criticality</b>	How essential or important it is to performing the task correctly on the job. .
<b>Curriculum</b>	A course of study. A Coast Guard curriculum consists of course design, lesson plans, training aids, instructional materials, student evaluation plan, tests, course map, all other associated training materials, and a curriculum outline. (HPT Handbook)
<b>Data</b>	Objective, factual information that supports a conclusion or a recommendation gained through a valid, repeatable process. (HPT Handbook)
<b>Data analysis</b>	The organization, processing, and presentation of collected data in a form compatible with and meaningful to the situation that initiated the data-gathering effort. (ATT1, 129), (ATT2, 325)
<b>Data collection</b>	The act of gathering information on a specific topic using reliable methods and tools. Also known as <b>data gathering</b> . (ATT5, 129, 214), (ATT7, 383)
<b>Data-collection methodology</b>	The functions performed when gathering data or the technique used to complete the data-collection instruments (for instance, interviewing or observing).
<b>Data sources</b>	The persons or products that provide the information needed to evaluate a course and the course materials. (ATT2, 325), (ATT7, 205)
<b>Deadline</b>	Dates marking the completion of smaller activities that lead up to a milestone. See also <b>milestone</b> .
<b>Decision table</b>	A job aid characterized by multiple situation descriptions and the actions to be taken in each situation; usually characterized by contingencies which lead to actions (if/then). An inter-changeable format with algorithm. See also <b>Algorithm</b> . (SABA 2001)
<b>Deficiency</b>	A task which is below standards. The difference between accomplished performance and actual performance; the difference between a model situation and the actual situation. Also referred to as the performance gap or gap in performance. (SABA 2001)
<b>Delivery system</b>	The combination of teaching methods, media, and instructional setting required to present instructional effectively and efficiently (e.g., resident, exportable training, CBT, WBT, IVT, and so forth). (HPT Handbook)
<b>Demonstration</b>	A two-way instructional method that allows the instructor to tell and show students the correct way to do something after which then the students will have a chance to practice and receive feedback. Usually, this method is accompanied by verbal commentary and cueing. The idea behind the method is that skill comes from the students seeing how something is done, then doing it themselves under the eye of an instructor. Generally speaking, the instruction is prefaced with an explanation of what students should look for when the skill is demonstrated. (HPT Handbook)
<b>Design</b>	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. (HPT Handbook)
<b>Desired performance / state</b>	Desired state refers to optimal performance. In other words, desired performance means the most accurate, reliable, and efficient performance that can be accomplished considering the constraints that may influence or affect performance. The desired state is made up of the performances we ideally want members to do or think about. The desired state is also referred to as "optimal." (HPT Handbook)

**Glossary, Continued**

<b>Term</b>	<b>Definition</b>
<b>Development</b>	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 completing tests (level 2 evaluations), developing lesson plans, course materials, media, training aids, case studies, role plays, and so forth. (HPT Handbook)
<b>Developmental testing</b>	Try-out of materials and activities on small samples for purposes of testing estimates and assumptions made during analysis, design, and development; and to find “bugs” in the modules. See also <b>try-out</b> . (SABA 2001)
<b>Difficulty</b>	How difficult it is to perform a specific task and/or how long it takes for a student to learn a specific task (criteria: 10 or more steps, fine judgment to tell things apart, application of rule with many exceptions, precise hand-eye coordination, fine-grained muscular movements, several decisions to be made, how long it takes). (SOP, Vol. 2: Analysis)
<b>Difficulty-importance-frequency model (DIF)</b>	One of several models used to select tasks for training and to select proper site for training (i.e., on-the-job or at a schoolhouse). Using this model, the analyst prepares instruments that help workers identify critical tasks based on their relative difficulty, importance, and frequency as regards job performance. The tool the analyst uses to “filter” survey results allows him or her to identify tasks that should be trained in a program of instruction, those that do not require training, those that should be trained on-the-job, and those that should be job-aided. (HPT Handbook)
<b>Discrimination</b>	Decision making behavior whereby the performer is required to respond differently depending on the stimulus he/she encounters. (SABA 2001)
<b>Drivers</b>	Levers in an organization and person that influence performance; there are many drivers: for example, how much a person knows, how much that person values the work, the person’s confidence, the available tools, and an organization’s culture, policies, and incentives; the drivers influence the nature of the solution set that is proposed. See also <b>Barriers, Causes</b> .
<b>Electronic Performance Support System (EPSS)</b>	Electronic job aids designed to help a worker perform a task or a set of tasks; they can either be built into the equipment’s operating system or they can be provided as a stand-alone software application or a handheld data assistant. A Coast Guard example is the EPSS designed to assist company commanders with soft skill development at Recruit Training Center Cape May. (HPT Handbook), (SOP, Vol. 2: Analysis)
<b>Enabling Objective (EO)</b>	The “steps” -- A statement that developed from a skill or knowledge that describes in measurable and observable terms a necessary step to accomplish the related Objective. It contains a stated and measurable standard of performance. (HPT Handbook)
<b>Environment</b>	The environment that surrounds and affects performance is made up of policies, procedures, processes, available time, physical space, tools, equipment, work design, etc.
<b>EPQ</b>	<b>Enlisted Performance Qualifications</b> . The list of tasks an enlisted military member must perform successfully in order to compete for advancement to the next pay grade. See also <b>RPQ</b> .
<b>Evaluation</b>	The last phase of the ADDIE model. A systematic process to obtain measurable information (feedback) about the strengths and weaknesses of a training program or examination. Evaluation is also the collection, analysis, and reporting of information pertaining to performance with respect to a designated standard. The purpose of evaluation is to provide trainers and managers with evidence of the effectiveness and efficiency of a training program or performance support. (HPT Handbook)
<b>Extant data</b>	The various manuals, instructions, policies, regulations, or other forms of facts /figures that can be resourced to identify job, job specialties, and/or task data for identifying desired (optimal) performance and/or for indentifying actual/current performance and its results.

## Glossary, Continued

Term	Definition
<b>Facilitation</b>	The learning of one behavior assists in learning another behavior because the actions (responses) are the same/very similar. (SABA 2001)
<b>Feedback</b>	Information to a worker or student about the results of an action taken; feedback is used to improve performance on future actions. Feedback can be both information and data, and provided both within and outside of the training system. (HPT Handbook)
<b>Flowchart</b>	A graphic representation of an algorithm consisting of a series of linked symbols depicting the steps and decisions needed to accomplish a job or job task. A pictorial representation, using standard symbols, of the steps necessary to perform an activity or of the flow of information through a system.
<b>Focus group</b>	A group of people (e.g. APs) working with a facilitator to discuss a specific topic that all participants are familiar with, such as how to perform specific tasks associated with a job. This form of data collection is similar to the individual interview method because it also depends on the direct questioning technique. See also <b>data collection methodology</b>
<b>Frequency</b>	How often a task is performed on the job. (SOP, Vol. 2: Analysis)
<b>Front-end analysis</b>	Work done prior to the design of a project. Two types: Diagnostic for existing performance problems and New Performance Planning (NPP) for new starts. A level of performance analysis that is a subset of program level analyses. FEAs are limited to specific individual jobs, specialties, or activities, and they are geared toward individual performance. The FEA report includes a set of required skills that are used in the follow-on design of training. The report also includes other recommended non-training interventions. (SOP, Vol. 2: Analysis)
<b>Generalization</b>	Recognizing that the same response should be made to specific examples of a signal or stimulus class. (SABA 2001)
<b>GO/NO-GO</b>	The evaluation criteria used for performance tests. GO indicates the student demonstrated 100 percent or successful task proficiency to standard. NO-GO indicates anything outside this standard.
<b>Implementation</b>	The fourth stage of ISD model of the ADDIE process; in this stage the course developer will try out the course as it was designed or changed to ensure correct learning transfer of desired behavior; the act of delivering the training program as designed to the target audience or to a selected audience for the purpose of reviewing sequencing and timing. See also <b>pilot, test run</b> .
<b>Input</b>	Information either tangible or intangible needed to begin a phase of the work process. See also: <b>output</b> . <i>Source: SOP Vol. 5, Chapter 1</i>
<b>Instruction</b>	A process intended to cause measurable change in behavior by means of defined objectives and tests. (ATT4, 55)
<b>Instructional aids</b>	See <b>Instructional media</b>
<b>Instructional media</b>	Encompasses a wide range of materials that are developed to support delivery of the instruction; the means used to present information to students. See also <b>Training aid</b> .
<b>Instructional objective</b>	See also <b>performance objective</b> .
<b>Instructional systems design</b>	A systematic approach to developing training or instruction that involves five phases: analysis, design, development, implementation, and evaluation (ADDIE). Data from one phase serves as input for the next phase. (SOP, Vol. 2: Analysis)
<b>Instructor guide</b>	Serves as: a preparation aid before training begins, a job aid during the delivery of training, and a standard to ensure training is delivered as designed. It is <b>not</b> a lesson plan. The instructor guide is the packaging of the instructional materials of which the lesson plan is one element.

## Glossary, Continued

Term	Definition
<b>Integrated practice</b>	Part of the overall strengthening strategy; provides students with the opportunity to practice complex behaviors presented within the same lesson; more than one task practiced together at a high level of simulation.
<b>Interview</b>	A data collection strategy in which oral questions are asked of an individual to gather relevant information.
<b>Job / Job Title</b>	The formal title of a position (same as job title); also used to include specialty (e.g., Machinery Technician on 270'). (SOP, Vol. 2: Analysis) See also <b>job specialty</b> .
<b>Job accomplishment</b>	See <b>Major output</b> .
<b>Job aid</b>	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 steps that are critical. (SOP, Vol. 2: Analysis)
<b>Job aid vs. memory decision</b>	The process of determining whether information will be stored in a job aid or in the long-term memory of the performer. (SABA 2001)
<b>Job aid with extensive training</b>	One possible outcome of a job aid analysis. Job aids with extensive training means the job aid must be used as a training aid and supported by extensive training (i.e., introduction and context, practice, repeated practice, fading, shaping, and backward chaining). (HPT Handbook) (SOP, Vol. 2: Analysis)
<b>Job aid with introductory training</b>	Another possible outcome of a job aid analysis. Job aids with introductory training means job aids require relatively little training. It should be sufficient to introduce them, demonstrate their use, and provide initial cueing and practice. (HPT Handbook) (SOP, Vol. 2: Analysis)
<b>Job performance</b>	On-the-job behavior, involving the application of attitudes, knowledge, and skills to accomplish major outputs.
<b>Job specialty</b>	A more specific title give to a performer's position when the job needs to identified in smaller but more clearly defined category to represent a specialized function. For example, the Job Title or Job may be Machinery Technician on 270' and the job specialty is RO Desalinator technician because the training will address how to operate and maintain the RO Desalinator. See also <b>Job/job title</b> . (SOP, Vol. 2: Analysis)
<b>Job task analysis (JTA)</b>	The process of describing jobs based on the organization or task data obtained from incumbents through task inventory surveys. (SOP, Vol. 2: Analysis)
<b>Knowledge</b>	Being able to accurately recall information or explain where to find the information with minimal search time (the source instruction or reference). Recalling information and finding information with minimal search time are the building blocks for higher order performances. What has to be memorized and what can be left to the open-book real world are contextual decisions and will depend on task-specific characteristics such as frequency, timing, criticality, complexity, etc. (SOP, Vol. 2: Analysis)  Theory rather than practice; covert behavior; the subject matter, facts, and concepts which facilitate skills and performance; the discriminations, generalizations, and sequences of performance. See <b>content analysis</b> . (SABA 2001)
<b>KSAA</b>	<b>Knowledge, Skills, Attitude, Ability</b> . Captures the prerequisites for a given task. This type of data is often captured in the task analysis process as well as during the target audience profile analysis. See also: <b>knowledge, skills, attitude, ability</b>  It can also refer to the preparatory subject-matter information needed by the instructor/administrator in order to teach a course effectively. (ATT6 1987, 344, 413)
<b>Learner</b>	See: <b>Target audience</b>

## Glossary, Continued

Term	Definition
<b>Learner style profile</b>	A generalization of the learning style preferences of a target audience. See also <b>target audience</b> . (ATT6 1987, 253)
<b>Learning problems/special tactics</b>	See <b>Special tactics/learning problems</b> .
<b>Lesson plan</b>	The lesson plan is based on the design blueprint/course map produced during the Design phase. It provides the specific direction to the instructor on how to guide instruction on each particular performance objective.
<b>Level of simulation</b>	Degree to which course activities imitate the job situation. (SABA 2001)
<b>Major accomplishments</b>	See <b>Major output</b> .
<b>Major change</b>	A major change to any course terminal performance objective, an increase in course length, or any change that requires additional resources.
<b>Major output</b>	The valuable products of a job or specialty which collectively make up the job accomplishment (e.g. widget sales, loans to customers, training programs, combat-ready troops); the main deliverable for the job or job specialty. A collective term meaning behavior, and the accomplishment produced by the behavior (e.g. widgets ready by assembling and painting them).
<b>Media</b>	A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, computer program, etc. (HPT Handbook)
<b>Medium (pl. media)</b>	Any (graphic) learning device or instrument that supports printed text, lectures, or both. (ATT4, 55, 227, 312)
<b>Milestone</b>	Major dates marking a significant event in the project, such as the end of an important phase (of ADDIE) or the completion and hand-over of a deliverable. See also <b>deadline</b> .
<b>Minor change</b>	A change to correct editorial and typographical errors, instructional strategies, safety, or urgent program manager-issued subjects.
<b>Motivation</b>	Motivation is the personal desire to perform. It is comprised of both value and confidence. Value is knowing why desired performance is important and confidence is the belief by the member that he/she can do it. (SOP, Vol. 2: Analysis)
<b>Needs</b>	The difference between the desired results (optimals) and the current results (actuals).  Needs differ from wants in that needs are based on identified performance gaps, whereas wants have a personal value/preference attached that may or may not be linked to a performance gap or clear performance. (SOP, Vol. 2: Analysis)
<b>“Need-to-know” information</b>	Information without which a student cannot easily or efficiently accomplish a task.
<b>Needs assessment/analysis</b>	A systematic process that enables identification of the general causes of discrepancies between what exists and what is required. Needs assessment can be proactive or reactive.  Allison Rossett defines needs assessment as the “systematic study that incorporates data and opinions from varied sources in order to create, install, and evaluate educational and informational products and services. The effort commences as a result of a handoff from the performance analyst and should concentrate on those needs that are related to skill, knowledge, and motivation.” Also known as training needs assessment. (HPT Handbook)
<b>“Nice-to-know” information</b>	Information that is not needed to accomplish a task but provides insight or rationale that supports the behavior.
<b>NO-GO</b>	See: <b>GO/NO-GO</b>

## Glossary, Continued

Term	Definition
<b>Observation</b>	Data-collection techniques in which one or more persons watch job incumbents performing job activities and record the results. See also <b>data collection methodology</b>
<b>Off-normal</b>	A term classifying performance that is unusual or not part of the normal job (e.g., performance in an emergency); task outputs which are not produced on a predictable basis.
<b>Operant</b>	The smallest increment of behavior; made up of a stimulus and a response and expressed as (S-R). (SABA 2001)
<b>Optimals</b>	The desired state. The directions the organization and its people are trying to go. Specifics about broad goals and desired skills, knowledge, and perspectives as they relate to a particular task or organizational problem. (SOP, Vol. 2: Analysis)
<b>Output</b>	An outcome, either tangible or intangible, of a work process. Also, a completed product, form, or service resulting from an activity. What the performer produces on the job. See also <b>input</b> .
<b>Overt behavior</b>	Actions of the performer which can be observed. Overt performance which involves hands and/or feet is termed <i>psychomotor</i> . (SABA 2001)
<b>Paradigm</b>	See <b>task map</b>
<b>Parameter</b>	A given or constraint which cannot change. (SABA 2001)
<b>Performers</b>	Those identified as the sample or whole target population/audience
<b>Performance</b>	A summary term used to indicate behaviors and the accomplishments / major outputs that are produced by those behaviors (SOP, Vol. 2: Analysis) In objective writing, performance is a unit of information that clearly states the ultimate outcome or tangible benefit of some activity—that is, <i>what</i> is to be achieved. (HPT Handbook) See also <b>Performance objective</b> .
<b>Performance-based training (PBT)</b>	The training teaches/job aids the actual accomplishments and behaviors the student is to produce on-the-job. And, the training curriculum, courses, modules, and units are grouped by accomplishments and behaviors, NOT by topic or competencies. (SOP, Vol. 2: Analysis)
<b>Performance-based testing</b>	The act of allowing a participant to exhibit a skill (and occasionally knowledge or attitude) that has been learned in a training program. (ATT5 1987, 131)
<b>Performance gap</b>	When the optimal—or desired-- state differs from actual—or current—state of performance. See also <b>deficiency</b> . (SOP, Vol. 2: Analysis)
<b>Performance objective (PO)</b>	The Coast Guard uses performance objectives as the basic building block of a training program or course to ensure instruction and training are performance-based. Typically, for each task identified for your job / course, there will be a performance objective written, to the level to which students must successfully perform that task in order to “pass.” The complete performance objective is a statement that consists of three elements: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Condition</li> <li>• Standard</li> </ul> The two additional types of objectives discussed herein are: terminal performance objectives (TPOs) and enabling objectives (EOs). See also <b>Performance, Condition, Standard, TPO, Enabling Objective, Task</b>

## Glossary, Continued

Term	Definition
<b>Performance support</b>	Any tool, device, or program that exists to help workers perform their jobs. Examples of performance supports are job aids and EPSSs. (HPT Handbook) (SOP, Vol. 2: Analysis)
<b>Performance test</b>	A mechanism to assess the probability that the accomplishment can be produced by the student to criteria. Tests should be at the same level of simulation as the final practice exercise. (SABA 2001)
<b>Performance test checklist</b>	A list of behaviors in the correct sequence plus the criteria for each behavior; and, a specification of the accomplishment(s) produced by the behaviors. And, if applicable, questions to be asked by the evaluator to ascertain covert behavior of the student. Can be used to evaluate on-the-job performance or simulated performance with simulator exercises, role-playing exercises, oral examinations, and written examinations. (SABA 2001)
<b>Pilot</b>	The controlled implementation of a course in a real-world or simulated work environment, with a representative sample of performers using the course materials to guide performance. A course try-out must precede use of the course and course materials for training purposes. See also <b>try-out, validation testing.</b>
<b>POAM</b>	<b>Plan Of Action and Milestones.</b> A document that outlines desired deliverables ( <i>scope</i> ) given a certain amount of <i>resources</i> and a desired <i>schedule</i> . It documents the agreements made in the project alignment meeting including how the project will be managed, any assumptions, parameters and constraints for the project, the project team members including their roles and responsibilities, how problems will be handled, the deliverables, quality management processes and most importantly the project schedule. The POAM serves as the contract for the ISD Resident training project. See also <b>Project Alignment.</b>
<b>POS</b>	<b>Project Objective Statement.</b> A statement that describes <i>what</i> you will produce (deliverables) by <i>when</i> (schedule) with <i>which</i> resources (money, people, tools).
<b>Population</b>	The universe of performers or others from whom the field-trial and/or follow-up evaluation samples are selected. (ATT2 1987, 327) (ATT7 1987, 205, 251)
<b>Practice exercise</b>	Student activity requiring actual or simulated performance of job tasks(s) after the behaviors have been brought to some strength. See also <b>isolated</b> and <b>integrated</b> . (SABA 2001)
<b>Prerequisite</b>	Preparatory subject-matter information needed by the instructor/administrator in order to teach a course effectively. See also: <b>KSAAs</b> . (ATT6 1987, 344, 413)
<b>Problem</b>	A deviation from standard; less than adequate performance present at the organizational, unit, or individual job level. A problem manifests itself as the inequity between what you seek (optimal) and what you have (actual), therefore a shortfall (gap). (SOP, Vol. 2: Analysis)
<b>Project</b>	For the purposes of this SOP, a Resident ISD course development effort.
<b>Project alignment</b>	This is the first major activity in the ISD project. A process which involves gathering/reviewing information regarding the project, identifying the key project team members, identifying any known limiting factors (project parameters and constraints), identifying deliverables, and ensuring agreement on the project goals. Reaching agreement (alignment) on all of these points typically occurs during a formal meeting – Alignment Meeting. Sometimes more than one alignment meeting may be required. The Project Manager leads this effort. During the meeting all project issues, concerns and problems are addressed. The decisions agreed upon during alignment are captured in the Plan of Actions and Milestones (POAM). A project is NOT “in alignment” until the POAM is approved.
<b>Project lead</b>	Part of the project team, designated as the lead course developer who executes the details of the project schedule (including directing day-to-day responsibilities of the project team, monitoring and reporting on progress to the project manager, and keeping the project on track) in order to meet the key milestones provided by the project manager and outlined in the POAM. See also <b>project team.</b>

## Glossary, Continued

Term	Definition
<b>Project leadership</b>	The key stakeholders, managers, and senior military members who are responsible for project adjustments such as the major decisions for project scope and resources, setting priorities and final approval of the project. It includes the project sponsor.
<b>Project management</b>	A set of principles, methods, and techniques for establishing a sound basis for scheduling, controlling, and modifying a project. (ATT1 1987, 240)
<b>Project manager</b>	The person responsible for the internal oversight of a resident training development project. The person who plans, controls, directs, and administers the project, established the key milestones, drafts and maintains the POAM by tracking/documenting changes in the scope and direction of the project; the individual who has overall responsibility for keeping the stakeholders and project team informed of project status and specific project details including tracking and reporting on the status of % project complete. This Project manager is responsible for ensuring that roadblocks /problems are resolved in a timely manner with minimal impact to the POAM
<b>Project schedule</b>	The purpose is to clarify <i>what</i> will be achieved, by <i>when</i> , and by <i>whom</i> . A strong project schedule includes both deadlines and milestones, often outlining the detailed tasks required to meet project milestones. Is used to accommodate changes in project scope and/or resources. It provides a means for tracking project activities (tasks, deliverables, and milestones) by planned and actual completed dates.
<b>Project scope</b>	Determining the boundaries of a project. based on a given set of assumptions, constraints and parameters for the project  It should answer questions like, how big is the project, how many people are available to work on the project; access to APs and/or SMEs, how much money /allocated funds for the project, how long it will take, etc
<b>Project Sponsor</b>	This is the individual who has requested the work and provides the funding for the project. He/she owns the project. The project sponsor is part of the project leadership.
<b>Project team</b>	The group of personnel assigned to an ISD project. For larger projects a team of developers, technical writers of e-learning support personnel may be assigned as part of the project team responsible for the design, development and implementation of the course.
<b>Quality assurance (QA)</b>	The given standards or measurable success criteria defined for project deliverables. The Quality Assurance plan specifies the ownership of QA course review and approval throughout the ADDIE process.
<b>Quality metrics</b>	The tool from which one can ensure deliverables throughout the project are designed and developed to meet an established set of quality assurance standards (i.e. CAP checklists).
<b>Reliability</b>	The degree to which a test accurately and consistently measures the intended performance outcome.
<b>Remediation</b>	The instruction given to a trainee by an instructor or administrator to raise a trainee's competence to mastery level performance when there has been a lack of learning transfer.
<b>RPQ</b>	<b>Rating Performance Qualifications.</b> A result of the ERATS process, the RPQs are the tasks an enlisted military member must perform successfully in order to compete for advancement to the next pay grade. These performance standards replace those previously known as EPQs. See also <b>EPQ</b> .
<b>Schedule</b>	See <b>project schedule</b> .
<b>Scope</b>	See <b>project scope</b> .
<b>Sequencing</b>	A strategy for sequencing the presentation of content in which objective must be taught in a specific order because mastery of any particular objective depends on mastery of all the objectives leading up to it.
<b>Signal</b>	See also <b>Stimulus</b>

## Glossary, Continued

Term	Definition
<b>Skill</b>	Those behaviors we can observe one doing; overt performance; behavior which produces a product rather than theory or covert behavior. See also <b>KSAA</b> . (SABA 2001)
<b>Stakeholders</b>	People who have a stake (an interest) in the outcomes of the ISD Resident training project; the resulting course may have an effect on them or their work See also, <b>project leadership</b> .
<b>Standard</b>	Specifications of the levels of accuracy and quality necessary for success—that is, how well a student must carry out the desired performance to achieve the various objectives of the test. See also <b>Performance objective</b> . (ATT5 1987, 216)
<b>Stimulus</b>	Part of the environment or a change in the environment; a word, situation, prompt, or other signal for action. A signal to begin performing a task or task step. Also known as a signal or initiating event.
<b>Strategy</b>	A conceptual plan for solving a problem or achieving a goal, usually implemented over a long period of time. (ATT2 1987, 240)
<b>Student guide</b>	Any written document that presents all the information necessary to support specific instructional objectives. (ATT6 1987, 253)
<b>Subject-matter expert (SME)</b>	A person who is a specialist in some aspect of performance, in one or more of the project's activities, or in the training being developed. (ATT2 1987, 328), (ATT1 1987, 240) (ATT7 1987, 205, 251)
<b>Target audience</b>	The collective name given to the students in the course (The population for whom the course is to be designed). The target audience profile task also involves accurately describing the target population's characteristics (i.e., range of individual qualification and all relevant physical, mental, physiological, biographical, and motivational dimensions that make up that target population).
<b>Task</b>	A unit of behavior which has value for producing major accomplishments/output; has a definite beginning (stimulus); is made up of two or more steps; and results in a measurable output. Tasks are most typically performed by one person, but tasks can also be performed jointly. (SABA 2001)
<b>Task analysis</b>	The analysis process and procedures for identifying the various elements (steps and sub-steps, conditions, standards, references, tools, equipment required) that are essential to the accomplishment of a task. (HPT Handbook)
<b>Task map</b>	Describing behavior to the operant level. A notational model for recording the operant's a student must learn; an expression of operant sequence and the discriminations and generalizations to be made; operant's expressed as the smallest meaning increments of behavior. Also known as <b>paradigm</b> . (SOP, Vol. 2: Analysis)
<b>Technical change</b>	Any change to tactical or training-unique equipment or documentation originating in the program that affects curriculum. A technical change may or may not affect individual lesson objectives but does not affect terminal performance objectives, course length, or resources.
<b>Terminal performance objective (TPO)</b>	A statement of task performance included in the curriculum outline (per SOP, Vol. 13) that describes what the student will be required to do upon completion of the instruction. TPOs reflect the performance objectives that were developed during the training development process, which often contain a combination or summary of multiple performance objectives. The TPO Construct (as used in SOP Vol. 6: Curriculum Outlines) remains as a higher-level summary/statement that's use in Curriculum Outlines.
<b>Training aid</b>	Media designed to assist the learner in a training environment. A training aid is a subset of instructional media. See also <b>Instructional media</b> .
<b>Training manager</b>	A key stakeholder or member of project leadership. One of the four identified training roles. It encompassed the activities of managing, strategic planning, marketing, and counseling.

**Glossary, Continued**

Term	Definition
<b>Training requirements analysis (TRA)</b>	A process of examining current work site performance by developing a comprehensive task inventory and comparing the results to one of the following choices: 1) an existing curriculum of a currently offered CG course, (2) an off-the-shelf course from another government source (GOTS), (3) an off-the-shelf course from an existing commercial source (COTS). Other uses of a TRA are to use the task inventory to update and revise existing curriculum, or to convert existing curriculum to an alternate delivery modality. (SOP, Vol. 2: Analysis)
<b>Try-out</b>	<p>A review of specific course materials or tests for the purpose of allowing subject matter experts and others to make comments on, suggestions for, and changes to those materials.</p> <p><i>Peer try-outs</i> and <i>modular try-outs</i> are types of developmental tests that are performed in the Development phase to ensure materials are designed and developed to achieve the intended learning outcome. Peer try-outs are the peer review of materials at the lesson level. Modular try-outs are the developmental testing of instructional materials to a limited audience of individuals and small groups.</p> <p><i>Course try-outs</i> are types of validation test performed in the Implementation phase and is the final validation or pilot delivery of the entire course. See <b>developmental testing, pilot</b>. (Mager 1997)</p>
<b>Validation testing</b>	See <b>pilot</b> .
<b>Validity</b>	A test is considered valid if it actually measures what it claims to measure. (HPT Handbook)

## Glossary, Continued

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