



# Improved Auxiliary Leadership Training, The Way Forward

Report of the Leadership  
Guidance Team (LGT)  
August 2007

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## **STRATEGIC PLAN FOR THE USCG AUXILIARY LEADER DEVELOPMENT PROGRAM**

“The very essence of leadership is that you have to have vision.  
You can't blow an uncertain trumpet.”  
-- *Theodore M. Hesburgh*

“Well trained and motivated Leaders are vital to the success of our Coast Guard Auxiliary. I believe that we have an obligation to provide Auxiliarists who are interested in volunteering for leadership positions with as much mentoring and training that we can possibly provide. Training in human relations, meeting and financial responsibility and the finer points of military courtesy and protocol are just a few of the important tools to give our leaders a better opportunity for success.”  
-- *Steven M. Budar, National Commodore*

### **Purpose**

This report describes the United States Coast Guard Auxiliary Strategy for Leader Development recommended by the Leadership Guidance Team (LGT). Based on the United States Coast Guard's Leadership Framework, it outlines the Auxiliary leadership competencies, the increasing level of focus at each level of responsibility, and the values upon which this strategy is built.

This report is intended to be a living document, updated as necessary based upon feedback from cognizant Coast Guard Authority, the National Executive Committee (NEXCOM), results to date, and future changes in the environment.

### **Background**

Members of the United States Coast Guard Auxiliary (“Auxiliary”) are highly diverse. Some have had few if any prior leadership training and opportunities; others have extensive leadership experience. Many do not understand the unique challenges and opportunities of leading volunteers in a quasi-military organization. Good leadership is essential if the Auxiliary is to fulfill its diverse missions. The Auxiliary has a key responsibility to provide its members with capable leaders. The Leadership Guidance Team has established a strategic foundation upon which current course materials can be evaluated and modified as necessary and a new curriculum can be created to develop our present and future leaders.

The Auxiliary Strategy for Leader Development begins with the member and presents a graduated sequence of leadership courses and educational opportunities to develop elected and selected leaders at all levels. This professional development emphasizes the leadership traits and skills necessary to create a shared vision of the organization and motivate, align, and inspire our volunteers to work toward that vision.

Guidance in the management skills and knowledge necessary to enhance effective and efficient execution of our programs and processes is also included.

The strategy is based on the incremental development of leadership competencies and the body of knowledge upon which the Auxiliary is built. Delivery methods will include self study, road show and resident classroom sessions with trained instructors, on-line interactive and static presentations, as well as job aides. It is recognized, however, that it is difficult to learn leadership from a text and that classroom facilitation and interaction are essential for the core modules. The delivery methods will be tailored to the material presented.

### **Mission**

The mission of the United States Coast guard auxiliary is set forth as follows: “The mission of the U.S. Coast Guard Auxiliary is to contribute to the safety and security of our citizens, ports, waterways and coastal regions, as directed by the United States Coast Guard. We will balance our missions in Recreational Boating Safety, Coast Guard Support with Maritime Homeland Security and other challenges that emerge as a result of our growing understanding of changes required in the post-9/11 era.”

To support this mission, the Coast Guard Auxiliary’s Leader Development Program provides a framework that enables every Auxiliarist to achieve his/her full potential as leaders, which will ultimately maximize our ability to fulfill this mission.

### **Vision**

The Vision Statement for the United States Coast Guard Auxiliary is:

“The Coast Guard Auxiliary will continue to meet America's changing maritime safety and security challenges, through a balanced allocation of resources towards our recreational boating safety and maritime domain awareness missions.”

To support this vision, the desired end-state of the Auxiliary’s Leader Development Program provides a “world class” series of learning opportunities for the entire Auxiliary membership throughout their time in service. The LGT fully supports the National Training Department’s vision articulated in their 2007-2009 Training Strategy:

“The US Coast Guard Auxiliary National Department of Training is a world-class performance improvement organization dedicated to providing members with benchmark-quality, professional training thereby ensuring that our members are mission capable and ready for service to the U.S. Coast Guard and to the nation.”

### **Goal/Charter**

The charter for the LGT was established by the National Commodore of the Coast Guard Auxiliary as follows:

“This team will design and implement leadership development training programs for the Coast Guard Auxiliary, working in partnership with the National Department of Training. The LGT (Leadership Guidance Team) will have the responsibility to develop and manage the implementation of a fully integrated curriculum of leadership training from the FC (Flotilla Commander) through the DCO (District Commodore). The LGT will report directly to the National Commodore.”

The key objective of the LGT is:

“The LGT shall provide policy guidance and oversight of current and future leadership materials and training programs.”

### **Strategic Issues/Responses**

- Existing Auxiliary leadership courses provide a good starting point for the development of an integrated leadership curriculum. But these courses were developed at different times, in response to specific needs, and written in different styles by different authors. Modifications are necessary to ensure that the course materials are seamlessly integrated and provide the necessary skills at various levels in the Auxiliary.

#### **-Response:**

- Leader development will be performance-based relative to the Auxiliary’s world of work, and (as examples) include role playing exercises and post-assignments with a practical application. Best practices relative to each level of responsibility will be included.
- The integrated curriculum will be based on the newly-drafted Auxiliary Leadership Framework (Appendix A), which is based on the Coast Guard Leadership Framework and modified as appropriate to reflect differences between active duty/reserves and the Auxiliary.
- Courses will be written in accordance with the Coast Guard’s Standard Operating Procedure for Curriculum Development. (Appendix B)
- Lesson plans and instructor guidance will be written in consistent format for all leadership courses, utilizing the guidance provided in Appendix C.
- Leadership competencies covered in each learning module will be listed on the course curriculum outline page with each Terminal Performance Objective.
- All courses in the leadership continuum will have standardized evaluation formats and reporting procedures.

- All courses will have an Instructor Guide consisting of course curriculum outline, lesson plans (including all materials; talking notes and instructor guidance), and logistics instructions.
  - All leadership applications (on-line, self study, classroom, job aides) will be tied to the completion of a specific curriculum.
  - Learning modules will be course specific and not repeated (except by reference or for continuity) in other courses at different levels.
- Courses are level specific, but are not fully integrated with one another through the leadership competencies.

**-Response:**

- Concepts will be incrementally developed from one level to another where applicable, with an appropriate focus at each level of responsibility.
- Delivery mechanisms must be tailored to course content.

**-Response:**

- The Training Department uses a “blended learning” approach that integrates technology and other delivery methods with classroom training for an optimum solution. The LGT concurs with this approach, but is mindful that much of the content of leadership courses will require classroom participation to maximize effectiveness. Advance reading materials and other ancillary information can be delivered electronically.
- Leadership theory must be relevant.

**-Response:**

- All leadership theory, activities and exercises will relate to practical applications within the Auxiliary (job related), the Terminal Performance Objective for the lesson, and leadership competencies of the learning modules.
- New members have a minimum of a 4 week delay in membership due to the PSI process.

**-Response:**

- During this time, leadership education for new members will be presented in order to teach the new members more about the leadership of the organization and management of the local units, spark an interest in leadership positions, and fill the leadership pipeline with members eager to become future leaders.
- Current leader training is focused on elected leaders.

**-Response:**

- The leadership continuum will be applicable to both elected and selected leaders at all levels.
- Not all levels of leadership currently have written guidance for their position.

**-Response:**

- Leadership Manuals, such as the Division Procedures Manual, will be revised and or written as necessary, for all levels.

**Major Tasks**

Developing a new curriculum is a substantial undertaking on behalf of both the LGT and the Training Department. We believe that the entire project, including analysis of present courses, modification of these courses, field testing of selected pilots, Coast Guard approval, and full implementation will require 3 – 4 years.

Here are the first steps in the process:

- NEXCOM review of LGT recommendations: NEXCOM will review these recommendations, particularly those contained in Appendix A, modify as necessary, and authorize implementation.
- Detailed Training Department review: The National Training Department will analyze present courses and identify gaps and necessary modifications to bring these courses in alignment with the Auxiliary Leadership Framework (Appendix A).
- Schedule development: The Training Department will develop a detailed schedule for modifications to the present suite of leadership courses, including a detailed report on their findings, course outlines, and recommended priorities for course development. Based on the LGT assessment of needs and the suitability of existing courses, we recommend the following implementation priorities for course development:
  1. Rear Commodore Course,
  2. New Member Introduction to Leadership ,
  3. Flotilla Commander Academy,
  4. Auxiliary Mid-Level Officer Course,
  5. Auxiliary Senior Officer Course.

The National Training Department will make appropriate modifications to its 2007 – 2009 Training Strategy to incorporate development of the leadership program.

- Funding: Financial planning for leader development is an integral part of this process. For those courses best delivered in a C school format, CG-3PCX will need to be involved in the budget process for 56 funds and 30 funds for materials. NEXCOM will need to make decisions regarding funding for leadership seminars and workshops presented at national and district meetings, as well as materials not covered by the Coast Guard funds.



- Program authorization: The Department of Training and the LGT have different responsibilities as equal partners in Auxiliary leadership development. The LGT's role is one of leadership content guidance, review, and oversight. The Training Department's role is in leadership curriculum development and implementation in accordance with the changes and strategic development within the Coast Guard Auxiliary and the Coast Guard. The on-going dialogue will ensure that the LGT is apprised of the Department's progress and the Department will have the organizational and strategic context needed to drive their work. The LGT and Training Department will forward the plan to NEXCOM for their review, modification, and approval.

At the conclusion of these initial steps, the Training Department (with appropriate advice and counsel of the LGT) will begin implementation of the approved plan.

### **In Summary**

This Auxiliary Leadership Framework was developed by the Leadership Guidance Team, a work group selected by the Auxiliary National Commodore and comprised of senior Auxiliary personnel. The LGT has met the key objectives of the National Commodore's charter by providing policy guidance and oversight of current and future leadership materials and training programs.

The Auxiliary is responsible for providing unit leaders with the formal systems and processes necessary to support on-going, continuous, uniform developmental programs. Additionally, the Auxiliary has the responsibility and the authority to establish specific leadership performance expectations for the various segments and levels of its membership.

Therefore, this strategic plan provides the way forward for improved Auxiliary leadership and training. The document addresses the Leadership and Professional Development Framework in Appendix A, based on the leadership competencies as they relate to the auxiliary's world of work and service. Guidance is provided on a the standardized curriculum development process (Appendix B) and lesson planning format (Appendix C) to provide consistency for our instructors and professional development training for our members. With any course, a critical success factor is the quality of the leadership instructors. The Personal Qualification Standards (Appendix D) are offered here to align with the Coast Guard standards and improve the quality of the Auxiliary leadership instruction cadre.

The Auxiliary Leadership Guidance Team firmly believes that this plan strategically provides the Coast Guard Auxiliary with the guidance and necessary tools needed to elevate the expertise of the current and future leaders, to meet the changing needs of our customers and maintain the Auxiliary as the premier volunteer organization of the maritime community.

In conclusion, with NEXCOM support, proper financial planning, the diligent work of the Training Department, guidance from the Leadership Guidance Team and the Auxiliary Leadership Framework, the cadre of well trained and motivated Leaders that are vital to the success of our Coast Guard Auxiliary will become a reality.

## **Appendix A**

### **The Coast Guard's Leadership and Professional Development Framework: Auxiliary Edition**

# **Appendix A**

## **The Coast Guard's Leadership and Professional Development Framework: Auxiliary Edition**

### **Introduction**

Leadership is the ability to influence others to obtain their obedience, respect, confidence, and loyal cooperation. Good leadership is developed through a never-ending process of self-study, education, training, experience, observation, and emulation. To assist members/employees in developing their leadership abilities, the United States Coast Guard (hereinafter "Coast Guard") has developed a leadership and professional development framework constructed around three components:



- The Coast Guard's twenty-eight leadership competencies,
- The responsibility levels of members, together with the expertise in each competency required at each level of responsibility, and
- Methods for gaining and demonstrating competency.

The Coast Guard Leadership Framework was published as a Commandant Instruction (M5351.3) on 9 May 2006.

The United States Coast Guard Auxiliary (hereinafter "Auxiliary") has a parallel leadership and development framework presented in this document. The Auxiliary framework is modeled closely on the Coast Guard Framework, modified as necessary to reflect the unique circumstances of this volunteer agency.

### **Organizational Responsibilities for Leadership Training and Professional Development**

Leadership training, mentoring and member/employee development take place, primarily, at the local unit, and local unit leaders are ultimately responsible for the professional development of their subordinates. This makes sense. The knowledge, skills and abilities a member/employee acquires must be validated, and the primary place where members/employees can do so is in the workplace. It is in the workplace where knowledge, skills and abilities can be applied, analyzed, tested, synthesized with existing competencies and then, evaluated through performance.

The individual and the Coast Guard/Auxiliary, however, also have responsibilities and play key roles in the development process. The individual is responsible for taking the initiative and for creating his/her personal development plan. This should be done in conjunction with input and discussion with mentors, supervisors, spouses, and others.

The Auxiliary is responsible for providing unit leaders with the formal systems and processes necessary to support on-going, continuous, uniform developmental programs. Additionally, the Auxiliary has the responsibility and the authority to establish specific leadership performance expectations for the various segments and levels of its membership.

Under the authority of the Assistant Commandant for Human Resources, and the supervision of the Director Military Personnel, the Office of Leadership and Professional Development of the Coast Guard oversees a leadership and professional development framework in alignment with Coast Guard leadership competencies. This includes:

- Program manager for the Coast Guard's Leadership, Mentoring and Professional Development framework and related activities.
- Program manager for the Leadership Development Center.
- Program manager for the leadership portions of resident training courses.
- Develop and publish of leadership performance expectations.
- Support and standardized unit-level leadership and professional development activities.
- Assess leadership performance against defined expectations, determine the causes of any significant performance gaps and recommend appropriate remedies. Such assessments shall include periodic formal leadership training needs assessments, curriculum reviews, studies and findings by subject matter experts, user evaluations of leadership training and professional development activities, and other feedback from end-users.

This Auxiliary Leadership Framework was developed by the Leadership Guidance Team, a work group selected by the Auxiliary National Commodore and comprised of senior Auxiliary personnel.



### **Coast Guard Leadership and Professional Development Framework**

Initially approved 7 June 2004, the Coast Guard Leadership and Professional Development Framework consists of three components: (1) The Coast Guard's twenty-eight leadership competencies, (2) responsibility levels and required levels of expertise, and (3) methods for gaining and demonstrating competency. This document provides Auxiliary-specific information to complement the Coast Guard Leadership and Professional Development Framework.

### **Component 1 - The Coast Guard's Twenty-Eight Leadership Competencies.**

Leadership competencies are the knowledge, skills, and expertise the Coast Guard and Auxiliary expect of their leaders. While there is some overlap in these competencies, they generally fall within four broad categories: Leading Self, Leading Others, Leading Performance and Change, and Leading the Coast Guard/Auxiliary. Together, these four leadership categories and their elements are instrumental to career success. Developing them in all members of the

Coast Guard team will result in the continuous improvement necessary for us to remain always ready—*Semper Paratus*.

**Leading Self:** Fundamental to successful development as a leader is an understanding of self and one's own abilities. This includes understanding one's personality, values, and preferences, while simultaneously recognizing one's potential as a member of the Coast Guard team. Personal conduct, health and well-being, character, technical proficiency, lifelong learning, followership, and organizational commitment are elements to consider when setting short and long-term goals focused upon the leadership development of "self."



**Leading Others:** Leadership involves working with and influencing others to achieve common goals and to foster a positive workplace climate. Auxiliarists interact with others in many ways, whether as supervisor, mentor, manager, team member, team leader, peer or worker. Positive professional relationships provide a foundation for the success of our Service. Showing respect for others, using effective communications, influencing others, working in teams, and taking care of one's people are elements to consider when evaluating one's capacity for leading others. Developing these qualities will increase capacity to serve.

**Leading Performance and Change:** Members of the Coast Guard team constantly face challenges in mission operations. To meet these challenges, leaders must apply performance competencies to their daily duties. Performance competencies include developing a vision, managing conflict, quality and daily management of projects, appraising performance, problem solving, creativity, innovation, decision making, and customer focus. Having these competencies enables each leader—and the Service—to perform to the utmost in any situation.



**Leading the Coast Guard Auxiliary:** As leaders gain experience in the Coast Guard Auxiliary, they must understand how it fits into a broader structure of the Coast Guard, government, and the nation as a whole. At a local level, leaders often develop partnerships with public and private sector organizations in order to accomplish the mission. The Coast Guard "plugs in" via its key systems: money, people, and technology and the Auxiliary supports Coast Guard activities. A leader must thoroughly understand these systems and how they interact with similar systems outside the Coast Guard. An awareness of the Coast Guard's value to the nation, and promoting that using a deep understanding of the political system in which we operate becomes more important as one gets more senior. Leaders must develop coalitions and partnerships with allies inside and outside the Auxiliary and the Coast Guard.

<b>Twenty-Eight Leadership Competencies</b>			
<b>Leading Self</b>	<b>Leading Others</b>	<b>Leading Performance &amp; Change</b>	<b>Leading The Coast Guard/Auxiliary</b>
<b>Accountability &amp; Responsibility</b>	Effective Communications	Conflict Management	<b>Financial Management</b>
<b>Aligning Values</b>	Team Building	Customer Focus	<b>Technology Management</b>
<b>Followership</b>	Influencing Others	Decision Making & Problem Solving	<b>Human Resource Management</b>
<b>Health &amp; Well Being</b>	Mentoring	Management & Process Improvement	<b>External Awareness</b>
<b>Self Awareness &amp; Learning</b>	Respect for Others & Diversity Management	Vision Development & Implementation	<b>Political Savvy</b>
<b>Personal Conduct</b>	Taking Care of People	Creativity & Innovation	<b>Partnering</b>
<b>Technical Proficiency</b>			<b>Entrepreneurship</b>
			<b>Stewardship</b>
			<b>Strategic Thinking</b>

**Component 2 - Responsibility Levels and Required Levels of Expertise.**

Responsibility levels in the Coast Guard are most generally defined by grade or rank. The Auxiliary, in contrast, does not have rate/rank, but rather a sequence of offices (elected and selected) that also entails a sequence of responsibility levels and matching competencies.

As your level of responsibility in the Auxiliary increases, your level of expertise in each of the twenty-eight leadership competencies deepens. The Leadership and Professional Development Framework is a continuum. As you advance, you maintain the expertise you achieved at the lower levels of responsibility and build upon your knowledge, skills, and abilities. The table below provides the correspondence between performance level, rate/rank (enlisted and officer active duty/reserve), grades for civilian employees, and various Auxiliary offices.



<b>Performance Level</b>	<b>Attendant Responsibilities</b>	<b>Enlisted</b>	<b>Officers</b>	<b>Civilian Employees</b>	<b>Auxiliary</b>
Executive	The highest-level policy and decision makers in the Coast Guard or Auxiliary.	E10, CMCs	Flags	SES	NEXCOM, ANACOs, DCO
Senior Manager	Officials with programmatic or command responsibilities including overall supervision of an organization or unit.	E9	O6/O5 W4	GS15/14	DIR, DCOS, DCAPT, DSO
Mid-Level Manager	Managers of first-line supervisors, such as department heads, executive officers, executive petty officers, division chiefs, and Division elected and selected members.	E8/E7	O4/O3 W3/W2	GS13/12 WS (all)	DVC, DCDR, VCDR, SO
First-line Supervisor	Supervisors of others with responsibility for the accomplishment of specific tasks or processes at the unit level.	E6-E4	O2/O1	GS11/9 WL (all)	FC, VFC, FSO
Entry level	No significant supervisory duties.	E3-E1		GS1/8 WG (all)	MEMBER

### **Component 3 – Gaining and Demonstrating Competency.**

Regardless of whether you are an active duty member, reservist, civilian employee, or Auxiliarist, Coast Guard personnel are interested in knowing how to become competitive for increasingly responsible and rewarding positions. Supervisors and managers want to know how to improve their own performance, how to manage change in their organizations, how to improve organizational performance, and how to assist subordinates with their own professional development.

Coast Guard and Auxiliary personnel have access to a variety means to gain the required levels of expertise in each of the twenty-eight leadership competencies. These include the Unit Leadership Development Program (ULDP), resident and non-resident Coast Guard courses. The Auxiliary has access to many Coast Guard training opportunities as well as specific training programs tailored for the Auxiliary.

Simply learning new skills and abilities is not enough. Education or training alone is never a guarantee of growth and advancement. To complete the professional development cycle you need to practice those skills and to demonstrate your abilities as a leader. If you wait to be presented with that “big” leadership challenge, you will continue to wait. It is important that you incorporate newly acquired skills into current performance. Look for the numerous, small opportunities that present themselves daily and practice your newly acquired leadership abilities. (Repeated demonstration of competency is the easiest way to maximize your contributions to Coast Guard/Auxiliary missions.)



## **Definitions of the Twenty-Eight Leadership Competencies and Level of Demonstrated Expertise Anticipated at Each Performance/Responsibility Level.**

Each of the Coast Guard's and Auxiliary's twenty-eight leadership competencies is defined below. These general definitions are then further refined into extended definitions reflecting the level of expertise Auxiliarists are expected to demonstrate at each of the five performance/responsibility levels.



While this entire body of information should be employed when determining an individual's leadership competence and professional development needs, the behavioral objectives can and should be employed in both the design of terminal learning objectives within leadership training programs and in developing objective measures of competence.

The titles of the various leadership competencies are abbreviated. You must read through the full description of the leadership competency to understand what it means.

Auxiliarists are a highly diverse group. Some have extensive civilian leadership training and experience. Others have had more limited opportunities. This leadership framework is written to ensure a common understanding and define common expectations.

In various places below the word *subordinate* is used. In the Auxiliary context a subordinate means "someone in your care."

Where Coast Guard policies and missions are referenced the term includes applicable Auxiliary missions and policies.

Auxiliary personnel should read through the leadership competencies at all levels of the organization—not just the level at which they are presently serving. The leadership competencies should define their expectations for their leaders, peers, and those in their care.



### Leading Self - Accountability and Responsibility

Auxiliary leaders know that we are an organization of volunteers, not a military service. They recognize the organizational structure and the chain of leadership and management. Each individual is sensitive to the impact of his/her behavior on others and on the organization. Leaders take ownership for their areas of responsibility, are accountable to effectively organize and prioritize tasks, and efficiently use resources. Guidelines in the form of direction, strategic business plans, job descriptions and an objective management system outline accountability and responsibility for leadership commitments.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Develops and establishes (in conjunction with the Coast Guard) Auxiliary policies and procedures governing the accountability and responsibility of subordinate leaders and provides appropriate formal tools to allow subordinate leaders to hold others accountable as the situation warrants. Accountable for the performance of the Auxiliary.
DIR, DCOS, DCAPT, DSO	Implements Auxiliary policies and procedures and ensures compliance by subordinate activities/sections/departments. Evaluates the performance of subordinate managers and uses formal tools to reward and correct performance. Accountable for the overall performance of the command or program. Holds those in their charge accountable for demonstrating anticipated level of expertise.
DVC, DCDR, VCDR, SO	Applies Auxiliary policies and procedures and solves performance/compliance issues within activity, section, or department. Makes recommendations to senior managers concerning rewards and corrective actions. Accountable for the overall performance assessment of the Auxiliary Division and component Flotillas.
FC, VFC, FSO	Supervises the job activities and performance of Flotilla members to ensure compliance with Auxiliary policies and procedures. Solves individual and team performance problems. Refers individuals for rewards or corrective action as warranted. Accountable for the overall performance assessment of those being supervised.
Member	Recognizes the impact of personal behavior and job performance on co-workers, the Auxiliary, and the Coast Guard. Complies with Auxiliary policies and procedures and accepts responsibility for personal performance and the performance of the work group.

Hold yourself responsible to a higher standard than anyone else expects of you. Never excuse yourself.

– Henry Ward Beecher

**Leading Self - Followership**

All Auxiliarists are followers as well as leaders. The followership role encompasses initiative, commitment, responsibility, accountability, critical thinking, and effective communications. Followers look to leaders for guidance and feedback; they expect challenging tasks to both learn and develop competence. Actively involved, they seek to understand through listening, responsible questioning and feedback. Followers have the responsibility to work with leaders to ensure successful mission accomplishment.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Looks to elected and selected Auxiliary leadership for guidance and feedback and actively seeks to understand through listening. Is responsible for asking questions and providing feedback when appropriate. Accountable to leadership for the efficient and effective performance of tasks assigned. Responsible to subordinates and peers for requesting and obtaining the resources needed to ensure proper mission performance. Attempts to anticipate current and future requirements and makes preparations to fulfill such requirements through appropriate use of time and resources.
DIR, DCOS, DCAPT, DSO	
DVC, DCDR, VCDR, SO	
FC, VFC, FSO	
Member	

You cannot be a leader, and ask other people to follow you, unless you know how to follow, too.

— Sam Rayburn

### Leading Self - Self Awareness and Learning

Auxiliary leaders continually work to assess self and personal behavior, seek and are open to feedback to confirm strengths and identify areas for improvement, and are sensitive to the impact of their behavior on others. Successful leaders use various evaluation tools and indicators to assist in this process of understanding themselves. They understand that leadership and professional development are a life-long journey and always work to improve knowledge, skills and expertise. They seek feedback from others and opportunities for self-learning and development, always learning from their experiences. Leaders are open to and seek new information, and adapt their behavior and work methods in response to changing conditions.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Based upon the Coast Guard’s and the Auxiliary’s strategic visions, develops and resources comprehensive plans for the preparation and training of the force. Constantly seeks new information and provides organizational stability assisting subordinates in adapting current structures and methods to emerging requirements. Ensures adequate succession planning.
DIR, DCOS, DCAPT, DSO	Executes and administers the comprehensive plans for the preparation and training of the membership. Maintains personal expertise and continues to prepare for greater responsibilities. Evaluates training (programs and methods) and performance; as appropriate, take corrective action or recommends changes. Holds subordinates accountable for demonstrating anticipated level of expertise. Prepares self for greater responsibility through completion of senior service schools or other similar professional development.
DVC, DCDR, VCDR, SO	Plans, supervises, schedules, trains, and evaluates the preparation and development of subordinates using guidance provided by senior management. Continues to develop personal knowledge, skills and abilities through advanced education, and Auxiliary leadership schools. Together with technical and tactical expertise, develops critical and strategic analysis skills and expanded Coast Guard/Auxiliary interoperability literacy.
FC, VFC, FSO	Conducts training of Flotilla members. Continues to develop personal knowledge, skills and abilities through continuing education, intermediate level service schools, professional military education, and Auxiliary-specific training opportunities with goal of mastery of all technical and leadership abilities necessary for success and advancement in field(s) of expertise.
Member	Seeks out individual education, training and development opportunities. Explores possible long-term “career options;” identifies personal strengths and weaknesses and undertakes a plan to achieve technical and tactical expertise and ensure member satisfaction.

The unexamined life is not worth living.  
—Socrates

### Leading Self - Aligning Values

Auxiliary leaders develop and maintain an understanding of the Coast Guard Core Values of Honor, Respect and Devotion to Duty. Leaders align personal values with organizational values, reconciling any differences that exist. Leaders embody the highest standards of Coast Guard Core Values; can communicate their meaning; hold peers and those in their care accountable to these organizational merits; and use them to guide performance, conduct and decisions—every day. Leaders align to the organizational values, as well as to the organizational vision, mission, direction, and expectations.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Develops and communicates organizational values to the membership. Ensures values reflect both Coast Guard and Auxiliary heritage and contemporary ethical thought and standards for conduct for members and volunteers of the American Armed Forces.
DIR, DCOS, DCAPT, DSO	Provides direction and leads the membership in the alignment of personal values and the integration of values with daily performance. Holds subordinates accountable for demonstrating anticipated level of expertise.
DVC, DCDR, VCDR, SO	Assists subordinates in the alignment of personal values with Coast Guard core values and reconciles differences through counseling, training or other interventions.
FC, VFC, FSO	Communicates the meaning of Coast Guard’s core values to others and holds peers and Flotilla members accountable for demonstrating same in performance and conduct.
Member	Employs Coast Guard core values to guide performance, conduct and decisions. Aligns personal values with Coast Guard core values.

“Organizations have to have values. But so do people. To be effective in an organization, one’s own values must be compatible with the organization’s values. They do not need to be the same. But they must be close enough so that they can coexist.”

— Peter Drucker

### Leading Self - Health and Well-Being

Leaders consider the environment in which they and their people work, attending to safety and well-being. They set a personal health example and encourage others to develop personal programs including physical and mental well-being. Working with functional specialists they strive to ensure that members are physically qualified to discharge their duties.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Conducts strategic planning considering the health and well-being of the membership. Promotes Coast Guard policy concerning health, well-being, safety and acceptable risk as it pertains to the Auxiliary.
DIR, DCOS, DCAPT, DSO	Implements Auxiliary policies and programs and monitors performance. Develops methods for integrating health, well-being and safety with daily performance. Holds subordinates accountable for demonstrating anticipated level of expertise.
DVC, DCDR, VCDR, SO	Implements policies and methods developed by Auxiliary leaders and supervises subordinates' activities. Evaluates performance and satisfaction of those in their care and takes corrective action as necessary.
FC, VFC, FSO	Maintains personal health example and encourages Flotilla members to develop personal programs including physical and mental well-being. Works with others as necessary to ensure that members are physically qualified to perform their duties.
Member	Maintains personal health and well-being.

Respect allows you to act against a standard higher than your own self interest. But it requires courage...courage to act differently than you might have otherwise, to understand there is a greater good to be achieved in how we deal with others. You have to have the courage to believe in yourself and respect will naturally follow.”

– ADM Thad Allen, U.S. Coast Guard Commandant

### Leading Self - Personal Conduct

Leaders demonstrate belief in their own abilities and ideas; are self-motivated, results-oriented and accountable for their performance; recognize personal strengths and weaknesses; emphasize personal character development; and use position and personal power appropriately. They understand the relevance and importance of Core Values and strive for personal conduct that exemplifies these values.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Develops and establishes Auxiliary policies and procedures governing personal conduct and provides appropriate formal tools to allow subordinate leaders to hold others accountable as the situation warrants. Accountable for the overall conduct of the Auxiliary.
DIR, DCOS, DCAPT, DSO	Implements Auxiliary policies and procedures and ensures compliance by subordinate activities, sections, and departments. Accountable for the overall conduct of the unit or program. Holds subordinates accountable for the conduct of their activities, sections, and/or departments.
DVC, DCDR, VCDR, SO	Applies Auxiliary policies and procedures and solves conduct issues within activity, section, or department. Makes recommendations to leaders concerning rewards and corrective actions. Accountable for the overall conduct of the activity, section, or department.
FC, VFC, FSO	Supervises others to ensure compliance with Auxiliary policies and procedures and demonstrates good leadership by exemplary personal conduct. Solves individual and team conduct problems. Refers individuals for rewards or corrective action as warranted. Accountable for the overall performance of Flotilla members.
Member	Recognizes the impact of personal behavior and conduct on fellow members and the Coast Guard. Complies with applicable Auxiliary policies and procedures and accepts responsibility for personal conduct and the conduct of other team members.

Leadership consists not in degrees of technique but in traits of character; it requires moral rather than athletic or intellectual effort, and it imposes on both leader and follower alike the burdens of self-restraint.

—Lewis H. Lapham

### Leading Self - Technical Proficiency

Auxiliary leaders' technical knowledge, skills and expertise allow them to effectively organize and prioritize tasks and use resources efficiently. Always aware of how their actions contribute to overall organizational success, leaders demonstrate technical and functional proficiency in Auxiliary programs. They maintain credibility with others on technical matters and keep current on technological advances in program areas. Successful leaders work to initiate actions and competently maintain systems in their area of responsibility.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Combines mastery of Coast Guard and Auxiliary roles, missions and operations with knowledge of U.S. policy and operational domains to advance Coast Guard goals and to provide for continuing mission success.
DIR, DCOS, DCAPT, DSO	Has a sophisticated grasp of Coast Guard and Auxiliary roles, missions and operations and is the subject matter expert within domains of responsibility. When necessary is able to act independently to further Auxiliary goals or complete missions. Able to supervise and evaluate the training and development elements of the workforce.
DVC, DCDR, VCDR, SO	Understands Coast Guard and Auxiliary roles and missions and capable of completing mission tasks with limited supervision. Directs completion of missions and supporting tasks. Capable of planning and conducting training and development activities for elements of the membership.
FC, VFC FSO	Understands Auxiliary roles and missions and is capable of leading their units in completing mission under the direction of elected and selected leaders. Assists Flotilla members in developing skills and assists manager in the delivery of training. Take responsibility for the development of Flotilla members.
Member	Knows the Auxiliary's roles and missions and understands personal role in fulfilling mission tasks. Takes responsibility for personal development.

After a certain high level of technical skill is achieved, science and art tend to coalesce in esthetics, plasticity, and form.

—Albert Einstein



### Leading Others - Effective Communications

Auxiliary leaders communicate effectively in both formal and informal settings. Good listeners, they reinforce the message they convey with supportive mannerisms. Leaders express facts and ideas succinctly and logically, facilitate an open exchange of ideas, ask for feedback routinely, and communicate face-to-face whenever possible. They write clear, concise, and organized correspondence and reports. Successful leaders prepare and deliver effective presentations. In situations requiring public speaking they deliver organized statements, field audience questions, confidently communicate with the media and other external entities (as authorized), and distinguish between personal communication situations and those as a Coast Guard or Auxiliary representative. Competent coaches, supervisors, followers, performance counselors, interviewers, and negotiators, leaders know how to approach many situations to achieve organizational goals.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Shows sophisticated ability to analyze, synthesize and advocate in a timely manner. Effectively discusses complex policy issues; deals comfortably with the media and with senior levels of government and society. Adeptly discerns the inner most meanings and nuances of messages others convey.
DIR, DCOS, DCAPT, DSO	Exhibits full mastery of written communications, and edits others' texts judiciously. Assists subordinates develop effective-writing skills. Effective in public outreach and in dealing with policy issues. Articulates in ways most helpful to superior's policy and operational issues.
DVC, DCDR, VCDR, SO	Writes persuasively and follows the conventions of Auxiliary correspondence. Speaks with authority and demonstrates comprehensive understanding of issues and options. Instills trust in others and motivates them to speak openly and candidly. Serves as a communications interface.
FC, VFC, FSO	Writes succinctly and produces written materials that are clear and articulate. Speaks in concise, effective, organized manner; tailored to the audience and situation. Listens attentively, understands and absorbs the message of others. Observes body language and other forms of non-verbal communication. Communicates to members and transmits member concerns/ideas to elected and selected leaders.
Member	Can communicate with others both in writing and orally. Understands and follows the basic conventions of work place communication. Candid, honest and unbiased when presenting facts. Listens to others and asks relevant questions to better understand or to gain additional needed information. Actively seeks to make leadership aware of concerns and suggestions for improvement.

There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing.

—James Kouzas

### Leading Others - Influencing Others

Auxiliary leaders possess the ability to persuade and motivate others to achieve the desired outcome: to create change. They influence and persuade by communicating, directing, coaching, and delegating, as the situation requires. Successful leaders understand the importance and relevance of professional relationships; develop networks; gain cooperation and commitment from others; build consensus; empower others by sharing power and responsibility; and establish and maintain rapport with key players.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Negotiates effectively in a wide range of issues in internal, bilateral and multilateral environments. Manages and resolves major conflicts and disagreements in an interest-based manner. Manifests a faculty for astute compromise without sacrificing ultimate goals.
DIR, DCOS, DCAPT, DSO  DVC, DCDR, VCDR, SO	Influences others and fosters understanding of Coast Guard and Auxiliary missions, policies and procedures. Develops alliances with others and finds common ground among disparate opinions and builds consensus. Facilitates win-win situations.
FC, VFC, FSO	Learns to influence others; gains cooperation, while showing respectful understanding of others' positions. Promotes sharing, understanding, and awareness.
Member	Works cooperatively with others, develops a respectful understanding of others' positions, and develops the ability to gain cooperation by giving cooperation.

The art of leading, in operations large or small, is the art of dealing with humanity, of working diligently on behalf of men, of being sympathetic with them, but equally, of insisting that they make a square facing toward their own problems.  
—S. L. A. Marshall, *Men Against Fire*

### Leading Others - Respect for Others and Diversity Management

Through trust, empowerment and teamwork, Auxiliary leaders create an environment that supports diverse perspectives, approaches and thinking, fairness, dignity, compassion and creativity. They demonstrate sensitivity to cultural diversity, race, gender, background, experience, and other individual differences in the workplace. Leaders guide and persuade others to see the value of diversity, building and maintaining a healthy working environment.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture in which diversity is valued and respected. Provides personal leadership and support of workplace diversity and fair practices.
DIR, DCOS, DCAPT, DSO	Ensures by example and instruction, and verifies through monitoring and follow-up, that all members are treated in a fair manner. Applies merit principles consistently; identifies and addresses situations giving rise to complaints and grievances based on issues of fairness in the workplace.
DVC, DCDR, VCDR, SO	Demonstrates sensitivity and responds considerately to the needs, feelings and capabilities of others. Shows respect for cultural differences. Navigates easily in an environment of shifting relationships, anticipates socially sensitive issues and takes appropriate action. Promotes awareness of benefits of diversity.
FC, VFC, FSO	Treats all individuals fairly and without bias. Acts in compliance with applicable Auxiliary policies.
Member	

Diversity is not a program or policy – it is a state of being. Our mission success and our core values require us to ensure our work environment enhances the potential and contribution of all employees by promoting inclusion, equity, and respect.

— ADM Thad Allen, U.S. Coast Guard Commandant

### Leading Others - Team Building

Leaders recognize and contribute to group processes; encourage and facilitate cooperation, pride, trust and group identity; and build commitment, team spirit, and strong relationships. Auxiliary leaders inspire, guide and create an environment that motivates others toward goal accomplishment; consider and respond to others' needs, feelings, and capabilities; and adjust their approach to suit various individuals and situations. Auxiliary leaders have a historical perspective of leadership theory that they continually develop through personal experience and study of contemporary leadership issues. They work with those in their care to develop their leadership knowledge and skills. Auxiliary leaders adapt leadership styles to a variety of situations; and personify high standards of honesty, integrity, trust, openness, and respect for others by applying these values and styles to daily behavior.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture to inspire and motivate all members / employees to participate and contribute. Develops policies and procedures to encourage the sharing of information among members/employees. Recognizes the value of teamwork in the development of guidance, doctrine and procedures / processes.
DIR, DCOS, DCAPT, DSO	Inspires and motivates subordinates to participate and contribute; encourages and develops a team identity and cohesiveness among staff. Resolves work-related problems by mobilizing team skills and resources.
DVC, DCDR, VCDR, SO	Facilitates open exchange of ideas; fosters cooperation and collaboration among peers and those in their care; motivates and guides team members toward a common goal.
FC, VFC, FSO	Is open to views of others; works in collaborative, inclusive, outcome-oriented manner with leaders, peers, and Flotilla members. Clearly understands the benefits of the team concept.
Member	

Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics, like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as determination not to accept failure.  
—ADM Arleigh A. Burke (US Navy)

### Leading Others - Taking Care of People

Successful leaders identify others' needs and abilities in the Auxiliary, particularly those of us in their care. They ensure fair, equitable treatment; project high expectations for subordinates and/or their teams; express confidence in abilities; recognize efforts and use reward systems effectively and fairly. Leaders appropriately support and assist in professional and personal situations and use formal programs to resolve situations positively.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Identifies others' needs, abilities, and interests. Ensures fair, equitable treatment; project high expectations of superiors, peers and those in their care alike. Expresses confidence in the abilities of others and recognizes their efforts. Uses reward systems effectively and fairly. Appropriately supports and assists in professional and personal situations and uses formal programs to resolve situations positively. Works (at appropriate levels) to help ensure member satisfaction.
DIR, DCOS, DCAPT, DSO	
DVC, DCDR, VCDR, SO	
FC, VFC, FSO	
Member	Projects high expectations of leaders, peers, and fellow members. Expresses confidence in the abilities of others and recognizes their efforts. Takes appropriate action to safeguard the welfare of other crew or work team members. Makes leaders aware of their interests and is aware that leaders depend upon their cooperation, support, and performance.

Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.

— Jack Welch

The day soldiers stop bringing you their problems is the day you have stopped leading them.

—General Colin Powell

### Leading Others - Mentoring

Drawing on their experience and knowledge, leaders deliberately assist others in developing themselves; provide objective feedback about leadership and career development; and help identify professional potential, strengths and areas for improvement. Successful leaders identify with the role of mentor to their staff. They have the skill to advise and develop others in the competencies needed to accomplish current and future goals. Leaders seek out mentors and may be engaged in the formal Coast Guard/Auxiliary mentoring program both as mentors and mentees. As with the Coast Guard, the Auxiliary offers many diverse programs; mentors help members identify programs of specific interest to help ensure member satisfaction.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture to inspire and motivate all members / employees to participate and contribute. Develops policies and procedures to encourage professional development and the sharing of information among members/employees.
DIR, DCOS, DCAPT, DSO	Anticipates the need for new information or knowledge for self and others; identifies sources of new information and communicates these sources to subordinates. Seeks and recommends new talent.
DVC, DCDR, VCDR, SO	Develops plans to broaden own knowledge and to teach others in the units supervised; provides informal feedback to colleagues. Recognizes, develops, and recommends talent.
FC, VFC, FSO	Seeks out job related knowledge and readily grasps its implication for the workplace. Seeks and provides informal feedback and learns from others. Coaches others and provides sound, thoughtful advice. Helps others to gain insight regarding professional development needs and opportunities. Works with Flotilla members to increase member satisfaction by channeling members into programs that fit their interests and skills.
Member	Recognizes own strengths and weaknesses and pursues self-development. Actively seeks to identify and participate in interesting and important programs. Shares abilities and knowledge with others.

In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.

—Margaret Wheatly, *Leadership and the New Science*

### Leading Performance and Change - Customer Focus

Auxiliary leaders acknowledge the members, Coast Guard, and recreational boating community as their customers, and make every effort to identify and fulfill their needs. Leaders understand the importance of measuring and monitoring the degree to which their customers' needs are met or exceeded.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters a customer-oriented culture throughout the organization. Develops policy and procedures to ensure commitment to continuing customer service improvement.
DIR, DCOS, DCAPT, DSO	Manager Implements Coast Guard policies and procedures at major activities and encourages subordinates to maintain and strengthen service orientation. Monitors the professional responsiveness of subordinate organizations and activities.
DVC, DCDR, VCDR, SO	Encourages and assists subordinates to maintain and strengthen Auxiliary orientation. Anticipates and meets the changing needs of customers. Monitors the performance of work sections/departments to ensure a service orientation consistent with Auxiliary policy. Uses metrics and customer feedback systems to identify customer needs and to ensure appropriate customer service levels. Supplies resources to local units as necessary.
FC, VFC, FSO	Understands the importance of professional responsiveness to the changing needs of customers. Monitors the performance of individuals and work teams to ensure a service orientation consistent with Auxiliary policy. Requests resources (physical or personnel) when necessary to support unit missions.
Member	Demonstrates quality service by responding professionally and competently to both internal and external customers.

A satisfied customer is the best business strategy of all.

—Michael LeBoeuf

### Leading Performance and Change - Management and Process Improvement

Successful leaders demonstrate the ability to plan, organize, and prioritize realistic tasks and responsibilities for themselves and their people. They use goals, milestones, and control mechanisms for projects. Leaders seek, anticipate and meet customers' needs—internal and external. To achieve quality results, Auxiliary leaders monitor and evaluate progress and outcomes produced by current processes; ensure continuous improvement through periodic assessment; and are committed to improving products, services, and overall customer satisfaction. They effectively manage time and resources to successfully accomplish goals.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Integrates fully a wide range of information and prior experiences in policy making. Employs sophisticated institutional understanding to avoid problems and advance Auxiliary goals. Establishes organization-wide performance expectations and inspires a high level of performance. Develops guidance to assist subordinates in the execution of their responsibilities.
DIR, DCOS, DCAPT, DSO	Analyzes and defines complex policy issues clearly, in terms which permit them to be dealt with in a practical way. Encourages staff to analyze. Establishes broad performance expectations for major Auxiliary activities, focusing on results. Establishes effective management procedures and controls; foresees challenges to, and opportunities for, major Auxiliary activities and takes steps in advance to deal with them. Continually reviews major Auxiliary activities for compliance with policy and procedure and to identify possible process improvements.
DVC, DCDR, VCDR, SO	Isolates key points, central issues, and common themes to determine best solution or a range of options. Objectively analyzes the organization's strengths and weaknesses and takes appropriate action. Monitors plans to accomplish work requirements, delegates appropriately, and ensures that effective internal controls are in place. Continually reviews significant tasks and processes for possible improvement. Assesses/integrates available resources to achieve mission results.
FC, VFC, FSO	Identifies key information, central issues and common themes to identify strengths and weaknesses of various approaches. Participates in the preparation of work requirements for self and works with Flotilla members in preparing their work requirements. Plans, organizes and directs activities effectively, ensures that projects within area of responsibility are completed in a timely manner. Asks for help and guidance from other units. Is familiar with available resources and seeks methods to employ them where necessary.
Member	Plans and organizes personal work activities insuring personal activities contribute to successful performance of the larger team / section / workgroup tasks. Looks for ways to improve personal performance and makes recommendations to leaders concerning ways to improve work processes.

Life is change. Growth is optional. Choose wisely.  
—Karen Kaiser Clark



### Leading Performance and Change - Decision Making and Problem Solving

Leaders identify and analyze situations; use facts, input from others, and sound reasoning to reach conclusions; explore various alternative solutions; distinguish between relevant and irrelevant information; perceive the impact and implications of decisions; and commit to action, even in uncertain situations, to accomplish organizational goals. They evaluate risk levels, create risk control alternatives, and implement risk controls. Successful leaders are able to isolate high-importance issues, analyze pertinent information, and involve others in decisions that affect them, generate promising solutions, and consistently render judgments with lasting, positive impact.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Integrates policy and administration factors into problem solving and decision making in a manner enhancing the entire Auxiliary. Provides general decision guidance to subordinates. Promotes concept of fair and unbiased information.
DIR, DCOS, DCAPT, DSO	Makes reasoned effective and timely decisions after considering all relevant factors and options. Implements decisions and evaluates their impact and implications, making adjustments as needed.
DVC, DCDR, VCDR, SO	Identifies issues within the context of own activity/division/ department which require decisions or other action and arrives at logical recommendations. Acts confidently and decisively within own purview, relying on guidance provided by leaders.
FC, VFC, FSO	Carries out the decisions of leaders effectively and efficiently. Solves issues within own authority and refers others to leader(s) promptly, providing all pertinent facts without bias.
Member	Solves routine problems and makes appropriate decisions consistent with the performance of primary duties. Keeps leaders informed on matters requiring their involvement.

Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity  
—George Patton

### Leading Performance and Change - Conflict Management

Auxiliary leaders facilitate open communication of controversial issues while maintaining relationships and teamwork. They effectively use collaboration as a style of managing contention; confront conflict positively and constructively to minimize impact to self, others and the organization; and reduce conflict and build relationships and teams by specifying clear goals, roles and processes. Conflict management is important in any organization, but particularly so in a volunteer organization.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture of cooperation and open communication. Ensures policies and practices promote teamwork and specify clear goals, roles, processes and standards.
DIR, DCOS, DCAPT, DSO	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
DVC, DCDR, VCDR, SO	
FC, VFC, FSO	
Member	Resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

Leadership has a harder job to do than just choose sides. It must bring sides together.  
—Jesse Jackson

Speak when you are angry and you will make the best speech you will ever regret.  
—Ambrose Bierce

### Leading Performance and Change - Creativity and Innovation

Leaders develop new insights into situations and apply innovative solutions to make unit and functional improvements. Leaders create a work environment that encourages creative thinking and innovation. They take reasonable risks, and learn from the inevitable mistakes that accompany prudent risk-taking—and they apply this same thinking to those who work for them, encouraging innovation and helping their people apply the lessons learned. Leaders design and implement new or cutting-edge programs and processes.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture which encourages new insights and the application of innovative solutions and creative thinking. Develops guidelines that encourage new or cutting-edge programs and processes. Key qualities are open mindedness and lack of bias.
DIR, DCOS, DCAPT, DSO	Develops new insights into situations and applies innovative solutions to make organizational improvements; fosters a work environment that encourages creative thinking and innovation
DVC, DCDR, VCDR, SO	Designs, recommends and implements new or cutting-edge programs and processes. Encourage creative thinking and innovation among those in their care. Seeks and recommends the adoption/investigation of new methods, skills, and techniques.
FC, VFC, FSO	
Member	Applies innovative methods to accomplish individual and team tasks. Recommends innovations to Auxiliary leadership.

Creativity is a type of learning process where the teacher and pupil are located in the same individual.

—Arthur Koestler

**Leading Performance and Change - Vision Development and Implementation**

Leaders are able to envision a preferred future for their units and functions, setting this picture in the context of the Auxiliary’s overall vision, missions, strategy and driving forces. Concerned with long-term success, leaders establish and communicate organizational objectives and monitor progress toward objectives; initiate action; and provide structure and systems to achieve goals. Leaders create a shared vision of the organization; promote wide ownership; manage and champion organizational change; and engineer changes in processes and structure to improve organizational goal accomplishment.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Creates and communicates a shared vision for the Auxiliary. As necessary, is the catalyst for organizational changes.
DIR, DCOS, DCAPT, DSO	Influences others to translate the shared vision into action. Uses the shared vision to guide personal actions and to prioritize activities.
DVC, DCDR, VCDR, SO	
FC, VFC, FSO	
Member	Incorporates the shared vision to guide personal actions and to prioritize activities.

The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist.

—Eric Hoffer

### Leading the Auxiliary - Stewardship

The Coast Guard’s unofficial motto was once “You have to go out – but you don’t have to come back!” This bravado was a testament to the bravery and commitment to service of Coast Guard men and women. But a more appropriate motto might be “You have to go out and you have to come back and you have to bring our resources back because we’ll need them again tomorrow!” Performing the mission at ANY cost is an unacceptable risk, not only for those immediately involved, but for all who would have benefited from the efforts of Coast Guard/Auxiliary crews tomorrow, and next week, and next year. Protecting the nation’s investment is important, and presents the difficult task of balancing performance with risk. Achieving the proper balance is a crucial element of leading.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture of careful management of resources and the preservation of future mission capability. Creates an environment where mission requirements and risk are critically analyzed and a proper balance between performance and risk maintained. Provides general guidance to subordinate leaders.
DIR, DCOS, DCAPT, DSO	Using the general guidance provided has primary responsibility and authority for conducting critical analysis of mission requirements/risk and for ensuring the proper balance between performance and risk. Provides subordinate leaders with direction and counsel concerning risk management. At major Auxiliary activities, monitors the use of resources and ensure continuing mission capability.
DVC, DCDR, VCDR, SO	Conducts mission related tasks in accordance with guidance provided by Auxiliary leaders and Coast Guard personnel. Makes operational decisions applying the same critical analysis of performance/risk as superiors. Ensures the proper use and maintenance of Auxiliary resources. Evaluates the effectiveness of risk management at the Division and Flotilla levels.
FC, VFC, FSO	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Coast Guard and the Auxiliary. Seeks opportunities to prepare self for greater responsibilities and to gain a deeper understanding of the elements of stewardship. Work to ensure adequate risk management for members engaged in operational or other potentially hazardous activities. Seeks to learn more about methods and techniques of risk management.
Member	

Never forget to be afraid.

—James Reason

The objective is to take calculated, not uncalculated risks.

—Anon

### Leading the Auxiliary - Technology Management

Technological advances make it possible to improve mission performance provided prudent investments are made up front. Auxiliary leaders use efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Auxiliary leaders implement effective communications/training technologies (e.g., Internet use, computer use, Power Point, e-mail) using modern methods. Leaders develop strategies using new technology to enhance decision-making. They fully appreciate the impact of technological changes on the organization.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters and promotes a culture which encourages the efficient and effective use of technology. Understands the impact of technological change and develops Auxiliary-wide policies, procedures and plans for technology integrations. Provides input to Coast Guard policies as they relate to Auxiliary technology needs and requirements.
DIR, DCOS, DCAPT, DSO	Finds opportunities for the use of efficient and cost-effective approaches to integrate technology into the workplace. Implements strategies for using new technology to enhance performance. Understands and manages the impact of technological changes.
DVC, DCDR, VCDR, SO	Integrates technology into the workplace. Identifies possible opportunities for improvement through the use of technology and makes recommendations concerning same. Responsible for the technical competency of those supervised.
FC, VFC, FSO	Responsible for the proper use of technology in the workplace and for training of Flotilla members.
Member	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary and the Coast Guard. Seeks out opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of technology management.

Technology is neither good nor bad, nor even neutral. Technology is one part of the complex of relationships that people form with each other and the world around them; it simply cannot be understood outside of that concept.

— Samuel Collins

### Leading the Auxiliary - Financial Management

Leaders must demonstrate broad understanding of the principles of financial management and marketing expertise necessary to ensure appropriate funding levels for their areas of responsibility. They prepare, justify, and/or administer the budget for the unit or program; use cost-benefit thinking to set priorities; and monitor expenditures in support of programs and policies. Leaders seek and identify cost-effective approaches, and manage procurement and contracting appropriately.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Develops and establishes Auxiliary guidelines concerning financial management practices. Within the Auxiliary, has ultimate responsibility for the budget, financial execution, contracting and procurement. Provides guidance and direction to subordinate leaders concerning financial management.
DIR, DCOS, DCAPT, DSO	Implements guidance, policy and procedures and ensures compliance by subordinate activities/sections/departments. Exercises responsibility and control over significant financial management functions/activities. Prepares, justifies and/or administers the budget for program area(s); uses cost benefit analysis to set priorities; identifies cost-effective approaches; and monitors expenditures and/or contracting and procurement.
DVC, DCDR, VCDR, SO	Applies Auxiliary guidance, policy and procedures in managing finances within an activity / section / department. Exercises first level control and accountability, ensures adherence with previously determined cost-benefit priorities and cost-effective approaches. Evaluates the costs and benefits of assisting local units.
FC, VFC, FSO	Develops a foundational understanding of issues and responsibilities related to leading the Coast Guard and Auxiliary by observing those currently leading the Auxiliary and the Coast Guard. Seeks opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of financial management. Working with others as necessary helps to ensure prudent management of Flotilla finances and the maintenance of accurate financial records. Provides feedback to Auxiliary and Coast Guard leaders on the limits of available financial resources. Provides a mechanism/framework whereby unit and members are able to support the financial needs of their activities in an ethical manner.
Member	

Preparation equals performance.

— ADM James Loy, former U.S. Coast Guard Commandant

### Leading the Auxiliary - Human Resource Management

Auxiliary leaders assess current and future staffing needs based on organizational goals and budget realities. Making decisions that are merit-based, they ensure their people are appropriately selected, developed, trained assigned, evaluated, and rewarded. Leaders take corrective action when needed. They guide and mentor others in appropriate interaction with these system elements. Leaders support personnel completing requirements for advancement, special programs or future assignment; recognize positive performance and development through the formal and informal reward system; and assist others in requesting formal training or developmental assignments.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Develops and establishes Auxiliary guidelines concerning human resources and their employment. Provides subordinate leaders with appropriate formal tools to allow them to develop, utilize, appraise, reward and discipline subordinates. Controls current and future staffing based on organizational goals, mission requirements and budgets.
DIR, DCOS, DCAPT, DSO	Implements Coast Guard and Auxiliary policies and procedures concerning human resources and ensures compliance by subordinate activities / sections / departments. Supervises subordinate leaders as they apply appropriate tools to develop, utilize, appraise, reward and discipline subordinates. Accountable for maintaining current staffing at approved levels and for communicating organizational, mission or budget requirements impacting current or future staffing.
DVC, DCDR, VCDR, SO	Applies Auxiliary personnel policies and procedures to successfully perform assigned mission responsibilities. Uses available tools in supervising subordinates and makes recommendations or referrals to senior managers concerning personnel development, utilization, appraisal, rewards and discipline actions outside of the mid-level manager's authority. Communicates personnel requirements to superiors.
FC, VFC, FSO	Supervises the job activities and performance of Flotilla members to ensure compliance with Auxiliary policies and procedures. Uses available tools in supervising members and makes recommendations or referrals concerning other personnel actions as warranted.
Member	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary. Seeks opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of human resource management.

Never doubt that a small group of thoughtful, committed people can change the world. Indeed. It is the only thing that ever has.

--Margaret Mead



### Leading the Auxiliary - Partnering

The Auxiliary exists within a broader envelope of partners, stakeholder organizations, and the business community. Auxiliary leaders must develop networks and build alliances, engaging in cross-functional activities where it makes sense. Leaders collaborate across boundaries, and find common ground with a widening range of stakeholders at the local, regional, national, and international levels, and use their contacts to build and strengthen internal bases of support.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters a culture which encourages the development of networks and the building of alliances; collaborates across boundaries and engages in cross-functional activities. Maintains international, national and federal contacts to build and strengthen support base.
DIR, DCOS, DCAPT, DSO	Continues to develop national and local contacts, where applicable. Develops and maintains networks and alliances to enhance and support major Coast Guard activities while introducing and encouraging subordinates to engage in across boundaries collaborations and cross-functional activities.
DVC, DCDR, VCDR, SO	As appropriate develops local contacts. Develops and maintains network and alliances to enhance and support assigned missions and tasks. Engages in across boundaries collaborations and cross-functional activities. Makes local units aware of available contacts.
FC, VFC, FSO Member	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary. Seeks opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of effective partnering. Makes Divisions aware of available contacts.

If you do not seek out allies and helpers, then you will be isolated and weak.  
—Sun Tzu, The Art of War

**Leading the Auxiliary - External Awareness**

Auxiliary leaders identify and keep up to date on key national policies and economic, political, military and social trends that affect the organization. Auxiliary leaders understand near-term and long-range plans and determine how best to be positioned to achieve the advantage in an increasingly competitive national economic climate.

<b>Performance Level</b>	<b>Anticipated Level of Expertise</b>
NEXCOM, ANACOs, DCO	Expert knowledge of key national and international policies. Maintains appropriate level of contact and expertise with third parties and can identify emerging trends-political, economic, military and social. Develops short and long-term plans and determines how best to position the Coast Guard and Auxiliary to achieve both mission and long-term competitive advantage.
DIR, DCOS, DCAPT, DSO	Understands short and long-term plans and determines how best to execute current operations to achieve both mission and long-term competitive advantage. Keeps up to date on key issues critical to current and future operations. Understands key national and international issues. Maintains appropriate level of contact with local, regional, and subject area communities and can advise executive leadership on local, regional and subject area issues with immediate and future impact on the Coast Guard and the Auxiliary.
DVC, DCDR, VCDR, SO	Keeps up to date on key issues critical to current and future operations. Maintains appropriate level of contact with local, regional, and subject area communities. Understands national, local, regional and subject area issues with immediate and future impact on the Auxiliary as it applies to their specific areas.
FC, VFC, FSO	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary. Seeks out opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of external awareness. Fosters appropriate level of contact and interaction with community. Is aware of and fosters understanding of issues important to the local community and seeks ways to be of service.
Member	

Real knowledge is to know the extent of one's ignorance.  
— Confucius

### Leading the Auxiliary - Entrepreneurship

Auxiliary leaders seek and identify opportunities to develop and market new methods within or outside of the Auxiliary and submit to competent authority for necessary approvals. Leaders are willing to take risks and initiate actions that involve a deliberate risk to achieve a recognized benefit or advantage.

Performance Level	Anticipated Level of Expertise
NEXCOM, ANACOs, DCO	Fosters a culture which encourages the development and marketing of new methods within or outside of the Auxiliary. Establishes policy and provides guidance concerning entrepreneurship and acceptable entrepreneurial risks.
DIR, DCOS, DCAPT, DSO	Identifies opportunities to develop and market new methods both within and outside of the Auxiliary. Initiates actions that involve deliberate risk to achieve a recognized benefit or advantage. Encourages innovation on the part of subordinates.
DVC, DCDR, VCDR, SO	Assists in the development and marketing of new methods. Looks for new and innovative methods and encourages innovation on the part of subordinates.
FC, VFC, FSO	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary. Seeks out opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of responsible, effective entrepreneurship. Looks for ways to improve team and individual performance. Makes recommendations concerning possible innovations.
Member	

I never perfected an invention that I did not think about in terms of the service it might give others ... I find out what the world needs, then I proceed to invent.

—Thomas Edison

**Leading the Auxiliary - Political Savvy (awareness, knowledge)**

Auxiliary leaders identify the internal and external politics that impact the work of the Coast Guard and the Department of Homeland Security. Leaders approach each situation with a clear perception of organizational goals and political reality, and recognize the impact of alternative courses of action. Leaders understand correct procedures and the limits on interaction with Coast Guard and other government (e.g., federal, state, and local) personnel.

<b>Performance Level</b>	<b>Anticipated Level of Expertise</b>
NEXCOM, ANACOs, DCO	Expert in identifying the internal and external politics that impact the Auxiliary and the Coast Guard. Develops Coast Guard policy and guidance reflecting organizational and political reality.
DIR, DCOS, DCAPT, DSO	Develops and directs approaches to each situation with a clear understanding of organizational and political reality; recognizes the impact of alternative courses of action.
DVC, DCDR, VCDR, SO	Implements the approach to each situation with a clear understanding of organizational and political reality. Takes action consistent with those realities and recommends alternative courses of action. Seeks counsel of others as appropriate.
FC, VFC, FSO Member	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary. Seeks opportunities to prepare self for greater responsibilities and to gain a deeper understanding of the elements of political savvy. Seeks counsel of others as appropriate.

Ensure brain is in gear before opening mouth.

—Anon

**Leading the Auxiliary - Strategic Thinking**

Auxiliary leaders react to crises immediately, and routinely solve urgent problems. Beyond that, leaders must also consider multiple time horizons and very complex interactions. This requires thinking strategically, which consists of adopting a systems view; focusing on intent—what are we really trying to accomplish; thinking across time horizons; creating and testing hypotheses; and being intelligently opportunistic—taking advantage of current conditions.

<b>Performance Level</b>	<b>Anticipated Level of Expertise</b>
NEXCOM, ANACOs, DCO	Formulates effective strategies consistent with the roles, missions and strategy of the Auxiliary. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities, anticipates potential threats or opportunities. Develops overarching strategic plan(s) at the national level consistent with Coast Guard guidance.
DIR, DCOS, DCAPT, DSO	Implements strategies, provides guidance and exercises control over significant Auxiliary activities. Ensures objectives and priorities are efficiency and effectively pursued while providing feedback to executive management concerning potential threats and opportunities. Prepares self for greater responsibility through completion of Coast Guard/Auxiliary schools or other similar professional development. Develops operational plans, consistent with the national strategic plan for their Districts/Departments.
DVC, DCDR, VCDR, SO	Assists Auxiliary leaders in the formulation of policy and strategic plans or in the implementation of these strategies. Provides direction and supervision to subordinates to ensure efficient and effective execution. Prepares self for greater responsibility through education and through completion of appropriate Coast Guard/Auxiliary schools. Develops action plan(s), consistent with national strategic and District/Department operational plans.
FC, VFC, FSO	Develops a foundational understanding of issues and responsibilities related to leading the Auxiliary by observing those currently leading the Auxiliary. Seeks opportunities to prepare self for greater responsibilities and to gain a deeper understanding of all elements of strategic thinking. Provides input to the development of action plans to implement the national strategy.
Member	

We cannot solve our problems with the same level of thinking that created them.

—Albert Einstein

## Methods for Gaining and Demonstrating Competence

As noted above, Auxiliarists are a diverse group. Some have extensive civilian leadership training and experience. Others have had more limited opportunities. To ensure success the Auxiliary needs capable leaders at all levels in the organization. The above sections define the minimum expectations for leaders at each level in the Auxiliary. This section identifies the intended performance level targets for each of the major Auxiliary leadership training courses.

In addition to Auxiliary training courses, there are other resources available to Auxiliarists. These include:

- The Coast Guard Unit Leadership Development Program (available on-line at <http://learning.uscg.mil/uldp/>),
- USCG E-Mentoring (available on-line at <http://www.uscg.mil/LEADERSHIP/mentoring.htm>),
- The Commandant's Reading List (a list of useful references sorted by organizational level available on-line at <http://www.uscg.mil/leadership/leadci/read.htm>),
- The Leadership Guidance Team's reading list (available on-line at <http://www.auxnaco.org/readinglist.htm>),
- The *Administrative Procedures Course* COMDTINST 16790.1F (2007) [awaiting approval],
- The *Instructor Guide for APC* COMDTINST 16790.1F, (2007) [awaiting approval] (posted on *CHDIRAUX(1998 version) and Training WebPages(draft 2007 version)*) (available only CD as a draft, awaiting printing),
- The *Flotilla Procedures Manual* COMDTINST 16791.5, (1999) (*Training Dept. webpage*),
- The *Flotilla Commander Change of Administration Guide*, (2000) (*Training Dept. webpage*),
- The *Division Procedures Guide* COMDT PUB P16791.3, (1998) (*only by CD from ANSC*) (not posted),
- The *Division Captain Change of Administration Guide*, (2002) (*Training Dept. webpage*),
- The *District Commodore Change of Administration Guide*, (2005) (not posted), and
- The Coast Guard Leadership Essay Program (for details, see <http://www.uscg.mil/LEADERSHIP/leadci/essay.htm>)

Many Districts publish District Policy Manuals. Auxiliary members at all levels are encouraged to utilize these resources.

The tables below present a matrix showing the specific leadership/management courses intended for each level and the minimum performance level targets for each of these in terms of the 28 leadership competencies expected of graduates of these courses. Three target performance levels are included:

1. **Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
2. **Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment (e.g., at the Flotilla, Division, District, or National Levels).
3. **Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

In the matrices below, these three levels are denoted “1,” “2,” and “3,” respectively. A blank in any cell entry means that there is no target performance level for this competency *for the particular course*. *It does not mean that there is no requirement for Auxiliary members to have the skills/level of performance indicated in the above tables*. There are other venues available to Auxiliarists that may address this competency. And some skills are developed through experience and on-the-job training. Thus, for example, it is expected that members will have an awareness-level understanding of human resource management. However, this skill is developed (at the member level) by observing the behavior of those leading the Auxiliary—this is not a topic covered in either the new member orientation or the administrative procedures course.

The reader should be aware that the numerical target performance level is likely to vary with the responsibility level. Thus, a level 2 performance level for a Flotilla Commander might differ from a level 2 performance level for a District Commodore.

Obviously, “more is better” with respect to any leadership competency. And, certainly many of our members already have well developed leadership skills. The table entries *define a minimum competency level provided by the course*. These target performance levels are important inputs to the design of Auxiliary training courses. The tables are organized by Auxiliary level and courses targeted for this level (e.g., member, FC, VFC, FSO, etc.). Thus, for example, the Auxiliary resources designed specifically for the member include the New Member Orientation, the Flotilla Leadership Course (FLA) and Administrative Procedures Course (APC). Likewise, the Flotilla Commander’s Academy (FCA) is designed for FCs, VFCs, and FSOs. All members are encouraged to take advantage of training opportunities at all levels.

### **General Comments by Performance/Responsibility Level**

This section provides some comments on the matrices by performance or responsibility level.

#### **-Level One: Member**

Currently, the three courses specifically targeted for the member are the New Member Orientation, the Administrative Procedures Course (APC) and the Flotilla Leadership Course (FLA). The New Member Orientation is just that—an introduction to Auxiliary. Although some leadership material is included (at least implicitly) the course provides background material. Nonetheless, the recommended the Flotilla Leadership Course contains target performance levels for many competencies not covered by the present orientation course.

Referring to the APC it is noted that very little leadership material is covered. This is not a fault of the APC—the purpose of this course is to provide information on administrative procedures and thus *focuses on management rather than leadership*.

Members (without other Auxiliary office) are also expected to learn leadership competencies by observation of elected and selected leaders (on-the-job training) and by utilizing the above referenced general materials, such as the reading lists published by the Commandant of the Coast Guard and the Auxiliary National Commodore.

#### **-Level Two (FC, VFC, FSO)**

Auxiliarists at level two have completed the New Member course and (in many cases) the APC. Additionally, they may have completed more advanced Auxiliary leadership courses, such as AUXLAMs (Auxiliary Leadership and Management School). However, the course specifically targeted for this group is the Flotilla Commanders Academy (FCA). In the categories of “Leading Self” and “Leading Others” the performance levels are typically “2s,” meaning that they have not only an awareness, but also are qualified to apply these competencies. In the competency groups “Leading Performance and Change” and “Leading the Auxiliary” with a few exceptions (e.g., conflict management, customer focus, financial and HR management) the anticipated target performance levels are all “1s.”

#### **-Level Three (DVC, DCDR, VCDR, SO)**

Auxiliarists at level three could have completed the New Member course APC, AUXLAMs and the FCA. Additionally, they may have completed more advanced Auxiliary leadership courses. The Auxiliary Mid-Level Officer Course (AMLOC) is specifically designed for level three leaders. In the categories of “Leading Self” and “Leading Others” the performance levels are typically “2s,” meaning that they have not only an awareness, but also are qualified to apply these competencies at the level of the Auxiliary Division within a District or a Division on National Staff. The Auxiliary expects that leaders at this level will have superior communication skills, so this category is assigned a “3.” In the category “Leading Performance and Change” AMLOC is expected to help them achieve “2s” and “3s” for many competencies, which reflects their increased responsibilities at this performance/responsibility level. AMLOC is not expected to provide additional training in stewardship, technology management, financial management, or human resource management because these competencies have been addressed at level two. AMLOC introduces information relevant to the “political savvy” competency as this becomes more important at this performance level.

#### **-Level Four (DIR, DCOS, DCAPT, DSO)**

Auxiliarists at level four have had the opportunity to complete all courses for level three leadership: New Member course, APC, FCA, AUXLAMs and AMLOC. The course specifically designed for level four leaders is the District Captain Course. The responsibilities at level four change quite a bit from level three leadership competencies. This course focuses on the DCAPTs and DC-ds and their attainment of “3s” in



Accountability and Responsibility, Effective Communications, Conflict Management and Process Improvement. The course will also prepare the level four leaders with more advanced Team Building skills to enhance their District and Department projects. This enables the leaders to not only apply these competencies in their world of work, but to also be responsible to ensure that the members in their care have the proper training in these areas. The District Captain Course will not focus on many of the competencies that are listed in the category of “Leading the Auxiliary.”

**-Level Five (NEXCOM, ANACOs, DCO, DCOS)**

Level five leaders have should have had the opportunity to complete the New Member course, APC, FCA, AUXLAMs, AMLOC and DCAPT. The Auxiliary Senior Officer Course (ASOC) is actually designed to prepare members to transition to level five, to the positions of District or Directorate Commodore. ASOC emphasizes “3s” in most of the competencies it teaches. DCOSs, ANACOS and DCOs who attend this course are expected to master competencies in all four categories, Follow-up on additional competencies is done with the level five leaders through workshops and independent study projects relative to their positions.

With the exception of APC, the leadership course opportunities listed are not mandatory. However, it is suggested that members who wish to advance through the elected and selected leadership chains of the Auxiliary, should make every effort to complete all course offerings at each level. This course completion will enhance the members transferable skills, bring the member into alignment with organization norms, and enhance transitions from one leadership level to the next.

**Performance/Responsibility Level One: Member**

<b>Category</b>	<b>Competency</b>	<b>New Member Orientation</b>	<b>APC</b>
<b>Leading self</b>	Accountability & responsibility	1	
	Followership	1	
	Self awareness and learning	1	
	Aligning values	1	
	Health and well being		
	Personal conduct	1	
	Technical proficiency		
<b>Leading others</b>	Effective communications	1	1
	Influencing others	1	
	Respect for others and diversity management	1	
	Team building	1	
	Taking care of people	1	
	Mentoring		
<b>Leading performance And change</b>	Customer focus	1	
	Management & process improvement		
	Decision making and problem solving		
	Conflict management		
	Creativity & innovation		
	Vision development and Implementation		
<b>Leading the Auxiliary</b>	Stewardship		
	Technology management		
	Financial management		1
	Human resource management		
	Partnering		
	External awareness		
	Entrepreneurship		
	Political savvy		
	Strategic thinking		

- Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
- Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment (e.g., at the Flotilla, Division, District, or National Levels).
- Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

**Performance/ Responsibility Level Two: FC, VCF, FSO**

<b>Category</b>	<b>Competency</b>	<b>Flotilla Leadership Course</b>	<b>AUXLAMSA &amp; B</b>
<b>Leading self</b>	Accountability & responsibility	2	3
	Followership	2	3
	Self awareness and learning	2	2
	Aligning values	2	3
	Health and well being		1
	Personal conduct	2	3
	Technical proficiency	1	1
	<b>Leading others</b>	Effective communications	2
Influencing others		2	3
Respect for others and diversity management		2	3
Team building		2	3
Taking care of people		1	3
Mentoring		2	2
<b>Leading performance And change</b>		Customer focus	2
	Management & process improvement	1	1
	Decision making and problem solving	1	2
	Conflict management	2	2
	Creativity & innovation	1	1
	Vision development and Implementation	1	
	<b>Leading the Auxiliary</b>	Stewardship	1
Technology management		1	
Financial management		2	
Human resource management		2	2
Partnering		1	
External awareness		1	1
Entrepreneurship			
Political savvy			
	Strategic thinking	2	

- Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
- Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment (e.g., at the Flotilla, Division, District, or National Levels).
- Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

**Performance/Responsibility Level Three: DCDR, VCDR, SO**

<b>Category</b>	<b>Competency</b>	<b>AMLOC</b>
<b>Leading self</b>	Accountability & responsibility	3
	Followership	2
	Self awareness and learning	2
	Aligning values	2
	Health and well being	
	Personal conduct	2
	Technical proficiency	
<b>Leading others</b>	Effective communications	3
	Influencing others	2
	Respect for others and diversity management	2
	Team building	2
	Taking care of people	
	Mentoring	2
<b>Leading performance And change</b>	Customer focus	
	Management & process improvement	2
	Decision making and problem solving	1
	Conflict management	3
	Creativity & innovation	2
	Vision development and Implementation	2
<b>Leading the Auxiliary</b>	Stewardship	
	Technology management	
	Financial management	
	Human resource management	
	Partnering	2
	External awareness	1
	Entrepreneurship	
	Political savvy	1
Strategic thinking	2	

- Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
- Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment (e.g., at the Flotilla, Division, District, or National Levels).
- Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

**Performance/Responsibility Level Four: DCAPT, DIR-d**

<b>Category</b>	<b>Competency</b>	<b>District Captain Course</b>
<b>Leading self</b>	Accountability & responsibility	3
	Followership	
	Self awareness and learning	
	Aligning values	2
	Health and well being	1
	Personal conduct	2
	Technical proficiency	
<b>Leading others</b>	Effective communications	3
	Influencing others	
	Respect for others and diversity management	1
	Team building	2
	Taking care of people	
<b>Leading performance And change</b>	Mentoring	
	Customer focus	
	Management & process improvement	3
	Decision making and problem solving	
	Conflict management	3
	Creativity & innovation	
<b>Leading the Auxiliary</b>	Vision development and Implementation	
	Stewardship	
	Technology management	
	Financial management	1
	Human resource management	
	Partnering	
	External awareness	
	Entrepreneurship	
Political savvy		
Strategic thinking	2	

1. **Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
2. **Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment (e.g., at the Flotilla, Division, District, or National Levels).
3. **Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

**Performance/Responsibility Level Five: DCOS, ANACO, DCO**

<b>Category</b>	<b>Competency</b>	<b>ASOC</b>
<b>Leading self</b>	Accountability & responsibility	3
	Followership	
	Self awareness and learning	3
	Aligning values	3
	Health and well being	1
	Personal conduct	3
	Technical proficiency	
<b>Leading others</b>	Effective communications	3
	Influencing others	3
	Respect for others and diversity management	
	Team building	3
	Taking care of people	
	Mentoring	
<b>Leading performance And change</b>	Customer focus	
	Management & process improvement	
	Decision making and problem solving	3
	Conflict management	3
	Creativity & innovation	
	Vision development and Implementation	3
<b>Leading the Auxiliary</b>	Stewardship	
	Technology management	
	Financial management	3
	Human resource management	
	Partnering	3
	External awareness	
	Entrepreneurship	
	Political savvy	2
Strategic thinking	3	

1. **Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
2. **Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment (e.g., at the Flotilla, Division, District, or National Levels).
3. **Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

**AUXILIARY LEADERSHIP CONTINUUM**

**Desired State**

Category	Competency	NM Intro	APC	FLA	AUX LAMS A & B	AM LOC	DCAP	ASOC
<b>Leading self</b>	Accountability & responsibility	1		2	3	3	3	3
	Followership	1		2	3	2		
	Self awareness and learning	1		2	2	2		3
	Aligning values	1		2	3	2	2	3
	Health and well being				1		1	1
	Personal conduct	1		2	3	2	2	3
	Technical proficiency			1	1			
<b>Leading others</b>	Effective communications	1	1	2	3	3	3	3
	Influencing others	1		2	3	2		2
	Respect for others and diversity management	1		2	3	2	1	
	Team building	1		2	3	2	2	3
	Taking care of people	1		1	3			
	Mentoring			2	2	2		
<b>Leading performance And change</b>	Customer focus	1		2	2			
	Management & process improvement			1	1	2	3	
	Decision making and problem solving			1	2	1		3
	Conflict management			2	2	3	3	3
	Creativity & innovation			1	1	2		
	Vision development and Implementation			1		2		3
<b>Leading the Auxiliary</b>	Stewardship			1	1			
	Technology management			1				
	Financial management		1	2			1	3
	Human resource management			2	2			
	Partnering			1		2		3
	External awareness			1	1	1		
	Entrepreneurship							
	Political savvy					1		2
	Strategic thinking			2		2	2	3

1. **Awareness:** The Auxiliarist is aware of the concept and can define its meaning.
2. **Application:** The Auxiliarist is capable of applying the concepts and principles of the leadership competency in his/her customary work environment.(e.g. at the Flotilla, Division, District, or National)
3. **Overall responsibility:** The Auxiliarist has awareness, application skills, and overall responsibility for ensuring that members in their care have sufficient training and skills.

# **APPENDIX B**

## **Standard Operating Procedures Curriculum Outline**



STANDARD OPERATING PROCEDURES (SOP)

FOR

THE COAST GUARD'S TRAINING SYSTEM

# CURRICULUM OUTLINE



Office of Training, Workforce Performance & Development (CG-132)  
Human Resources Directorate

Coast Guard Headquarters  
Washington, D.C.  
August 2005

# USCG Training System SOP: Curriculum Outline

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# USCG Training System SOP: Curriculum Outline

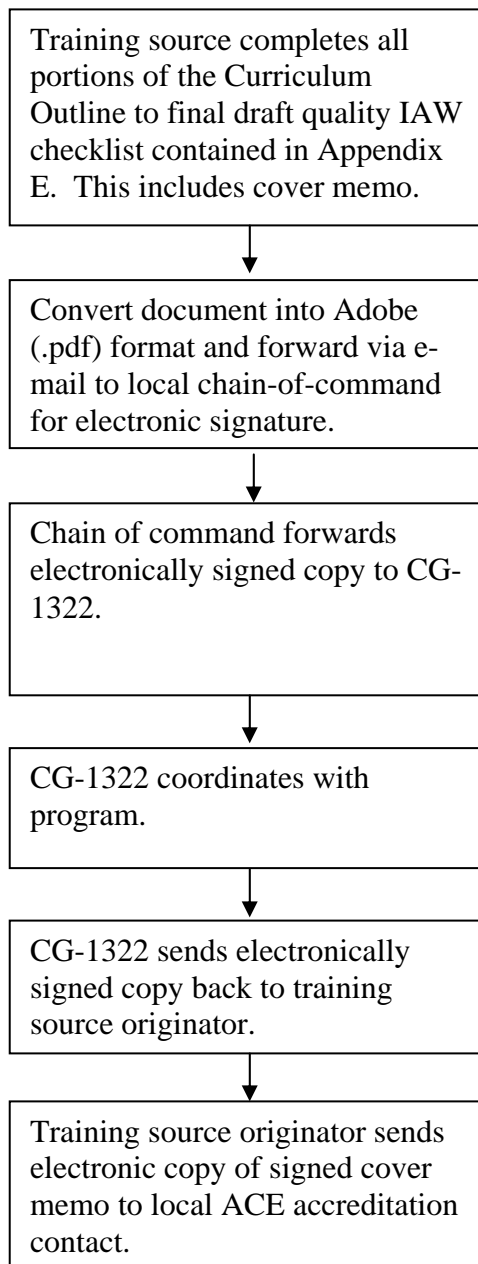
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# USCG Training System SOP: Curriculum Outline

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## Proper routing of a Curriculum Outline



# USCG Training System SOP: Curriculum Outline

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## Overview

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### Introduction

This standard operating procedure (SOP) has been developed to provide a guide for developing and formatting a Curriculum Outline (CO).

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### Purpose

Curriculum Outlines are required for all Coast Guard-conducted resident and nonresident training courses. A standard format has been adopted to ensure uniformity throughout Coast Guard training.

The Curriculum Outline:

- 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
- 

### Using this SOP

This SOP is divided into the different parts or “sections” of a Curriculum Outline. It is further divided into Resident and Nonresident. TPOs and EOs are the same for both types of Curriculum Outlines. For each section, the SOP will:

- Show the format for that section,
- Refer the reader to a corresponding Step in a Step/Action table,
- Describe how to complete certain elements of the section
- Provide a completed example of the section.

Some sections/elements of the Curriculum Outline should be self explanatory and no further explanation is provided in this SOP. In those instances, only examples/samples are given. If you have additional questions or need assistance, consult with your training center’s instructional system specialist or CG-1322.

---

**RESIDENT  
CURRICULUM  
OUTLINE**

# USCG Training System SOP: Curriculum Outline

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## Resident Curriculum Outline Cover Sheet

---

### Format

The format for the Curriculum Outline cover sheet is shown on the next page.

---

# USCG Training System SOP: Curriculum Outline

---

## CURRICULUM OUTLINE

FOR

CLASS "C" See Step 1 of procedures on next page

COURSE NAME AND SHORT TITLE See Step 2

# TRAINING DAYS See Step 3

UNCLASSIFIED See Step 4

DEVELOPED BY

SCHOOL NAME

U.S. COAST GUARD TRAINING CENTER YORKTOWN See Step 5  
YORKTOWN, VA

---

FREQUENCY OF REVIEW TRIENNIAL: See Step 6

REVIEWED AND APPROVED AT

U.S. COAST GUARD HEADQUARTERS  
WASHINGTON, DC

SUBMITTED: \_\_\_\_\_  
DATE CHIEF, SCHOOL/BRANCH

FORWARDED: \_\_\_\_\_  
DATE TRAINING OFFICER

REVIEWED: \_\_\_\_\_  
DATE CG-132 TRAINING MANAGER

REVIEWED: \_\_\_\_\_  
DATE PROGRAM MANAGER

APPROVED: \_\_\_\_\_  
DATE CG-132 TRAINING MANAGER

Next Review Date: 25 December 2008 See Step 7



# USCG Training System SOP: Curriculum Outline

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## Curriculum Outline Cover Sheet, continued

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### Procedures

The procedures for completing the Curriculum Outline cover sheet are outlined in the following table.

---

<b>STEP</b>	<b>ACTION</b>
1.	Insert the type of course/school: Class “A” or Class “C”.
2.	Insert the long and short title of the course/school and the course code.
3.	Insert the total number of actual training days or hours required to conduct course. Refer to the Instructor-Student Contact Hours Computation Worksheet of this instruction.  <b>Note:</b> Weekends/non-work days are excluded. Not applicable to nonresident or self-paced courses.
4.	Insert the proper classification. The classification deals with the content of the curriculum. If a portion of the curriculum is classified, please specify as well. <b>NOTE:</b> If this document is classified, follow proper procedures for handling of classified documents.
5.	Insert the full name of Training Center or Unit at which the course was developed.
6.	Insert the frequency of review. Headquarters (CG-132) assigns the frequency of review. There are three possibilities: annual, biennial, or triennial.
7.	Leave blank. Headquarters (CG-132) assigns the review date. This is based on when the curriculum is approved.

# USCG Training System SOP: Curriculum Outline

---

## Curriculum Outline Cover Sheet, continued

---

### Example

Below is an example of a Curriculum Outline Cover Sheet.

---

CURRICULUM OUTLINE	
FOR	
CLASS <u>C</u>	
BOATSWAIN'S MATE, THIRD CLASS COURSE	
SHORT TITLE: BM3 COURSE CODE: XXXX-4	
<u>5</u> TRAINING DAYS	
<u>UNCLASSIFIED</u>	
DEVELOPED AT	
UNITED STATES COAST GUARD TRAINING CENTER	
YORKTOWN, VA	
<hr/>	
FREQUENCY OF REVIEW: <u>TRIENNIAL</u>	
REVIEWED AND APPROVED AT	
U.S. COAST GUARD HEADQUARTERS	
WASHINGTON, D.C.	
SUBMITTED: _____	_____
DATE	CHIEF, SCHOOL/BRANCH
FORWARDED: _____	_____
DATE	TRAINING OFFICER
REVIEWED: _____	_____
DATE	CG-132 TRAINING MANAGER
REVIEWED: _____	_____
DATE	PROGRAM MANAGER
APPROVED: _____	_____
DATE	CG-132 TRAINING MANAGER
Next Review Date: _____	

# USCG Training System SOP: Curriculum Outline

---

## Curriculum Outline Table of Contents

---

**Format**

The format of a Table of Contents is shown below.

---

### **TABLE OF CONTENTS**

**SUBJECT****PAGE**

Summary of Major Course Revisions.....	
Mission and Scope Statements.....	
Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs) .....	
Course Content Reference Table .....	
Instructor Contact Hours Computation Worksheet.....	
Additive Man-hour Computation Worksheet .....	
Staffing Standards Computation Worksheet.....	

**EXHIBITS**

(1) Training Aids/Training Equipment/Training Costs .....	
(2) Texts and References .....	
(3) Facilities and Space Requirements.....	
(4) Course Limiting Factors.....	

# USCG Training System SOP: Curriculum Outline

---

## Curriculum Outline Table of Contents (continued)

---

### Procedures

The procedures for completing the Table of Contents are outlined in the following table.

---

STEP	ACTION								
1.	<p><b>NOTE:</b> It is easiest to insert the page numbers for Table of Contents when the entire document is complete.</p> <p>Insert the page numbers for the sections listed below.</p> <p>The following three pages of every Curriculum Outline will be numbered as follows:</p> <table data-bbox="511 793 1242 1115"> <thead> <tr> <th></th> <th style="text-align: right;"><u>PAGE</u></th> </tr> </thead> <tbody> <tr> <td>Summary of Curriculum Revision*</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Mission and Scope Statements</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		<u>PAGE</u>	Summary of Curriculum Revision*	3	Mission and Scope Statements	4	Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)	5
	<u>PAGE</u>								
Summary of Curriculum Revision*	3								
Mission and Scope Statements	4								
Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)	5								
2.	<p>After numbering the remaining TPO and EO pages, insert the page numbers of the following sections:</p> <p style="padding-left: 40px;">Course Content Reference Table</p> <p style="padding-left: 40px;">Exhibits</p>								

\*For new course, this line should be "Summary of New Curriculum."

# USCG Training System SOP: Curriculum Outline

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## Course/Major Course Revision(s) Summary

---

**Format**

The format for the Course/Major Course Revision(s) Summary page is shown below.

---

COURSE/MAJOR COURSE REVISION(S)	
COURSE NAME AND NUMBER <u>See Step 1 of Procedures on next page</u>	
<u>CHANGES PROPOSED</u>	<u>DESCRIPTION</u>
ELIGIBILITY REQUIREMENTS <u>See Step 2</u>	
PREREQUISITES _____	
CONTENT _____	
LENGTH _____	
STAFFING (Steady State) _____	
QUOTAS PER YEAR _____	
NUMBER OF COURSE CONVENINGS _____	
EQUIPMENT _____	
FUNDING <u>See Job Aid-Appendix F to calculate</u>	
LIMITING FACTORS _____	
QUAL CODE AUTHORIZATION _____	
REASONS FOR NEW COURSE/PROPOSED CHANGES: <u>See Step 3</u>	
RECOMMENDED IMPLEMENTATION DATE: <u>See Step 4</u>	

# USCG Training System SOP: Curriculum Outline

---

## Course/Major Course Revision(s) Summary, continued

---

### Procedures

The procedures for completing the Course/Major course revision(s) Summary page are outlined in the following table.

---

STEP	ACTION						
1.	Insert the name of the course/school and number.						
2.	<p>Insert proposed changes:</p> <table border="1" data-bbox="386 747 1336 1419"> <thead> <tr> <th data-bbox="386 747 760 856">If the Curriculum Outline is:</th> <th data-bbox="760 747 1336 856">Then:</th> </tr> </thead> <tbody> <tr> <td data-bbox="386 856 760 932">For a new school course</td> <td data-bbox="760 856 1336 932">Insert NONE for all eleven categories.</td> </tr> <tr> <td data-bbox="386 932 760 1419">Being revised or updated</td> <td data-bbox="760 932 1336 1419"> <p>Write a short description of any changes within the area(s) listed. Below are examples of major changes:</p> <ul style="list-style-type: none"> <li>• Any decimal changes in staffing</li> <li>• Any changes in course length</li> <li>• Any changes in funding</li> <li>• Any changes in TPOs/EOs</li> </ul> <p><b>Note:</b> If the change cannot be stated in the space provided, insert SEE or REFER TO and then list the section within the curriculum that will explain.</p> </td> </tr> </tbody> </table>	If the Curriculum Outline is:	Then:	For a new school course	Insert NONE for all eleven categories.	Being revised or updated	<p>Write a short description of any changes within the area(s) listed. Below are examples of major changes:</p> <ul style="list-style-type: none"> <li>• Any decimal changes in staffing</li> <li>• Any changes in course length</li> <li>• Any changes in funding</li> <li>• Any changes in TPOs/EOs</li> </ul> <p><b>Note:</b> If the change cannot be stated in the space provided, insert SEE or REFER TO and then list the section within the curriculum that will explain.</p>
If the Curriculum Outline is:	Then:						
For a new school course	Insert NONE for all eleven categories.						
Being revised or updated	<p>Write a short description of any changes within the area(s) listed. Below are examples of major changes:</p> <ul style="list-style-type: none"> <li>• Any decimal changes in staffing</li> <li>• Any changes in course length</li> <li>• Any changes in funding</li> <li>• Any changes in TPOs/EOs</li> </ul> <p><b>Note:</b> If the change cannot be stated in the space provided, insert SEE or REFER TO and then list the section within the curriculum that will explain.</p>						
3.	<p>Insert reasons for proposed changes:</p> <table border="1" data-bbox="386 1493 1336 1797"> <thead> <tr> <th data-bbox="386 1493 630 1568">If this is a:</th> <th data-bbox="630 1493 1336 1568">Then:</th> </tr> </thead> <tbody> <tr> <td data-bbox="386 1568 630 1644">New curriculum</td> <td data-bbox="630 1568 1336 1644">Insert “Initial Creation of Course”</td> </tr> <tr> <td data-bbox="386 1644 630 1797">Revision</td> <td data-bbox="630 1644 1336 1797">Write a short statement of the current situation or what is currently in place, and compare this with proposed needs or requirements.</td> </tr> </tbody> </table>	If this is a:	Then:	New curriculum	Insert “Initial Creation of Course”	Revision	Write a short statement of the current situation or what is currently in place, and compare this with proposed needs or requirements.
If this is a:	Then:						
New curriculum	Insert “Initial Creation of Course”						
Revision	Write a short statement of the current situation or what is currently in place, and compare this with proposed needs or requirements.						
4.	Insert the recommended implementation date.						

# USCG Training System SOP: Curriculum Outline

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## Course/Major Course Revision(s) Summary, continued

---

### Example

Below is an example of a Course/Major course revision(s) Summary page.

---

<b>Course/Major Course Revision(s)</b>	
COURSE NAME AND NUMBER: <u>Instructor Development Course</u>	
<b><u>CHANGES PROPOSED</u></b>	<b><u>DESCRIPTION</u></b>
ELIGIBILITY REQUIREMENTS	<u>NONE</u>
PREREQUISITES	<u>NONE</u>
CONTENT	<u>NONE</u>
LENGTH	<u>-2.75</u>
STAFFING	<u>NONE</u>
QUOTAS PER YEAR	<u>-108 (SEE LIMITING FACTORS)</u>
NUMBER OF COURSE CONVENINGS	<u>SEE EXHIBIT (1)</u>
EQUIPMENT	<u>NONE</u>
FUNDING	<u>NONE</u>
LIMITING FACTORS	<u>SEE EXHIBIT (7)</u>
QUAL CODE AUTHORIZATION	<u>NONE</u>
REASONS FOR PROPOSED COURSE/CHANGES: Updating course and converting to performance based instruction.	
RECOMMENDED IMPLEMENTATION DATE: <u>March 2005</u>	

# USCG Training System SOP: Curriculum Outline

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## Mission and Scope Statements

---

### Format

The format for the Mission and Scope statements page is shown below.

---

### MISSION AND SCOPE STATEMENTS

**NAME OF COURSE:** See step 1 Procedures on next page

**MISSION:** See step 2

This section shall include information on the purpose of the course, the type of billet toward which the training is directed, if appropriate, and reference to the Enlisted Qualifications Manual.

**SCOPE:** See step 3

This section shall include the following specific elements: (a) a description of the target population (the student's specialty area, rate, job assignment, etc.); (b) a brief overview of the tasks and content areas covered in the course; (c) a statement describing the performance criteria to be met in order for the student to successfully complete the course.

**PREREQUISITES:** See step 4

**QUALIFICATION CODE ELIGIBILITY:** See step 5

**STUDENT SECURITY CLASSIFICATION:** See step 6



# USCG Training System SOP: Curriculum Outline

---

## Mission and Scope Statements, continued

---

### Procedures

The procedures for completing the Mission and Scope statements page are outlined in the following table.

---

STEP	ACTION
1.	Insert the name of the course/school followed by the short title enclosed in parenthesis.
2.	Write a brief statement about the course/school mission, including: <ul style="list-style-type: none"> <li>▪ Purpose of the course.</li> <li>▪ Type of billet the training is directed toward.</li> <li>▪ A reference to the Enlisted Qualifications Manual, if one exists.</li> </ul>
3.	Write a short paragraph on the course/school scope which includes the following specific elements: <ul style="list-style-type: none"> <li>▪ Description of the target student:               <ul style="list-style-type: none"> <li>○ Specialty</li> <li>○ Pay grade</li> <li>○ Rating</li> <li>○ Job assignment</li> </ul> </li> <li>▪ Overview of the tasks and content areas covered in the course.</li> <li>▪ Statement describing the performance standards the student must meet to successfully complete the course.</li> </ul>
4.	Insert all prerequisites that students must have before attending the course/school. Other Coast Guard courses, job/billet designation, equivalent courses, experience level or time in the field should be included. If there are none, insert <b>NONE</b> .
5.	Insert the qualification code(s) students will be eligible for upon completion of the course. For information see COMDTINST CIM1414.8 (series). For new courses contact (CG-132). If there are none, insert <b>NONE</b> .
6.	Insert security classification code which students must have before attending the course/school. For information see COMDTINST CIM5500.11 (series) Personnel Security Manual.

# USCG Training System SOP: Curriculum Outline

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## Mission and Scope Statements, continued

---

### Example

Below is an example of the Mission and Scope Statements page.

---

### MISSION AND SCOPE STATEMENTS

**NAME OF COURSE:** MARINE SAFETY AND ADVANCED INVESTIGATING COURSE (AICO)

**MISSION:** This course is designed to prepare prospective Coast Guard Investigating Officers to accomplish their assigned duties at the Marine Safety Units.

**SCOPE:** This course provides E-6 through 0-3 personnel with instruction on the applications of laws, regulations and policies related to the investigation of actionable misconduct or violation of any law or regulation in the U. S. Maritime Community. Students will receive instruction on advanced investigative skills used to determine the human errors contributing to an accident. The Investigating Officer's use of International Safety Management (ISM), Standards for Training, Certification and Watch keeping (STCW) and Risk Management using the Marine Safety and Environmental Protection Plan will also be taught. Students will use marine casualty scenarios, role-play and mock hearings to practice enforcement techniques as well as case processing.

**PREREQUISITES:** Enlisted personnel must have attended Marine Safety Petty Officer Course (MS 400 R) or the Marine Inspector Course (MS 452 R); and be designated by the Command as a qualified pollution investigator or a qualified assistant marine inspector.

Officers must have attended Marine Inspector Course (MS 452 R) or Marine Safety Port Operations Department Course (MS 422 R); and be qualified as one of the following: small passenger vessel inspector, hull inspector, machinery inspector, or pollution investigator.

**Commands requesting attendance of unit personnel must provide in the request a statement certifying how the prerequisites were met.**

Commands requesting attendance of unit personnel **not** meeting the above criteria should request specific quota approval in writing from Commandant G-MOA prior to attendance. Unless there are extraordinary circumstances, approval will not be granted.

**QUALIFICATION CODE ELIGIBILITY:** NONE

**STUDENT SECURITY CLASSIFICATION:** UNCLASSIFIED

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs

---

### Format

The format for the Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs) page is shown below.

---

**UNIT**            1.0    **See Step 1 of procedures on next page**

### **TERMINAL PERFORMANCE OBJECTIVE**

1.1    **See step 2**

REFERENCES:

METHOD OF INSTRUCTION:    **See step 3**

TIME FOR INSTRUCTION:    **See step 4**

### **ENABLING OBJECTIVES**

1.1.1    **See step 5**

REFERENCES:

1.1.2

REFERENCES:

1.1.3

REFERENCES:

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs, continued

---

### Procedures

The procedures for completing the Units of Instruction, Terminal Performance Objectives (TPOs) and Enabling Objectives (EOs) are outlined in the following table.

---

STEP	ACTION
1.	<p>Insert the general title of the unit. Each subject area within the course will be referred to as a UNIT. Label the units in a sequential order, starting with 1.0, 2.0, 3.0, etc.</p> <p><b>NOTE:</b> Each unit/TPO must begin on a separate page.</p>
2.	<p>Insert the Terminal Performance Objective (TPO) following the unit number. Label each TPO starting with 1.1, the second 1.2, etc. Each TPO shall meet the following requirements:</p> <ul style="list-style-type: none"> <li>▪ Specify what assistance, aids, or constraints (conditions) the students will be given.</li> <li>▪ Specify what the student will do (performance).</li> <li>▪ Capitalize and bold type the <b>ACTION VERB</b>.</li> <li>▪ Specify how well the student will perform (standard).</li> <li>▪ Focus on the qualifications or other job performance requirements (JPR) using the course reference table.               <p style="margin-left: 40px;"><b>Note:</b> When a qualification is used, its format must be adjusted to meet requirements.</p> <p style="margin-left: 40px;">Begin a new page for each TPO in a given unit.</p> </li> <li>▪ References: number the references and list the title, number and section of each published reference.</li> <li>▪ Write each TPO with performance (action), conditions, and standards using the job aid in Appendix A.</li> </ul>
3.	<p>Insert the methods of instruction required for each TPO. Ensure that performance examination and review are included. See Appendix C for a list of methods and definitions.</p>
4.	<p>Insert the total time required for instruction, examination, and review for each TPO.</p> <p><b>NOTE:</b> The total time should match the time entered in the Total Curriculum Outline Hours on the Instructor Contact Hours Computation Worksheet. To go to the spreadsheet click <a href="http://cgweb.tcyorktown.uscg.mil/training/psb/docs/clfs spreadsheet.xls">here</a>.</p>

# USCG Training System SOP: Curriculum Outline

---

## Units of Instruction, TPOs, and EOs, continued

STEP	ACTION
5.	<p>Insert each Enabling Objective (EO) that supports the TPO. Each EO shall meet the following requirements.</p> <ul style="list-style-type: none"><li>▪ Be a step required to complete the TPO.</li><li>▪ Number each EO sequentially and begin with the first two digits of the TPO. For TPO 1.1, number the first EO as 1.1.1, the second as 1.1.2, etc.</li><li>▪ Specify what assistance, aids, or constraints (condition) the students will be given.</li><li>▪ Specify what the student will do (performance).</li><li>▪ Capitalize and bold type the <b>ACTION VERB</b>.</li><li>▪ Specify how well the student will perform (standard) if different from the TPO. (see Note below)</li><li>▪ List the title and number of each published reference.</li></ul> <p>When more than one reference is listed in the TPO and each reference is used in all of the EOs, and the standard of performance is the same, use the following statement: <i>The standards and conditions statements for each of the following EOs are the same as written in the TPO unless otherwise stated.</i></p> <p><b>NOTE:</b> Conditions and standards are not required for EOs when they are the same as the conditions and standards of the TPO being supported. However, if the EOs conditions and standards <u>are</u> different, then it will require its own set of conditions and standards. The job aid in Appendix A can also be used when writing EOs.</p>

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs, continued

---

### Example (1)

Below is an example of a Unit of Instruction, TPOs, and EOs page.

---

**UNIT** 1.0 MECHANICAL TROUBLESHOOTING OF THE XYZ ENGINE

**TERMINAL PERFORMANCE OBJECTIVE:**

- 1.1 Given the necessary technical publications, past performance records (machinery history) and a problem scenario concerning an engine malfunction, **TROUBLESHOOT** the XYZ engine to the component level without error.

REFERENCES:

1. Coast Guard Technical Publications (CGTP) 1282.
2. Coast Guard Technical Publications (CGTP) 2003.

METHOD OF INSTRUCTION: Lecture, Exercise/Practical Exercise, Performance Exam/Review

TIME TO INSTRUCT: 24 hours

**ENABLING OBJECTIVES:**

- 1.1.1 When supplied with a list of XYZ engine operating indicators (gauge readings, measurements, peculiarities), **SELECT** the indications that do not conform to normal engine parameters as stated by the manufacturer, with 80% accuracy.

REFERENCES: CGTP 1282, section number

- 1.1.2 Given the CGTP(s) for the XYZ engine and a list of engine symptoms (indicators outside parameters), **DETERMINE** the component associated with the symptoms that would indicate the source of the engine malfunction, without error.

REFERENCES:

1. CGTPs 1282, section number
2. CGTPs 2003, section number

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs, continued

---

**Example (2)** Below is an example of a Unit of Instruction, TPOs, and EOs page.

---

<p><b><u>UNIT</u></b> 1.0 XYZ TRANSMITTER SYSTEM MAINTENANCE</p> <p><b>TERMINAL PERFORMANCE OBJECTIVE</b></p> <p>1 Given the XYZ transmitter system and reference XYZ, <b>ENTER</b> the interlocked sections without error.</p> <p>REFERENCES:</p> <ol style="list-style-type: none"><li>1. XYZ Technical Manual, chapter 4</li><li>2. COMDTINST M15555.55, chapter 5.</li></ol> <p>METHOD OF INSTRUCTION: Lecture, Demonstration, Performance Exam/Review Time to Instruct: 1 hour</p> <p><b><u>ENABLING OBJECTIVES:</u></b></p> <p>1.1.1 Given the XYZ transmitter system, <b>OPEN</b> an interlocked compartment without damaging the equipment.</p> <p>REFERENCES: XYZ Technical Manual, section 3</p> <p>1.1.2 Given the XYZ transmitter system, <b>BYPASS</b> the interlock switch in an interlocked compartment ensuring the interlock is disabled and rendered safe.</p> <p>REFERENCES: XYZ Technical Manual, section 5</p> <p>1.1.3 Given the XYZ transmitter system, <b>SET</b> the interlock switch to the normal open position, returning the equipment back to operational status.</p> <p>REFERENCES: XYZ Technical Manual, section 4</p>
--

# USCG Training System SOP: Curriculum Outline

---

## Course Content Reference Table

**Format**

The format for the Course Content Reference Table page is shown below.

---

<b>COURSE CONTENT REFERENCE TABLE</b>		
<b><u>TPOs</u></b>	<b><u>REQUIREMENT JUSTIFICATIONS</u></b>	
1.1	<b>See Step 1</b>	<b>See Step 2</b>
1.2		
1.3		
1.4		
Enlisted Qualifications NOT covered:	<b>See Step 3</b>	



# USCG Training System SOP: Curriculum Outline

---

## Course Content Reference Table, continued

### Procedures

The procedures for completing the Course Content Reference Table are outlined in the following table.

STEP	ACTION								
1.	List all TPO numbers contained within the course.								
2.	<p data-bbox="363 611 1279 678">Insert the proper justification for each TPO. The purpose of the Course Content Reference Table is to justify course content.</p> <p data-bbox="363 720 1308 825"><b>Note:</b> The purpose of the justification is to identify the source (authority) from which the TPO was derived, and the analysis that determined the training requirement.</p> <p data-bbox="363 867 1276 934">If manuals are listed, indicate chapters, sections, page #, applicable pay grades, or specific qualification number.</p> <table border="1" data-bbox="363 972 1333 1266"> <thead> <tr> <th data-bbox="363 972 829 1014">IF ...</th> <th data-bbox="829 972 1333 1014">THEN write as follows ...</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1014 829 1192">an enlisted qualification is used</td> <td data-bbox="829 1014 1333 1192">Enlisted Personnel Qualifications Manual (EPQM), COMDTINST CIM1414.8(series)  A.4.01</td> </tr> <tr> <td data-bbox="363 1192 829 1234">a job task analysis panel is used</td> <td data-bbox="829 1192 1333 1234">JTA Panel Report</td> </tr> <tr> <td data-bbox="363 1234 829 1266">a front end analysis is used</td> <td data-bbox="829 1234 1333 1266">FEA</td> </tr> </tbody> </table>	IF ...	THEN write as follows ...	an enlisted qualification is used	Enlisted Personnel Qualifications Manual (EPQM), COMDTINST CIM1414.8(series)  A.4.01	a job task analysis panel is used	JTA Panel Report	a front end analysis is used	FEA
IF ...	THEN write as follows ...								
an enlisted qualification is used	Enlisted Personnel Qualifications Manual (EPQM), COMDTINST CIM1414.8(series)  A.4.01								
a job task analysis panel is used	JTA Panel Report								
a front end analysis is used	FEA								

# USCG Training System SOP: Curriculum Outline

## Course Content Reference Table, continued

STEP	ACTION		
3.	<b>IF ...</b>	<b>AND ...</b>	<b>THEN ...</b>
	the course is a rating course	all enlisted qualifications are covered	insert the word "NONE."
		you have elected NOT to cover a qualification specific to the pay grade  <b>NOTE:</b> If you have difficulty identifying sources of job information and cannot get help from the program manager, let CG-13 know.	get approval from CG-13 by: <ul style="list-style-type: none"> <li>• listing the qualification not covered and</li> <li>• identifying the rationale for not teaching the qualification. (Each situation will be evaluated on a case-by-case basis.)</li> </ul> <b>NOTE:</b> Do not omit a qualification because it is taught in an "A" or "C" school.
		you have covered lower level enlisted qualifications  <b>NOTE:</b> Lower level qualifications may be covered in courses when the qualifications are supportive of and necessary for the understanding of the qualifications written for the pay grade of the course.	do not list lower level qualifications in the Curriculum Outline and  do not test on the lower level qualifications.
the course is a specialty course	no qualifications are covered	enter the following statement:  "This is a specialty course and is not required to cover specific qualifications."	

# USCG Training System SOP: Curriculum Outline

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## Course Content Reference Table, continued

### Example

Below is an example of a Course Content Reference Table page.

---

COURSE CONTENT REFERENCE TABLE	
TPOs	<u>REQUIREMENT JUSTIFICATIONS</u>
1.1	Enlisted Personnel Qualifications Manual (EPQM), COMDTINST CIM1414.8(series) A.4.01 Task: Troubleshoot XYZ engine
1.2	Front End Analysis (FEA) dated January 2004 Task: Tune-Up the XYZ engine
1.3	EPQM: A.1.401, J.2.401 Task: Inspect the XYZ Engine's flexible mountings
1.4	JTA Panel Report (Mar 03) Task: Perform scheduled maintenance on the XYZ engine

# USCG Training System SOP: Curriculum Outline

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## Exhibits

### Format

The format for each exhibit (1-3) is shown below.

---

## EXHIBITS

(1) TRAINING AIDS/TRAINING EQUIPMENT: AMOUNT NEEDED

See Step 1a

See Step 1b

(2) TEXTS AND REFERENCES:

See Step 2a

See Step 2b

(3) FACILITIES AND SPACE REQUIREMENTS

Classroom (1)

See Step 3a SF

Lab (1)

See Step 3b SF

Storeroom (1)

See Step 3c SF

# USCG Training System SOP: Curriculum Outline

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## Exhibits, continued

### Procedures

The procedures for completing exhibits 1-3 are outlined in the following table.

STEP	ACTION								
<b>1a.</b>	<p>List all training aids/training equipment that are specific to the course/school. DO NOT list items that are used for several courses/schools. Below is a sample list of acceptable and unacceptable items.</p> <table border="1" data-bbox="391 743 1193 894"> <thead> <tr> <th data-bbox="391 743 797 783">Acceptable</th> <th data-bbox="797 743 1193 783">Unacceptable</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 783 797 823">Mock-ups</td> <td data-bbox="797 783 1193 823">Movie projectors</td> </tr> <tr> <td data-bbox="391 823 797 863">Cutaways</td> <td data-bbox="797 823 1193 863">Desks</td> </tr> <tr> <td data-bbox="391 863 797 894">Operational equipment</td> <td data-bbox="797 863 1193 894">Chairs</td> </tr> </tbody> </table>	Acceptable	Unacceptable	Mock-ups	Movie projectors	Cutaways	Desks	Operational equipment	Chairs
Acceptable	Unacceptable								
Mock-ups	Movie projectors								
Cutaways	Desks								
Operational equipment	Chairs								
<b>1b.</b>	<p>List the amount of items needed.</p>								
<b>2a.</b>	<p>List all texts and references that each student will need in the course/school.</p> <p><b>Note:</b> If there are large numbers of references, it may be necessary to list other exhibits on separate pages.</p>								
<b>2b.</b>	<p>List the amount of texts or references required per student, per class. See example below.</p> <p>COMDTINST CIM13020.1(series)      Qty: 1 per student, 25 per class</p>								
<b>3a.</b>	<p>List the size of classroom required.</p> <p><b>Note:</b> List all areas in square feet.</p>								
<b>3b.</b>	<p>List the size of lab required.</p> <p><b>Note:</b> List all areas in square feet. If a lab is not required, insert NONE.</p>								
<b>3c.</b>	<p>List the size of storeroom required.</p> <p><b>Note:</b> List all areas in square feet. If a storeroom is not required, insert NONE.</p>								

# USCG Training System SOP: Curriculum Outline

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## Exhibits, continued

---

**Example** Below is an example of each Exhibit (1-3).

---

### **EXHIBITS**

(1) <u>TRAINING AIDS/TRAINING EQUIPMENT:</u>	AMOUNT NEEDED
KROY LETTER MACHINE	02
THERMAL COPIER	02
ELECTROSTATIC COPIER	01
(2) <u>TEXTS AND REFERENCES:</u>	
LEARNING PRINCIPLES HANDBOOK, Qty: 1 per student, 18 per class IT SCHOOL (1999)	
(3) <u>FACILITIES AND SPACE REQUIREMENTS:</u>	
Classroom (1)	<u>625 SF</u>
Lab (1)	<u>600 SF</u>
Storeroom (1)	<u>230 SF</u>

# USCG Training System SOP: Curriculum Outline

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## Course Limiting Factors Sheet, Exhibit (4)

---

### Overview

The Course Limiting Factors Sheet will be completed when there is a submission of a Curriculum Outline for review or approval. A change in the course limiting factors may be the only reason for the Curriculum Outline submission. It should reflect the situation as it exists at the time that the Curriculum Outline is submitted. There are no provisions on this form for any projected additional resources that may be utilized to accomplish the desired training.

This document is a tool for the school, the program manager, and the training manager to determine the factors that may limit the course. It serves as the basis for summarizing the capabilities of the subject course. It includes all the pertinent information that is required for successful instruction of the course by a Training Center for a specified number of students.

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### Purpose

The Course Limiting Factors Sheet has many uses in the Coast Guard's systems approach to training. It establishes the basis for quota utilization and the effective and efficient use of our training resources. Along with the Curriculum Outline, this document is extremely valuable for all three members of the Training Triangle: Training Source, Training Manager, and Program Manager (TS-TM-PM). It is used to outline current requirements of a particular course to train a specified number of students annually. The supporting information defines what limits the training to this number of students. It is used as a decision making tool and as a planning document.

As the originator of the data used to complete the Course Limiting Factors Sheet, the school has researched areas that affect each course within the school. This gives them a clear picture of staff requirements, and can serve as a scheduling document for the upcoming training year(s). This also passes on important information to both the TM and PM about the limitations of student loading and the causes of those limitations.

As a first line user of this document, the training centers can use this as a planning and programming document. They can use it for scheduling and assigning classroom and lab facilities as well as to project the messing and berthing requirements of the command.

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# USCG Training System SOP: Curriculum Outline

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## Course Limiting Factors Sheet, Exhibit (4)

---

### Format

The format for the Course Limiting Factors sheet is shown below.

---

<b>Course Limiting Factors Sheet</b>					
<b>Course Design</b>	<b>Classrooms (1)</b>	<b>Labs &amp; Installed Equipment (2)</b>	<b>Training Aids &amp; Equipment (3)</b>	<b>Classroom Furnishings (4)</b>	<b>Summary of Capabilities</b>
Max Student/Class (# of students) (A)	<u>See step 9</u>				<u>See step 12</u>
Max Classes on Board (# of classes) (B)	<u>See step 10</u>				<u>See step 13</u>
Max CLCVNS/Year (# of classes) (C)	<u>See step 11</u>				<u>See step 14</u>
Max Quotas/Year (# of students) (D)					<u>See step 15</u>
<u>Explanation of Factors: See step 16</u>					
<u>Additional Information: See step 17</u>					



## USCG Training System SOP: Curriculum Outline

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### Course Limiting Factors Sheet (Exhibit 4), continued

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#### Procedures

The procedures for completing the Course Limiting Factors Sheet (Exhibit 4) are outlined in the table on the next page.

Click this link when completing the Course Limiting Factors Sheet:

[http://cgweb.tcyorktown.uscg.mil/training/psb/docs/staffingstandards\\_2006.xls](http://cgweb.tcyorktown.uscg.mil/training/psb/docs/staffingstandards_2006.xls)

**NOTE:** Information in Steps 1-8 is collected prior to completing the Course Limiting Factors Sheet.

---

## USCG Training System SOP: Curriculum Outline

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STEP	ACTION
1.	<p>Identify the existing training resources that will impact this course.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Number and size of classroom(s)</li><li>• Number and size of lab(s) or other work areas</li><li>• Number and types of equipment (test equipment, tools, etc.)</li><li>• Number and types of training aids (simulators, mock-ups, projectors, VCRs, etc.)</li><li>• Number and types of desks, chairs, tables, benches, etc.</li></ul>
2.	<p>List all factors that could influence your training resources.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Other courses/schools that use your classroom</li><li>• Classrooms/labs from other courses/schools that you can use</li><li>• Shared test equipment, visual aids</li></ul>
3.	<p>Determine how each influence will impact the training resource:</p> <ul style="list-style-type: none"><li>• Increase the resource</li><li>• Decrease the resource</li><li>• Have no effect on the resource</li></ul> <p>Example: Resource is one 625-square ft classroom with 10 large two-man tables and 20 chairs; influence is the XYZ school has two classrooms, but only one is in use. This influence will increase the resources. However, there is only one classroom and it is shared with the other school, therefore this will limit the number of course convenings available.</p>

# USCG Training System SOP: Curriculum Outline

## Course Limiting Factors Sheet (Exhibit 4), continued

<p><b>4.</b></p>	<p>List all training requirements for this course.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Types of equipment (test equipment, tools, text, etc.)</li> <li>• Quantity of equipment (per student, per group, etc.)</li> <li>• Types of training aids (VCRs, screens, mock-ups, etc.)</li> <li>• Types of seating arrangements</li> <li>• Quantity of classrooms, labs, desks, chairs, tables, benches, etc.</li> </ul> <p><b>Note:</b> Instructor requirements to support the course of instruction are determined in the Instructor Contact Hours Computation Worksheet (Exhibit 5).</p>																											
<p><b>5.</b></p>	<p>Compare existing resources, with influences marked, to the new course requirements (steps 1-4). This will give you an indication of how many students per class, how many classes on board, and total classes graduating in a fiscal year.</p>																											
<p><b>6.</b></p>	<p>Multiply the maximum students times maximum classes on board, times maximum classes that can graduate in a fiscal year. This will give you your maximum capability per year.</p>																											
<p><b>7.</b></p>	<p>Determine if there are any limiting factors using the information from steps 5 and 6, your course requirements, and the chart below.</p> <table border="1" data-bbox="375 1241 1336 1692"> <thead> <tr> <th style="text-align: center;"><b>IF</b></th> <th style="text-align: center;"><b>AND</b></th> <th style="text-align: center;"><b>THEN</b></th> </tr> <tr> <td style="text-align: center;">Your resources are:</td> <td style="text-align: center;">Your Max. Capabilities are:</td> <td></td> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">= Course requirements</td> <td style="text-align: center;">= Quotas</td> <td style="text-align: center;">No limiting factors</td> </tr> <tr> <td style="text-align: center;">&gt; Quotas</td> <td style="text-align: center;">No limiting factors</td> </tr> <tr> <td style="text-align: center;">&lt; Quotas</td> <td style="text-align: center;">Limiting factors</td> </tr> <tr> <td rowspan="3" style="text-align: center;">&gt; Course requirements</td> <td style="text-align: center;">= Quotas</td> <td style="text-align: center;">No limiting factors</td> </tr> <tr> <td style="text-align: center;">&gt; Quotas</td> <td style="text-align: center;">No limiting factors</td> </tr> <tr> <td style="text-align: center;">&lt; Quotas</td> <td style="text-align: center;">Limiting factors</td> </tr> <tr> <td rowspan="3" style="text-align: center;">&lt; Course requirements</td> <td style="text-align: center;">= Quotas</td> <td style="text-align: center;">No limiting factors</td> </tr> <tr> <td style="text-align: center;">&gt; Quotas</td> <td style="text-align: center;">No limiting factors</td> </tr> <tr> <td style="text-align: center;">&lt; Quotas</td> <td style="text-align: center;">Limiting factors</td> </tr> </tbody> </table> <p><b>Note:</b> If there are limiting factors, see chart in step 8.</p>	<b>IF</b>	<b>AND</b>	<b>THEN</b>	Your resources are:	Your Max. Capabilities are:		= Course requirements	= Quotas	No limiting factors	> Quotas	No limiting factors	< Quotas	Limiting factors	> Course requirements	= Quotas	No limiting factors	> Quotas	No limiting factors	< Quotas	Limiting factors	< Course requirements	= Quotas	No limiting factors	> Quotas	No limiting factors	< Quotas	Limiting factors
<b>IF</b>	<b>AND</b>	<b>THEN</b>																										
Your resources are:	Your Max. Capabilities are:																											
= Course requirements	= Quotas	No limiting factors																										
	> Quotas	No limiting factors																										
	< Quotas	Limiting factors																										
> Course requirements	= Quotas	No limiting factors																										
	> Quotas	No limiting factors																										
	< Quotas	Limiting factors																										
< Course requirements	= Quotas	No limiting factors																										
	> Quotas	No limiting factors																										
	< Quotas	Limiting factors																										

## USCG Training System SOP: Curriculum Outline

### Course Limiting Factors Sheet (Exhibit 4), continued

<p><b>8.</b></p>	<p>If there are limiting factors, compare the resources list to the requirements list and note the differences. Use the chart below to determine your limiting factors.</p> <table border="1" data-bbox="386 447 1425 961"> <thead> <tr> <th data-bbox="386 447 1049 520"><b>IF Your differences involve:</b></th> <th data-bbox="1049 447 1425 520"><b>THEN Your limiting factors are:</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="386 520 1049 604">Quantity: of classrooms or seating Size: of classrooms due to seating arrangement</td> <td data-bbox="1049 520 1425 604">Classrooms</td> </tr> <tr> <td data-bbox="386 604 1049 722">Types of equipment: special equipment required Quantity: of equipment required Size: of labs due to seating arrangement</td> <td data-bbox="1049 604 1425 722">Labs and installed equipment</td> </tr> <tr> <td data-bbox="386 722 1049 806">Types of training aids: special aids required Quantity: of training aids required</td> <td data-bbox="1049 722 1425 806">Training aids and equipment</td> </tr> <tr> <td data-bbox="386 806 1049 961">Types of furnishings: Desks, chairs, benches, or tables required Quantity: of desks, chairs benches, or tables required</td> <td data-bbox="1049 806 1425 961">Classroom furnishings</td> </tr> </tbody> </table>	<b>IF Your differences involve:</b>	<b>THEN Your limiting factors are:</b>	Quantity: of classrooms or seating Size: of classrooms due to seating arrangement	Classrooms	Types of equipment: special equipment required Quantity: of equipment required Size: of labs due to seating arrangement	Labs and installed equipment	Types of training aids: special aids required Quantity: of training aids required	Training aids and equipment	Types of furnishings: Desks, chairs, benches, or tables required Quantity: of desks, chairs benches, or tables required	Classroom furnishings
<b>IF Your differences involve:</b>	<b>THEN Your limiting factors are:</b>										
Quantity: of classrooms or seating Size: of classrooms due to seating arrangement	Classrooms										
Types of equipment: special equipment required Quantity: of equipment required Size: of labs due to seating arrangement	Labs and installed equipment										
Types of training aids: special aids required Quantity: of training aids required	Training aids and equipment										
Types of furnishings: Desks, chairs, benches, or tables required Quantity: of desks, chairs benches, or tables required	Classroom furnishings										
<p><b>9.</b></p>	<p>In row (A) under the appropriate limiting factor(s), list the <i>maximum students per class</i> you can instruct.</p> <p><b>Note:</b> There may be multiple limiting factors for any area.</p>										
<p><b>10.</b></p>	<p>In row (B) under the appropriate limiting factor(s), list the <i>maximum classes on board</i> you can instruct at the same time.</p>										
<p><b>11.</b></p>	<p>In row (C) under the appropriate limiting factor(s), list the <i>maximum number of class convenings</i> (classes with actual graduating dates between Oct 1 – Sep 30).</p> <p><b>Note:</b> For this category, you must consider your maximum classes on board and total training weeks in the fiscal year.</p>										
<p><b>12.</b></p>	<p>Enter the lowest number of all the limiting factors involved with: <i>Max Students/Class (# of students). (A)</i></p>										

# USCG Training System SOP: Curriculum Outline

## Course Limiting Factors Sheet (Exhibit 4), continued

<b>13.</b>	Enter the lowest number of all the limiting factors involved with: <i>Max Classes on board (# of classes). (B)</i>																														
<b>14.</b>	Enter the lowest number of all the limiting factors involved with: <i>Max CLCVNS / Year (# of classes). (C)</i>																														
<b>15.</b>	<p>Multiply number in step 12 by step 13 and multiply the total by step 14. See the example below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Classrooms</th> <th style="width: 15%;">Labs &amp; Installed Equipment</th> <th style="width: 15%;">Training Aids &amp; Equipment</th> <th style="width: 15%;">Classroom Furnishings</th> <th style="width: 15%;">Summary of Capabilities</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td>&lt;= #12</td> </tr> <tr> <td></td> <td style="text-align: center;">2</td> <td></td> <td></td> <td style="text-align: center;">2</td> <td>&lt;= #13</td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> <td></td> <td></td> <td style="text-align: center;">5</td> <td>&lt;= #14</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">300</td> <td>&lt;= #15 30 x 2 x 5 = 300</td> </tr> </tbody> </table>	Classrooms	Labs & Installed Equipment	Training Aids & Equipment	Classroom Furnishings	Summary of Capabilities					30	30	<= #12		2			2	<= #13	5				5	<= #14					300	<= #15 30 x 2 x 5 = 300
Classrooms	Labs & Installed Equipment	Training Aids & Equipment	Classroom Furnishings	Summary of Capabilities																											
			30	30	<= #12																										
	2			2	<= #13																										
5				5	<= #14																										
				300	<= #15 30 x 2 x 5 = 300																										
<b>16.</b>	<p>Write a brief explanation for each limiting factor listed. The explanation should include:</p> <ul style="list-style-type: none"> <li>• What the limitations are.</li> <li>• Options or changes that would overcome the limitation.</li> </ul> <p>Identify each limitation by its letter and column number, i.e., A1, B3, C2.</p> <p><b>Note:</b> In the explanations, include any limitations that cannot be eliminated or minimized.</p>																														
<b>17.</b>	<p>Use the space to list any additional information that would assist the Program Manager in managing the course. Below are items that could be covered:</p> <ul style="list-style-type: none"> <li>• Information on resources</li> <li>• Facilities</li> <li>• Staffing Qualifications</li> </ul>																														

# USCG Training System SOP: Curriculum Outline

## Course Limiting Factors Sheet (Exhibit 4), continued

### Example

Below is an example of Course Limiting Factors Sheet (Exhibit 4).

Course Limiting Factors Sheet					
Course Design	Classrooms	Labs & Installed Equipment	Training Aids & Equipment	Classroom Furnishings	Summary of Capabilities
	(1)	(2)	(3)	(4)	
Max Students/Class (# of students) (A)			06		06
Max Classes on Board (# of classes) (B)		01	01		01
Max CLCVNS/Year (# of classes) (C)	05				05
Max Quotas/Year (# of students) (D)					30

Explanation of Factors:

- A3: Limited to six students per class with existing and expected training aids. An increase would require additional equipment.
- B2: Limited to one class on board at a time due to limited lab space. An increase would require additional lab space, instructors, and installed equipment.
- B3: Limited to one class on board at a time due to limited training aids. An increase would require additional training aids.
- C1: Limited to five convenings a year by current classroom scheduling. Classroom is also used for EM-05A, EM-25, and MK-27.

Additional Information: None

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5)

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### Overview

The Course Curriculum Outline provides various times to instruct each TPO. The Instructor Contact Hours (ICH) Computation Worksheet breaks this time down by each method of instruction along with the required number of instructors to support that method.

The ICH determination is only one part of the overall Training Center Staffing Standards. The process for documenting these requirements includes the following:

- Instructor Contact Hours Computation Worksheet
  - Additives Man Hours Computation Worksheet (Exhibit 5a)
  - Staffing Standards Computation Worksheet (Exhibit 5b)
- NOTE: This will be audited by a CG-132 representative.**

The data obtained from the ICH computations and documentation of applicable additives are used to determine full-time billet requirements. The proper identification and breakdown of these requirements help to ensure that each course in the training community receives the right resources to support valid and varying levels of workload in the budget process.

**NOTE: CG-132 will validate all ICH and additive requirements.**

**NOTE:** The ICH Computation Worksheet is used to calculate instructor hours only and is not intended for use in American Council on Education (ACE) accreditation.

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# USCG Training System SOP: Curriculum Outline

## Instructor Contact Hours Computation (Exhibit 5)

**Format**

The format for the Instructor Contact Hours Computation Worksheet is shown below.

Instructor Contact Hours Computation Worksheet											
Course Title: <b>(See Step 1)</b>						Location <b>(See Step 2)</b>			Page:		
CO Approval Date: <b>(See Step 3)</b> Validation Date: <b>(See Step 4)</b>						Optimum Class Size: <b>(See Step 5)</b>					
Check the appropriate statement: <input type="checkbox"/> Based on 35 hour Training Week for "A" School <input type="checkbox"/> Based on 37.5 hour Training Week for "C" School <b>(See Step 6)</b>						Course Length					
						Weeks			Days		
Terminal Performance Objective #	METHOD OF INSTRUCTION								TOTAL CO HOURS	INSTR PER TPO	ICH TOTAL
	LEC	DEMO	E/PE	EXAM	LAB	RP/S	VIDEO	CBT			
TOTALS											



# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5), continued

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### Procedures

The procedures for completing the Instructor Contact Hours Computation Worksheet are outlined in the following table.

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<b>STEP</b>	<b>ACTION</b>
<b>1.</b>	Enter both short and long course titles.  <i>Example: Course Title: EM-05, Power Generation and Speed Control</i>
<b>2.</b>	Enter the location of the training.  <i>Example: Location: TC Yorktown</i>
<b>3.</b>	Enter the last CG-132 approval date of the Curriculum Outline (if known).
<b>4.</b>	Leave blank.
<b>5.</b>	Enter the optimum class size from the Course Limiting Factor Worksheet (Exhibit 4).
<b>6.</b>	Check the appropriate box indicating whether this is for "A" or "C" school and use the appropriate training week hours indicated.

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5), continued

STEP	ACTION
7.	<p>Identify TPO in Curriculum Outline.</p> <p>Example: <i>1.1 Under the direction of a qualified instructor, MANEUVER the boat away from the pier without incident.</i></p> <p>REFERENCES:</p> <ol style="list-style-type: none"> <li>1. <i>Boat Crew Seamanship Manual, section X</i></li> <li>2. <i>COMDTINST CIM16114.5 (series)</i></li> </ol>
8.	<p>Identify each method(s) of instruction for TPO.</p> <p>Example: <i>Method of Instruction: Lecture, Demonstration, Exercise/Practical Exercise, Exam/Review. Lecture should never be the sole method!</i></p>
9.	<p>Identify the time of instruction for TPO and breakdown time of instruction by each method of instruction.</p> <p>Example: <i>Time of instruction: 6.5 hours</i>  <i>Lecture (LEC) = 1 hour</i>  <i>Demonstration (DEMO) = 1/2 hour</i>  <i>Exercise/Practical Exercise (E/PE) = 3 hours</i>  <i>Exam/Review (E/R) = 2 hours</i></p>
10.	<p>Identify number of instructors required per method of instruction for TPO.</p> <p>Example: <i>LEC = 1 hour with 1 instructor</i>  <i>DEMO = 1/2 hour with 2 instructors</i>  <i>E/PE = 1 hour with 3 instructors</i>  <i>E/PE = 2 hours with 8 instructors</i>  <i>E/R = 2 hours with 8 instructors</i></p>

# USCG Training System SOP: Curriculum Outline

## Instructor Contact Hours Computation (Exhibit 5), continued

STEP	ACTION
11.	<p><u>Input electronically:</u> Click the link to spreadsheet below.  <a href="http://cgweb.tcyorktown.uscg.mil/training/psb/docs/instructorcontacthours.doc">http://cgweb.tcyorktown.uscg.mil/training/psb/docs/instructorcontacthours.doc</a></p> <p>Download the excel spreadsheet and insert the data for each TPO as shown in example #2. Again, you will only enter the information in the shaded areas. The computer will perform all other calculations. <b>DO NOT CHANGE FIELDS WITH FORMULAS.</b></p> <p>Save this as a separate file, named ICH and the course name and include when forwarding content outline for approval signatures.</p> <p><b>NOTE:</b> In the example below, the length of the instruction is 6.50 hours; however, it requires 37.00 hours of instructor time to complete this TPO.</p>

Example #1

(1) Terminal Performance Objective #	(2) METHOD OF INSTRUCTION								TOTAL CO HOURS	(3) INSTR PER TPO	ICH TOTAL
	LEC	DEMO	E/PE	E/R	LAB	RP/S	VIDEO	CBT			
TOTALS											
1.1	1.00									1	
1.1		.50								2	
1.1			1.00							3	
1.1			2.00	2.00						8	

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5), continued

Terminal Performance Objective #	METHOD OF INSTRUCTION								TOTAL CO HOURS	INSTR PER TPO	ICH TOTAL
	LEC	DEMO	E/PE	E/R	LAB	RP/S	VIDEO	CBT			
TOTALS	1.00	.50	3.00	2.00					6.50		37.00
1.1	1.00								1.00	1	1.00
1.1		.50							.50	2	1.00
1.1			1.00						1.00	3	3.00
1.1			2.00	2.00					4.00	8	32.00

# USCG Training System SOP: Curriculum Outline

## Instructor Contact Hours Computation (Exhibit 5), continued

### Example

Below is an example of an Instructor Contact Hours Computation Worksheet.

Instructor Contact Hours Computation Worksheet											
Course Title: EM-05 Power Generation and Speed Controls						Location TC Yorktown			Page: 1		
CO Approval Date: Pending Validation Date: 5 November 2003						Optimum Class Size: 6			Course Length		
Based on 37.5 hour Training Week						Weeks 1.2		Days 6.1			
Terminal Performance Objective #	INSTRUCTION USED IN TRAINING								TOTAL CO HOURS	INSTR PER TPO	ICH TOTAL
	LEC	DEMO	E/PE	E/R	LAB	RP/S	VIDEO	CBT			
TOTALS	14.50	0.00	31.17	0.00	0.00	0.00	0.00	0.00	45.67		76.84
1.1	6.50								6.50	1	6.50
1.1			5.50						5.50	2	11.00
1.2			3.75						3.75	2	7.50
1.3			2.17						2.17	2	4.34
2.1	3.00								3.00	1	3.00
2.1			4.00						4.00	2	8.00
2.2			4.00						4.00	2	8.00
2.3	1.50								1.50	1	1.50
2.3			3.00						3.00	2	6.00
2.4			4.00						4.00	2	8.00
3.1	3.50								3.50	1	3.50
3.1			2.00						2.00	2	4.00
3.2			2.75						2.75	2	5.50

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5a), continued

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### Additive Man-hour Computation Worksheet (Exhibit 5a)

Additives are required workload that instructors have to perform to support training and are not accounted for in the basic standard or in the Curriculum Outline Instructor Contact Hours. The Additive Man-Hour Computation Worksheet is used to document these additional tasks and their associated Man Hours.

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### Format

The format for the Additive Man-Hour Computation Worksheet is shown below.

---

<b>Instructor Contact Hours Computation Worksheet</b>	
<b>Additive Man-Hour Computation Worksheet</b>	
Course Title: <u>See Step 1</u>	
CO Approval Date: <u>See Step 2</u>	
Validation Date: <u>See Step 3</u>	
<b>Additives, Comments</b>	<i>Hours per month</i>
<u>See Step 4</u>	
Total Monthly Additive Man Hours:	<u>See Step 5</u>

# USCG Training System SOP: Curriculum Outline

## Instructor Contact Hours Computation (Exhibit 5a), continued

### Procedures

The procedures for completing the Additive Man-Hour Computation Worksheet are outlined in the following table.

STEP	ACTION
1.	Insert both long and short course titles.
2.	Leave blank.
3.	Leave blank. To be completed by CG-132 representative.
4.	<p>List the additives/comment and the hours performed per month. (See valid examples and nonexamples below.) Tasks and associated times should be listed by their natural frequency of occurrence and computed as monthly Man Hours. For example, if the task is required to be performed for each convening and takes one hour, and there are eight convenings per year, the requirement would be computed as follows:</p> <p style="text-align: center;"><b><i>8 x 1.00 x .0833 (yearly conversion factor) = .67 monthly Man Hours</i></b></p> <p><b>Note:</b> Instructors should arrive at the TRACENs with the prerequisite qualifications for the job. However, that does not always happen. If an instructor must have specific training before he or she can instruct, then credit should be listed as an additive. An example of this would be:</p> <p>A DC instructor is required to be qualified in aluminum welding and, therefore, must attend training. The training is 15 days with 2 days travel. Instructor turnover is credited as every 3 years. This would be shown as follows:</p> <p style="text-align: center;"><b><i>8 hours per day x 17 days x .0833 = 11.33 / 3 = 3.78 monthly Man Hours</i></b></p>
5.	Add the hours per month for each additive for a monthly total.

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5a), continued

<p><b>Examples of Valid Additive Tasks</b></p>	<ul style="list-style-type: none"> <li>• Maintaining Coxswain qualifications (boat specific)</li> <li>• EMT re-certification</li> <li>• Preventative maintenance on operational equipment used for training</li> <li>• Hazardous materials disposal</li> <li>• Trouble shooting network/software/hardware and NIDA equipment</li> <li>• Ensure training equipment is operational prior to instruction</li> <li>• Setting faults in computer/simulator for students to troubleshoot</li> <li>• Coordination of guest speakers coming from out of town</li> </ul>
<p><b>Tasks Not to be Included as Additives</b></p>	<p>Below are the basic tasks that are already included in the Resident Instructor Standard. <b>Do not</b> include these as additive requirements:</p> <ul style="list-style-type: none"> <li>• Conducts resident instruction             <ul style="list-style-type: none"> <li>○ Provides instruction</li> <li>○ Conducts practical exercise/lab</li> <li>○ Conducts practical examination or test</li> <li>○ Conducts course critique</li> </ul> </li> <li>• Bringing an instructor up to speed to instruct (the basic equation allows 6 months for this)</li> <li>• Performs class in-processing</li> <li>• Issues course materials</li> <li>• Prepares for new class orientation             <ul style="list-style-type: none"> <li>○ Sends welcome package</li> <li>○ Screens student</li> <li>○ Coordinates enrollment</li> <li>○ Orients late entry student</li> </ul> </li> </ul>



# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5a), continued

<b>Tasks Not to be Included as Additives, continued</b>	<ul style="list-style-type: none"><li>• Prepares to instruct<ul style="list-style-type: none"><li>○ Reviews lesson plan</li><li>○ Develops personalized lesson plan</li><li>○ Prepares training site</li><li>○ Performs Instructor Preventive Maintenance</li></ul></li><li>• Recovers training environment</li><li>• Identifies discrepancy in training material</li><li>• Performs graduation/dinner ceremony<ul style="list-style-type: none"><li>○ Coordinates graduation/dinner, speaker(s)</li><li>○ Attends graduation/dinner</li></ul></li><li>• Monitors class out-processing</li><li>• Instructor student support<ul style="list-style-type: none"><li>○ Processes student absence or request</li><li>○ Grades written test</li><li>○ Assess performance test</li><li>○ Reviews and grades homework</li><li>○ Posts student grade</li><li>○ Conducts academic counseling</li><li>○ Conducts remedial training</li><li>○ Participates in academic and aptitude or evaluation board</li><li>○ Administers retest</li><li>○ Conducts nonacademic counseling</li><li>○ Initiates disenrollment action</li><li>○ Drafts student academic evaluation report</li></ul></li><li>• Provides course logistic support<ul style="list-style-type: none"><li>○ Requisitions training equipment and material</li><li>○ Picks up expendable supplies</li><li>○ Performs training and equipment inventory</li><li>○ Accomplishes equipment survey</li><li>○ Performs inventory of training material</li></ul></li><li>• Performs area cleanup<ul style="list-style-type: none"><li>○ Prepares work area</li><li>○ Cleans work area</li></ul></li><li>• Prepares for or conducts/attends training meeting</li><li>• Reviews incoming mail or e-mail</li><li>• Reviews outgoing mail or e-mail</li></ul>
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# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5a), continued

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### Examples

Below are examples of the Additive Man Hour Computation Worksheet for “A” and “C” School courses.

---

#### Example #1

<b>Instructor Contact Hours Computation Worksheet</b>	
<b>Additive Man Hour Computation Worksheet</b>	
Course Title: EM-03 Fiber Optic Technician Course	
CO Approval Date:	
Validation Date:	
<b>Additives, Comments</b>	<i>Hours per month</i>
Fusion splicer maintenance/troubleshooting – 1.00 per month	1.00
OTDR maintenance/troubleshooting – 1.00 per month	1.00
Project hardware setup/maintenance – 1.00 per month	1.00
Equipment setup – 4.00 per month	4.00
Stocking parts – 1.00 per month	1.00
<b>Total Monthly Additive Man Hours:</b>	<b>8.00</b>

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5a), continued

Example #2

<b>Instructor Contact Hours Computation Worksheet</b>	
<b>Additive Man Hour Computation Worksheet</b>	
Course Title: BM"A" Boatswain's Mate "A"	
CO Approval Date:	
Validation Date:	
<b>Additives, Comments</b>	<i>Hours per month</i>
Coordinate 41' UTB and crew rqmts with UTB Systems Center - 3.00/convening =	2.67
Survival vest inspection - 2.00/month	2.00
Survival raft inspection - 2/month @ 3.00	6.00
Coordinate with LANTAREA for helo ops - 2.00/month	2.00
Evaluate student navigation charts - 4.00/convening	3.33
Ground tackle inspection - 8.00/month	8.00
Navigation chart procurement - 2.00/month =	2.00
Petty officer development - 2 inst 19.00/convening =	31.67
Signal lights PMS - 10.00/month	10.00
<b>Total Monthly Additive Man Hours:</b>	<b>67.50</b>

## USCG Training System SOP: Curriculum Outline

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### Instructor Contact Hours Computation (Exhibit 5b), continued

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#### **Staffing Standards Computation Worksheet (Exhibit 5b)**

The Staffing Standards Computation Worksheet is the resource impact page. This page takes the instructor contact hours required to instruct the course, along with the approved number of convenings per year, and the documented additives, and runs them through the linear regression equation, to determine the required number of instructor Full Time Equivalent (FTE) billets.

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#### **Overview)**

The procedures for completing the Staffing Standards Computation Worksheet are outlined in the following table. Click below to use the link.

[http://cgweb.tcyorktown.uscg.mil/training/psb/docs/staffingstandards\\_2006.xls](http://cgweb.tcyorktown.uscg.mil/training/psb/docs/staffingstandards_2006.xls)

**NOTE:** Save this document separately, name it staffingstds and name of course and send with Curriculum Outline for signature routing.

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# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5b), continued

### Definitions

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**"A" Value:** The hours required to prepare for a class convening. This time may include, but is not limited to, preparing the classroom for use, setting up tools, equipment, and supplies, and preparing any required paperwork. The "A" values calculated in the USA FISA models are:

"A" School	7.6199	Staff Hours
"C" School Technical	6.1673	Staff Hours
"C" School Non-Technical	3.2372	Staff Hours
Officer Candidate School	386.00	Staff Hours
Recruit Training	260.20	Staff Hours

Additives: Required work that is not part of the basic functional description but is determined to be work-related and performed on a continuing basis.

**"B1" Value:** Accounts for "Break-in" time for new instructors. The B1 values calculated in the USA FISA models are:

"A" School	1.454
"C" School Technical	1.4874
"C" School Non-technical	1.3611
Officer Candidate School	3595.00
Recruit Training	1226.00

**Class Convenings (CLCVN):** The number of times a particular course will be conducted in a given fiscal year to produce the required student output.

**Disenroll:** To release a recruit or officer candidate from the Coast Guard for academic failure, a disqualifying medical or physical condition, fitness, misconduct, or other reason. The required time to process an individual for disenrollment is accounted for in the workload factor for disenrollment.

**Earned Hours:** The total number of staff hours earned based on the computed Monthly Instructor Contact Hours (MOICH).

**Earned Requirement:** The computed number of personnel earned based on the sum of earned and exception hours. The sum of the earned and exception hours is

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# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5b), continued

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divided by the Staffing Availability Factor (SAF) to arrive at the fractional staffing.

**Exception Hours:** The hours earned for completing required work that is not part of the basic functional area description but is determined to be work-related and performed on a continuing basis (e.g. student barracks inspection, counseling, etc.).

**Functional Descriptions:** A detailed description of required work for which hours are collected and included in the staffing standards. For example, a functional description for "Conducts Resident Instruction" would include: provides instruction, conducts practical exercises, conducts examination or tests, etc.

**Instructor Contact Hours (ICH):** The number of hours an instructor directly interfaces with students in a classroom or laboratory environment.

**Staffing Availability Factor or Man Hours Availability Factor (SAF/MAF):** The average number of hours per month a worker is expected to be on the job and available for work. The SAF/MAF excludes nonavailable time such as leave, liberty, PCS, sick leave, etc. With the exception of Recruit Training and Officer Candidate School, the SAF/MAF is calculated at 145 hours. These two resident courses have a SAF/MAF of 168 hours due to the extended training hours associated with their schedule.

The following SAFs/MAFs are approved for use with staffing models:

Class "A" and "C" School Courses	145 hrs
Recruit Training	168 hrs
Officer Candidate School	168 hrs
Resident Course Design & Development	145 hrs
Resident Course Evaluation	145 hrs
Resident Instructor Direct Support	145 hrs
Nonresident Course Development	145 hrs

**Monthly Instructor Contact Hours (MOICH):** The monthly average number of hours an instructor interfaces

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## USCG Training System SOP: Curriculum Outline

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### Instructor Contact Hours Computation (Exhibit 5b), continued

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directly with students in a classroom or laboratory environment. It is determined by the number of students programmed for training in a fiscal year divided by the course class size, multiplied by the ICH, divided by twelve.

**Price Out:** A detailed computation of the number of training and training-related staff required to conduct the year's planned training load by TRACEN. The Price Out incorporates the equations used to develop the staffing standards, and identifies by course the ICH, Student Load, Class Size, CLCVNs, earned and exception hours, and the earned requirement.

**Rephase:** To set a student back to a particular point in recruit training or OCS due to illness, academic delinquency or other reasons. For example, a recruit catches the flu and misses week four of boot camp. When recuperated, he or she will be re-phased to another company starting week four.

**Rounded Requirement:** Is the fractional staffing requirement converted or rounded into a whole number.

**Student Load:** The planned number of students that are required to undergo training in a particular course to produce the required number of graduates needed in a fiscal year. This number includes active duty, reserve, and international students.

**3-Year Revision Cycle:** Time period for revision of correspondence courses that are required for advancement.

**5-Year Revision Cycle:** Time period for revision of correspondence courses that are not required for advancement.

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## USCG Training System SOP: Curriculum Outline

### Instructor Contact Hours Computation (Exhibit 5b), continued

<b>Procedures</b>	The procedures for completing the Instructor Contact Hours Computation Worksheet are outlined in the following table.
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<b>STEP</b>	<b>ACTION</b>															
<b>1.</b>	Ensure the Instructor Contact Hours (ICH) Computation worksheet is completed. The total number of ICH will be used in the computation of instructor requirements. This number will be transferred to the Computation Worksheet on line 5 under the <i>Man Hours</i> column.															
<b>2.</b>	Ensure the Additive Requirements are accurately identified and documented. The total number will be transferred to the Computation Worksheet on line 9 under the <i>Man Hours</i> column.															
<b>3.</b>	<p>The "A" Value is the hours required to prepare for a class convening. This time may include, but is not limited to, preparing the classroom for use, setting up tools, equipment, and supplies, and preparing any required paperwork. To enter the "A" value (on line 1) use the following:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">"A" School</td> <td style="width: 20%; text-align: right;">7.6199</td> <td style="width: 20%; text-align: right;">Staff Hours</td> </tr> <tr> <td>"C" School Technical</td> <td style="text-align: right;">6.1673</td> <td style="text-align: right;">Staff Hours</td> </tr> <tr> <td>"C" School Non-Technical</td> <td style="text-align: right;">13.2372</td> <td style="text-align: right;">Staff Hours</td> </tr> <tr> <td>Officer Candidate School</td> <td style="text-align: right;">386.00</td> <td style="text-align: right;">Staff Hours</td> </tr> <tr> <td>Recruit Training</td> <td style="text-align: right;">260.20</td> <td style="text-align: right;">Staff Hours</td> </tr> </table>	"A" School	7.6199	Staff Hours	"C" School Technical	6.1673	Staff Hours	"C" School Non-Technical	13.2372	Staff Hours	Officer Candidate School	386.00	Staff Hours	Recruit Training	260.20	Staff Hours
"A" School	7.6199	Staff Hours														
"C" School Technical	6.1673	Staff Hours														
"C" School Non-Technical	13.2372	Staff Hours														
Officer Candidate School	386.00	Staff Hours														
Recruit Training	260.20	Staff Hours														
<b>4.</b>	Determine the required number of convenings for the Fiscal Year (FY). Insert this number on line 4 under the Man Hours column. Once this number is inserted, the total student throughput for the FY will be displayed on line 2 under the <i>Man Hours</i> column.															
<b>5.</b>	<p>The "B1" Value: Accounts for "Break-in" time for new instructors.</p> <p>Enter the B1 Value on Line 7 as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">"A" School</td> <td style="width: 40%; text-align: right;">1.454</td> </tr> <tr> <td>"C" School Technical</td> <td style="text-align: right;">1.4874</td> </tr> <tr> <td>"C" School Non Technical</td> <td style="text-align: right;">1.3611</td> </tr> <tr> <td>Officer Candidate School</td> <td style="text-align: right;">3595.00</td> </tr> <tr> <td>Recruit Training</td> <td style="text-align: right;">1226.00</td> </tr> </table>	"A" School	1.454	"C" School Technical	1.4874	"C" School Non Technical	1.3611	Officer Candidate School	3595.00	Recruit Training	1226.00					
"A" School	1.454															
"C" School Technical	1.4874															
"C" School Non Technical	1.3611															
Officer Candidate School	3595.00															
Recruit Training	1226.00															



## USCG Training System SOP: Curriculum Outline

### Instructor Contact Hours Computation (Exhibit 5b), continued

6.	<p>Manpower Availability Factor (MAF): The average number of hours per month a worker is expected to be on the job and available for work. The MAF excludes non-available time such as leave, liberty, PCS, sick leave, etc. With the exception of Recruit Training (Cape May) and Officer Candidate School, the MAF is calculated at 145 hours. This is the default in the spreadsheet. These two resident courses have a MAF of 168 hours due to the extended training hours associated with their schedule.</p> <p><b>FOR CAPE MAY and OCS ONLY:</b> Change Manhours in line 11 to 168</p>																																				
7.	<p>Once the number of convenings is entered, go to line 13, Earned Manpower Requirement under the <i>Man Hours</i> column. This number represents the number of FTE billets required to support the course. To determine the rounded requirement to enter on line 14, under the <i>Man Hours</i> column, use the Manpower Breakpoint Table below.</p> <p><b>Note:</b> Fractional manpower requirements over 10.50 are rounded up to the next whole FTE.</p> <table border="1" data-bbox="570 1024 1373 1591"> <thead> <tr> <th>If the number is between</th> <th>and</th> <th>Then the rounded requirement equals</th> </tr> </thead> <tbody> <tr> <td>.100</td> <td>1.077</td> <td>1</td> </tr> <tr> <td>1.078</td> <td>2.154</td> <td>2</td> </tr> <tr> <td>2.155</td> <td>3.231</td> <td>3</td> </tr> <tr> <td>3.232</td> <td>4.308</td> <td>4</td> </tr> <tr> <td>4.309</td> <td>5.385</td> <td>5</td> </tr> <tr> <td>5.386</td> <td>6.462</td> <td>6</td> </tr> <tr> <td>6.463</td> <td>7.539</td> <td>7</td> </tr> <tr> <td>7.540</td> <td>8.616</td> <td>8</td> </tr> <tr> <td>8.617</td> <td>9.693</td> <td>9</td> </tr> <tr> <td>9.694</td> <td>10.500</td> <td>10</td> </tr> <tr> <td>10.510</td> <td>11.500</td> <td>11</td> </tr> </tbody> </table>	If the number is between	and	Then the rounded requirement equals	.100	1.077	1	1.078	2.154	2	2.155	3.231	3	3.232	4.308	4	4.309	5.385	5	5.386	6.462	6	6.463	7.539	7	7.540	8.616	8	8.617	9.693	9	9.694	10.500	10	10.510	11.500	11
If the number is between	and	Then the rounded requirement equals																																			
.100	1.077	1																																			
1.078	2.154	2																																			
2.155	3.231	3																																			
3.232	4.308	4																																			
4.309	5.385	5																																			
5.386	6.462	6																																			
6.463	7.539	7																																			
7.540	8.616	8																																			
8.617	9.693	9																																			
9.694	10.500	10																																			
10.510	11.500	11																																			
8.	<p>Go to the Microsoft Excel menu bar and click on File, then Page Setup. At the bottom of the Page screen it says “First Page Number: auto”, type in the correct page number for insertion into the Curriculum Outline. Press OK and then save the document.</p>																																				
9.	<p>Save Exhibits 5a and 5b electronically as separate files and submit to Training Officer electronically (email) through your chain of command for signature with the curriculum outline file.</p>																																				

# USCG Training System SOP: Curriculum Outline

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## Instructor Contact Hours Computation (Exhibit 5b), continued

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### Example

Below is an example of a Staffing Standards Computation Worksheet.

---

<b>Instructor Contact Hours Computation Worksheet</b>		
<b>Staffing Standards Computation Worksheet</b>		
Course Title: EM-03 Fiber Optic Technician Course	Validation Date: 26 August 2005	
MODEL: "C" Technical School LOCATION: TC Yorktown		
		<i>Man Hours</i>
1. "A" Value	6.1672	
2. Projected Student Load =		126.00
3. Optimum Class Size =		14.00
4. Convenings		9.00
5. One Time Instructor Contact Hours =		57.00
6. Monthly ICH (X1) =	42.75	
7. B1 Coefficient Value =	1.4874	
8. B1 * X1 (Monthly ICH Value) =		69.75
9. Additive Man Hours Earned =		8.00
10. Total Man Hours Earned =		77.75
11. Manpower Availability Factor (MAF) =		145.00
12. Earned Manpower Requirement =		0.536
13. Rounded Requirement =		1
NOTE: Additives		
See Instructor Contact Hours Computation Worksheet		

**NONRESIDENT  
CURRICULUM  
OUTLINE**

## USCG Training System SOP: Curriculum Outline

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### NONRESIDENT CURRICULUM OUTLINE CHECKLIST

No.	DESCRIPTION	Correct Content	Correct Sequence	Correct Format
1	Cover Page			
2	Table of Contents			
3	Summary of New Curriculum or Summary of Curriculum Revision			
4	Mission and Scope Statements			
5	Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)			
6	Course Content Reference Table			
7	Exhibits: Training Aids/Training Equipment			
8	Exhibits: References Listed in TPOs			
9	Exhibits: Training Center Pamphlets Issued to the Student			
10	Reserve Retirement Points (Add to Cover Page)			
11	ACE Accreditation Computations			

# USCG Training System SOP: Curriculum Outline

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## Nonresident Curriculum Outline Cover Sheet

### Format

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The format of a Nonresident Curriculum Outline Cover Sheet is shown below.

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CURRICULUM OUTLINE

FOR

COURSE NAME AND SHORT TITLE See Step #1

COURSE CODE See Step #2

See Step #3 RESERVE RETIREMENT POINTS

CLASSIFICATION: See Step #4

DEVELOPED BY

SCHOOL NAME

U.S. COAST GUARD TRAINING CENTER YORKTOWN See Step #5

YORKTOWN, VA

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FREQUENCY OF REVIEW See Step #6

REVIEWED AND APPROVED AT  
U.S. COAST GUARD HEADQUARTERS  
WASHINGTON, DC

SUBMITTED	<u>See Step #7</u>	_____
	DATE	CHIEF, OPERATIONS BRANCH
FORWARDED	_____	_____
	DATE	TRAINING OFFICER, TRACEN
REVIEWED	_____	_____
	DATE	CG 132 TRAINING MANAGER
REVIEWED	_____	_____
	DATE	PROGRAM MANAGER
APPROVED	_____	_____
	DATE	CG 132 TRAINING MANAGER

Next Review Date: 25 December 2008 See Step #8

# USCG Training System SOP: Curriculum Outline

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## Cover Sheet, continued

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**Procedures**      The procedures for completing the Curriculum Outline Cover Sheet are outlined in the following table.

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<b>STEP</b>	<b>ACTION</b>
1.	Insert the long and short title of the course/school.
2.	Insert the course code and edition number.
3.	Insert total reserve retirement points. See directions beginning on page 85.
4.	Insert the proper classification. <b>NOTE:</b> If this document is classified, follow proper procedures for handling of classified documents.
5.	Insert the full name of Training Center or Unit at which the course was developed.
6.	Headquarters (CG-132) training managers assign the frequency of review. Use this guide for scheduling Curriculum Outline review frequency.
7.	Insert the month, day, and year. Curriculum Outlines at all Training Centers will be forwarded to the Training Officer prior to sending to Headquarters (CG-132).
8.	Leave blank. Headquarters (CG-132) assigns the review date. This is based on when the curriculum is approved.

# USCG Training System SOP: Curriculum Outline

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## Cover Sheet, continued

### Example

Below is an example of a Curriculum Outline Cover Sheet.

CURRICULUM OUTLINE	
FOR	
BOATSWAIN'S MATE, THIRD CLASS COURSE	
SHORT TITLE: BM3 COURSE CODE: 0390-4	
<u>34</u> RESERVE RETIREMENT POINTS	
CLASSIFICATION: <u>UNCLASSIFIED</u>	
U.S. COAST GUARD TRAINING CENTER YORKTOWN, VIRGINIA	
FREQUENCY OF REVIEW <u>TRIENNIAL</u>	
REVIEWED AND APPROVED AT	
U.S. COAST GUARD HEADQUARTERS	
WASHINGTON, D.C.	
SUBMITTED	_____
DATE	_____
FORWARDED	_____
DATE	_____
REVIEWED	_____
DATE	_____
REVIEWED	_____
DATE	_____
APPROVED	_____
DATE	_____
Next Review Date: _____	

# USCG Training System SOP: Curriculum Outline

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## Curriculum Outline Table of Contents

**Format**

---

The format of a Table of Contents is shown below.

---

### TABLE OF CONTENTS

<u>SUBJECT</u>	<u>PAGE</u>
Summary of Curriculum Revision	3 <u>See Step #1</u>
Mission and Scope Statements	4
Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)	5
Course Content Reference Table	10 <u>See Step #2</u>
<u>EXHIBITS</u>	11
(1) Training Aids/Training Equipment	
(2) References Listed in TPOs	
(3) Training Center Pamphlets Issued to Student	
(4) Reserve Retirement Points Worksheet	



# USCG Training System SOP: Curriculum Outline

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## Curriculum Outline Table of Contents, continued

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**Procedures**      The procedures for completing the Table of Contents are outlined in the following table.

---

<b>STEP</b>	<b>ACTION</b>								
<p><b>1.</b></p>	<p><b>NOTE:</b> It is easiest to insert the page numbers for Table of Contents when the entire document is complete.</p> <p>Insert the page numbers for the sections listed below.</p> <p>The following three pages of every Curriculum Outline will be numbered as follows:</p> <table data-bbox="511 793 1242 1117"> <thead> <tr> <th></th> <th style="text-align: right;"><u>PAGE</u></th> </tr> </thead> <tbody> <tr> <td>Summary of Curriculum Revision*</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Mission and Scope Statements</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		<u>PAGE</u>	Summary of Curriculum Revision*	3	Mission and Scope Statements	4	Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)	5
	<u>PAGE</u>								
Summary of Curriculum Revision*	3								
Mission and Scope Statements	4								
Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)	5								
<p><b>2.</b></p>	<p>After numbering the remaining TPO and EO pages, insert the page numbers of the following sections:</p> <p style="padding-left: 40px;">Course Content Reference Table</p> <p style="padding-left: 40px;">Exhibits</p>								

\*For a new course, this line should be “Summary of New Curriculum.”

# USCG Training System SOP: Curriculum Outline

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## Curriculum Outline Table of Contents, continued

---

**Example**

Below is an example of a Curriculum Outline Table of Contents.

---

TABLE OF CONTENTS	
<u>SUBJECT</u>	<u>PAGE</u>
Summary of Curriculum Revisions	3
Mission and Scope Statements	4
Units of Instruction, Terminal Performance Objectives (TPOs), and Enabling Objectives (EOs)	5
Course Content Reference Table	37
<u>EXHIBITS</u>	38
(1) Training Aids/Training Equipment	
(2) References Listed in the TPOs	
(3) Training Center Pamphlets Issued to the Students	
(4) Reserve Retirement Points Worksheet	

2

# USCG Training System SOP: Curriculum Outline

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## Major Course Revision

---

**Format**

The format of a Summary of Curriculum Revision Page is shown below.

---

### **SUMMARY OF COURSE REVISION See Step #1**

COURSE NAME, CODE, AND EDITION: See Step #2

CHANGES PROPOSED DESCRIPTION

ELIGIBILITY REQUIREMENTS: See Step #3

PREREQUISITES: \_\_\_\_\_

CONTENT: \_\_\_\_\_

LENGTH: See Step #4

EQUIPMENT: \_\_\_\_\_

FUNDING: Costs to develop correspondence courses to support the advancement system are currently approximately \$0.10 per camera-ready page in black and white and \$5.00 per camera-ready page in color. This cost does not factor in salaries or the cost of reproduction..

LIMITING FACTORS: \_\_\_\_\_

QUALIFICATION CODE AUTHORIZED: \_\_\_\_\_

REASONS FOR PROPOSED CHANGES: See Step #5

# USCG Training System SOP: Curriculum Outline

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## Major Course Revision, continued

### Procedures

The procedures for completing the Table of Contents are outlined in the following table.

---

STEP	ACTION
1.	If this outline is for a new course, the title of this page is “Summary of New Curriculum.”
2.	Insert the COURSE NAME, CODE, AND EDITION.
3.	Insert under “Changes Proposed”: <ul style="list-style-type: none"> <li>• If this Curriculum Outline is being revised, write a short description of any changes within the areas listed.</li> </ul> <p><b>NOTE:</b> If the changes cannot be stated in the space provided, insert SEE or REFER TO and then list the section on the following page.</p> <ul style="list-style-type: none"> <li>• Insert “NONE” for areas with no changes or not applicable.</li> <li>• If this Curriculum Outline is new, this line should be “Curriculum Proposed.” Write a short description for each area listed.</li> </ul>
4.	Insert 36 months*. This is the maximum enrollment period for all nonresident courses. (*With the advent of the Performance Qualification Guide (PQG) to accompany nonresident courses, the suggested completion time is 6 months.)
5.	Insert under “Reasons for Proposed Changes:” <ul style="list-style-type: none"> <li>• For curriculum revisions, write a short statement of the current situation or what is currently in place and compare this with the newly proposed needs or requirements.</li> <li>• For new curriculum, this line should be “Reasons for Proposed Course.” Write a short statement to describe why this new course is being proposed.</li> </ul>

# USCG Training System SOP: Curriculum Outline

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## Major Course Revision, continued

### Example

Below is an example of a Summary of Curriculum Revision page.

---

### SUMMARY OF CURRICULUM REVISION

COURSE NAME, CODE, AND EDITION: Damage Controlman First Class 0115-5

CHANGES PROPOSED: DESCRIPTION

ELIGIBILITY REQUIREMENTS:..... NONE

PREREQUISITES: ..... NONE

CONTENT: ..... Subjects removed because enlisted qualifications have been deleted: diagrams and sketching; repairing plumbing fixtures; conditions and hazards for welding. New subjects added to cover enlisted qualifications: laying masonry hazards and handling asbestos; carbon arc processes; safety precautions for all welding processes.

LENGTH: ..... 36 months

EQUIPMENT: ..... NONE

FUNDING: ..... Costs to develop correspondence courses to support the advancement system are currently approximately \$0.10 per camera-ready page in black and white and \$5.00 per camera-ready page in color. This cost does not factor in salaries or the cost of reproduction.

LIMITING FACTORS: ..... NONE

QUALIFICATION CODE

AUTHORIZED: ..... NONE

REASONS FOR CHANGES PROPOSED: ..... Material removed has been deleted. New material added to cover new enlisted qualifications.

## **USCG Training System SOP: Curriculum Outline**

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### **Mission and Scope Statement**

---

**Format**

The format of a Mission and Scope Statements page is shown below.

---

### **MISSION AND SCOPE STATEMENTS**

NAME OF COURSE: **See Step #1**

MISSION: **See Step #2**

SCOPE: **See Step #3**

PREREQUISITES: **See Step #4**

QUALIFICATION CODE ELIGIBILITY: **See Step #5**

STUDENT SECURITY CLASSIFICATION: **See Step #6**

# USCG Training System SOP: Curriculum Outline

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## Mission and Scope Statement, continued

---

### Procedures

The procedures for completing the Mission and Scope Statements page are outlined in the following table.

---

STEP	ACTION
1.	Insert the NAME of the course followed by the short title enclosed in parentheses.
2.	<p>Write a brief statement about the course to include:</p> <ul style="list-style-type: none"> <li>• Purpose of the course</li> <li>• Type of billet for which the training is directed</li> <li>• Reference to the Enlisted Qualification Manual, if applicable</li> </ul>
3.	<p>Write a short paragraph on the course including:</p> <ul style="list-style-type: none"> <li>• Description of the target student-- <ul style="list-style-type: none"> <li>Specialty</li> <li>Paygrade</li> <li>Rating (if any)</li> <li>Job assignment</li> </ul> </li> <li>• Overview of the content area covered in the course.</li> <li>• Statement describing the performance criteria the student must meet to successfully complete the course. (The Subject Matter Specialist (SMS) and rating force manager should determine the End of Course Test (EOCT) passing score and whether the EOCT may be an open book exam).</li> </ul>
4.	Insert all prerequisites the student must have before taking this course. If there are none, insert NONE.
5.	Insert the qualification code(s) that students will be eligible for upon completion of the course. For information on the qualification codes, see COMDTINST M1414.8 (series). If the course is new, contact Commandant (CG-1221) for qual code assignment. If there are none, insert NONE.
6.	Insert the security classification code that a student must have before taking the course. For information on the security classification of a course, see the Security Manual, COMDTINST 5500.11 (series).

# USCG Training System SOP: Curriculum Outline

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## Mission and Scope Statement, continued

---

### Example

Below is an example of a Mission and Scope Statements page.

---

### **MISSION AND SCOPE STATEMENTS**

NAME OF COURSE: Boatswain's Mate Third Class (BM3)

MISSION: The purpose of this course is to provide the knowledge necessary to perform at the Boatswain's Mate Third Class level as stated in the Enlisted Qualifications Manual, COMDTINST M1414.8 (series).

SCOPE: This course consists of pamphlets and an end-of-course test (EOCT) provided in a nonresident, self-study format. Subject matter is specifically designed for seaman (E-3) as a required component for advancement to BM3. The course covers selected subjects in administration (maintenance of records and logs), seamanship and deck maintenance, piloting and navigation, and personnel supervision. The pamphlets include reading assignments with objectives to be mastered and appropriate review exercises specifically designed to test mastery of the objectives. The student must achieve a minimum score of 80 percent on the EOCT to successfully complete the course.

PREREQUISITES: NONE

QUALIFICATION CODE ELIGIBILITY: NONE

STUDENT SECURITY CLASSIFICATION: NONE



# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs

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### Format

The format of a Units of Instruction, TPOs and EOs page is shown below.

---

## UNITS OF INSTRUCTION, TPOS, AND EOS

UNIT            1.0 **See Step #1**

### TERMINAL PERFORMANCE OBJECTIVE

1.1            **See Step #2**

REFERENCES:

### ENABLING OBJECTIVES

1.1.1        **See Step #3**

REFERENCES:

1.1.2

REFERENCES:

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs, continued

---

### Procedures

The procedures for completing the Units of Instruction, TPOs, and EOs are outlined in the following table. See Appendix A-Job Aid for writing TPOs, for further guidance.

---

STEP	ACTION
1.	<p>Insert the general title of the unit. Each subject area within the course will be referred to as a UNIT. Label the units in sequential order, starting with 1.0, 2.0, 3.0, etc.</p> <p><b>Note:</b> Each unit/TPO must begin on a separate page.</p>
2.	<p>Insert the Terminal Performance Objective (TPO) following the unit number. Label each TPO starting with 1.1, the second 1.2, etc. Write each TPO with conditions, performance (action), and standards using the job aid in Appendix A.</p> <p>Each TPO shall meet the following requirements:</p> <ul style="list-style-type: none"> <li>▪ Specify what assistance, aids, or constraints (conditions) the students will be given.</li> <li>▪ Specify what the student will do (performance).</li> <li>▪ Capitalize and bold type the <b>ACTION VERB</b>.</li> <li>▪ Specify how well the student will perform (standard).</li> <li>▪ Focus on the qualifications or other job performance requirements (JPR) using the course reference table. <ul style="list-style-type: none"> <li><b>NOTE:</b> When a qualification is used, its format must be adjusted to meet requirements.</li> <li>Begin a new page for each TPO in a given unit.</li> </ul> </li> <li>▪ References: number the references and list the title, number and section of each published reference.</li> </ul>

## USCG Training System SOP: Curriculum Outline

### Units of Instruction, TPOs, and EOs, continued

STEP	ACTION
3.	<p>Insert each Enabling Objective (EO) that supports the TPO. Each EO shall meet the following requirements.</p> <ul style="list-style-type: none"> <li>▪ Be a step required to complete the TPO.</li> <li>▪ Number each EO sequentially and begin with the first two digits of the TPO. For TPO 1.1, number the first EO as 1.1.1, the second as 1.1.2, etc.</li> <li>▪ Specify what assistance, aids, or constraints (condition) the students will be given.</li> <li>▪ Specify what the student will do (performance).</li> <li>▪ Capitalize and bold type the <b>ACTION VERB</b>.</li> <li>▪ Specify how well the student will perform (standard) if different from the TPO. (see Note below)</li> <li>▪ List the title and number of each published reference. When more than one reference is listed in the TPO and each reference is used in all of the EOs, and the standard of performance is the same, use the following statement: <i>The standards and conditions statements for each of the following EOs are the same as written in the TPO unless otherwise stated.</i></li> </ul> <p><b>NOTE:</b> Conditions and standards are not required for EOs when they are the same as the conditions and standards of the TPO being supported. However, if the EOs conditions and standards <u>are</u> different, then it will require its own set of conditions and standards. The job aid in Appendix A can also be used when writing EOs.</p> <ul style="list-style-type: none"> <li>▪ For all rating advancement courses that contain a PQG Certification Pamphlet, the following statement shall be added immediately following the statement above:</li> </ul> <p>"The Professional Development Supervisor (PDS) will evaluate student competency for 100% completion during the PQG process. The End of Course Test (EOCT) will evaluate knowledge competency and an individual must achieve a minimum of 80% on the EOCT. (<b><u>Insert EPO Number Here</u></b>)."</p>

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs, continued

### Writing Objectives Guide

STEP	ACTION
1.	<p>Begin each TPO and EO with a condition statement (what assistance, aids, or constraints the student will be given).</p> <p>Example: “Given deviation and compass heading”</p>
2.	<p>Insert an action verb (the performance required).</p> <p>Example: “. . . <b>COMPUTE</b> the magnetic heading . . .”</p>
3.	<p>End each objective with a standard.</p> <p>Example: “. . . with 100% accuracy”</p>
4.	<p>Cite the reference(s)</p> <p>Example: Reference: Dutton’s “Piloting and Navigation.”</p>
5.	<p>Write TPOs and EOs to test four-response, multiple-choice, end-of-course test items. NOTE: Refer to the Verb Usage Reference section of the SOP, Appendix B to select common action verbs.*</p> <p>*With the development of Performance Qualification Guides (PQGs), action verbs (e.g., perform, transmit, locate, specify, apply, etc.) may be used because the professional development supervisor (PDS) will acknowledge the student’s accomplishment (performance) of tasks instead of testing the student’s knowledge as an EOCT question.</p> <p>Example: Given deviation and compass heading, <b>COMPUTE</b> the magnetic heading with 100% accuracy.</p> <p>REFERENCES: Dutton’s Piloting and Navigation, section X.</p> <p>Corresponding EOCT test item: What is the magnetic heading if the deviation is 2°E and the compass heading is 180°?</p> <p>A. 182° B. 181° C. 180° D. 178°</p>
6.	<p>Capitalize each action verb in the TPOs and EOs and use bold face type. Use only one verb for each objective. The final product follows this pattern: CONDITION + <b>PERFORMANCE</b> + STANDARD</p>

# USCG Training System SOP: Curriculum Outline

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## Units of Instruction, TPOs, and EOs, continued

---

### Example

Below is an example of a Units of Instruction, TPOs, and EOs page.

---

## UNIT 1.0 ADMINISTRATION

### TERMINAL PERFORMANCE OBJECTIVE:

- 1.1 Given selected equipment and references, **ORDER** parts needed at your unit with 100% accuracy.

#### REFERENCES:

1. Supply and Policy Procedures Manual (SPPM), COMDTINST CIM4400.19A (series)
2. CMPlus User Manual and FEDLOG user manual and tutorial

The Performance Development Supervisor (PDS) will evaluate student competency for 100% completion during the PQG process. The Advancement Qualification Examination (AQE) will evaluate knowledge competency and an individual must achieve a minimum of 76% on the AQE. (EM EPQ A.5.01).

**ENABLING OBJECTIVES:** The standard(s) statement for each of the following enabling objectives is the same as written in the terminal performance objective, unless otherwise stated.

- 1.1.1 Given a copy of the Management Information for Configuration and Allowances (MICA) Manual, **IDENTIFY** the parts and sections of the Management Information for Configuration and Allowances (MICA) Manual and their contents.
- 1.1.2 Given a CG SWT-III and login information, **ENTER** content into the Federal Logistics Data Program (FEDLOG) Data Response Screens.
- 1.1.3 Given a specific part number, **ENTER** an inventory item in CMPlus.
- 1.1.4 Given a specific piece of equipment, **ENTER** an OM&S item in CMPlus.

# USCG Training System SOP: Curriculum Outline

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## Course Content Reference Table

### Format

The format of a Course Content Reference Table page is shown below.

---

## COURSE CONTENT REFERENCE TABLE

### TPOs

### REQUIREMENT JUSTIFICATION

1.1 See Step #1

See Step #2

Below is a chart to determine requirement justification.

<b>IF the course is . . .</b>	<b>THEN . . .</b>
a rate course	list all performance factors from the Enlisted Qualification Manual.
a specialty course	use Job Task Analysis Panel, Field Survey, etc.

ENLISTED QUALIFICATIONS NOT COVERED: See Step #3

# USCG Training System SOP: Curriculum Outline

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## Course Content Reference Table, continued

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### Procedures

The procedures for completing the Course Content Reference Table are outlined in the following table.

---

<b>STEP</b>	<b>ACTION</b>						
1.	List all TPO numbers contained within the course.						
2.	<p data-bbox="367 646 1396 716">Insert the proper justification for each TPO. The purpose of the Course Content Reference Table is to justify course content.</p> <table border="1" data-bbox="436 753 1354 1192"><thead><tr><th data-bbox="444 762 894 831"><b>IF . . .</b></th><th data-bbox="898 762 1346 831"><b>THEN write as follows . . .</b></th></tr></thead><tbody><tr><td data-bbox="444 835 894 1079">an enlisted qualification is used</td><td data-bbox="898 835 1346 1079">Enlisted Qualifications Manual (EQM), COMDTINST M1414.8 (series)  A.4.01</td></tr><tr><td data-bbox="444 1083 894 1184">a job task analysis panel is used</td><td data-bbox="898 1083 1346 1184">JTA Panel</td></tr></tbody></table>	<b>IF . . .</b>	<b>THEN write as follows . . .</b>	an enlisted qualification is used	Enlisted Qualifications Manual (EQM), COMDTINST M1414.8 (series)  A.4.01	a job task analysis panel is used	JTA Panel
<b>IF . . .</b>	<b>THEN write as follows . . .</b>						
an enlisted qualification is used	Enlisted Qualifications Manual (EQM), COMDTINST M1414.8 (series)  A.4.01						
a job task analysis panel is used	JTA Panel						

# USCG Training System SOP: Curriculum Outline

## Course Content Reference Table, continued

STEP	ACTION		
3.	<b>IF ...</b>	<b>AND ...</b>	<b>THEN ...</b>
	the course is a rating course	all enlisted quals are covered	insert the word "NONE."
		you have elected NOT to cover a qualification specific to the pay grade  <u>Note:</u> If you have difficulty identifying sources of job information and cannot get help from the program manager, let CG-132 know.	get approval from CG-132 by: <ul style="list-style-type: none"> <li>• listing the qualification not covered and</li> <li>• identifying the rationale for not teaching the qualification. (Each situation will be evaluated on a case-by-case basis.)</li> </ul> <u>Note:</u> Do not omit a qualification because it is taught in an "A" or "C" school.
		you have covered lower level enlisted qualifications  <u>Note:</u> Lower level quals may be covered in courses when the quals are supportive of and necessary for the understanding of the qualifications written for the pay grade of the course.	do not list lower level quals in the Curriculum Outline and  do not test on the lower level quals.
the course is a specialty course	no quals are covered	enter the following statement:  "This is a specialty course and is not required to cover specific goals. "	



# USCG Training System SOP: Curriculum Outline

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## Course Content Reference Table, continued

---

### Example

Below is an example of a Course Content Reference Table.

---

### COURSE CONTENT REFERENCE TABLE

<b>TPOs</b>	<b>REQUIREMENT JUSTIFICATION</b>
1.1	Enlisted Qualifications Manual (EQM) (M1414.8B) EQM: A.4.01
2.1	EQM: B.4.02
3.1	EQM: C.4.01
3.2	EQM: C.4.01
3.3	EQM: C.4.01
3.4	EQM: C.4.01
3.5	EQM: C.4.02
3.6	EQM: C.4.03
3.7	EQM: C.4.04
3.8	EQM: C.4.05
3.9	EQM: C.4.06
3.10	EQM: C.4.06
3.11	EQM: C.4.07
3.12	EQM: C.4.08
4.1	EQM: D.4.01
4.2	EQM: D.4.03
4.3	EQM: D.4.02
5.1	EQM: G.4.01

#### ENLISTED QUALIFICATIONS NOT COVERED:

**B.4.01** This performance qualification is covered during the boat crew qualification process outlined in COMDTINST 16114.9 (series). This process is an on-the-job study/application and validation process composed of practical small boat type specific tasks and some non-type specific tasks generic in nature to small boat operations. Completion of this process requires both demonstrated knowledge and observable application. The level of performance required cannot be achieved through a nonresident course of instruction.

## **USCG Training System SOP: Curriculum Outline**

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### **Exhibits**

### **Format**

---

The format of the Exhibits page is shown below.

---

#### **EXHIBITS:**

(1) TRAINING AIDS/TRAINING EQUIPMENT:

**See Step #1**

(2) REFERENCES LISTED IN THE TPOs:

**See Step #2a-2b**

(3) TRAINING CENTER PAMPHLETS ISSUED TO THE STUDENT:

**See Step #3**

(4) RESERVE RETIREMENT POINTS WORKSHEET

**See Step #4**

# USCG Training System SOP: Curriculum Outline

## Exhibits, continued

### Procedures

The procedures for completing the Exhibits are outlined in the following table.

STEP	ACTION				
1.	<p>List all of the items that are specific to the course. If there are none, insert “NONE.” DO NOT list items that are generally used for all correspondence courses. Below is a sample list of acceptable and unacceptable items.</p> <table border="1" data-bbox="456 690 1144 940"> <thead> <tr> <th data-bbox="456 690 800 747">ACCEPTABLE</th> <th data-bbox="800 690 1144 747">UNACCEPTABLE</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 747 800 940">                     protractors                      triangles                      flash cards                      maneuvering board                 </td> <td data-bbox="800 747 1144 940">                     pencils                      paper                      text                      study guide                 </td> </tr> </tbody> </table>	ACCEPTABLE	UNACCEPTABLE	protractors triangles flash cards maneuvering board	pencils paper text study guide
ACCEPTABLE	UNACCEPTABLE				
protractors triangles flash cards maneuvering board	pencils paper text study guide				
2a.	<p>List all references found in the TPOs.</p> <p><u>Note:</u> If you have a large number of references, you may need to use more than one page.</p>				
2b.	<p>Arrange the reference titles in alphabetical order. Use the following format:</p> <p style="padding-left: 40px;">title of reference, name of text, chapter, and publication number</p> <p><u>Examples:</u>                      BASIC Oscilloscope AX-3725-1, Tektronic Inc.                      EIMB Installation Standards, NAVSHIP 0967-LP-00-0110</p>				
3.	<p>List all Institute pamphlets issued to the student followed by the quantity provided for each. Use the following format:</p> <p style="padding-left: 40px;">Teletypewriters and Associated Equipment,                      CGI #W24504 Qty: 1 per student</p> <p>If pamphlets have not been developed, enter the following statement:                      “Pamphlets will be developed later.”</p>				
4.	<p>Complete the Reserve Retirement Points Worksheet in accordance with the directions on the following pages.</p>				

# USCG Training System SOP: Curriculum Outline

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## Exhibits, continued

### Example

Below is an example of the Exhibits page.

---

### **EXHIBITS:**

(1) TRAINING AIDS/TRAINING EQUIPMENT:

Nautical Charts

NavKit: Dividers, Compass, Parallel Rules, Weem's Plotter,  
Nautical Slide Rule

(2) REFERENCES LISTED IN THE TPOs:

Boat Crew Qualification Guide, COMDTINST M16114.10 (series)

Boat Crew Seamanship Manual, COMDTINST M16114.5 (series)

Boat Crew Training Program, COMDTINST M16114.9 (series)

Boatswain's Mate 3 & 2 Manual, NAVEDTRA 10121-G1

Shipboard Helicopter Operational Procedures, COMDTINST M3710.2

(3) TRAINING CENTER PAMPHLETS ISSUED TO THE STUDENT:

Administration, Watch Standing, and Personnel Supervision Pamphlet,

Qty: 1 per student

Deck Seamanship Pamphlet, Qty: 1 per student

Navigation and Piloting Pamphlet, Qty: 1 per student

Sampson Cordage Splicing Manual, Qty: 1 per student

Marlinespike Seamanship Pamphlet, Qty: 1 per student

(4) RESERVE RETIREMENT POINTS WORKSHEET

# USCG Training System SOP: Curriculum Outline

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## Reserve Retirement Points

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### Procedures

The procedures for determining Reserve Retirement Points are outlined in the following table.

---

It is the course writer's responsibility to determine the amount of Reserve Retirement Points that can be earned in a particular course. To do this, you will rate the difficulty of EACH LESSON according to the real world performance of the lesson task (TPO) and the supporting skills and knowledge required to perform that task (EOs). Use the work sheet to record your work.

STEP	ACTION		
1.	Assign a difficulty factor to each lesson by determining which of the following factors are required to perform the job: <ul style="list-style-type: none"> <li>a. complicated equipment</li> <li>b. job aid/references</li> <li>c. thorough technical knowledge</li> <li>d. thorough knowledge of laws/statutes/federal regulations</li> </ul>		
	<b>IF job requires . . .</b>	<b>AND . . .</b>	<b>THEN assign . . .</b>
	none or one factor	----->	1 point
	two factors	----->	2 points
	three factors	does not require both c and d	3 points
		requires BOTH c and d	
	all four factors	----->	
	<u>Note:</u> Most lessons are expected to have a difficulty of 2. If there is reasonable doubt about assigning 3 points to a particular lesson, then assign 2 points.		
2.	Have your supervisor review the difficulty points assigned.		
3.	Add the difficulty points for all lessons to calculate the total difficulty score.		

# USCG Training System SOP: Curriculum Outline

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## Reserve Retirement Points, continued

### Reserve Retirement Points Worksheet

Lesson	Diff. Factor	Lesson	Diff. Factor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<b>Difficulty Total Score (sum of difficulty scores for all lessons) _____</b>			

# USCG Training System SOP: Curriculum Outline

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## Reserve Retirement Points, continued

STEP	ACTION
4.	Locate difficulty total score from the table below and assign the corresponding Reserve Retirement Points (RRP).
5.	Enter Course Reserve Retirement Points on Cover Page.

### DIFFICULTY TOTAL SCORES

Diff Total	RRP	Diff Total	RRP
50-	34	22	21
46-49	33	21	20
42-45	32	19, 20	19
40, 41	31	18	18
37-39	30	17	17
35, 36	29	16	16
33, 34	28	15	15
31, 32	27	14	14
29, 30	26	13	13
28	25	12	12
26, 27	24	11	11
25	23	10	10
23, 24	22	9	9

## **USCG Training System SOP: Curriculum Outline**

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### **Reserve Retirement Points, continued**

---

**Example**

See example of Cover Page, which contains Reserve Retirement Points.

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# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO

### Context and Contents

---

**Purpose** This is a job aid to help you write a Coast Guard terminal performance objective (TPO).

---

**Who Should Use This Job Aid** You should use this job aid if you are curriculum designer writing a TPO. Ideally, you are a graduate of the Coast Guard Course Designer Course (CDC) or the Accomplishment-Based Curriculum Development (ABCD) Curriculum.

---

**When to Use This Job Aid** Use this job aid after a performance qualification or a task has been validated for addition to a curriculum through a formal analysis. (Further analysis information can be found in the Analysis SOP.)

---

**How to Use This Job Aid** Follow the steps as literally as practical and in the sequence described.

---

**Tasks**  
Task A: Write the Conditions Statement  
Task B: Write the Performance Statement  
Task C: Write the Standards Statement  
Task D: Write the TPO Statement with standards  
Use Checklist for Writing a TPO

---

# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Task A: Write the Conditions Statement

**Caution** Be careful not to overload your conditions statement. Do not put anything in the statement unless it is either necessary to perform the behavior or affects the actual performance of the behavior.

---

**Introduction** The conditions statement reflects what the student will be provided, or what the student will use, while performing the TPO. The condition should match, as closely as possible, to the conditions existing on the job that are critical to the performance of the TPO.

The conditions statement may also alert the evaluator and performer to the limitations of the training environment that might prevent actual on-the-job performance. For example, the Emergency Medical Technician's curriculum can only guarantee that graduates can perform cardiopulmonary resuscitation (CPR) on a mannequin, not on a live patient. Therefore, the conditions statement will tell us that CPR will be performed "on a mannequin."

---

**Step 1** List the signal or signals that tell the graduate to perform the TPO. Here are some examples:

“Upon hearing the General Quarters alarm,”

“At the smell of burning food,”

“When the light goes out,”

“When the door feels hot to the touch,”

“When your mouth tastes sour,”

“On the last day of a voyage,”

“At the beginning of a work shift,”

---

# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Task A: Write the Conditions Statement, continued

---

**Step 2** List the tools and equipment used on the job to perform the TPO.

Examples include:

an oscilloscope

a standard workstation

a signal flare

a blood pressure cuff

---

**Step 3** List any references, job aids, and assistance used to perform the TPO.

Examples include:

the Joint Travel Regulations

the manufacturer's technical manual

the "Job Aid for Writing a Test for a TPO"

with a teammate

---

**Step 4** List any restrictions placed on the performance or its environment.

Examples include:

"underwater"

"while attached to a tether"

"from a sitting position"

"while wearing a breathing apparatus"

"without any light"

"with one hand"

---

# USCG Training System SOP: Curriculum Outline

---

## Appendix A – Job Aid for Writing a TPO, continued

---

### Task B: Write the Performance Statement

---

#### Important

The performance in the performance statement must match the performance expected on the job, and must link directly to the task approved for training in the Course Content Reference Table and foundational analysis. Do not compromise on the performance statement in the TPO.

---

#### Introduction

The performance statement describes the behavior and the output of the behavior that the graduate will perform on the job. The statement consists of an action verb and the output resulting from the action.

---

Write the action verb (a physical or verbal action or a mental decision) that will produce the output on the job. **See Appendix B for verb suggestions and usage.**

---

# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Task C: Write the Standards Statement

**Important** The standards in the standards statement must match the standards expected on the job and identified through the objective's foundational analysis. Do not compromise on the standards in the TPO.

---

**Introduction** The standards tell how well the TPO must be completed. Clear standards for the output, and where necessary, the actions are the foundation for the evaluation and training of the TPO.

---

**Step 1** Check the TPOs supporting documentation to find the standard as identified in the foundational analysis.

List the reference of the information.

**Note: If no standard exists, then the task was prematurely delivered for training development and should be returned to the analysis source for further work.**

Generally, any standard falls into one or more of these categories:

1. **Accuracy:** The degree of perfection required.
2. **Time:** The maximum time allowed for production of a single output.
3. **Rate of Production:** The specific number to be produced in a given time.
4. **Safety:** Avoidance of injury to people, equipment, or the environment.

# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Task C: Write the Standards Statement, continued

---

#### Step 2

The output of a TPO should always have standards. The standards are the quality or level of performance that will be considered acceptable. For most TPOs, *how* the student produces the output is of less consequence than the quality of the output. For some TPOs, however, it is necessary to write standards for the student's actions as well as the output of the TPO.

Determine if the task documentation (analysis) discusses *how* the TPO is executed:

- Safety
- Specific Regulations (do not list references)
- Legal requirements or liability
- Public relations

Separately, indicate the reference or references and page number(s) on which the information can be found.

---

## USCG Training System SOP: Curriculum Outline

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### Appendix A – Job Aid for Writing a TPO, continued

#### Task C: Write the Standards Statement, continued

---

##### Step 3

<b>IF you are</b>	<b>THEN go to</b>
Satisfied that the standards statement is clear and complete enough	<b>Task D</b>
Concerned that the standards statement is <i>not</i> clear and complete enough	<b>Step 4</b>

---

# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Task C: Write the Standards Statement, continued

---

#### Step 4

Clarify the standards statement by doing the following:

- Write the current draft standards statement from the previous steps.
  - Circle any terms you think could be misinterpreted.
  - For each circled term, write the specific, observable actions and outputs that, if observed, would cause you to agree the standard covered by the term was achieved.
  - Write the specific, observable actions and outputs, as applicable, in place of the original term.
  - Test the edited term with the question, “If the student executed each of these actions and produced each of these outputs, would it be obvious to any observer that the student had met the standard?” When you can answer “yes,” the standard is finished.
  - Repeat the sub-steps above for each term that could be misinterpreted.
-



# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Task D: Write the TPO Statement

<b>Step 1</b>	To start the conditions statement, write any signals, as appropriate.
<b>Step 2</b>	To continue the conditions statement, write any given references, job aids, assistance, tools, and equipment, as appropriate.
<b>Step 3</b>	To continue the conditions statement, add any limitations on the performance or its environment, as appropriate.
<b>Step 4</b>	Add the performance statement.
<b>Step 5</b>	Add the standards statement.
<b>Step 6</b>	Add the references and sections.

### Examples

- Given an electrical schematic of a series DC electrical circuit with known values, **CALCULATE** circuit resistance, voltage, current and total power with 80% accuracy.

REFERENCES: XYZ manual, section XX

- While underway on a boat with an installed Furuno SINS navigation package, and without prompting or the use of references, **PLOT** the boat's position using GPS/DGPS, within 100 yards.

REFERENCES:

- Boat Crew Seamanship Manual, section XX, COMDTINST M16114.24 (series)
- GPS Operator's Handbook, section XX
- Boat Operations and Training Manual, Vol. II, section XX, COMDTINST M16114.33 (series), section XX

- While underway, on a boat with an installed Furuno SINS navigation package, and without prompting or the use of references, **NAVIGATE** the boat utilizing the Furuno GPS/DGPS, within 3 degrees and position plotted within 100 yards.

## **USCG Training System SOP: Curriculum Outline**

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### **Task D: Write the TPO Statement continued**

#### REFERENCES:

1. Boat Crew Seamanship Manual, section XX
2. COMDTINST M16114.5 (series)
3. Furuno 1933C GPS Operators Manual, section XX, Coast Guard Navigation Standards, section XX
4. COMDTINST 3530.2 (series)
5. Boat Operations and Training Manual, Volume II, section XX

# USCG Training System SOP: Curriculum Outline

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## Appendix A – Job Aid for Writing a TPO, continued

### Checklist for Writing a Terminal Performance Objective

Quality Characteristic	Yes	No
1. The conditions statement lists:		
• Conditions that match as closely as possible those found on the job	<input type="checkbox"/>	<input type="checkbox"/>
• Cue or cues that stimulate the performer to act	<input type="checkbox"/>	<input type="checkbox"/>
• Tools and equipment used to perform the TPO	<input type="checkbox"/>	<input type="checkbox"/>
• References, job aids, and assistance used to perform the TPO	<input type="checkbox"/>	<input type="checkbox"/>
• The range of conditions typically found on the job	<input type="checkbox"/>	<input type="checkbox"/>
• Any restrictions placed on the performance or its environment	<input type="checkbox"/>	<input type="checkbox"/>
• Are consistent with the foundational analysis supporting the objective's inclusion in the course	<input type="checkbox"/>	<input type="checkbox"/>
2. The performance statement:		
• Contains the action verb executed on the job	<input type="checkbox"/>	<input type="checkbox"/>
• Contains the output produced on the job	<input type="checkbox"/>	<input type="checkbox"/>
• Is consistent with the foundational analysis supporting the objective's inclusion in the course	<input type="checkbox"/>	<input type="checkbox"/>
3. The standards statement:		
• Matches the standards found on the job	<input type="checkbox"/>	<input type="checkbox"/>
• Avoids words subject to misinterpretation	<input type="checkbox"/>	<input type="checkbox"/>
• Lists only the criteria that separate acceptable performance from unacceptable	<input type="checkbox"/>	<input type="checkbox"/>

## USCG Training System SOP: Curriculum Outline

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- Lists the specific, observable characteristics of the output
  - If specific actions are required, then the actions are in sequence and are specific, observable behavior
  - Are consistent with the foundational analysis supporting the objective's inclusion in the course
-

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List

---

The use of standard, well-defined verbs provides clarity, prevents duplicate work, and aids in providing quality training. Standardized verbs:

- Promote clarity.
  - Allows everyone involved in design and development as well as students to understand what the task statement means. This is particularly important since --
  - The person who analyzes, designs, or develops the training may not be the person who developed the task statement.
  - Rating Force Master Chiefs usually make their decisions based on the task statement, before the conditions and standards are fully developed.
- Prevent duplication.

It is possible to write the same task many different ways, some so differently that it is almost impossible to tell if it is the same task. If you use standard verbs, it is simple to group tasks by verb and see if you have duplication.
- Promote application of sound training principles.

There are many words which may appear to be action verbs, but which don't actually refer to an observable action (such as 'know', 'understand,' 'appreciate,' and so on.) By using standard verbs, you will avoid these words and produce sound, observable tasks.

**Note:** The following sections provide a partial source of verbs for use in task titles and learning objectives. **Individual schools may have branch-unique terminology in addition to these lists.**

# USCG Training System SOP: Curriculum Outline

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## STANDARD VERBS

-----  
**Note:** Those verbs marked with an asterisk (\*) in Section I, should be used with caution. For a fuller explanation, see Section II of this Appendix, VERBS TO BE USED WITH CAUTION.

\*Achieve To attain a desired end.

Adjust 1. To correct the actions of a distant unit.  
**Example:** Adjust indirect fire.  
2. To bring parts of instruments into a truer or more effective relative position or setting.

\*Administer To manage or supervise the execution, use, or conduct of a relatively structured activity.

Advise To counsel or recommend.

Alert To make aware of.

Align To place parts in the proper position to one another.

Allocate To apportion for a specific purpose or to particular persons or things.

\*Analyze To separate a whole into its constituents with a view to its examination and interpretation.

Annotate To make or furnish critical or explanatory notes or comments.

Approve To give formal or official sanction.

\*Apply 1. To put on.  
**Example:** Apply base coat of paint.  
2. To use practically.  
3. To concentrate.

Assemble 1. To fit the parts of an item together.  
**Note:** Usually said of a machine.  
2. To bring together.  
**Note:** Usually said of an organization or group.

\*Assess 1. To determine the importance, size, or value of.  
2. To fix the amount of.

Assign 1. To give responsibility.  
**Note:** For the execution of a task.  
2. To place under the control of.  
**Example:** Assign replacements to units.

Assist To give aid by participating in a task.

## USCG Training System SOP: Curriculum Outline

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### Appendix B: Standard Verb List, continued

- Attack To operate against offensively.  
*Example:* Attack under conditions of limited visibility.
- Authenticate 1. To verify identity in response to a challenge.  
*Note:* See Challenge.  
2. To verify the authenticity of.
- Brief To give information or final precise instructions.
- Breach 1. To break through.  
*Note:* As an enemy position.  
2. To secure passage through.  
*Note:* Usually said of an obstacle.
- Calculate To ascertain by computation.
- Challenge To order to prove identity.
- Change To make different in some particular.
- \*Check To inspect for satisfactory condition, accuracy, safety, or performance.
- Clear 1. To make secure by searching and eliminating enemy resistance.  
*Examples* Clear a trench line.  
Clear a building.  
2. To make safe by following a prescribed procedure for unloading.  
*Example:* Clear a M16A2 rifle.  
3. To render operable by overcoming a temporary condition.  
*Example:* Clear a stoppage in a M60 machine gun.
- Close 1. To move into combat range of an enemy force.  
*Example:* Close with the enemy.  
2. To arrive at a designated position.  
3. To move in such a manner as to present passage through.
- Collate To bring parts together to form a whole.  
*Note:* Usually said of information or intelligence.
- Collect 1. To gather or exact from a number of persons or sources.  
*Note:* Usually said of information.  
2. To bring together in a group.
- Combine To join two or more things such as units, or chemical substances into one.
- Communicate To convey knowledge of or information about: make known
- \*Compare To examine the character or qualities of, especially in order to discover resemblances or differences.  
*Example:* Compare courses of action.
- Complete To bring to an end and especially into a perfected state.
- Comply To act in accordance with orders, regulations, policy, etc.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

- Compute To determine, especially by mathematical means.
- \*Conduct To direct or control, lead, or guide.
- Confirm To validate.
- Connect
  1. To join.
  2. To fasten together.
- Consolidate
  1. To organize or reorganize, bringing separate parts together into one whole.
  2. To secure or complete an action.  
*Example:* Consolidate the objective.
- Construct To build.
- Control
  1. To exercise restraining or direct influence over.
  2. To regulate.
  3. To dominate.
- Coordinate To bring into a common action, movement, or condition.
- Correct To alter or adjust so as to bring to some standard or required condition.
- Correlate To present or set forth so as to show relationship.
- Cover To afford protection or security to.
- Cross To pass over or through.
- Cross-check To check from various angles or sources to determine validity or accuracy.
- Debrief To obtain an oral report on an action or mission immediately afterwards.  
*Example:* Debrief reconnaissance patrol.
- Decontaminate To cleanse or remove chemical or radiological contamination.
- Defend To ward off an actual or threatened action
- \*Define
  1. To determine the limits and nature.
  2. To state the meaning of.
- Delay To slow the advance of an enemy force without becoming decisively engaged.
- Deliver To send to an intended target or destination.
- \*Demonstrate
  1. To feign an action for the purposes of deceiving an enemy.
  2. To show by reasoning.
  3. To show the operation or working of.
  4. To explain by using examples, experiments, or action.
- Deploy
  1. To spread out, utilize, or arrange, especially tactically.
  2. To position for use.
- Designate
  1. To indicate and set apart for a specific purpose, office, or duty.
  2. To select.  
*Note:* Usually said of a target.



# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

- Detect To discover.
- Determine 1. To settle or decide by choice of alternatives or possibilities.  
2. To fix precisely.
- Develop To set forth or make clear by degrees or in detail.
- Direct 1. To regulate the activities or course by acting through subordinate leaders.  
2. To control through suggestions and guidelines.
- Disconnect To sever the connection between.
- Disassemble To take apart, usually for the purposes of cleaning or repair.
- Disengage 1. To release or break contact with.  
*Example:* Disengage the drive shaft.  
2. To terminate combat.  
*Example:* Disengage from enemy force.
- Dismantle To render inoperable by taking apart. *Note:* See Disassemble.
- Dispatch To send away with promptness or speed, especially on official business.
- Displace To leave one position and occupy another.
- Disseminate To disperse throughout.  
*Note:* Usually refers to orders, information, and similar matters.
- Distribute To give out or deliver, especially to members of a group.
- Draft To draw the preliminary sketch, version, or plan of.
- \*Effect To cause the desired result or outcome.  
*Note:* See Achieve.
- Employ To make use of, usually in the role of a leader or commander.
- Encrypt Encipher, encode.
- Enforce To see that the provisions. (of an order or regulation) are carried out effectively.
- Engage 1. To intermesh or interlock.  
*Note:* Usually refers to machinery.  
2. To fight.
- \*Ensure 1. To make certain.  
2. To guarantee.
- Enter To come in.
- Erect To build or set up.
- Establish 1. To bring into existence.  
2. To introduce as a permanent entity or procedure.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

Evacuate	To move from an area, usually for the purpose of treatment, repair, or prevention of capture.
Evade	To avoid.
*Evaluate	To determine the significance or worth of, usually by careful appraisal and study.
Exchange	To part with for a substitute.
Extend	<ol style="list-style-type: none"><li>1. To increase the scope, meaning, or application of.</li><li>2. To elongate or to increase the size. <i>Example:</i> Extend the legs of the tripod.</li></ol>
Extract	<ol style="list-style-type: none"><li>1. To remove from an area, usually for combat purposes.</li><li>2. To select and copy out or cite.</li></ol>
Fire	To discharge a weapon.
Finalize	To put in final or finished form: to give final approval to. <i>Example:</i> Finalize operations order.
Format	To produce a document or electronic report in a specified form or style.
Formulate	To put into a systematized statement or expression.
Forward	To send onward.
Fuel	To provide with fuel.
Ground	To connect electrically with a ground.
Guard	<ol style="list-style-type: none"><li>1. To protect by physical security means.</li><li>2. To prevent from escaping by physical security means.</li><li>3. To protect by accepting combat. <i>Example:</i> Guard a building.</li></ol>
Identify	<ol style="list-style-type: none"><li>1. To determine critical or necessary conditions or other factors. <i>Example:</i> Identify all specified and implied missions.</li><li>2. To determine the specific model of an item.</li><li>3. To ascertain the origin, nature, or definitive characteristics of.</li></ol>
Implement	To give practical effect to and ensure of actual fulfillment by concrete measures.
Infiltrate	To move by small groups, usually clandestinely.
Inform	To make known.
Input	To provide information to or to enter information into a system.
*Inspect	To examine officially.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

Install	To put in an indicated place, condition, or status.
Integrate	To form, coordinate, or blend into a functioning or unified whole.
Interpret	To present or delineate the meaning of. <b>Example:</b> Interpreting for Russian and English speakers.
Issue	To give out. <b>Example:</b> Issue the operations order.
Land	To bring an aircraft to earth.
Lead	1. To go at the head. <b>Example:</b> Lead a convoy. 2. To exercise direct, low-level control. <b>Example:</b> Lead search party.
Level	1. To make even or uniform. 2. To apportion equally.
Load	1. To insert ammunition into a weapon or launcher. 2. To place in or on a means of conveyance.
Locate	To determine or set the position of.
Log	To enter details of or about an event in a log.
Maintain	To preserve, fix, or keep in good repair.
*Manage	1. To handle or direct with a degree of skill or specialized knowledge. 2. To exercise executive, administrative, and supervisory direction.
Make	To create or cause to happen.
Modify	To make minor changes in/to.
*Monitor	To watch, observe, or check, especially for a special purpose. <b>Example:</b> Monitor radio traffic.
Move	To proceed from one point to another.
*Name	1. To designate or mention by name. 2. To appoint. 3. To identify by giving the right name. 4. To give a name.
Navigate	Determine and follow a course.
Notify	To inform, to warn, to make known, or to make notice of.
Observe	To watch carefully.
Obtain	To gain or attain. <b>Note:</b> Usually by planned action or effort.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

Occupy	To reside or control.
Open	1. To make ready for business. 2. To make available for entry or passage.
Operate	1. To cause a piece of equipment to function. 2. To perform a function.
Order	To command a specific action to be executed.
Organize	To arrange by systematic planning and united support.
Orient	1. To point or look in a specific direction. <b>Example:</b> Orient weapons on assigned sector.
Pack	To place in a container for transportation or storage.
*Perform	To carry out an action or pattern of behavior.
Place	Put in proper position or location. <b>Note:</b> "Position" or "locate" are usually better choices.
Plan	1. To devise or project. 2. To formulate a systematic scheme or program of action.
Plot	To mark or note on a map, chart, or graph.
Police	1. To provide protective or police services. 2. To make clean and put in order.
Position	To put in place; to set.
Post	1. To make transfer entries. 2. To position at a certain site.
Predict	Foretell on the basis of observation, experience, or scientific reason.
Prepare	1. To put together. 2. To combine elements and produce a product. <b>Example:</b> Prepare a meal. 3. To make ready. <b>Example:</b> Prepare to continue the attack. 4. To make other persons or things ready.
Prevent	To keep from occurring or recurring. <b>Example:</b> Prevent cold weather injuries.
*Prioritize	To put in order or rank. <b>Note:</b> Especially for the purpose of allocating resources.
Process	To initiate a series of actions or operations leading to a particular end. <b>Example:</b> Process a request for transfer.
Produce	To develop or create.
Project	To plan, calculate, or estimate for the future. <b>Example:</b> Project supply expenditures.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

Protect	To shield from destruction; safeguard.
Provide	To supply or make available.
Publish	To produce for distribution.
Range	To determine the distance.
React	To respond, usually to an emergency situation with a limited choice of actions. <i>Example:</i> React to engine failure while underway.
Reach	To arrive at a location.
Read	To examine carefully so as to understand.
Realign	To reorganize or make new groupings.
Reassess	To redetermine the extent or value.
Recall	To bring back to another location.
Receive	To acquire from someone else. <i>Example:</i> Receive patients.
Recommend	To endorse as worthy, fit, competent, exceptional, etc.
*Recognize	To determine the category of an item.
Record	<ol style="list-style-type: none"><li>1. To set down as a means of preserving information.</li><li>2. To document.</li><li>3. To mechanically or electronically save information.</li></ol>
Recover	To extract damaged or disabled equipment and move to a location for repair.
Redistribute	To reallocate, usually in response to uneven consumption or usage. <i>Example:</i> Redistribute ammunition.
Reduce	<ol style="list-style-type: none"><li>1. To diminish in size, amount, extent, or number.</li><li>2. To render operable by following a prescribed procedure to eliminate a malfunction.</li><li>3. To render ineffective by partially dismantling. <i>Example:</i> Reduce an obstacle.</li></ol>
Reestablish	To establish again, usually in response to a combat loss or damage. <i>Example:</i> Reestablish communications.
Reexamine	To examine again.
Release	<ol style="list-style-type: none"><li>1. To let go.</li><li>2. To set free from configuration or condition.</li></ol>
Relieve	<ol style="list-style-type: none"><li>1. To replace.</li><li>2. To reduce or eliminate pressure on.</li></ol>
Relocate	Establish or lay out in a new place.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

Remove	<ol style="list-style-type: none"><li>1. To take away or displace.</li><li>2. To dismiss.</li><li>3. To eliminate, kill, or destroy.</li></ol>
Reorganize	To organize again, usually as a result of combat damage or loss.
Repair	To restore to serviceable condition.
Replace	To substitute a new or workable item or person.
Replenish	To fill again.
Report	<ol style="list-style-type: none"><li>1. To present an account officially.</li><li>2. To formally or regularly carry back and repeat to another.</li><li>3. To provide information on ongoing activities.</li></ol>
Request	<ol style="list-style-type: none"><li>1. To ask for.</li><li>2. To ask someone to do something.</li></ol>
Resolve	To reduce by analysis.
Restate	To state again or in another way.
Resume	To begin again.
Return	To restore to a former or proper place.
*Review	To go over for the purpose of determining correctness or currency.
Revise	To correct or improve. <b>Note:</b> Usually applied to a plan or document.
Rotate	To cause to turn about an axis or center.
Schedule	To appoint, assign, or designate for a fixed time.
Secure	<ol style="list-style-type: none"><li>1. To make safe.</li><li>2. To fix tightly.</li><li>3. To make immobile.</li></ol>
Select	To choose from among others to meet specific standards or criteria.
Send	To dispatch.
Set	To adjust a device to a desired position, to make ready for future action.
Set up	To erect or position components.
Sort	To examine and place into categories.
Splint	To support or restrict.
Stand to	To increase security by coming to full alertness, with all weapons manned and ready. <b>Note:</b> Derived from the phrase "Stand to Arms."
State	To declare or set forth; a condition.

## USCG Training System SOP: Curriculum Outline

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### Appendix B: Standard Verb List, continued

Stockpile	To accumulate supplies for use.
Store	To stock or deposit.
Strike	1. To attack. 2. To disassemble. <i>Example:</i> Strike a tent.
Submit	To send forward for approval.
Supervise	1. To oversee. 2. To critically watch, motivate and direct the activities of subordinates.
Support	To aid or help. <i>Note:</i> Usually refers to collective tasks. <i>Example:</i> Support by fire.
Suppress	To actively prevent, usually by firing on.
Sweep	To move through and search an area.
Take charge	To assume control or command.
Take off	To send an aircraft into the air. <i>Note:</i> Usually said of a manned aircraft. <i>Note:</i> See Launch.
Task	To assign responsibility.
Test	To examine to prove the value or ascertain the nature of something.
Triage	To assess patients' physical condition to determine treatment priority.
Train	To make proficient by instruction and practice.
Translate	To express in more comprehensible term, or in a different language.
Transmit	To send over a communications net.
Transport	To carry from one place to another; convey.
Treat	To care for medically.
Troubleshoot	To locate the source of trouble in equipment, systems, or operations.
Tune	To put on the proper setting or frequency. <i>Note:</i> As a radio.
Turn	To change the direction or orientation of something.
Update	To bring up to date or make current.
Validate	To substantiate accuracy by comparison or investigation.
Verify	To confirm or establish the accuracy or truth of something.
Wear	To bear or have on the person; to carry on the person.
Zero	To set a sight to enable a firearm to shoot a target.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

### Verbs To Be Used With Caution

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These verbs should be used with care. Some are only variants of the verb 'Do,' and don't convey any special meaning. Their overuse defeats the purpose of standardized verbs and results in vague, "fuzzy" task statements.

Other verbs in this list are often a procedural step in the performance of the true task. When in doubt, you should ask yourself why anyone would want to perform this task. True tasks are performed for their own sake, while steps are performed in the accomplishment of a task.

Other verbs are most often used to define enabling objectives. For example, when teaching a student to repair an item of equipment, the instructor might require the student to LIST, NAME, or IDENTIFY the component parts of the item.

**Achieve** This verb implies you are going to measure the product (or quality), not the process. A common mistake is to use the verb "achieve" and then to use standards that represent steps in the task rather than the quality of the outcome.

**Administer** The use of this verb should be restricted to fairly mechanical or structured activities or to medical activities. It is not a synonym for 'Manage.'

**Analyze** One usually analyzes something in order to accomplish a real task.

**Apply** The use of "Apply" often leads to unobservable or unmeasurable task statements.  
***Improper Use Example:***  
Apply the Principles of War.

**Assess** Difficult to observe or measure. Usually the analyst would be better off stating what the individual has to do in order to assess something.

**Check** Checking is usually done as part of supervision or verification.

**Conduct** The verb 'Conduct' should be used ONLY when a more precise verb does not exist or when the use of a more precise verb would result in an unusually clumsy construction.

***Example 1 of Proper Use:***  
Conduct a Deliberate Attack.  
***Example 1 of Improper Use:***  
Attack Deliberately.

***Note:*** "Attack" is the proper verb in the above task statement -- that's what you're going to do -- but the construction is so clumsy that in this case it is preferable to use "Conduct."



# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

Conduct (Continued)

***Example 2 of Proper Use:***

Suppress Enemy Fires

***Example 2 of Improper Use:***

Conduct Suppression Operations

**CAUTION:** The verb “Conduct” (as well as “Perform” and other verbs that simply mean ‘Do’) is often used to mask a serious error --using more than one verb in a task statement.

Counsel This has the connotation of simply providing general information. The verbs "advise" and "recommend" are usually what is really meant and indicate "action."

Define Use of this verb often indicates an enabling objective that would be used in a classroom setting, not the task itself.

***Example Of Improper Use:***

Define the Purpose of a Front End Analysis.

Demonstrate Like “define”, “demonstrate” is usually indicative of an enabling objective.

***Example Of Improper Use:***

Demonstrate an understanding of Front End Analysis by defining the Purpose of a Front End Analysis.

Effect Similar in meaning to “achieve” but more vague.

Ensure Difficult to observe or measure. Usually the analyst would be better off stating what the individual or unit has to do in order to ensure something happens or doesn't happen.

Evaluate Usually indicates a step or enabling objective.

Identify May indicate a step or enabling objective.

***Example Of Improper Task Title::***

Identify the Parts of the M16A2 Rifle.

Inspect Usually indicates a step or enabling objective.

Manage Difficult to observe or measure. Usually the analyst would be better off stating what the individual has to do in order to manage something. Since management is a complex set of skills, a task that uses the verb “manage” should be closely examined. It will often be found to be so broad that it must be split into several more well-defined tasks.

Monitor Usually indicates a step or enabling objective.

Name Nearly always indicates an enabling objective.

Perform “Perform”, like “conduct”, is simply another way of saying “do.”

## **USCG Training System SOP: Curriculum Outline**

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### **Appendix B: Standard Verb List, continued**

Prioritize Usually indicates a step or enabling objective.

Review Usually indicates a step or enabling objective.

# USCG Training System SOP: Curriculum Outline

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## Appendix B: Standard Verb List, continued

### Verbs With Similar Definitions

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#### Administer, Manage

“Administer” refers to relatively structured activities, while “manage” refers to broader activities requiring great depth of knowledge and experience. A clerk may administer the unit's publications. An executive or senior officer manages equipment procurement.

#### Assist, Support

An assistant participates in the action with the principal actor.

**Illustration:** The loader assists the gunner.

Support implies a different kind of activity than the primary activity.

The verb “support” usually indicates a collective task, while “assist” usually indicates an individual task.

#### Decide, Determine

“Decide” refers to arriving at a conclusion and to pronounce that decision.

“Determine” is to settle or decide by choice of alternatives or possibilities and to fix precisely.

#### Disassemble, Dismantle

Disassemble implies taking apart for the purpose of repairing or cleaning.

Dismantling implies taking apart on a relatively long term basis to render inoperable.

#### Lead, Command

“Lead” implies to go ahead, or to control the activities of a small group.

“Command” is a legal status, which includes not only direction, but also disciplinary authority.

#### Operate, Employ

“Operate” is to turn on, control, and turn off a piece of equipment.

“Employ” is to ensure that the equipment is used to further the mission of the organization.

**Illustration:** OS3 Jones operates the radio. LCDR Smith employs the communications system.

#### Recognize, Identify

“Recognize” implies a less stringent standard than “identify”. A soldier may recognize a threat vehicle by a characteristic that is common to many different threat vehicles (for example, the boat-shaped nose on most Soviet-designed personnel carriers). In order to identify the vehicle, he would have to determine the model.

## Appendix B: Standard Verb List, continued

### Verbs To Avoid

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#### Appreciate

- Not measurable or observable.
- Not an action verb.

#### Become aware of

- Not measurable or observable.
- Not an action verb.

#### Be familiar with

- Not measurable or observable.
- Not an action verb.

#### Believe

- Not measurable or observable.
- Not an action verb.

Clarify Usually indicates an enabling objective.

#### Consider

- Rarely observable.
- Usually indicates an enabling objective.
- Not an action verb.

#### \*Describe

- Usually indicates an enabling objective.
- Not an action verb.

#### \*Discuss

- Usually indicates an enabling objective or a learning activity.
- Not an action verb.

#### Elucidate

- Not measurable or observable.
- Not an action verb.

#### Enjoy

- Not measurable or observable.
- Not an action verb.

Execute Vague. Another version of 'Do.

#### \*Explain

- Usually indicates an enabling objective.
- Not an action verb.

#### Know

- Not measurable or observable.
- Not an action verb.

## **USCG Training System SOP: Curriculum Outline**

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### **Appendix B: Standard Verb List, continued**

#### **Verbs To Avoid, continued**

##### **\*List**

- Usually indicates an enabling objective.
- Not an action verb.

##### **Relate**

- Usually indicates an enabling objective.
- Not an action verb.

##### **Summarize**

- Usually indicates an enabling objective.
- Not an action verb.

##### **Synthesize**

- Not measurable or observable.
- Not an action verb.

##### **Understand**

- Not measurable or observable.
- Not an action verb.

**Use** Vague. Another version of 'Do.'

**Utilize** Vague. Another version of 'Do.'

- \* Indicates verbs that should only be used in enabling or learning objectives.

# USCG Training System SOP: Curriculum Outline

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## Appendix C - Definitions of Methods of Instruction

The table below lists the methods, abbreviations, and definitions that are used to complete the Instructor-Student Contact Hours Worksheet.

<b>METHODS (ABBREVIATIONS)</b>	<b>DEFINITIONS</b>
Case Study (CS)	Used to develop critical thinking and to gain new insights, concepts, and issues. Can be oral or written description of an event, incident, or situation. Usually for management or advanced courses.
Computer Assisted Instruction (CAI)	Series of highly structured, self-paced, learning segments presented by a computer that also provides immediate feedback to the student.
Conference (C)	Used by a group of people to identify and discuss a common problem or need. Additional instructional methods can also be included.
Correspondence Course (CC)	Used as a self-learning method to acquire information insights, concepts, and procedures that can also supplement hands-on training.
Demonstration (DEMO)	Presentation by a live instructor, video, television, slide show, or computer that shows how to perform a procedure or task. A limitation of this method is that it does not necessarily mean the student can perform the same demonstration.
Examination And Review (E/R)	Hands-on, written, or oral examination to ensure the student has achieved a learning objective. Review includes feedback to the student on how well he/she accomplished that learning objective. The test must match exactly with the objective being tested.
Performance Exam and Review	Hands on examination of TPO accomplishment.
Exercise/Practical Exercise (E/PE)	Used for practicing, reviewing, or evaluating progress on hands-on performance utilizing equipment, mock-ups, job aids, or checklist.

# USCG Training System SOP: Curriculum Outline

## Appendix C - Definitions of Methods of Instruction, continued

METHODS (ABBREVIATIONS)	DEFINITIONS
Individualized Instruction (II)	Instructor-designed instruction to meet individual student learning needs by providing alternatives in one or more of the following areas: <ul style="list-style-type: none"> <li>• Evaluation of Performance (Test)</li> <li>• Pace of Training</li> <li>• Media Selection</li> <li>• Sequencing of Instruction</li> <li>• Size of Student Groups</li> </ul>
Laboratory (LAB)	Used for a variety of learning. An environment equipped for practice, experimentation, or testing.
Lecture (LEC)	Used to impart information or knowledge to a group of students at one time. Additional instructional methods can be incorporated especially if the learning objective requires more than the indoctrination of information.
Panel Discussion (PD)	Used to present a discussion of a specific topic by several people to a larger group in a management or advanced course.
Role Play (RP)	Used to provide two or more students the opportunity to interact, and practice behaviors, or skills in a given situation, such as counseling or customer service situations that require interpersonal communications skills.
Simulation (S)	A situation in which the student can practice a hands-on skill without incurring the risk associated with either the real equipment or real-life situation. Various types of training equipment or other instructional methods can be utilized such as mockups, simulators, models, flow charts or CAI.
Slide Show/ Sound-on Slides (SS)	Can be a PowerPoint® or equivalent.

## **USCG Training System SOP: Curriculum Outline**

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### **Appendix C - Definitions of Methods of Instruction, continued**

<b>METHODS (ABBREVIATIONS)</b>	<b>DEFINITIONS</b>
Video (V)	Lecture material, especially information that needs to be presented to a large number of people, can be recorded and presented using 16 mm film, videocassette player, or DVD player.



# USCG Training System SOP: Curriculum Outline

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## Appendix D - Curriculum Information for ACE: Documentation for a Resident / Nonresident Course

Date: / /

Please check: \_\_\_\_\_ RESIDENT COURSE: \_\_\_\_\_ NONRESIDENT COURSE

Please check: \_\_\_\_\_ ADDING COURSE: \_\_\_\_\_ DELETING COURSE  
\_\_\_\_\_ MODIFYING COURSE:

Name of course: \_\_\_\_\_

Short Name: \_\_\_\_\_ Length of Course: \_\_\_\_\_ \*Origin Date: \_\_\_\_\_

Length of Course: \_\_\_\_\_ Revised Date: \_\_\_\_\_

Length of Course: \_\_\_\_\_ Deletion Date: \_\_\_\_\_

Is this course going off-line? \_\_\_\_yes \_\_\_\_no If yes, has ACE been notified?  
\_\_\_\_yes \_\_\_\_no

Does course replace previous course? \_\_\_\_yes \_\_\_\_no If yes, what  
course? \_\_\_\_\_

Name of Training Center: \_\_\_\_\_ Location: \_\_\_\_\_

SMS: \_\_\_\_\_ Telephone No. (\_\_\_\_) \_\_\_\_\_

Classification of course: \_\_\_\_Unclassified \_\_\_\_Classified

If classified, give classification \_\_\_\_\_

Who determined date for course?

Does course meet ACE requirements? \_\_\_\_yes \_\_\_\_no

-----  
**REMAINDER TO BE COMPLETED BY COAST GUARD INSTITUTE STAFF:**

Was Curriculum Outline received for course? \_\_\_\_yes \_\_\_\_no

Were textbooks, pamphlets received for course? \_\_\_\_yes \_\_\_\_no

If yes, how many? \_\_\_\_\_

Were textbooks, pamphlets sent to ACE? \_\_\_\_yes \_\_\_\_no

Date Curriculum Outline was sent to ACE: \_\_\_\_\_

Comments:

# USCG Training System SOP: Curriculum Outline

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## Resident Curriculum Information For Ace OUTLINE OF INSTRUCTION\*

	CLASS	LAB	TOTAL
Unit Zero:			
<u>Lesson Topic 0.1</u>	0	0	0
<u>Lesson Topic 0.2</u>	0	0	0
<u>Lesson Topic 0.3</u>	0	0	0
<u>Lesson Topic 0.4</u>	0	0	0
Unit One:			
<u>Lesson Topic 1.1</u>	0	0	0
<u>Lesson Topic 1.2</u>	0	0	0
<u>Lesson Topic 1.3</u>	0	0	0
<u>Lesson Topic 1.4</u>	0	0	0
Unit Two:			
<u>Lesson Topic 2.1</u>	0	0	0
<u>Lesson Topic 2.2</u>	0	0	0
<u>Lesson Topic 2.3</u>	0	0	0
<u>Lesson Topic 2.4</u>	0	0	0
Unit Three			
<u>Lesson Topic 3.1</u>	0	0	0
<u>Lesson Topic 3.2</u>	0	0	0
<u>Lesson Topic 3.3</u>	0	0	0
<u>Lesson Topic 3.4</u>	0	0	0
Total Periods,	0		
<u>Total Periods, Lab/Practical/Homework*</u>	0		
Total Periods, of Course*	0		
Total Weeks for Course	0		

NOTES: The Class and Lab fields are taken from your Curriculum Outline fields for each TPO. The hours must match what is listed on the total hours for the course.

\* YOU MAY SUBMIT MASTER COURSE SCHEDULE INSTEAD-IF MORE CONVENIENT

## USCG Training System SOP: Curriculum Outline

### Appendix E – Checklist of Curriculum Outline Sections

<b>No.</b>	<b>Part Description</b>	<b>X</b>	<b>Date Completed</b>
1.	Curriculum Outline Cover Page		
2.	Summary of Major Course Revisions		
3.	Mission and Scope Statements		
4.	Units of Instruction (Terminal Performance Objectives)		
5.	Course Content Reference Table		
6.	Training Aids /Training Equipment. Exhibit (1)		
7.	Texts and References. Exhibit (2)		
8.	Facilities and Space Requirements. Exhibit (3)		
9.	Course Limiting Factors Sheet. Exhibit (4)		
10.	Instructor Contact Hours Computation Worksheet. Exhibit (5)		
11.	Additive Man Hour Computation Worksheet. Exhibit (5)		
12.	Staffing Standard Computation Worksheet. Exhibit (5)		
13.	Table of Contents		

# USCG Training System SOP: Curriculum Outline

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## Appendix F: Job aid for Funding Computation

### COURSE COST:

This cost is based on the support for a course regardless of the number of convenings. If there is only one course convening per year, the cost to support it would be the course cost.

Consider the following as a **gauge**:

1. If the item does not fall into the above two categories (STUDENT OR CONVENING COST), then it probably goes into this category.
2. If the item is needed due to the likelihood of training aid or equipment failure, use this category.
3. If the item is required to administer the course, but is not consumed by students or instructors per convening, use this category.
4. If the item is needed as reference material, use this category.
5. If the item were deleted, would it result in canceling a convening or incompleteness of a TPO/EO? If **YES**, then it should be put into the **Convening Cost** category; if **NO**, then it can remain in this category.

### **Examples of COURSE COST:**

- ◆ TRAINING AID MAINTENANCE
- ◆ EQUIPMENT MAINTENANCE
- ◆ SPECIAL INSTRUCTOR TRAINING
- ◆ AV EQUIPMENT
- ◆ COMPUTER EQUIPMENT (not IRM's responsibility, such as classrooms)
- ◆ MAINTAINING of REFERENCE BOOKS/PUBS
- ◆ INSTRUCTOR CLOTHING
- ◆ STATIONERY (notebooks, stapler, folders, markers, printer toner)

# USCG Training System SOP: Curriculum Outline

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## Appendix F: Job aid for Funding Computation, continued

- ◆ UPGRADES or REPLACEMENTS (tools, books, aids, equipment, parts)

**NOTE:** Most of the above items in this category are used by **multiple convenings** and/or have a typical life expectancy. When estimating line item cost, calculate cost by dividing the number of years noted for the life cycle. This method won't get funding for all items but it will at least allow for yearly **recapitalization**.

### **CONVENING COST:**

This cost is based on **ONE** course convening regardless of the number of students. Respectively, what does it take (\$) to convene a course?

If the convening was cancelled, would this cost be saved? Or, if the convening was added, would you need this much money? If the answer for both is **Yes**, then you are on track. If the answer is **No**, then maybe it needs to be in another category.

Consider the following as a **gauge**:

1. If the item you listed were deleted, would the convening or training objective(s) have to be cancelled? If the answer is Yes, then it fits into this category. If the answer is No, then it probably belongs in another category.
2. If an item is **consumed** by an instructor it should be in this category. If the item is actually used/consumed after every second, third or more convenings, then it probably should be in the **COURSE COST** category.
3. If the item is used to maintain training aids or equipment, it has to be consumed in **ONE** convening. Examples: it is a requirement to renew the band-saw blades after each convening; it is a requirement to renew the fluids after each convening; it is a requirement to flush the system after each convening or it's a requirement to pay for a guess speaker for each convening.

### **Examples of CONVENING COST:**

- ◆ TRAINING AID/EQUIPMENT MAINTENANCE (fluids, printer toner, gaskets, parts, rags)

# USCG Training System SOP: Curriculum Outline

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## Appendix F: Job aid for Funding Computation, continued

- ◆ INSTRUCTOR CONSUMABLES (ammo, targets, lumber, argon, wire/solder, elec. supplies, cleaning supplies)
- ◆ GUEST SPEAKER
- ◆ STATIONARY SUPPLIES (paper, pens, pencils)
- ◆ CLOTHING/PROTECTIVE WEAR (disposable aprons, gloves, hats, filter mask or inserts for breathing apparatus)

### **STUDENT COST:**

These items are consumed by the students per convening. It doesn't matter if there are 1 or 20 students. The cost associated with a line item should be related to **ONE** student. Another view: If you only have one student, what would that cost be for a consumable item? To assist you in identifying these incurred cost, review the course's TPOs/EOs.

Consider the following as a **gauge:**

1. If cost changes because you have one more or one less students in class, then you're on track. But, if the cost does not change if you add one more or one less student, then it should be put into another category.
2. If an item used by a student is also used for another course convening, it should be put into another category.
3. If an instructor **consumes** the same item(s) that the students consume, it should be listed in both "**student**" and "**convening**" categories.

### **Examples of STUDENT COST:**

- STATIONARY (notebooks, pens, pencils, paper)
- OBA CANISTERS
- AMMUNITION
- WIRE/SOLDER
- RAGS
- GASKETS (seals, grommets, O-rings)

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# **APPENDIX C**

## **Nine Step Lesson Plan**



## APPENDIX C Nine Step Lesson Plan

### Leadership and Management School (LAMS-4150) Topic 1.1 Leading Self

#### LESSON PLAN

**Terminal Performance Objective:** Upon assignment as a supervisor, **ORIENT** personal leadership behavior with the leadership competencies to influence workplace performance IAW current LAMS Participant Course book.

**Enabling Objective(s):**

- 1.1.1 **CORRELATE** the Self and Others competencies to Leading Performance and Change.
- 1.1.2 **COMMUNICATE** the term leadership as it relates to the Coast Guard.
- 1.1.3 **IDENTIFY** the two types of power bases available to leaders.

<b>References:</b>	<ol style="list-style-type: none"> <li>1. LAMS Participant Course book.</li> <li>2. Hiam, A. (2004). <i>Insights for Training and Development</i>. Amherst, MA: HRD Press, Inc.</li> <li>3. Hiam, A. (2005). <i>Strategic Leadership Type Indicator (SLTi)</i>. Leader's Self –Assessment, Form B, Amherst, MA: HRD Press, Inc.</li> <li>4. U.S. Coast Guard Leadership Development Framework, COMDTINST 5351.3 (series).</li> </ol>
<b>Equipment/Materials Needed:</b>	Chart Paper Laptop (optional) Projector (optional)
<b>Lesson Length:</b>	2 hours 0 minutes
<b>Instructional Method:</b>	Case Study, Performance Exam/Review, Exercises/Practical Exercises, Lecture
<b>Evaluation Method &amp; Length: (May not be in same period)</b>	Performance-Based Evaluation
<b>Total Time Allotted:</b>	2 hour 0 minutes
<b>Class Size:</b>	15-30 students
<b>Instructors</b>	1-2


<b>Required:</b>	
<b>Safety Considerations:</b>	None
<b>Security Classification:</b>	UNCLASSIFIED
<b>School Chief Approval Signature:</b>	
<b>Date of Approval:</b>	


Event Time	Instructor Activities	Student Activities	Notes
	1. Gain Attention		
<b>5 min</b>	<p><b>Ask:</b> Are you going to be leaders with certificates at the end of this week, or something more?</p> <p><b>State:</b> No, we are going to be giving you tools to use back at your units to become better leaders.</p> <p><i>The instructor provides a personal story as it relates to leadership and what he/she has experienced.</i></p>		

Event Time	Instructor Activities	Student Activities	Notes
	2. State Objective		
5 min	<p><b>State:</b> The terminal performance objective of this lesson is to, upon assignment as a supervisor, <b>ORIENT</b> personal leadership competencies to influence workplace performance.</p>		
	<p><b>State:</b> In order to achieve this objective, we have some enabling objectives. They are:</p> <p><b>1.1.1 CORRELATE</b> the Self and Others competency to Leading Performance and Change</p>		
	<p><b>1.1.2 COMMUNICATE</b> the term leadership as it relates to the Coast Guard.</p>		
	<p><b>1.1.3 IDENTIFY</b> the two types of power bases available to leaders.</p>		

Event Time	Instructor Activities	Student Activities	Notes
	3. Stimulate Recall of Prior Learning		
10 min	<p><b>Ask:</b> What type of leaders have you experienced in the CG?</p> <p><b>Ask:</b> What type of leaders have you experienced <b>prior</b> to the CG?</p> <p><b>Ask:</b> How did your previous leaders lead their people?</p> <p><b>Ask:</b> How have you demonstrated your personal leadership competencies in your current or past positions?</p>	<p>Students provide examples of leaders they have had.</p> <p>Students provide examples of leaders they have had prior to the Coast Guard.</p> <p>Students provide examples of how they have exemplified personal leadership competencies in their current or past positions.</p>	
	<i>The instructor provides feedback and facilitates discussion specific to students' responses.</i>		

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
60 min	<p><b>1.1.1 CORRELATE the Self and Others competency to Leading Performance and Change.</b></p> <p><i>The instructor posts the leadership competencies in the classroom for discussion.</i></p> <p><b>State:</b> There is a direct correlation between the two leadership categories of Leading Self and Leading Others, with the category of Leading Performance and Change.</p> <p><b>Ask:</b> What is this correlation?</p> <p><b>Answer:</b> Leaders can't affect performance and change if they can't lead themselves and others.</p> <p><i>The instructor provides feedback to the students' responses.</i></p>	Students respond to the question.	

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>1.1.2 COMMUNICATE the term leadership as it relates to the Coast Guard.</b></p> <p><b>Ask:</b> What is leadership?</p> <p><b>Answers may include:</b> The skills to get things done. The ability to manage people. The ability to do the difficult...</p> <p><b>Ask:</b> What is the Coast Guard's definition of Leadership?</p> <p><b>Answer:</b> You influencing others to achieve a goal.</p>	Students to provide answers to questions asked.	
	<p><i>Show slide or draw diagram on white board.</i></p>  <p>In the Coast Guard, leadership is ...</p> <p>[fully, carefully, &amp; well]</p> <p><b>GOAL</b></p> <p>to achieve a</p> <p><b>OTHERS</b></p> <p>Influencing [or inspiring]</p> <p><b>YOU</b></p> <p>&gt;&gt;</p>		

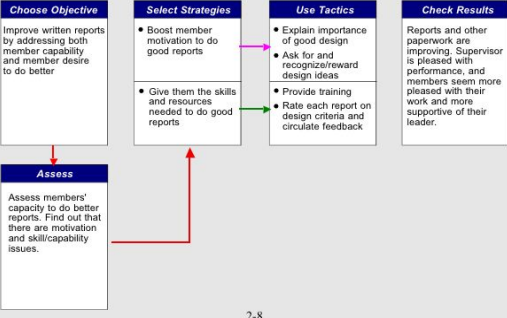
Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	 <p><b>Ask:</b> When looking at the Leadership definitions, which is easier? You, others, or the goal?</p> <p><b>Answer:</b> Depends upon the situation.</p>	Students respond to the presented material.	

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>Look for specific reason why:</b> You – Goal is easier.</p> <p><b>Answers:</b> Don't have to deal with feelings of others, likes and dislikes, no knowledge of the job.</p> <p><b>Ask:</b> Why is it easier to blame these things on others?</p> <p><i>The instructor draws the Contingency Diagram to facilitate discussion.</i></p> <p><i>The instructor draws the Blame Model on the white board.</i></p> <p><b>Ask:</b> Why do things not get done in the CG?</p> <p><b>Look for:</b> TQM, \$\$, Lazy, ops, micromanagement, the process, lack of training, time.</p>	Students provide answers to questions as asked.	



Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<div data-bbox="358 432 727 737" data-label="Diagram"> <p><b>BLAME MODEL</b></p> <p><i>YOU</i></p> </div> <p data-bbox="358 779 821 884"><b>Ask:</b> How can these issues be resolved or avoided?</p> <p data-bbox="358 926 760 1066"><b>Look for:</b> Provide training, provide better instruction, and check understanding.</p>	<p data-bbox="857 436 1117 615">Students provide examples to complete the diagram/model shown on the board.</p> <p data-bbox="857 804 1117 1129">Students brainstorm items to fill out the Contingency Diagram in order to cancel out the items on the Blame Model (see instructor flow manual).</p>	

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>Strategic Leadership</b></p> <p>Explain Strategic Leadership.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Strategic =</p> <hr style="border: 1px solid black;"/> <p><b>You</b> must think about <i>how</i> or <i>what</i> you must do to <b>influence Others</b> to achieve the <b>Goal</b>.</p> <p><i>Adjust</i> what you do (<i>Tactics</i>) based on your <i>Strategy</i>.</p> <p style="text-align: center; font-size: small;">2-6</p> </div> <p><i>The instructor uses the PowerPoint Show slide or writes the definition on the board.</i></p> <p><b>STATE:</b> You must think about HOW or WHAT you must do in order to influence OTHERS to achieve the goal.</p> <p><b>Strategic Approach to Leadership</b></p>		

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p style="text-align: center;"><b>Strategic Leadership</b> <b>Case in Point</b></p>  <p>The diagram illustrates a strategic leadership process. It starts with 'Choose Objective' (improve reports), followed by 'Assess' (assess capacity), then 'Select Strategies' (boost motivation, give skills), 'Use Tactics' (explain importance, ask for ideas, provide training, rate reports), and finally 'Check Results' (reports improving, supervisor pleased). Arrows indicate the flow between these steps.</p> <p style="text-align: center;">2-8</p>		
	<p><b>Ask:</b> Will one of you please read the case in point called Member Assessment?</p> <p><b>State:</b> A member assessment is conducted to assess the member's:</p> <ul style="list-style-type: none"> <li>A. Capability</li> <li>B. Desire</li> </ul>	Student reads from the Participant's Guide.	

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>Ask:</b> What are some ways to determine a member's desire/capability?</p>	Students provide answers to questions asked.	
	<p><b>Answers:</b> Keep the member enthused about the job, guide them.</p> <p>Give them examples.</p> <p>Be a mentor.</p> <p>Find out what training the member has or needs.</p> <p>If you invest time in someone, it will pay back.</p>		
	<b>1.1.3 IDENTIFY the two types of power bases available to leaders.</b>		
	<p><b>Ask:</b> What are some of the ways you can set an example?</p> <p><b>Answer:</b> Jump in to lend a hand, or do the job too.</p> <p><b>State:</b> The Leadership Definition is YOU influencing OTHERS to achieve a GOAL.</p>		

Event Time	Instructor Activities	Student Activities	Notes						
	4. Present Information and Material								
	<p><b>Ask:</b> How do you influence people?</p> <p><b>Answer:</b> Through example, being a mentor, guidance, keep enthused and investing time in someone.</p> <p><b>Ask:</b> Where does that power to influence people come from?</p> <p><b>Answer:</b> It comes from Power Bases.</p>	Students provide answers to questions asked.							
	<p><i>The instructor discusses two types of power bases per the provided slide.</i></p> <p><b>Position:</b> Comes from the organization (through written policy, regulation or law).</p> <p><b>Personal:</b> Power that comes from people; given freely and willingly.</p> <div data-bbox="354 1192 847 1556" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Power Bases</b></p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"><b>Position Power</b></td> <td style="width: 50%; vertical-align: top;"><b>Personal Power</b></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>- Legitimate Power</li> <li>- Reward Power</li> <li>- Coercive Power</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>- Expert Power</li> <li>- Referent Power</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <ul style="list-style-type: none"> <li>- Connection</li> <li>- Information</li> </ul> </td> </tr> </table> <p style="text-align: center; font-size: small;">2-5</p> </div>	<b>Position Power</b>	<b>Personal Power</b>	<ul style="list-style-type: none"> <li>- Legitimate Power</li> <li>- Reward Power</li> <li>- Coercive Power</li> </ul>	<ul style="list-style-type: none"> <li>- Expert Power</li> <li>- Referent Power</li> </ul>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Information</li> </ul>			
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<ul style="list-style-type: none"> <li>- Connection</li> <li>- Information</li> </ul>									

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>State:</b> Legitimate Power comes from official authority; it is given by the organization.</p> <p><b>Ask:</b> What do you think of when you hear “Legitimate Power”?</p> <p><b>Answer:</b> Pay grades</p> <p><b>State:</b> Reward is the ability to provide things that people would like to have.</p>	Students provide examples for the terms.	
	<p><b>Ask:</b> What would be examples of Reward Power?</p> <p><b>Answers:</b> Giving a worker the afternoon off for doing a good job; allow the member to come in late, or receiving a positive Page 7.</p>	Students provide examples for the terms.	

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>State:</b> Coercive power is the ability to provide sanctions, punishment or consequences to someone who is not performing to the standard (meeting the expectation): this is opposite of Reward Power.</p>		
	<p><b>Ask:</b> What would be examples of Coercive Power?</p>	Students provide answers to questions asked.	
	<p><b>Answers:</b> If the member comes in late, they stay late. If the member doesn't do something correctly, they stay until they do.</p>	Students provide answers to questions asked.	
	<p><b>State:</b> Expert power is held by a leader who has the relevant education, knowledge, experience, and/or expertise.</p>		
	<p><b>Ask:</b> What are examples of Expert Power? Answers: Expertise, education, experience. Every member brings something to the 'table'.</p>	Students provide examples.	

Event Time	Instructor Activities	Student Activities	Notes
	4. Present Information and Material		
	<p><b>State:</b> Referent power is the desire or willingness of interacting with the leader. The leader may have charisma, things in common with others, pleasant personality or attitude, friendly, etc.</p>		
	<p><b>Ask:</b> What are examples of Referent Power?</p>	Students provide answers to questions asked.	
	<p><b>Answers:</b> Charisma, how to treat people. The ability to make a person do something they do not want to.</p>		
	<p><b>State:</b> There are powers common to both Position &amp; Personal Power Bases</p>		
	<p><b>State:</b> Connection power is the association of the leader with influential persons or organizations (e.g., you MKC has a connection –either personally or through position with the YNC who can assist with your pay problem).</p>		
	<p><b>Ask:</b> What is Connection Power?</p>		
	<p><b>Answers:</b> Who you know, networking.</p>		



<b>Event Time</b>	<b>Instructor Activities</b>	<b>Student Activities</b>	<b>Notes</b>
	4. Present Information and Material		
	<b>State:</b> Information power is the access to or possession of, useful information, either through expert/person Power or position power.		
	<b>Ask:</b> What is Information Power?	Students provide answers to questions asked.	
	<b>Answers:</b> What you know, access to information.		
	<b>Ask:</b> Who would you want to work for-someone who utilizes Personal or Position Power?		
	<b>Ask:</b> How can you effectively use both your Power Bases?		
	<b>Answer:</b> Knowing when to separate and use the two will make you a better leader. Knowing when to use it and use it correctly.		
	<b>Ask:</b> What happens if a supervisor relies too much on Position Power and fails to foster and build Personal Power?		
	<b>Answer:</b> The supervisor is ineffective. Fosters bad feelings among their insubordinates.		

Event Time	Instructor Activities	Student Activities	Notes
	5. Provide Learner Guidance		
10 min	<p><b>Ask:</b> What is the CG Leadership definition?</p> <p><b>Answer:</b> You influencing others to achieve a goal.</p> <p><b>Ask:</b> This assessment focuses on what two areas?</p> <p><b>Answer:</b> Capability and desire.</p> <p><b>Ask:</b> What are the two power bases we have discussed?</p> <p><b>Answer:</b> Position and Personal</p> <p><b>Ask:</b> Which is better?</p>	<p>Students to provide examples/answers to the questions asked. All of this information has been discussed in the lesson.</p>	

<b>Event Time</b>	<b>Instructor Activities</b>	<b>Student Activities</b>	<b>Notes</b>
	5. Provide Learner Guidance		
<b>10 min</b>	<p><b>Answer:</b> You should use both effectively. There are times when you must use Position Power, and times when you should use Personal.</p> <p><b>Ask:</b> Which Power Base do effective leaders rely on most and why?</p> <p><b>Answer:</b> Personal Power Base, because it will draw out more ideas and communication.</p>		

Event Time	Instructor Activities	Student Activities	Notes
	6. Opportunity for Practice		
10 min	<p><b>State:</b> Identify the primary/dominant power base of a supervisor you have worked for.</p> <p><b>Ask:</b> What specific behaviors did the supervisor exhibit in order for you to reach that decision?</p>	<p>Divide groups in two. Each instructor takes half the class.</p> <p>Students identify the power base of their supervisor and discuss what behaviors the supervisor exhibited in order for them to reach that conclusion.</p>	<p>Give students 10 minutes to complete this exercise.</p> <p>Limit the time the student uses.</p> <p>Look for their immediate response.</p>

<b>Event Time</b>	<b>Instructor Activities</b>	<b>Student Activities</b>	<b>Notes</b>
	7. Provide Feedback		
<b>5 min</b>	Brief out the students responses.  Point out that most people utilize both Position and Personal Power, but at different times.		
	<i>The instructor facilitates students' responses based on discussion.</i>		

<b>Event Time</b>	<b>Instructor Activities</b>	<b>Student Activities</b>	<b>Notes</b>
	8. Evaluate		
<b>10 min</b>	<p><b>State:</b> Given a list of Who's Who, cite the dominate Power Base the personality used or uses.</p>	<p>In two groups, students are each given a sticky with a name of one of the personalities. The student must be able to give the dominate Power Base of the personality they are given, and explain why they feel this is the personality's Power Base.</p>	
	<p>Donald Trump Rev. Martin L. King Senator Hillary Clinton President Ronald Reagan President Clinton Princess Diana Adolph Hitler General Colin Powell Oprah Winfrey Governor Arnold Schwarzenegger Admiral Thad Allen Cal Ripkin Bill Gates Simon Cowell President George Bush George Steinbrenner</p>		

Event Time	Instructor Activities	Student Activities	Notes
	8. Evaluate		
	[list continued] Tom Brady Mother Teresa		
	<p><b>After discussing, state:</b> All of these people utilize both Power Bases.</p> <p><b>Ask:</b> What is their dominate Power Base?</p> <p><b>Ask:</b> Why did you choose that Power Base for this individual?</p>		

Event Time	Instructor Activities	Student Activities	Notes
	9. Enhance Retention and Transfer		
5 min	<p><b>Ask:</b> How would you apply the use of Power Bases in your shop?</p> <p><b>Ask:</b> Are you using Position Power all the time, or are you using Personal Power?</p> <p><b>Ask:</b> What might be the benefit be of using more of one and less of the other?</p> <p><i>The instructor reviews the objective for the lesson, identifies the next block of instruction, and closes with any administrative announcements.</i></p>	<p>Students to provide examples/answers to the questions asked. There are no real correct answers.</p>	



# **APPENDIX D**

## **Instructor PQS**

**APPENDIX D**  
**Instructor PQS**

**Name:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Division / Branch:** \_\_\_\_\_ **Date Reported:** \_\_\_\_\_

**Competency 1. Communicate effectively.**

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Vary pitch, tone, inflection, and rate of speech.		
b. Use proper spelling, grammar, punctuation, and language appropriate for the students' level of understanding.		
c. Use hand gestures and body motions to enhance the teaching points.		
d. Use eye contact appropriately and effectively.		
e. Maintain a comfortable distance from students.		
f. Use pauses appropriately to allow for student reflection and comprehension.		

## Instructor PQS

### Competency 2. Plan instructional methods and materials.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Plan or modify instruction to accommodate for students' experiences.		
b. Personalize lesson plan to check for understanding.		
c. Select (or adapt) instructional methods, strategies, and presentation techniques to accommodate learning styles.		
d. Adapt lesson plan to accommodate different instructional settings.		
e. Create and publish course agenda for students.		
f. Sequence the lesson plan in a logical order.		

## Instructor PQS

### Competency 3. Prepare for instruction.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Rehearse lesson plan timing with another qualified instructor.		
b. Make available all necessary resources, supplies, and reference materials to students.		
c. Confirm logistical arrangements and equipment readiness prior to class convening.		
d. Ensure environment is set up and conducive to learning.		
e. Test equipment operation and functionality prior to class convening.		
f. Eliminate (or minimize) internal and external distractions that prohibit learning and performance.		
g. Provide a safe and clean learning environment.		

## Instructor PQS

### Competency 4. Comply with established ethical and legal standards.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Respect student's rights to confidentiality and anonymity in safeguarding personal information.		
b. Avoid conflicts of interest with the staff and students.		
c. Respect and comply with intellectual property laws.		

## Instructor PQS

### Competency 5. Establish and maintain professional credibility.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Conform to Coast Guard Uniform Standards (or appropriate civilian attire).		
b. Demonstrate subject-matter expertise.		
c. Recognize and acknowledge mistakes and provide opportunities to correct them.		

## Instructor PQS

### Competency 6. Stimulate and sustain learner motivation and engagement.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Match learning outcomes (expectations) to student and course goals.		
b. Plan (and deliberately use) feedback and positive reinforcement during delivery of instruction.		
c. Use stories, analogies, and examples to gain and sustain student attention.		

## Instructor PQS

### Competency 7. Manage an environment that fosters learning and performance.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Introduce oneself, co-instructors, and students at the beginning of the course (if necessary).		
b. Present clear expectations and ground rules for learning and interaction.		
c. Address undesirable behavior effectively, appropriately, and timely.		
d. Resolve student conflicts appropriately and timely.		
e. Manage group-paced and individual participation.		
f. Manage instructional time effectively and avoids digressions.		
g. Provide a positive learning environment for all students.		



## Instructor PQS

### Competency 8. Demonstrate effective presentation/facilitation skills.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Use a lesson plan to deliver instruction.		
b. Present key ideas and concepts in a variety of ways.		
c. Provide examples to clarify meanings or teaching points.		
d. Involve students in presentations for discussion, questions, and reflection.		
e. Use examples, anecdotes, stories, analogies, and humor to reinforce teaching points.		
f. Use props and teaching aids effectively and appropriately.		

## Instructor PQS

### Competency 9. Use instructional methods appropriately.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Implement a variety of training methods.		
b. Manage the group dynamics associated with each method.		
c. Employ training techniques appropriate to methods and training situations prescribed.		

## Instructor PQS

### Competency 10. Use media and technology to enhance learning and performance.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Use visual aids that support the objective(s) and teaching points.		
b. Use visual aids that are simple and easy to read and understand.		
c. Incorporate the use of job aids, handouts, or other printed materials in the learning environment.		
d. Incorporate different media to appeal to all learning styles.		
e. Establish a contingency plan in the event media fails during instruction.		

## Instructor PQS

### Competency 11. Demonstrate effective questioning techniques.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Ask clear and relevant questions.		
b. Promptly follow up on student questions and concerns.		
c. Use a variety of question types and delivered at various levels.		
d. Direct and redirect questions effectively.		
e. Build responses to questions in current (or subsequent) learning environments.		
f. Repeat, rephrase, and restore questions from students.		
g. Provide positive reinforcement to student responses.		
h. Provide opportunity to involve all students in discussions.		

## Instructor PQS

### Competency 12. Provide clarification and feedback.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Provide clear, timely, relevant, and specific feedback.		
b. Provide opportunities for students to request clarification to teaching points.		
c. Assist students in giving and receiving feedback.		
d. Provide feedback targeted to the performance (and <u>not</u> to the student).		
e. Promote peer-to-peer feedback.		

## Instructor PQS

### Competency 13. Promote retention and transfer.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Encourage students to elaborate on concepts and ideas.		
b. Provide opportunities to integrate new knowledge and practice new skills.		
c. Provide opportunities for reflection, review, and self-guided learning.		
d. Provide opportunities to practice in realistic settings.		

## Instructor PQS

### Competency 14. Assess learning and performance.

<b>Performance Statement</b>	<b>Completed (Initials)</b>	<b>Date</b>
a. Communicate assessment criteria to students.		
b. Monitor individual and group performance during practice and assessment.		
c. Provide students with opportunities for self-assessment.		
d. Assess student performance outcomes.		
e. Provide opportunities for remediation.		

Instructor:		Evaluator:											
Course/Lesson Title:													
Date:	Start:	Stop:											
<p>This tool is designed to assist in the collection of data that assesses an instructor in fourteen competency areas. The table below explains the rating scores and the appropriate actions to be taken by the instructor who receives the feedback. Refer to Tips for Effective Use for additional information on using the form.</p> <table border="1"> <thead> <tr> <th>Rating Measures</th> <th>Action Required by the Instructor</th> </tr> </thead> <tbody> <tr> <td>4 – Demonstrated mastery, could serve as a model for this component.</td> <td>None – consider mentoring colleagues who seek improvement.</td> </tr> <tr> <td>3 – Demonstrated competency.</td> <td>None – consider seeking ways to continually improve.</td> </tr> <tr> <td>2 – Demonstrated some competency but needs improvement.</td> <td>Focus on improving per recommendations.</td> </tr> <tr> <td>1 – Did not demonstrate at all.</td> <td>Seek assistance and make improvements per recommendations before next class convenes.</td> </tr> </tbody> </table> <p>Provide detailed feedback and recommendations on the Instructor Improvement Plan for any ratings of 2 or below.</p>				Rating Measures	Action Required by the Instructor	4 – Demonstrated mastery, could serve as a model for this component.	None – consider mentoring colleagues who seek improvement.	3 – Demonstrated competency.	None – consider seeking ways to continually improve.	2 – Demonstrated some competency but needs improvement.	Focus on improving per recommendations.	1 – Did not demonstrate at all.	Seek assistance and make improvements per recommendations before next class convenes.
Rating Measures	Action Required by the Instructor												
4 – Demonstrated mastery, could serve as a model for this component.	None – consider mentoring colleagues who seek improvement.												
3 – Demonstrated competency.	None – consider seeking ways to continually improve.												
2 – Demonstrated some competency but needs improvement.	Focus on improving per recommendations.												
1 – Did not demonstrate at all.	Seek assistance and make improvements per recommendations before next class convenes.												

### Instructor Competency

### Instructor Effectiveness

Prepares for Instruction (#3)	4	3	2	1
<ul style="list-style-type: none"> <li>Rehearses lesson plan timing with another qualified instructor.</li> <li>Makes available all necessary resources, supplies, and reference materials to students.</li> <li>Confirms logistical arrangements and equipment readiness prior to class convening.</li> <li>Ensures environment is set up and conducive to learning.</li> <li>Tests equipment operation and functionality prior to class convening.</li> <li>Eliminates (or minimizes) internal and external distractions that prohibit learning and performance.</li> <li>Provides a safe and clean learning environment.</li> </ul>				
Plans Instructional Methods and Materials (#2)	4	3	2	1
<ul style="list-style-type: none"> <li>Plans or modifies instruction to accommodate for students' experiences.</li> <li>Personalizes lesson plan to check for understanding. Lesson plan follows logical sequence.</li> <li>Selects (or adapts) instructional methods, strategies, and presentation techniques to accommodate learning styles.</li> <li>Adapts lesson plan to accommodate different instructional settings.</li> <li>Creates and publishes course agenda for students.</li> </ul>				
Complies with Ethical and Legal Standards (#4)	4	3	2	1
<ul style="list-style-type: none"> <li>Respects student's rights to confidentiality and anonymity in safeguarding personal information.</li> <li>Avoids conflicts of interest with the staff and students.</li> <li>Respects and complies with intellectual property laws.</li> </ul>				



**Instructor Competency****Instructor Effectiveness**

<b>Communicates Effectively (#1)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Varies pitch, tone, inflection and rate of speech.</li> <li>Uses proper spelling, grammar, punctuation, and language that fit the students' level of understanding.</li> <li>Uses hand gestures and body motions to enhance the teaching points.</li> <li>Uses eye contact appropriately and effectively.</li> <li>Maintains a comfortable distance from students.</li> <li>Uses pauses appropriately to allow for student reflection and comprehension.</li> </ul>				
<b>Establishes and Maintains Professional Credibility (#5)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Conforms to Coast Guard Uniform Standards (or appropriate civilian attire).</li> <li>Demonstrates subject-matter expertise.</li> <li>Recognizes and acknowledges mistakes and provides opportunity to correct them.</li> </ul>				
<b>Stimulates and Sustains Learner Motivation and Engagement (#6)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Matches learning outcomes (expectations) to student and course goals.</li> <li>Plans and deliberately uses feedback and positive reinforcement during delivery of instruction.</li> <li>Uses stories, analogies, and examples to gain and sustain student attention.</li> </ul>				
<b>Manages an Environment that Fosters Learning and Performance (#7)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Introduces oneself, co-instructors, and students at the beginning of the course (if necessary).</li> <li>Presents clear expectations and ground rules for learning and interaction.</li> <li>Addresses undesirable behavior effectively, appropriately, and timely.</li> <li>Resolves student conflicts appropriately and timely.</li> <li>Manages group-paced and individual participation.</li> <li>Manages instructional time effectively and avoids digressions.</li> <li>Provides a positive learning environment for all students.</li> </ul>				
<b>Demonstrates Effective Presentation /Facilitation Skills (#8)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Uses a lesson plan to deliver instruction.</li> <li>Represents key ideas and concepts in a variety of ways.</li> <li>Provides examples to clarify meanings or teaching points.</li> <li>Involves students in presentations for discussion, questions, and reflection.</li> <li>Uses examples, anecdotes, stories, analogies, and humor to reinforce teaching points.</li> <li>Uses props and teaching aids effectively and appropriately.</li> </ul>				
<b>Uses Instructional Methods Appropriately (#9)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Implements a variety of training methods.</li> <li>Manages the group dynamics associated with each method.</li> <li>Employs training techniques appropriate to methods and training situations prescribed.</li> </ul>				

**Instructor Competency****Instructor Effectiveness**

<b>Uses Media &amp; Technology to Enhance Learning (#10)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Uses visual aids that support the objective(s) and teaching points.</li> <li>• Uses visual aids that are simple and easy to read and understand.</li> <li>• Incorporates the use of job aids, handouts, or other printed materials in the learning environment.</li> <li>• Incorporates different media to appeal to all learning styles.</li> <li>• Establishes a contingency plan in the event media fails during instruction.</li> </ul>				
<b>Demonstrates Effective Questioning Techniques (#11)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Asks clear and relevant questions.</li> <li>• Promptly follows up on student questions and concerns.</li> <li>• Uses a variety of question types and delivered at various levels.</li> <li>• Directs and redirects questions effectively.</li> <li>• Builds responses to questions in current (or subsequent) learning environments.</li> <li>• Repeats, rephrases, and restructures questions from students.</li> <li>• Provides positive reinforcement to student responses.</li> <li>• Provides opportunity to involve all students in discussions.</li> </ul>				
<b>Provides Clarification and Feedback (#12)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Provides clear, timely, relevant, and specific feedback.</li> <li>• Provides opportunities for students to request clarifications on teaching points.</li> <li>• Assists students in giving and receiving feedback.</li> <li>• Provides feedback targeted to the performance (and <u>not</u> to the student).</li> <li>• Promotes peer-to-peer feedback.</li> </ul>				
<b>Promotes Retention and Transfer of Skills (#13)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Encourages students to elaborate concepts and ideas.</li> <li>• Provides opportunities to integrate new knowledge and practice new skills.</li> <li>• Provides opportunities for reflection, review, and self-guided learning.</li> <li>• Provides opportunities to practice in realistic settings.</li> </ul>				
<b>Assesses Learning and Performance (#14)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Communicates assessment criteria to students.</li> <li>• Monitors individual and group performance during practice and assessment.</li> <li>• Provides students with opportunities for self-assessment.</li> <li>• Assesses student performance outcomes.</li> <li>• Provides opportunities for remediation.</li> </ul>				

<b>Instructor Improvement Plan</b>		
<b>Competency</b>	<b>Improvement Strategies for:</b>	
	<b>Weakness (Δ)</b>	<b>Strength (+)</b>

**Tips for Effective Use**

Because every training environment is different, and every Instructor brings a different set of skills to the job, it is important to tailor your evaluation session.

- After reviewing the competencies, focus only on the behaviors the Instructor may need to improve upon. If it is determined that many of the areas need to be addressed, you may consider breaking the feedback sessions into blocks where only a few of the competencies are evaluated at one sitting.
- If your course is primarily self-paced, you will need to observe the instructor during one-on-one feedback sessions to ensure they are demonstrating the competencies. The behaviors listed can be demonstrated in an Instructor-led lesson, as well as a more self-paced environment. For example, an Instructor needs to be able to use questioning techniques effectively, whether the Instructor is presenting to a group or to an individual.
- Discuss the evaluation session with the Instructor beforehand. Let the Instructor know your expectations, and ask the Instructor what areas the Instructor would like to improve upon.
- Rate the effectiveness of the Instructor in each competency area. The scale is from 1 (low effectiveness) to 4 (high effectiveness). All behaviors within each competency do not necessarily need to be demonstrated for the instructor to be effective. In addition, use the comment area to record specific behaviors that are demonstrated or missed, or provide additional comments regarding performance.
- Prior to evaluation, become familiar with competency descriptions and their associated improvement strategies. These items can be found at the end of this document.