

Congressional Staff Academy
Prepared By: John Eckert

2021

CSA In-Take Process Demo

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Training Prerequisites

1.1	Q –	Is this a request for a new training or an update to an existing training?
	A –	New training, existing training, training resource, other assistance
1.2	Q –	Will this new training be part of an existing curriculum track?
	A –	Yes(name the track), No- this is a one-off subject, No- we're new to working with you(escalate in-take)
1.3	Q –	What group is the voice of this training, and responsible for its content?
	A –	It comes with our voice(whichever group)
1.4	Q –	Which specific people (by name) must approve the final training?
	A –	
1.5	Q –	Who is the main point of contact for the training?
	A –	
1.6	Q –	Who is the subject-matter expert knowledgeable enough to teach a course on the subject?
	A –	
1.7	Q –	Do you have existing documentation on the subject?
	A –	If n/a to 1.5 & 1.6, deny training request
1.8	Q –	Who is the audience to this training? What knowledge of or skills around this subject do they have?
	A –	Their strengths and weaknesses are...

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Rules and Best Practices

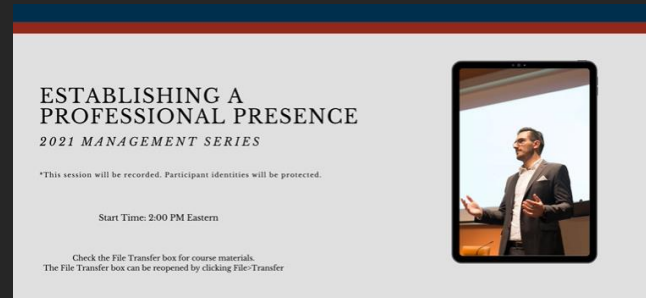
2.1	–	This training must follow the CAO style guide, which upholds certain language and design rules. (Link)
	–	I accept
2.2	Q –	Do any legal or political restrictions exist on the content of this training?
	A –	Yes(list them)
2.3	–	The subject-matter expert for this training will be available as a resource during training development.
	–	I accept
2.4	Q –	What is the goal for each participant of this training? (We call this a Total Learner Objective, or TLO)
	A –	To be able to do X, Y, and Z and to never do A or B
2.5	Q –	What tools or documentation on this subject exist today that staff can access?
	A –	
2.6	Q –	Does this training require live sessions? In-person sessions?
	A –	
2.7	Q –	Does this training require a pass/fail assessment?
	A –	

Style

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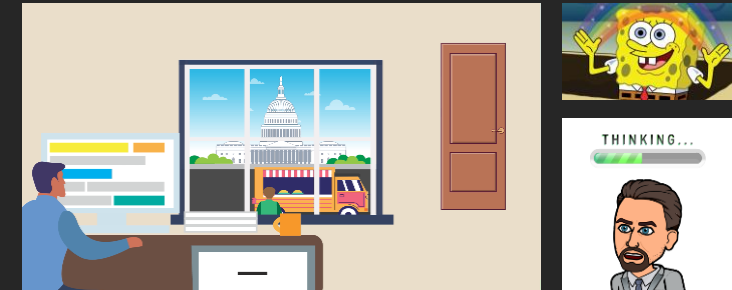
Now let's find out more about your ideal training:

Which styles are acceptable for your training needs?



☐ Corporate / Professional

- Muted colors and minimal details create a formal impression
- Employs straight, classic font types
- Incorporates simple shapes or objects
- Invokes formal impressions with use of negative space and line art



☐ Fun / Playful

- Inspires fun
- Gives off an informal, rather than rigid, impression
- May feature caricatured person / animal
- Colorful

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Language

Now let's find out more about your ideal training:

What are your language preferences for this training?

☐ Industry-speak / Technical Jargon

- Necessary for technical trainings and onboarding
- Jargon is popular at The House

☐ Jokes / Puns / Wordplay

- Increases engagement
- Makes content relatable

☐ Pop Culture References

- Increases engagement
- Makes content relatable

☐ Colloquial or Informal Language

- Great for role-playing scenarios
- Necessary for natural-sounding scripts

☐ Low Reading Level

- Makes the training as simple as possible
- Great for large audiences
- Impossible for complex content and workarounds

☐ Controlled Message

- We will control the language and overall message

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Audience

Now let's find out more about your ideal training:

Which of these describes the audience needs for this training?

☐ New Concept

Audience has little or no prior learning regarding this concept

☐ New Skill

Audience knows their role and responsibilities but need to learn a new skill or process

☐ Refresher

Audience has learned this content before, but must take a regular refresher

☐ Awareness

The Audience has no change to their job, but needs to be made aware of business changes for some other reason (e.g., legal disclosures)

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Exercises

Now let's find out more about your ideal training:

Which exercise types should be considered for this training?

Assessment

- ☐ Pass/fail condition of completing training
- ☐ Knowledge checks
- ☐ Games

Group Work

- ☐ Team activities
- ☐ Breakout conversations

Writing

- ☐ Prompt-based
- ☐ Recounting experience

Self-Driven

- ☐ Individual reflection
- ☐ Commitment to action

Job Simulations

- ☐ Using test environments to simulate real work
- ☐ Completing tasks that are designed to closely resemble the job

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Learner Feedback

Now let's find out more about your ideal training:

What is your preferred method for receiving learner feedback?

☐ Direct Inquiry

Audience is given contact information which they can use at will

☐ Survey

Audience is assigned a survey to complete

☐ Follow-up

We will reach out to the audience after the training with additional information or reminders

Content Longevity

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Now let's find out more about your ideal training:

Which best describes the business rules and materials provided for this course?

☐ Evergreen

- This content will never change
- As such, the training will always be accurate and applicable

☐ Dynamic

- Could change at any moment
- Changes to training require outreach from requestor
- Requires scheduled development time

☐ Regularly Updated

- Changes every year, for example
- Changes are scheduled and can be communicated ahead of time

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Interaction

Now let's find out more about your ideal training:

Which interactions would you like this training to include?

☐ Slide Advance

- Learners must interact with the training to navigate
- Tab style, accordion style layouts
- Branching scenarios put navigation in the hands of the learner

☐ Scenario-based

- Learners toggle dialogue boxes to display a scripted conversation
- Learners select applicable objects shown on screen
- Learners click to view character roles

☐ Game-styled

- Content is shaped to appear like a game, though there are no win/lose conditions
- Learners spin a wheel to select a topic
- Learners answer questions in a Millionaire style
- Learners explore a concept by interacting with mapped content
- Learners flip cards to reveal content

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Video

Now let's find out more about your ideal training:

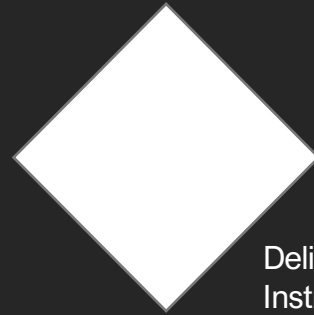
! Videos help break up long stretches of content (greater than 7 minutes) and re-engage the learner.

3.1	–	Please list any content-related videos that you would like to include in this training:
	–	
3.2	Q –	If none, can we create a video to break up the delivery of this content?
	A –	

In-take
Complete

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Great! We've accepted your request and will create:



Deliverable Type B
Instructor-Led Training w/ Session Recording

Hold on to this information:

Training will be completed/delivered by: [DD/MM/YYYY](#)
POC Name: [Place Holder](#)
POC Email: place.holder@mail.house.gov

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Training Considerations

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ADDIE vs SAM

- The idea of ADDIE is to complete each step before moving on to subsequent steps
- An issue often raised with ADDIE is that the process is slow to evaluate training effectiveness and projects can take an excessive amount of time to reach their intended audience due to the waterfall nature of execution
- ADDIE has evolved since the early 1990s, but the **sequential nature of the steps still presents limitations**
- Rapid prototyping has gained traction within Instructional Design as a response to the limiting factors of ADDIE
- Specifically, the Successive Approximation Model (SAM) was developed as a response to the boxed-in nature of the ADDIE process
- SAM serves as a rapid design and development model that uses shortened agile steps to create holistic and flexible projects
- The SAVY start serves as an opportunity for all stakeholders to gather and begin brainstorming on the design of training and its potential instructional modalities
- As the project moves into the iterative design phase, the team generally becomes smaller and is narrowed down to Subject Matter Experts and project designers/developers
- The project planning phase should always take place after the SAVY start and consist of setting project timelines, budgets (time and money), and the assigning of a task that needs to be completed.

ADDIE vs SAM Continued

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- Once project planning is complete, the team can now move forward with additional designing
- This is when project design decisions are made and the instructional components become more polished and tangible
- The additional design phase will use the initial design decisions made within the SAVY start and further iterate until they have an agreed-upon design proof
- Once the team has an agreed-upon design, the project then moves into a constant loop of developing, implementing, and evaluating
- It is important within this phase to develop smaller chunks of the completed project to ensure you always have something usable for end-users to provide feedback on
- SAM always has something usable that learners can use and interact with at all stages of development
- SAM allows designers to test their course early and often and be agile to revisions based on user feedback
- This constant feedback loop serves as the catalyst for a more cohesive project that is flexible to the often influx of learning objectives

Breakdowns in our Process

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- Requestor does not meet pre-requisite conditions, training is accepted anyway
- Changes occur to resources referenced in the training, including technologies, people, and more
- Requestor rescinds approval of completed deliverable after escalating to approver

How to Start a Training

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- Review TLO
- Describe scope of training
- Recall prior learning/knowledge
- Determine the strengths and weaknesses of the learners
- Namedrop CSA

How to End a Training

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- Revisit objectives
- Commitment to action
- Describe feedback mechanism
- Namedrop CSA