

FAA Quarterly Update Meeting with Management Concepts

January 26, 2023

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Meeting Agenda

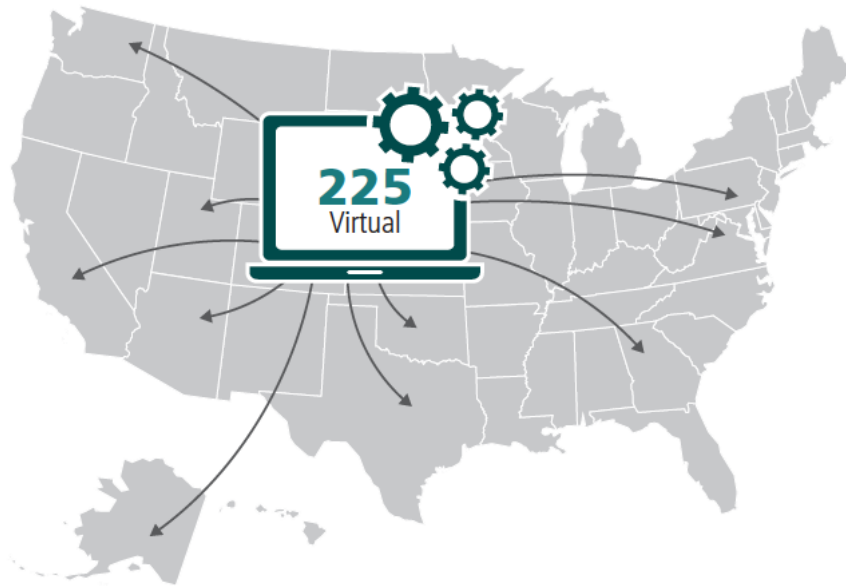
Topic
Account Activity: The Placemat
Participant Delivery Feedback: Trends & Patterns
MAFT 3 Observations
Training Design Recommendations
Measuring Training Results
Discussion: 2023 Priorities

Account Activity: The Placemat



ACCOUNT ACTIVITY UNDER 693KA – 19 – D – 00007 | ORDER NO. 693KA9 – 19 – D – 00007

Total Virtual Deliveries for FY 22, 10/1/2021 – 9/30/2022



Students Trained Per Course Module | 5,363 Total

915	MAFT — Virtual Module 3
842	MAFT — Virtual Module 2
778	Fund Certification — Virtual Module 1
753	Fund Certification — Virtual Module 2
751	Fund Certification — Virtual Module 3
678	Fund Certification — Virtual Module 4
311	Bona Fide Needs & 12-Month Rules
151	F&E Budget Overview Training
135	OPS Budget Overview Training
49	RED Budget Overview Training

Course Instructors | 225 Total Courses Taught

51	Classes	Virginia Kinakin	33	Classes	Joe Ward
43	Classes	Herb A. Carter	23	Classes	Kimberly Meyer
38	Classes	Richard L. Hurley	2	Classes	Robert Cote
35	Classes	Robert Black			

Course Popularity by Number of Deliveries | 225 Total

41	MAFT — Virtual Module 3	28	Fund Certification — Virtual Module 4
38	MAFT — Virtual Module 2	15	Bona Fide Needs & 12-Month Rules
29	Fund Certification — Virtual Module 3	6	OPS Budget Overview Training
29	Fund Certification — Virtual Module 2	7	F&E Budget Overview Training
29	Fund Certification — Virtual Module 1	3	RED Budget Overview Training

Participant Delivery Feedback: Trends & Patterns

Overall Participant Delivery Feedback

With all the sessions we've run, I was curious about participant feedback. Overall, the numeric ratings are good and these are the overall themes:

Hits

- Instructors have great experience
- Instructors welcome questions & give clear and useful answers
- Instructors liven up dry content

Misses

- Virtual delivery technology issues
- Amount of content for duration
- Slides hard to read
- Training feels rushed

Summary of Participant Comments

Participant's open-text comments are very telling. Here's a sampling:

Course	Comment
F&E	<ul style="list-style-type: none">• Add activities
FC 2	<ul style="list-style-type: none">• Don't repeat content from part one.• Separate newbies from those going to a refresher
FC 3	<ul style="list-style-type: none">• Most relevant funds cert. classes if you work in E2, including acting managers.• There needs to be hands-on and less talking about irrelevant information. Like hobbies
FC 4	<ul style="list-style-type: none">• Increase to 4 to 5 hours or separate out purchase card section or exercises with part 3.
MAFT 2	<ul style="list-style-type: none">• Separate newbies from those going to a refresher• Add activities
MAFT 3	<ul style="list-style-type: none">• Training on PRISM is very extensive and time consuming. Streamline this section.• Although the game aspect increased engagement, the course overall was more check-the-block than an actual learning event.• Course content was entirely too long for a single day virtual class. Recommend splitting this part into two 4-hour blocks.

MAFT 3 Observations

MAFT 3 Observations

1

MAFT 3 has a lot of content.

2

Shifting to the game is awkward.

3

Instructors don't always let the videos do the job.

4

They blaze through the instructions.

5

We don't always check for group understanding.

6

The process gets cluttered.

7

Scoring is awkward.

8

Could recap the process, but don't

Training Design Recommendations

Training Design Recommendations

Participant's open-text comments are very telling. Here's a summary.

Feature	Action
Trim	<ul style="list-style-type: none">• Unless a learning object will drive performance, remove it.• Cut excess words & shorten sentences: Prepositional phrases• Examples: "What happens in Vegas", Introductions, PRISM, "in order to"
Chunk	<ul style="list-style-type: none">• Only performance-driving points on slides.• Visually segment content. It doesn't have to be fancy. Don't overdo charts & pictures.• Examples: Notes section for resources, tools, and support content.
Prepare	<ul style="list-style-type: none">• Only performance-driving points on slides.• Visually segment content. It doesn't have to be fancy.• IG needs time durations and specific engagement objects.• Notes section for resources, tools, and support content. Add

Training Design Recommendations

Participant's open-text comments are very telling. Here's a summary.

Feature	Action
Engage	<ul style="list-style-type: none">• Begin each section with WII-FM relevance.• Design-in quick engagement objects.• Examples: Problems to avoid openers, Open-ended questions spaced out
Reinforce	<ul style="list-style-type: none">• Structure 14, 30, 45, and 60 day reminders• Examples: "This just in..." Auto-generated emails, Learning Bursts

Measuring Training Results

Which Boxes Need to Get Checked?



What results do stakeholders expect?

Measuring Training Results

- Common measures: Evals, # trained, certified/recertified
- What about capability, readiness, or performance?
- Let's start the conversation and discuss next meeting.

2023 Priorities

2023 Priorities?

- Update MAFT Part 2
- Smooth out The Game
- Layer in engagement...
- Streamline content
- Improve AC readiness

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Participant Comments

Participant's open-text comments are very telling. Here's what they put:

Course	Comment
F&E	<ul style="list-style-type: none">• Would suggest some more interactive activities• Could use more stories to tie into the material
FC 2	<ul style="list-style-type: none">• There was a lot of time wasted repeating things from the part one session that had been earlier in the day.• Repetitive content from other session and similar topics.• Some slides has images covering the words. Some images too small to see live.• Separate the new hires / those new to fund certification as most were taking course as refresher and answered quickly.
FC 3	<ul style="list-style-type: none">• This course is easily the most relevant of the funds cert. classes. I would recommend this to anyone who works in E2, including acting managers.• Some managers our telling us to forget what we learned in the course, that they are the ones being held fiducially responsible, so we should just fund certify anyway.• There needs to be hands on and less talking about irrelevant information. Like hobbies
FC 4	<ul style="list-style-type: none">• Should be a little longer, feel last items were a little bit rush to grasp knowledge.• As a new fund certifier, there was too much information in Part 4 to go over in a four-hour period. Suggest increasing course time for Part 4 to 5 hours, or separating out the purchase card section, or exercises with part 3.

Participant Comments - 2

Course	Comment
MAFT 2	<ul style="list-style-type: none">• Maybe a little more time for the course could be allotted along with group learning activities to increase knowledge retention.• These courses are long and can be condensed especially when it is a refresher. - When virtual it shouldn't be so long. Having to take these classes every 2 years is ridiculous. A refresher course would be more efficient.• The course covered too much material and some of the material I would not use. Please separate the courses for a need to have delivery. While some of the extra information was interesting, it made the 8 hours class very long especially on a computer and only seeing a power point the entire time.
MAFT 3	<ul style="list-style-type: none">• The amount of training for the prism system, is very extensive and time consuming. this class needs to be streamlined and the system should be far less cumbersome.• The extended amount of time for this class has helped this instructor get through the course material, so that is good.• Although the game aspect increased engagement, the course overall was more check-the-block than an actual learning event.• Course content was entirely too long for a single day virtual class. Recommend splitting this part into two 4 hour blocks.

IDs Need to Ask Themselves

If they can recite it, can they apply it?

Focusing on accuracy and thoroughness causes us overlook the mission: **Drive the right performance.**

When training people think “Oh, they need to know _____” they often create a Knowledge/Performance Gap.

Keep asking: **“Where do we need participants to end up?”**

Demonstrating Usefulness

Do you need to show stakeholders that you delivered?

How can you show that participants can perform?

Participants trained

Readiness

Capability

Some training functions need to show participant tr

Many training functions organizations need to demonstrate readiness