



# **OJEI<sup>SM</sup> Compliance Checklist Supplement**

*Worksheets and Directions for Assessing Compliance to the  
OJEI Standard*

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*As Used In DOL Authorized Industry Apprenticeships*



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## **Purpose of OJEI<sup>SM</sup> (Reprinted from the OJEI Standard)**

### Background

Educational institutions are the cornerstone of the American workforce development process. Employers and students rely upon these institutions to prepare, qualify and credential prospective workers for entrance into the labor market. In addition, employers frequently contract these institutions to provide the training necessary to update the skills of existing employees.

For many educational institutions, such as universities and community colleges, the delivery of instruction in an off-the-job setting (such as in a school classroom) has remained the dominant teaching approach. Similarly, performance on written examinations by students has remained the generally accepted validation criteria used by these institutions for judging whether or not student-learners have sufficiently mastered material and are ready to become credentialed to enter into the workforce or advance in their occupations. The combination of off-the-job classroom instruction in tandem with the administration of written tests has remained a proven, time tested approach for developing and qualifying our workforce. Or has it?

The use of the classroom instructional modality reflects a long held bias within the educational community that “Knowing” is dominant to “Doing”. Along these lines academic credentials are awarded on the basis of the learner doing nothing more than demonstrating knowledge in a classroom setting. Yet, in today’s knowledge-based workforce, “knowing” is not enough. For Knowledge Workers both “knowing” and “doing on-the-job” are essential components of worker preparation.

In today’s knowledge-based workforce a gap exists for both the employer and the worker when the traditional classroom-based credential is awarded and the training experience fails to include a formal “on-the-job” component. Sophocles once said: *“One must learn by doing the thing. For though you think you know it, you have no certainty until you try.”* Without an on-the-job learning component the training and education delivered may be incomplete and the value of the credential uncertain.

Going beyond the concerns of employers and employees as stakeholders, doubts about classroom-only education also challenge the public workforce investment system which spends \$15 billion annually in worker training. The workforce investment community is rightfully asking if the public investment in training and development is leading to real value and producing tangible societal outcomes. At present, many academic institutions and training organizations serving the workforce investment community would be hard pressed to answer such a question conclusively.

The shortcomings of traditional instruction and credentialing explain why apprenticeships and residency programs exist for certain established occupations. For each of these alternative training modalities the development process for the worker goes beyond classroom instruction and written exams. Typically the instructional methods encompass knowledge validation, skill validation, productivity attainment, as well as progressive wages that are tied to mastery and performance on the job. We refer to this cycle as: the Knowledge→Skill→Productivity→Wages framework. It is a complete educational cycle that ensures the worker can execute the work properly and gets paid for his level of performance on the job.

Under the Knowledge→Skill→Productivity→Wages framework worker training and education may be viewed as an iterative cycle leading to greater productivity for the employer and steadily increasing wages, job satisfaction and career growth for the worker. In this regard training and education are used as a pathway to greater competitiveness for employers and a means to secure improved standard of living for our workforce. This is how the American labor market ideally operates in mature labor markets. However, the educational and credentialing process for Knowledge Workers has, thus far, taken a more traditional academic approach.

A re-examination of the traditional training-to-wages pathway for Knowledge Workers may be in order for those who dare to break tradition. America is now at a crossroads with regard to educating and developing this new breed of workers, many of whom are employed in Information and Communications Technology (ICT) occupations. The training and development for these workers has not yet reached a level of maturity whereby the cycle of Knowledge→Skill→Productivity→Wages has become as structured as for airline pilots, physicians or trade workers. Do we have a plan for developing these workers that will keep America competitive? How we handle the development of these workers holds significance given our increasing dependence upon a Knowledge Workforce in a globally competitive economy. These are critical questions that we must soon face.

### The OJEI<sup>SM</sup> Method

Building upon this premise the challenge to educators, employers and the public workforce system is to collectively engage in a process of training and development that: 1) encompasses the full Knowledge→Skill→Productivity→Wage cycle, 2) is cost effective to implement and 3) is based upon free market principles whereby all stakeholders willingly participate. The OJEI<sup>SM</sup> method seeks to lay out such a process using a *free market apprenticeship* approach that is suited to developing today's knowledge-based workforce.

The approach discussed within the OJEI standard, referred to as On-the-Job Enabled Instruction advocates a seamless and integrated combination of classroom delivery, on-the-job training, skill validation and economic incentives for any occupation-related course or workshop. The intent of the standard is to provide educational institutions and training organizations with a voluntary, cost effective instructional method to augment and integrate their existing classroom instruction with an on-the-job component. The goal of compliance to this standard is to provide advantage to the educational provider enabling it to deliver consistent, measurable and predictable productivity outcomes for the employer and predictable career growth for workers.

An additional goal of the standard is to provide the public workforce system with a mechanism to measure and assess the effectiveness of their training and educational investments. The public workforce system can use the standard to specify quality criteria for educational providers enabling it to better evaluate and select training and educational partners.

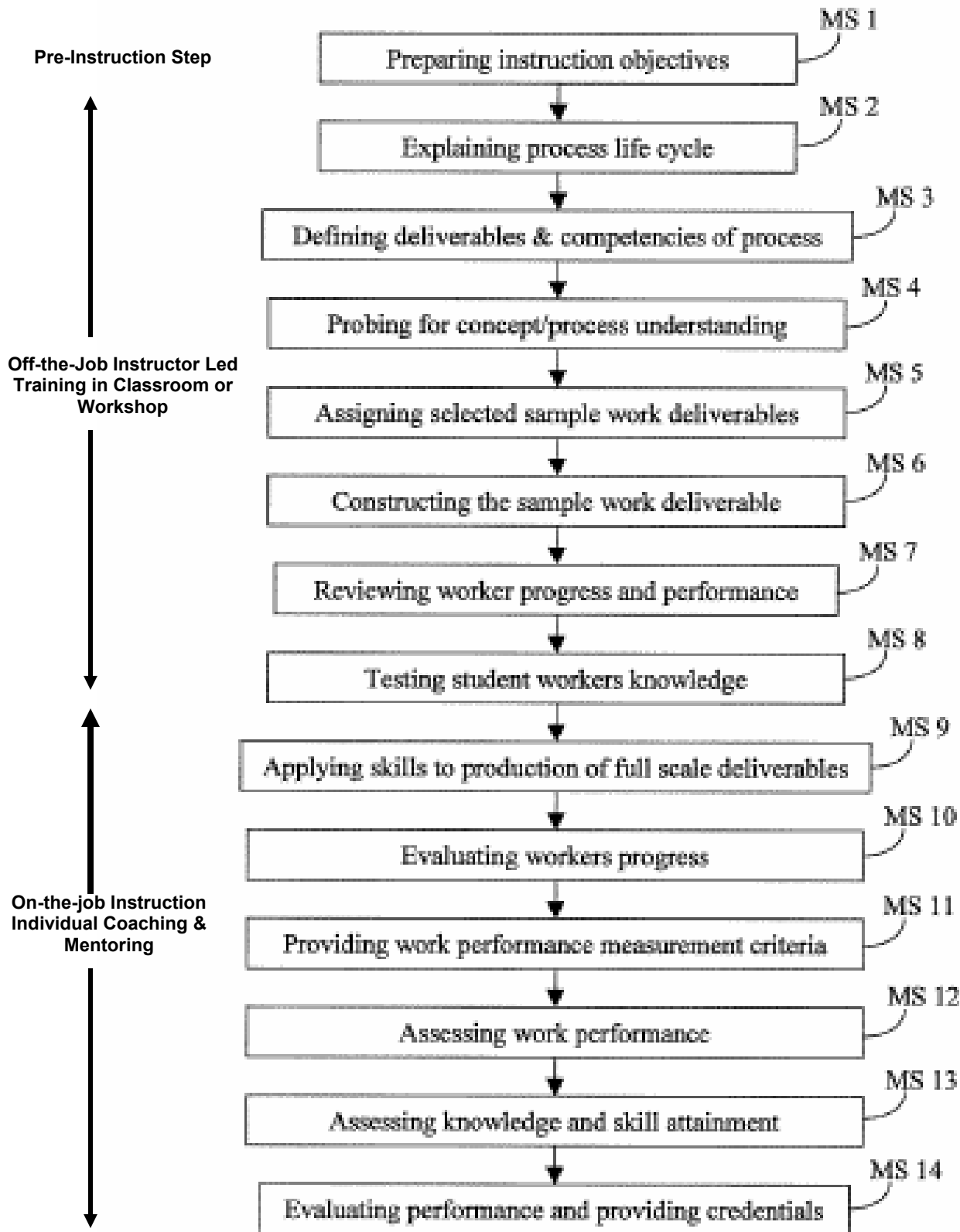
Integrating on-the-job instruction into the traditional academic delivery model takes time. The conversion from the classroom-only modality to OJEI<sup>SM</sup> will be a journey and not an event. The hope is that this standard helps academic/training institutions take measured steps toward quality improvement. To this end the OJEI<sup>SM</sup> standard contains a rating and evaluation system enabling the adopting institution to seek compliance and to measure its own continuous progress toward removal of deficiencies.

The administration of this adoption process is much like that of organizations seeking ISO 9000 registration or Sarbanes-Oxley compliance. Under the OJEI<sup>SM</sup> standard academic institutions and training organizations wishing to demonstrate and document compliance can be evaluated against the steps contained within this standard. The deficiencies can then be identified and remediated over time. Then, once significant deficiencies are remediated, the institution is deemed compliant to this standard.

Figure 1 describes the steps of the OJEI method of instructional delivery for improving learning effectiveness that positively impacts business performance. The method of instructional delivery is a content-based approach that includes contextualized learning. Contextualized learning is based on the premise that people learn more effectively when they are learning about something that they are interested in and/or are familiar with rather than learning an abstract idea that is not relevant to their position. Within this contextualized framework, both off-the-job classroom instruction and on-the-job mentoring is utilized.

**Figure 1: OJEI<sup>SM</sup> Method 14 Steps of Instruction for Knowledge Workers**

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### Pre-Instruction Step Compliance Checklist for: MS1 Preparation

1. Preparation is performed by the instructor prior to the delivery of classroom instruction. Preparation includes meeting with the client organization to identify their targeted business outcomes and worker productivity improvement outcomes.

2. The employer identifies learner incentives, such as progressive wage increases, that will be awarded to the learner upon successful completion of the training program.

3. The instructor and/or employer identifies the targeted deliverables that correlate to the targeted business outcomes. Based on the determined targeted deliverables, the instructor identifies the specific competencies that are required to accomplish the targeted deliverables.

4. Based on these determinations, the targeted deliverables are mapped to the specific competencies. FIG. 3 illustrates an exemplary embodiment of a deliverable/competency map 300. The deliverable/competency map 300 comprises a table that correlates each project deliverable item 310 with the project competencies item 320 required to accomplish each project deliverable.

5. A sample size number item 330 indicates the number of repetitions of the competency item 320 that the learner must successfully perform in order to show proficiency at the specific competency.

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	NR	AC	LTA



# Deliverable to Competency Map

**FIG. 3**

Project Competencies	Project Deliverables										Totals	
	Initiate the project correctly with a Business Case and/or a Project Charter	Identify Detailed Target Outputs, Requirements and Outcomes (scope)	Create a Project Plan and secure needed resources	Update the Project Plan Routinely	Provide team motivation through effective leadership	Establish/Maintain Team Connectivity & Communications	Provide Stakeholder Updates on a Routine Basis that Include Appropriate Performance metrics	Achieve Project Milestones on Schedule	Achieve Project Cost Objectives	Manage Project Risks		Routinely Ensure that Stakeholder Expectations are Aligned with Project Realities and Risks
Solicit and select resources such as vendors, consultants, contractors and outsourcing services			1									1
Interview, select, and train personnel for position descriptions			1									1
Negotiate and finalize contracts with vendors, consultants, contractors, and outsourcing services			1				1					2
Create organizational chart, list roles, responsibilities and reporting relationships			1		1		1					3
Monitor and evaluate the project's progress with respect to milestones, budgets and timelines				3	3	3	3	3	3	3	3	24

**Pre-Instruction Step Compliance  
Checklist for: MS1 Preparation  
(Continued)**

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	<b>NR</b>	<b>AC</b>	<b>LTA</b>
<p>6. Additionally during MS-1, the instructor determines the nature of the organization’s business as well as the targeted business processes, its deliverable(s) and project life cycle(s). In determining the nature of the business processes, deliverables and life cycles, the instructor evaluates the organizational culture, looks for obstacles, and probes for company-specific approaches and requirements that may be used to contextualize the delivery of training during the subsequent stages of instruction.</p>			
<p>7. Based on the above determinations, the instructor tailors the instructional materials to fit the client organization and to enable contextualized instruction and learning during stages 2 and 3. In one embodiment, tailoring the materials to fit the client organization includes incorporating client-specific templates and terminology into the instructional materials.</p>			

## Instruction Step MS2 Compliance Checklist for: Explain Process Life Cycle

During MS 2 the instructor explains the entire process or life cycle of a project.

1. In MS 2, the instructor explains the project life cycle, how the worker's job relates to the production of deliverables and the states of readiness and quality expectations that must be produced throughout the life cycle. Additionally, the instructor explains that business expectations throughout the life cycle must be met. For example, the instructor explains that the learner's project must be operated within defined requirements, on schedule, and within cost and quality parameters.

2. The instructor starts MS 2 by explaining the project life cycle from a theoretical or conceptual point of view so that the learner understands the overall flow of the work, the intermediate deliverables and steps, the interactions of work components, responsibility assignments and business requirements. Doing this provides context to the learner.

3. The instructor starts by explaining the operation or deliverable at a general level and then explains the deliverable concept more specifically and in greater detail. Each deliverable, step or intermediate work product within the overall process will be the subject of detailed instruction later. By seeing the big picture at first the learner will more readily come to understand the operation of the various sub-components within the project life cycle.

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	<b>NR</b>	<b>AC</b>	<b>LTA</b>
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### MS-3 Compliance Checklist for: Defining Deliverables and Competencies of the Process

1. During MS 3 the instructor defines each deliverable and competency within the project life cycle and explains the range of formats or configurations of each such deliverable and competency. The instructor addresses, in depth, the theory and operation of each specific deliverable (work product, artifact, or object) of the overall system or business process. The instructor identifies and addresses detailed competencies, steps and work product outcomes that are required by the learner to create a state of appropriate readiness for the various deliverables in scope.

2. The instructor addresses and answers specifically the basic who, what, where, when, how and why questions related to the application of the steps of production of the detailed deliverable involved in the target work processes.

3. The instructor's explanations should be sequenced to cover each deliverable and competency, one at a time or bundles of competencies tied to a single deliverable. The sequence of providing instruction toward the target competencies follows the project life cycle.

4. During MS 3, to the extent possible, the instructor explains and/or demonstrates how the operation is to occur on the job or shows what the deliverable should look like when produced correctly.

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	NR	AC	LTA
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3. The instructor's explanations should be sequenced to cover each deliverable and competency, one at a time or bundles of competencies tied to a single deliverable. The sequence of providing instruction toward the target competencies follows the project life cycle.			
4. During MS 3, to the extent possible, the instructor explains and/or demonstrates how the operation is to occur on the job or shows what the deliverable should look like when produced correctly.			

**MS-3 Compliance Checklist for:  
Defining Deliverables and Competencies of the Process  
(Continued)**

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5. The instructor articulates the specific business performance expectations for each deliverable and/or step of the process. In one embodiment, the instructor provides contextualization by showing the possible choices and variations of format or configurations of the deliverable that are appropriate to meet the client organization's specific requirements at different points of the project life cycle.

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NR	AC	LTA

**MS-4 Compliance Checklist for:  
Probing for Concept/Process Under-  
standing**

*Not Relevant*

*Adequate  
Compliance*

*Less Than Adequate  
Compliance*

**NR**

**AC**

**LTA**

1. Classroom or workshop instruction continues. During step MS 4, the instructor determines the level of understanding and acceptance of each topic or key point by questioning the learner. The instructor asks questions regarding each topic, objective, competency or concept that the instructor has explained. The questions may include, for example, the following:

- Do you understand?
- How are you doing this step currently?
- Is this currently working for you?
- What problems or issues are you currently seeing that prevent you from doing this correctly?
- What format variations are appropriate for you?

This probing and discussion allows the instructor to address the specific concerns (and possible company-specific deliverable formats and configurations) for each learner in the classroom setting and also enables the learners to learn from each other and to develop success strategies.

2. The instructor should assign exercises for the learner to practice on either individually or in teams. For any target deliverable or competency for which the learner shows a lack of understanding, the instructor should repeat the instructional cycle.

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	NR	AC	LTA
<p><b>MS-5 Compliance Checklist for: Assigning Selected Sample Work Deliverables</b></p> <hr/> <p>1. During MS 5, the instructor assigns sample work deliverables that are from the learner’s real world, on-the-job situation. This assigned work deliverable is of a limited or partial scale, with limited scope and low complexity. This assigned work deliverable is connected to work product or operations that are from the actual work place and is within the context of the learners position.</p> <hr/>			
<p><b>MS-6 Compliance Checklist for : Constructing the Sample Work Deliverable</b></p> <p>1. Next, at MS 6, the learner constructs the sample work deliverables associated with each target competency. The student worker practices the competencies necessary to construct the deliverables and work products and to apply his knowledge throughout the various stages of deliverable maturation through the project life cycle.</p>			

**MS-5 Compliance Checklist for: Assigning Selected Sample Work Deliverables**

1. During MS 5, the instructor assigns sample work deliverables that are from the learner’s real world, on-the-job situation. This assigned work deliverable is of a limited or partial scale, with limited scope and low complexity. This assigned work deliverable is connected to work product or operations that are from the actual work place and is within the context of the learners position.

**MS-6 Compliance Checklist for : Constructing the Sample Work Deliverable**

1. Next, at MS 6, the learner constructs the sample work deliverables associated with each target competency. The student worker practices the competencies necessary to construct the deliverables and work products and to apply his knowledge throughout the various stages of deliverable maturation through the project life cycle.

**MS-7 Compliance Checklist for: Re-  
viewing Worker Progress and Per-  
formance**

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	NR	AC	LTA
<p>1. During MS 7 the instructor reviews and evaluates each learner’s progress individually by walking around and inspecting the students’ work in constructing the sample work deliverables assigned during MS 5. Within step MS 7, the instructor answers questions, gives guidance, makes suggestions and corrects errors.</p> <p>Because the learner is working on a real world project deliverable or operation, the instructor assesses and answers the student’s questions in real time based upon the specific context of the organization.</p>			
<p>2. The instructor also provides guidance and correction to help the learner overcome real world problems and obstacles that are encountered.</p>			
<p>3. During MS 7 the instructor reinforces the business performance requirements that address quality, schedule, cost and completeness.</p>			



**MS-8 Compliance Checklist for: Testing Learner’s Knowledge of Application**

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	<b>NR</b>	<b>AC</b>	<b>LTA</b>
1. In step MS 8 the instructor tests the learner’s knowledge relating to the project deliverables and their associated project competencies.			
2. The test comprises the administration of objective style tests combined with application-oriented cases and vignette style questions that enables the learner to use judgment. The test may be constructed to let groups work on the exam in teams.			
3. MS-8 continues with the instructor reviewing the test with the learner. During the review, the instructor explains the correct answers and provides appropriate feedback. The instructor may also answer questions and provide hints and suggestions for overcoming organizational-specific obstacles and roadblocks in application that are anticipated.			

**MS-9 Compliance Checklist for: Applying Skills to the Production of Full Scale Deliverables**

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	NR	AC	LTA
1. The learner (or his/her employer) selects a relevant project or operation for the learner to work on for the on-the-job portion of the training			
2. During MS 9, the learner applies the skills and knowledge learned in the classroom or workshop to the on-the-job production of full-scale deliverables and outcomes required by the one or more projects assigned to the learner.			
3. As time allows, the on-the-job instructor meets routinely with the learner(s) and provides structured guidance using the following instructional cycle: <ul style="list-style-type: none"> <li>• Explain and Demonstrate</li> <li>• Let the Learner Do</li> <li>• Assess the Quality of the Deliverables</li> <li>• Provide Guidance &amp; Correction</li> </ul>			
4. The instructor provides directive feedback to help the learner correct errors and to guide the worker to solve or work through contextual problems and obstacles that are encountered on the job.			
5. The meetings between the on-the-job instructor and the worker continue to occur until all of the target competencies are demonstrated and validated and until the target business and productivity outcomes are attained.			

## MS-10 Compliance Checklist for: Evaluating Worker's Progress

1. During MS 10, the instructor evaluates the worker's progress. The instructor determines whether the worker has achieved a satisfactory state of completeness and readiness quality for each of the target project deliverables. MS 10 may occur simultaneously with MS 9. While the learner is working on the completion of the full-scale deliverables, the instructor meets periodically and routinely with the learner to review and assess progress on the worker's deliverables and work products.

2. The instructor provides suggestions to the learner as to how to make the classroom theory work successfully on the job. The instructor gives guidance and correction to the learner and helps the learner choose among the various options and configurations that will likely work best for the learner in the application at hand. The instructor may also provide correction as needed on steps that were not fully understood during the classroom instruction of stage 2.

3. The instructor may provide guidance and suggestions to the learner using an OJT evaluation form such as form 400 illustrated in FIG. 4 on the following page. The evaluation form provides a concise method of providing instructions and guidance relating to the project deliverables and correlated project competencies. The form addresses deliverables that are due between one and 30 days after an instructor/student meeting.

NR	AC	LTA

## Figure 4—Knowledge Transfer Mentoring Session Record

20

Learner: \_\_\_\_\_

Mentor/Coach: \_\_\_\_\_

Session Date: \_\_\_/\_\_\_/\_\_\_

Deliverable(s) to be Discussed in Session:  
\_\_\_\_\_

Target Knowledge, Skills or Competencies : \_\_\_\_\_

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Identify Existing Relevant Documentation to be Referenced:

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Get Ready for Instruction (Checklist ):

- Have a timetable. (*Determine how much skill you expect the learner to have by when*)\_\_
  - Break the deliverables down (*List work products, important steps and key points*)\_\_
  - Have everything ready (*The right equipment, supplies, etc*)\_\_
- 

Instruct the Learner (Checklist ):

- Put the learner at ease; get the learner interested in learning the job\_\_
  - Define the Deliverable or Work Product Resulting from the Execution of this Competency and the Required Quality Criteria. Find out what the learner already knows about it.\_\_
  - Find out what is already known about the job\_\_
  - Present the Operation (tell, show, illustrate one important step at a time, stress key points.\_\_
  - Have the learner try out the operation. Provide coaching, guidance and correction.\_\_
  - Let the learner explain the operation, make sure the learner understands.\_\_
  - Continue until you know the learner fully understands.\_\_
  - Let the learner perform the operation independently. Designate a person to go to for assistance. Check frequently and encourage questions.\_\_
  - Continue until you know the learner fully understands.\_\_
- 

Learner's planned independent activities over the next 10-30 days on this deliverable:

---

Guidance and feedback given during this session:

---

Record Learning Progress:

- 1) Circle the appropriate scaled level of learning-performance on the back side of this sheet.
- 2) Record progress in Knowledge Explorer database
- 3) Use Knowledge Explorer Reports to Manage Progress

Manage Issues:

Issue Descriptions

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Patent Pending

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**MS-10 Compliance Checklist for: Evaluating Worker's Progress (Continued)**

The instructional form may vary depending on such factors as the number of deliverables due, the overall length of the project life cycle, the skill of the learner and the number of competencies related to the deliverables. The evaluation form may include space for the instructor to provide tips and strategies for performing the listed competencies and completing the listed deliverables. Those with skill in the art will recognize that the evaluation form may vary depending on the application of instruction.

NR	AC	LTA

**MS-11 Compliance Checklist for: Providing Work Performance Measurement Criteria**

1. During MS 11, the instructor develops and communicates work performance measurement criteria for each deliverable. During MS 11, as the project life cycle advances, the meetings between the learner and the instructor become less directive as the learner shows increased proficiency. During these meetings the instructor will help the learner resolve problems that have no clear cut solution and that may require a judgment to be made to complete the deliverable.

2. Also during MS 11, the instructor and company management will set up measures to evaluate work performance. Typically these measures will gauge the productivity improvement over time of the learner on the job and the progress being made by the learner in terms of knowledge and skill attainment on the target competencies. In another embodiment, the measures gauge the productivity, knowledge and skill attainment of a group of learners that are collaborating on the project deliverables. Work performance criteria typically contain productivity and output measures such as the average number of the worker's deliverables that are meeting (or have met) quality, schedule, cost and scope targets over a reporting period. In one embodiment, the productivity improvement may include increased output per unit of time or improvements in securing schedule adherence and cost containment. In another embodiment, a control chart is utilized to track the performance of the learner(s).

NR	AC	LTA

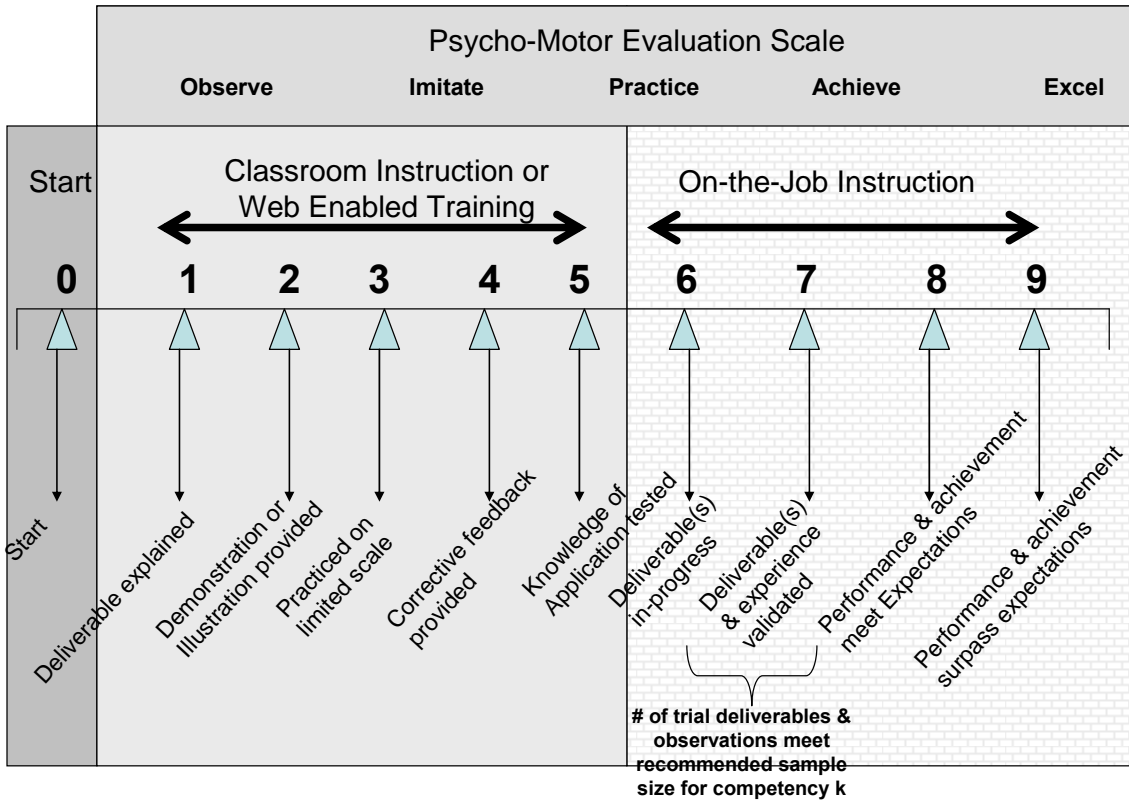
**MS-11 Compliance Checklist for: Providing Work Performance Measurement Criteria (Continued)**

3. MS 11 also includes skill validation and measurement. In this embodiment, the instructor rates the learner's progress throughout the training process of MS 2-14 of instruction. In one embodiment, illustrated in FIG. 5a and 5b, a rating scale is used to track the learner's attainment for each of the required competencies by measuring whether or not the learner has achieved a particular competency and/or has performed the appropriate number of repetitions of steps on deliverable creation. The web-enabled skill tracking tool is used in conjunction with a psychomotor scale on each competency (e.g. observe, imitate, practice, achieve, excel/surpass, create/originate) to track the progress of one or more learners as they move through the training instruction.

NR	AC	LTA

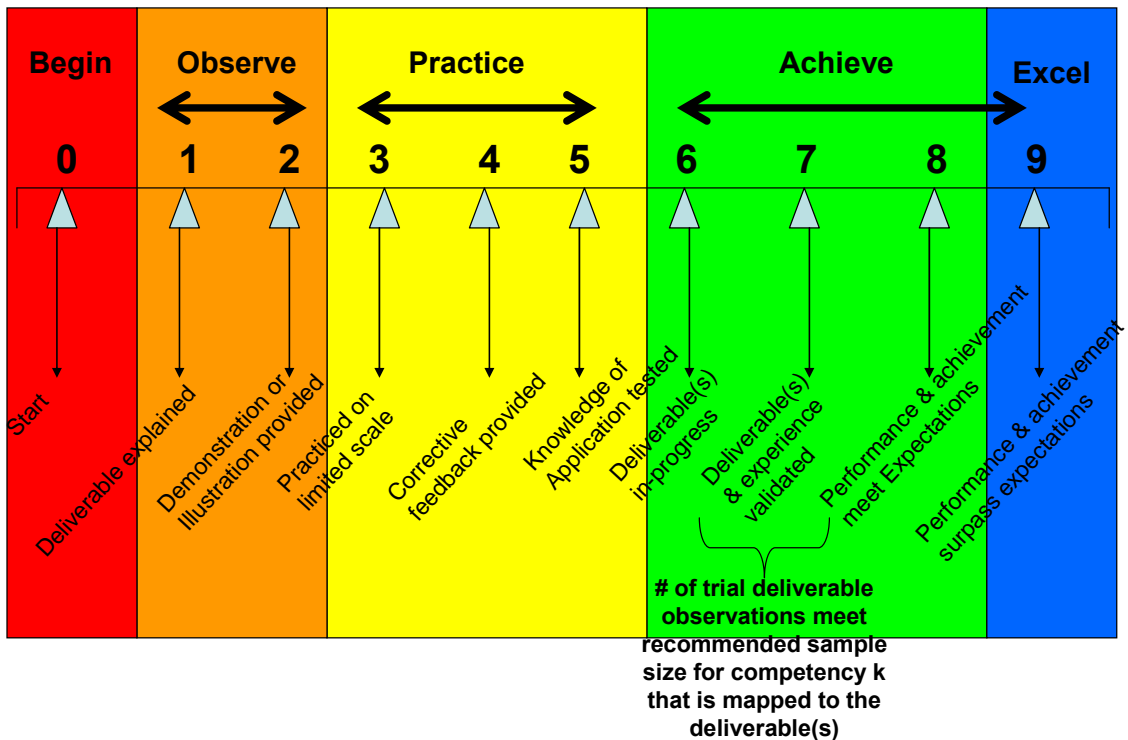
# Figure 5 A

The Linkage of OJEI Benchmarks To a Learner's Psychomotor Progress On a Target Competency k



# Figure 5 B

Correlation of OJEI<sup>SM</sup> Benchmarks To Psychomotor Scale for Evaluating Progress of Knowledge Workers





### MS-12 Compliance Checklist for: Assessing Work Performance

1. During MS 12, the instructor and/or employer assesses the student worker’s work performance based on the determined performance measurement criteria. Throughout the student-worker’s project life cycle the instructor, in collaboration with the employer, will periodically assess and record work performance information that gauges the productivity improvement over time of the student worker or group of student workers and take corrective action until performance targets have been met.

2. The delivery of on-the-job instruction should occur until the student worker(s) achieve or excel in performance on each critical business performance indicator.

3. Also, the delivery of on-the-job instruction should occur until the student worker(s) perform the appropriate number of repetitions of deliverable creation. During this time as proficiency of the competencies are demonstrated by the student worker and productivity improves for the employer, it is expected that economic incentives, such as progressive wage scales, determined above at MS 1, will be provided to the student worker.

NR	AC	LTA

**MS-13 Compliance Checklist for: Assessing Knowledge and Skill Attainment**

	<i>Not Relevant</i>	<i>Adequate Compliance</i>	<i>Less Than Adequate Compliance</i>
	<b>NR</b>	<b>AC</b>	<b>LTA</b>
<p>1. During MS 13 the instructor assesses the student worker's progress in knowledge and skill attainment. The instructor and possibly company management will assess and record progress being made by the worker in terms of knowledge and skill attainment on all of the target competencies and or deliverables throughout the project life cycle and take corrective action until performance targets have been met. In one embodiment the assessment and recording of progress follows a psychomotor scale for each competency.</p>			
<p>2. When performance targets for both business outcomes and learning have been achieved, the student worker advances to Stage 4 comprising step MS 14.</p>			

### MS-14 Compliance Checklist for : Evaluating Performance and Providing Credentials

1. Within MS 14 of stage 4, a committee organized by the employer will evaluate the student worker's learning progress, productivity and business outcomes and make a determination as to the readiness for credentialing the student-worker. In one embodiment the employer and the training institution award the credential jointly. In one embodiment the training institution may award the credential with the employer's sign-off. When the student- worker is assessed as being "ready and complete" in terms of knowledge attainment and performance on the job, the worker is awarded the credential of completeness. In one embodiment, the committee assesses the student worker and elects to accept or reject the student workers request for credential. In one embodiment, if the worker is rejected for the credential, the student worker may continue the process until that time that the committee passes his request for credential.

NR	AC	LTA