

Train-the-Trainer (T3) Facilitator Guide (FG)

Lesson 5: Job Knowledge Test (JKT) and On-the-Job Training (OJT)

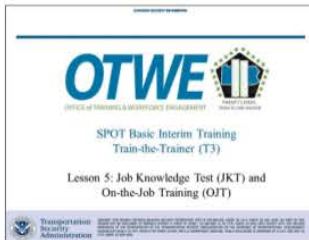
Purpose: To provide participants with the techniques and skills necessary to successfully deliver the JKT and perform OJT Monitor duties in the SPOT Basic Interim Training course

Lesson Time: 1 hour

Facilitator Materials	Participant Materials
1. Laptop	1. Laptops
2. Projector, Screen	2. <i>SPOT Basic Interim Training Instructor Guide (IG)</i>
3. T3 FG	3. <i>T3 Participant Guide (PG)</i>
4. Chart, Easel	4. <i>SPOT On-the-Job (OJT) Guidelines</i>
5. Masking tape	5. <i>Administration Guide for Job Knowledge Tests Conducted During SPOT Training</i>
6. Markers	6. Chart, Easel
	7. Pen or Pencil
	8. Markers

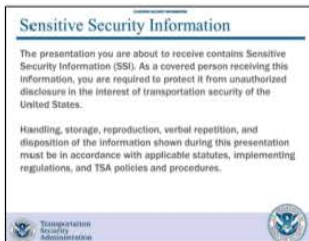
Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the facilitator take place during the course.
	Reference identifies materials for the participant to reference for more or specific information.
	Chart identifies where the facilitator should use already created charts or where discussion points should be captured on a chart.
	Question Mark identifies where the facilitator should ask questions.

Slide 1: Lesson 5: Job Knowledge Test (JKT) and On-the-Job Training (OJT)



Welcome to Lesson 5: Job Knowledge Test (JKT) and On-the-Job Training (OJT).

Slide 2: Sensitive Security Information



"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States."

Handling, storage, reproduction, verbal repetition, and disposition of the information shown during this presentation must be in accordance with applicable statutes, implementing regulations, and TSA policies and procedures."

Facilitator Note: The statement on this slide may be read aloud to the class or you may direct participants to read it to themselves.

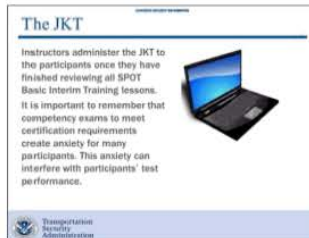
Slide 3: Objectives



By the end of this lesson, participants should be able to:

- Explain JKT facilitation
- Discuss JKT and OJT remediation procedures
- Discuss OJT objectives
- Describe the roles and expectations of an OJT Monitor

Slide 4: The JKT



Instructors administer the JKT to the participants once they have finished reviewing all SPOT Basic Interim Training lessons.

It is important to remember that competency exams to meet certification requirements create anxiety for many participants. This anxiety can interfere with participants' test performance.

Slide 5: Reduce Participant Anxiety



Instructors can use many methods to help prepare participants for testing, reduce anxiety, and enhance performance.



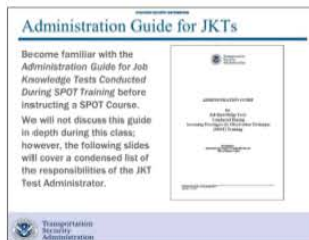
Facilitated Discussion: Lead a discussion about how instructors can minimize anxiety and enhance test performance.



Ask: What are some examples of ways that instructors can minimize anxiety and enhance test performance?

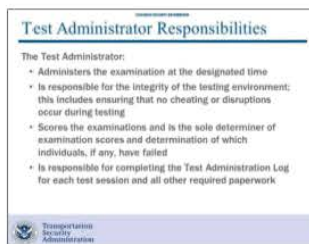
Answers: Answers may vary but can include:

- Help participants develop appropriate study strategies to organize and understand information.
- Encourage group study time, though stress that this is voluntary. According to researchers, participants who study in a group recall more information than participants working alone, and they are more able to overcome their feelings of academic inadequacy and isolation.
- Schedule extra instructor time before, after, or during breaks to meet with participants, giving them a chance to ask questions and go over difficult aspects of the material.
- Ask participants if they are worried about the exam. Ask what you could do to help reduce their anxiety. They may offer something as simple as "Please refrain from walking around during the exam."
- Suggest that participants review their study guides to help reduce anxiety.

Slide 6: Administration Guide for JKTs

Become familiar with the *Administration Guide for Job Knowledge Tests Conducted During SPOT Training* before instructing a SPOT course.

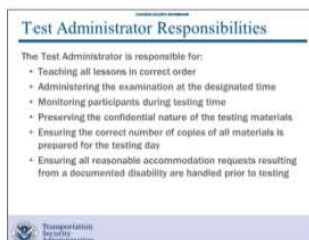
We will not discuss this guide in depth during this class; however, the following slides will cover a condensed list of the responsibilities of the JKT Test Administrator.

Slide 7: Test Administrator Responsibilities

Teaching Point: Review the time allotment for scoring the examinations. The scoring begins before lunch after participants finish the examination, and is finished by the time they return.

The Test Administrator:

- Administers the examination at the designated time
- Is responsible for the integrity of the testing environment; this includes ensuring that no cheating or disruptions occur during testing
- Scores the examinations and is the sole determiner of examination scores and determiner of which individuals, if any, have failed
- Is responsible for completing the Test Administration Log for each test session and all other required paperwork

Slide 8: Test Administrator Responsibilities

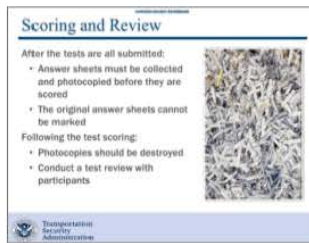
The Test Administrator is responsible for:

- Teaching all lessons in correct order.
- Administering the examination at the designated time.
- Monitoring participants during testing time.
- Preserving the confidential nature of the testing materials.
- Ensuring that the correct number of copies of all materials is prepared for the testing day.
- Ensuring all reasonable accommodation requests resulting from a documented disability are handled prior to testing.

Slide 9: Scoring and Review

Pilot 1.0

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After the tests are all submitted:

- Answer sheets must be collected and photocopied before they are scored
- The original answer sheets cannot be marked

Following the test scoring:

- Photocopies should be destroyed
- Conduct a test review with participants



Ask: What is the goal of the test review?

Answer: The goal of the test review is to ensure that participants do not leave the training retaining incorrect information.

Slide 10: Remediation

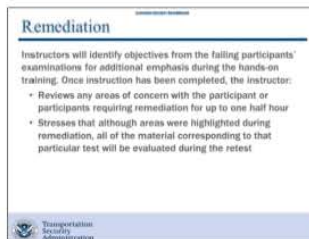


If participants do not achieve a score of (b)(3):49 U.S.C. § 114 they will be given the opportunity for additional remedial training.

Participants needing remedial training:

- Receive an Opportunity for Remediation Letter
- Are required to sign the form before remediation begins
- Participate in individual hands-on training

Slide 11: Remediation



Instructors will identify objectives from the failing participants' examinations for additional emphasis during the hands-on training. Once instruction has been completed, the instructor:

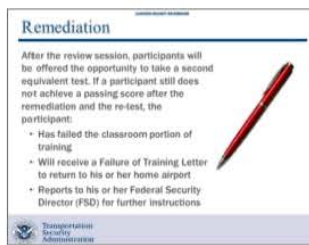
- Reviews any areas of concern with the participant or participants requiring remediation for up to one half hour
- Stresses that although areas were highlighted during remediation, all of the material corresponding to that particular test will be evaluated during the re-test



Ask: What is the remediation meant to provide?

Answer: The remediation provides participants with some information on where he or she might want to focus attention before the re-test.

Slide 12: Remediation



After the review session, participants will be offered the opportunity to take a second equivalent test. If a participant still does not achieve a passing score after the remediation and the re-test, the participant:

- Has failed the classroom portion of training
- Will receive a Failure of Training Letter to return to his or her home airport
- Reports to his or her Federal Security Director (FSD) for further instructions

Slide 13: Scored Tests



Only the Test Administrators have access to the individual or aggregate test results. The scored tests must be mailed with the Test Administration Log via FedEx to TSA Headquarters, where the test scores will be uploaded to the Online Learning Center (OLC).



Ask: What questions do you have at this time about facilitating the JKTs?

Answer: Address questions as needed and make use of the Parking Lot if necessary.

Transition: After completion of the JKT, participants must successfully complete OJT in order to show competence. Now that we've reviewed the responsibilities of the the JKT administration, let's have a look at OJT procedures and OJT Monitor responsibilities.

Slide 14: OJT



After completing the JKT with a score of (b)(3):49 U.S.C. § 114 (r) candidates will complete OJT.

SPOT Basic Interim Training participants will perform SPOT responsibilities in their entirety during three days of OJT.

The instructors and OJT Monitors will ensure that proper procedures are completed and provide constructive feedback to the participants. Constructive feedback:

- Consists of positive and negative feedback
- Should only be given with the goal of improving behavior
- Should be recorded as documentation for each OJT participant

Slide 15: OJT Monitor Tasks

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Teaching Point: If at any point an instructor feels that a participant would benefit more by being with a different instructor, notify the Team Lead immediately.

Participants will need support from the OJT Monitor while they perform SPOT each day. This support includes, but is not limited, to:

- Continuous supervision and feedback
- Aiding in any SPOT Referrals
- Performing Walk The Line (WTL) as needed
- Constant communication and coaching during breaks, transitions, and other non-SPOT observation time
- Demonstrating and reinforcing proper techniques and procedures for all of the above

Slide 16: OJT Monitor Tasks



The OJT Monitor also:

- Facilitates referrals of passengers by participants
- Positions him or herself so that the communication of the referral remains seamless
- Is actively engaged in the SPOT process throughout the duration of OJT
- Actively engages participants:
 - On the floor
 - At the start and closure of each session
 - When reviewing expectations and discussing referrals



Ask: How should the OJT Monitors position themselves?

Answer: Answers vary but include:

- Position themselves at a distance from the participants who are also conducting SPOT.
- Remain mobile yet fixed within a designated screening checkpoint area.
- Be able to consistently observe all participants throughout the OJT sessions.



Ask: What should the OJT Monitor do while observing participants?

Answer: The OJT Monitor should:

- Guide and observe the participants' communication skills,

coach WTL.

- Check in with each participant individually and in pairs to give tips, explain correct positioning, demonstrate, and coach tactics and strategies.
- Remain nearby and remain within earshot, should any problems arise during a Referral Screening.



Ask: How does the OJT Monitor observe and provide feedback to the participants in a subtle manner?

Answer: The OJT Monitor:

- Debriefs any Referral Screening immediately following the procedure.
- Meets with the participants in a quiet place such as an unoccupied boarding gate.
- Quietly discusses strategies at lapses in passenger volume or in places that are out of general earshot.

Slide 17: Referrals During OJT



The OJT Monitor:

- Oversees all referrals
- Ensures each pair of participants is performing SPOT Referral Screening functions as a BDO team
- Observes SPOT Referral Screening with the remainder of the participants, if any, at a distance
- Leads discussions after each instance to make necessary adjustments in the execution of the process



Ask: Why should OJT Monitors observe the referral at a distance?

Answer: So as not to inadvertently elevate the passenger's behaviors.

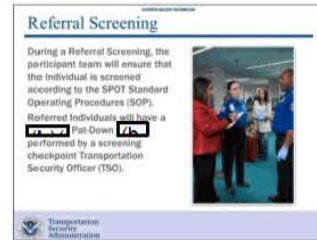


Ask: Why should there be no participants in front of the screening checkpoint during a referral?

Answer: The instructor should use these referrals as teaching opportunities for each participant.

Transition: Now that we have reviewed the roles of the OJT Monitor, let's examine the participants' responsibilities as BDOs-in-training.

Slide 18: Referral Screening



During a Referral Screening, the participant team will ensure that the individual is screened according to the SPOT training and applicable *Standard Operating Procedures* (SOP).

Individuals referred for SPOT Referral Screening will have a (b)(3):49 U.S.C. § 114(r) performed by a screening checkpoint Transportation Security Officer (TSO).

(b)(3):49 U.S.C. § 114(r)

? **Ask:** How will participants resolve the observed behaviors, according to the SOP?

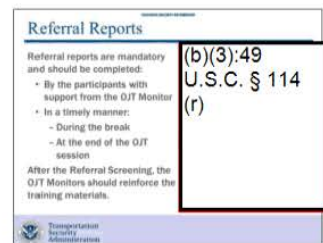
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? **Ask:** How do OJT Monitors ensure that all the steps are followed?

Answer: Answers may vary, but include: OJT Monitors could review the steps before a session, they should observe closely and step in if necessary to communicate information to the participants, and they should review the process in a debriefing that follows.

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(b)(3):49 U.S.C. § 114(r)

Slide 19: Referral Reports



Referral reports are mandatory and should be completed:

- By the participants with support from the OJT Monitor and instructor
- In a timely manner:
 - During the break
 - At the end of the OJT session

After the Referral Screening, the OJT Monitor and instructor should reinforce the training material on how to complete a Referral Report.



Ask: How can OJT Monitors and instructors reinforce the training about completing a Referral Report?

Answer: Answers will vary, but include:

- OJT Monitors and instructors should review each Referral Report on an individual basis.
- Concepts should be reinforced at the end of each training day in the classroom, where repeated participant errors can be discussed without singling out participants.
- Instructors can make suggestions to the group about how to improve the reports and share excerpts of excellent examples, while commending the participants involved.
- Encourage participants to reference their Participant Guides (PG) and notes, if necessary.

Slide 20: OJT Process and Timeline



There are three days allocated to OJT, which are broken down into four-hour blocks. This ensures that there is adequate time to cover all the training information and major job tasks with each participant.

Each of the three days is divided into a morning session and an afternoon session, for a total of six training sessions.

Slide 21: OJT Process and Timeline

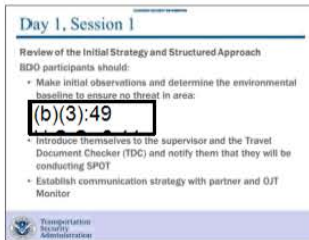


Each four-hour block is assigned certain topics that the OJT Monitor must review prior to the start of each activity.

At the start of each block, give each participant two to three scenarios that help evaluate the ability to assess and weigh the proper behavioral cue or appearance factor.

Transition: Let's review the main idea for each session, using the SPOT OJT Guidelines.

Slide 22: Day 1, Session 1



Teaching Point: Emphasize to participants that determining the baseline is a continuous activity throughout the observation period.



Reference: *SPOT OJT Guidelines*

Review of the Initial Strategy and Structured Approach

BDO participants should:

- Make initial observations and determine the environmental baseline to ensure no threat in the area:

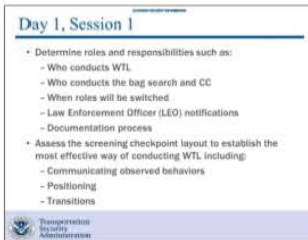
(b)(3):49 U.S.C. § 114(r)

- Introduce themselves to the supervisor and the Travel Document Checker (TDC) and notify them that they will be conducting SPOT
- Establish communication strategy with partner and OJT Monitor



Ask: Why is it important to establish communication strategy with the OJT Monitor?

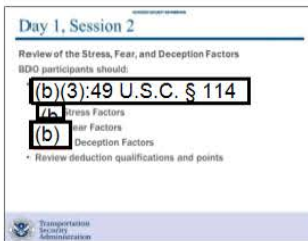
Answer: To ensure proper communication that an individual has met the threshold for a Referral or if the OJT Monitor wants to debrief the BDO team or discuss behaviors

Slide 23: Day 1, Session 1

Teaching Points: The OJT Monitor should ensure that proper LEO procedures are followed according to airport protocol.

The OJT Monitor will take notes on each assigned participant throughout the day. These notes will be shared in individual meetings at the conclusion of the training.

- Determine roles and responsibilities such as:
 - Who conducts WTL
 - Who conducts the bag search and CC
 - When roles will be switched
 - Law Enforcement Officer (LEO) notifications
 - Documentation process
- Assess the screening checkpoint layout to establish the most effective way of conducting WTL including:
 - Communicating observed behaviors
 - Positioning
 - Transitions

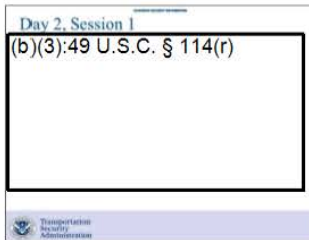
Slide 24: Day 1, Session 2

Teaching Point: As an OJT Monitor, it is important to maintain high standards at all times so that participants are provided a fair and equitable evaluation environment.

Review of the Stress, Fear, and Deception Factors

BDO participants should:

- (b)(3):49 U.S.C. § 114(r)
 - Stress Factors
 - Fear Factors
 - Deception Factors
- Review deduction qualifications and points

Slide 25: Day 2, Session 1

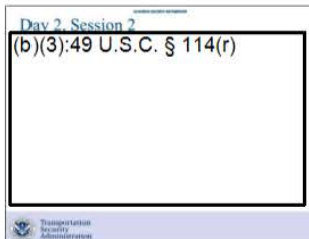
Teaching Point: BDO participants should be able to explain how and why the indicators are important to the SPOT program.

(b)(3):49 U.S.C. § 114(r)



Ask: How will OJT Monitors recall how the participants performed and be able to share feedback at the conclusion of the OJT session?

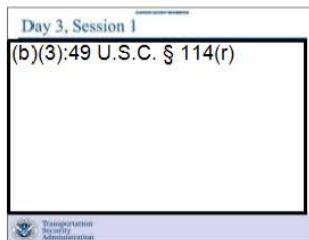
Answer: The OJT Monitors take notes on each participant every day to provide feedback.

Slide 26: Day 2, Session 2

(b)(3):49 U.S.C. § 114(r)

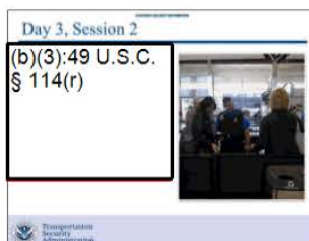
(b)(3):49 U.S.C. § 114(r)

Slide 27: Day 3, Session 1



(b)(3):49 U.S.C. § 114(r)

Slide 28: Day 3, Session 2



(b)(3):49 U.S.C. § 114(r)



Ask: Where can details for these protocols be found?

Answer: In the *SPOT OJT Guidelines*.

Transition: Next, let's brainstorm some scenarios for each of the six sessions to share with the class.

Slide 29: Activity: Scenarios**Activity: Scenarios**

Purpose: To provide participants with potential scenarios to use at the start of each OJT session, considering the strategies involved for each session

Duration: 15 minutes total; 5 minutes for small group discussion, and 10 minutes to share ideas as a class.

Materials: Instructor Guides (IG), laptops, *SPOT OJT Guidelines*

Directions:

1. Break the class into five groups.
2. Using the *OJT Guidelines*, assign one session (from Day 1 Session 1 to Day 3 Session 1) to each group.
3. Give the group five minutes to brainstorm for two to three scenarios that could be used for each session.
4. Call on one representative from each group to share two scenarios.

**Chart: Scenarios**

5. Record abbreviated scenarios on the chart.
6. Participants should take notes on the scenarios provided by the other groups.

Transition: Now that you have some ideas for scenarios to use during OJT, let's consider other OJT Monitor daily activities.

Slide 30: General Daily OJT Activities

After each day of OJT, the instructors must ensure that all of the following are accomplished:

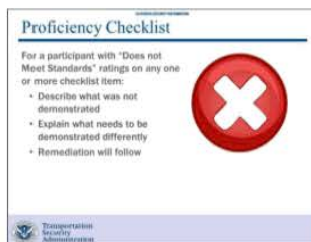
- All SPOT Referral Reports are complete and accurate
- Allow time for questions and discussion
- Assess each participant individually to focus on progress and challenges

Slide 31: Proficiency Checklist

At the end of the final day of the OJT sessions, complete each participant's proficiency checklist and meet with each participant separately to discuss his or her ratings. Each rating must have:

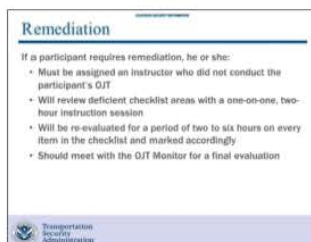
- Accompanying justification and examples
- A "Meets Standards" rating in each category in order for participants to become certified

Teaching Point: The Monitor's notes from all three days of OJT will be shared with each participant individually at the conclusion of OJT. Strengths and areas of improvement will be discussed at that time.

Slide 32: Proficiency Checklist

For a participant with "Does not Meet Standards" ratings on any one or more checklist item:

- Describe what was not demonstrated
- Explain what needs to be demonstrated differently
- Remediation will follow

Slide 33: Remediation

If a participant requires remediation, he or she:

- Must be assigned an instructor who did not conduct the participant's OJT
- Will review deficient checklist areas with a one-on-one, two-hour instruction session
- Will be re-evaluated for a period of two to six hours on every item in the checklist and marked accordingly
- Should meet with the OJT Monitor for a final evaluation

Teaching Point: The OJT Monitor should explain in detail and in a caring and tactful manner why the BDO participant did not meet the standards if that is the case.



Ask: What questions do you have at this time about facilitating the OJT sessions?

Answer: Address questions as needed.

Slide 34: Lesson Summary



Participants should now be able to:

- Explain JKT facilitation
- Discuss JKT and OJT remediation procedures
- Discuss OJT objectives
- Describe the roles and expectations of an OJT Monitor

Teaching Point: Instead of simply reading the learning objectives, ask thought-provoking questions about the material to test for understanding.

Transition: *If there are no further questions concerning Lesson 5, let's take a moment to review what we have learned today in all lessons to ensure that we have met the course goals.*

Slide 35: Course Review



Participants should now be able to:

- Review classroom logistics
- Arrange an airport visit
- Facilitate classroom activities

Teaching Point: Instead of simply reading the learning objectives, ask thought-provoking questions about the material to test for understanding.

Slide 36: Questions



Ask: What questions do you have?

Answer: Provide participants with the appropriate answers.

Facilitator Note: Remember to address all Parking Lot questions at this time. All questions should be addressed and removed from the Parking Lot at the conclusion of the course.