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Increasing Performance Support for International
Missionary Training Centers

Shawn R. Cates

A selected project submitted to the faculty of
Brigham Young University
In partial fulfillment of the requirements for the degree of
Master of Science

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ABSTRACT

Increasing Performance Support for International Missionary Training Centers

Shawn R. Cates

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Master of Science

In 2011 the Missionary Department sponsored a development project focused on creating performance support tools for international missionary training centers (IMTCs). The purpose of the project was to determine an area where there was a gap between desired performance and actual performance for IMTC training managers and develop tools to support them in improving performance in the chosen area. The target area supported the IMTC training managers in helping part-time teachers improve their effectiveness. Two products were created to help managers work more effectively with their teachers and a third product is currently under development. The first was a teacher competency print resource that managers could use to guide their feedback and evaluations of teachers. The second was a set of standards and suggestions managers could implement to help teachers improve. The third was an electronic teacher-tracking tool that would allow managers to track the progress and goals of each teacher. The design model used was a combination of a rapid prototyping model, cascade design model, and an electronic performance support design model. It included four major iterations for the products. This paper discusses the various stages of the development process, including adjustments to the planned design model, prototypes, and finalized products.

Keywords: performance support, electronic performance support, teacher competencies, teacher improvement, training, international, missionary training centers

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Finally, my deepest thanks goes to my wife Nadia who sacrificed more than time and sleep to stand by me in this undertaking and who ever supports me in all endeavors. Thank you.

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Introduction

The Church of Jesus Christ of Latter Day Saints (the Church) trains 1,000 missionaries each month in international training centers to teach the Gospel in 18 different languages. There are currently 14 international missionary training centers (IMTCs) across the world. A training manager at each training center oversees the training program and hires a team of part-time teachers that assists the manager. There is a principal training center located in Provo, Utah. This training center has six training managers and a training director. These six managers and the training managers at the IMTCs have similar responsibilities for the training program in their respective areas.

The teachers at IMTCs are usually enrolled in higher-education programs and train missionaries in how to effectively teach people in small group settings in the language of each missionary's designated mission. Sometimes this is the teacher's native language, while in other cases it is a second language she/he may have learned during their own 18-24 month missions. These centers had little performance support outside of a monthly videoconference and phone/email interaction with their supervisors. Their instructional support was also limited to videoconferences, phone calls and, occasionally, written materials. With such a well-established network of training managers across the world, better training support is needed for teachers and training managers in IMTCs.

Because of the lack of support, there is a temptation to create a plethora of different resources that could potentially help IMTCs. However, the scope of this project was to identify and focus on providing support in one area of the managers' performance. As a result of a needs analysis, the purpose of this project was centered on creating resources with the objective to help managers increase their effectiveness in working with their teachers in the classroom. Rather

than create one resource to achieve this goal, the approach was to identify various facets related to working with teachers in the classroom where the managers lacked support and, if necessary, provide several resources aimed at supporting them. Accordingly, three resources were identified based on the managers' needs and the expectations of the director of IMTCs: (a) a competency-based job aid to guide teacher improvement; (b) standards and activity ideas for working in the classroom with teachers and for making manager to teacher interactions more effective; and (c) an electronic component for managers to track information and goals for their teachers.

During the beginning stages of this project, a fourth, simple, yet major issue was encountered—how to deliver resources to managers. The amount of material created to guide managers and teachers as part of this project, and other related projects, was much more than anticipated and there was no centralized source of curriculum and training materials that managers could access on demand. They requested these materials when they needed them, when they were not sure if there was a newer version, or when they heard rumors that a new version was released. Consequently, a simple, electronic, on-demand resource hub was included as part of this project to facilitate access to materials.

Performance Support

Performance support can be described as the tools and means needed to make successful decisions to achieve an organization's goals. Performance support consists of the resources used to become more productive in our work, which in this case the work is to train teachers and volunteer learners. These resources can range from processes to tools, expert skills, colleagues, reference materials, and the working environment (Laffey, 1995).

People constantly acquire and build tools to help improve their performance. Such performance tools might include a task-manager, a sheet of important contact information kept

by the phone, a spreadsheet template used as a starting point for a repetitive task and so forth.

However, organizations can identify performance gaps and provide support tools that individuals may not be able to create on their own. When analyzing what support is needed, often the critical issue is identifying the gap between desired performance and current performance followed by an analysis of the cause for that gap (Pershing, 2006, p. 9). In doing so, common questions that performance practitioners answer include:

- “Do people have the tools they need to do the job well?”
- Do people get support that contributes to effective performance?
- Do people get effective direction?
- Are appropriate expectations set with performers? Do standards exist?
- Are expectations reasonable? Clear? Presented in a way that is positive and respectful?
- Is information about the desired result and how to achieve it clear and in sufficient detail?
Accurate? Logical? Given when needed?
- Are people provided with information to aid in setting priorities for their work?
- Do people get helpful feedback about their performance?
- Does feedback fit performers’ needs (appropriate amount of detail, given in a way they can understand)?
- Is feedback given at a time when people can best use it to improve?” (Tosti, 2007, p. 1201)

Once the performance and cause analysis is completed, different tools or interventions can be created to help support performance and complement people’s individually created tools. When there are multiple problems multiple solutions may be needed. A series of solutions leads to the creation of a performance support system (Pershing, 2006, p. 562). Performance support

systems are extensions of performance support tools. Systems are built to integrate resources and tools to facilitate work on complex tasks.

Tools integrated into an electronic system are known as Electronic Performance Support Systems (EPSS). Gery (1991) defined an EPSS as the use of technology to provide on-demand access to integrated information, guidance, advice, assistance, training, and tools to enable high-level job performance with a minimum of support from other people. The goal of an EPSS is to provide whatever information, support, or resources that are necessary to ensure performance and learning at the moment of need. In general, performance support systems contain reference and guidance designed specifically for the performance of interest and the most effective EPSS have a print component (Laffey, 1995). In the case of this project, the focus is on the print resources with a supporting electronic component that will serve as the foundation for a future EPSS.

Sponsor and Client

This development project was sponsored by the Missionary Department, specifically the division of IMTCs. This division is under the supervision of Kelend Mills, director of IMTCs in the Missionary Department, and he was the principal client for this project. He has dedicated several resources to this initiative, including electronic resource consultants, a computer, software, workspace for my work, and access to essential stakeholders. I work in the IMTC division under the direction of Kelend Mills. For some time, he has wanted to increase support provided to IMTCs so that it would mirror more closely the support provided at the Provo training center. I offered to assist in the effort and we began discussing the possibilities of resources in 2009. In November of 2009, Kelend spent a half-day meeting discussing his expectations for this project. He then officially sponsored the project during the Fall semester of

2010 after I proposed we create an electronic space that would facilitate better support for the managers and a print resource that would clearly lay out the responsibilities of the managers. My role was to be the project manager, designer, and content expert.

Project Need and Constraints

Four main factors indicated that there was a need to provide instruction and infrastructure to managers to help them improve their teachers' performance. The first main factor was seen as an opportunity. The managing director of the Missionary Department extended an open invitation to various staff members to analyze how the training center curriculum could be adjusted to provide better training. One of those ways was in helping managers be more productive with their teachers. In addition, technology infrastructure for the MTCs was increasing and more tools were being provided to the IMTC division to connect with and train the managers.

The second main factor was the Missionary Department staff observations carried out in the classrooms with the IMTC manager during the on-site visits to the training centers. The reports of these visits indicated that the IMTC managers needed more suggestions and ideas to help their teachers improve. The on-site reviews also revealed that the expectations were unclear for some managers regarding how much time they should spend helping teachers, what activities they should do with teachers, and which teachers should receive more assistance.

The third factor was user requests. Many of the managers, particularly newer managers asked the IMTC division if anything existed to help them know how to help and evaluate teachers in the classroom. Particularly, they wanted a tool that could guide their feedback to teachers. One or two managers had created their own version of these types of resources but

wanted something more official that represented the direction from Missionary Department leaders.

Finally, the fourth main factor was the administrative background of some of the IMTC managers. Beginning in 2007, Kelend Mills became the director of the IMTC division and within a one year period visited all the training centers. He identified many of the managers as employees who had significant experience (over 20 years in some cases) in organizational administration but had less experience in training teachers and improving a training program. In one instance, I was asked to work with a manager for two years to “retool” him from an administrator to a trainer. As I began to work with this manager I saw that most of the IMTC division efforts were aimed at supporting the MTC president and the teachers. Much less support was directed toward the manager. While this raises other questions, such as whether the right person had been hired into the manager position at the training centers to begin with, the needs analysis revealed that regardless of who was in the position, little training had been provided to the managers on some of their crucial responsibilities. In addition, these managers were likely going to continue in their current positions for many more years. The conclusion was that the IMTC division needed to provide more instruction and resources to managers to clarify current expectations and to increase the ability of new managers to positively impact the training program at their training center sooner.

Project deadline. As the project began, there had been an effort underway since 2008 to analyze the training center’s curriculum and revise it to strengthen the learner’s ability to teach people. This effort had created instability in the current training program as new philosophies were introduced and were semi-implemented within the structure of an old curriculum. The goal was to change the strategy, content, and structure of the training program by June of 2011. The

print portions of this project were related enough to the curriculum revision that the deadline was also June 2011.

Project constraints. The largest project constraints were time, access to the IMTC managers, programming resources, and the inability of managers to authenticate on the web site where online resources were hosted. Initially, I believed that access to the managers was going to be the most difficult constraint. However, time quickly proved to be the most limiting constraint. A somewhat finalized draft of the print resources was to be completed before the middle of June 2011, if possible. All the managers were brought to the main training center in Provo for training on their responsibilities and the new curriculum on June 21st. During this time, the managing director of the Missionary Department addressed the managers. A copy of the manager resource that described their process of improving the training program became part of his address. During this project, the competency-based guide was included in a teacher resource booklet. This booklet was one of the main deliverables of the revised training center curriculum. As a result, the time constraint became more significant as more stakeholders and higher profile stakeholders became more involved in the resources related to this project.

The next most limiting constraint, after time, was the limited access to managers to have them test and evaluate the tools. Time constraints, language barriers, and geographical separation caused the limited access during the early development stages of the project. However, during later development stages, I visited various MTCs and the managers were brought to Provo where they were able to use and test the resources. The benefit to this was that we had hands-on testing from all of them. The downside was that many of them felt like they had less influence on the content because of how far along the development had come.

Programming resources and web site authentication were the two major unforeseen constraints. Programming resources became a constraint when they were moved to a higher priority project for programs needed for curriculum adjustments. Authentication also proved to be one of the major constraints and obstacles. I built partial versions of the electronic resources before realizing that authentication would not be possible for the managers in the current environment. After changing resource environments I started development over from the beginning.

Needs Analysis

User and Resource Analysis

The training managers live in 14 different countries and have four different native languages (English, Spanish, Portuguese, and Tagalog). Most read English fairly well and the Tagalog and Portuguese speakers also speak English fluently. The age range, however, varies from 32-62 years. This is a rather diverse group. Their computer self-efficacy ranges widely but is not dependent on age. Six are familiar with web conferencing tools and use them often to communicate with their supervisors. Their experience in their current position of manager ranges from 6 months to 20 years.

Other than the managers, there are two other groups of secondary users who work directly with the managers. One group is the administrative supervisors who report directly to the managers and oversee operations such as logistics, finances, food services, and physical facility issues. Their ages range between 26 and 48. The other group consists of MTC presidents whose focus is on the individual progress and wellbeing of each learner. The presidents' ages range between 53 and 67 and each one is at their assigned training center for a period of two years, after which a new president takes their place.

Resource Analysis. When this project began, there was no resource dedicated specifically to help training managers in their responsibilities. However, there were resources that were used by managers and it is apparent that the designers knew the managers would be a secondary audience. For example, *The International MTC President's Handbook* was written for MTC presidents, yet there are brief sections on hiring new teachers, the MTC training program, and MTC administration. These are responsibilities specific to the manager and not the president. These sections were not as relevant as I thought they would be in the planning stages. They were more applicable to the overall manager's resource than the instruction on working with teachers in the classroom.

Additional resources that had been designed for the learners and teachers but used by the manager were a syllabus, a set of four teacher methodologies, and email/memo communications from the IMTC division to the training managers. Unfortunately, the teacher methods had been obsolete for approximately three years. The emails and memos provide effective temporary support but are often forgotten over time and receive little formal training to assist the implementation of the content of these communications.

The above resources provide some guidance on what training managers should do but little guidance on how or why they should do it. Each training manager receives an annual on-site visit from a supervisor, which is the primary resource for them to see some of the "how's" of their job, particularly concerning their training responsibilities.

Existing related products. Approximately three years ago, a resource was created at the Provo MTC, the flagship training center, to support teacher supervisors. This resource consists of approximately eight pages outlining the four most important duties of those who supervise

training center teachers in Provo. Some of these duties relate to hiring and training new teachers. I used these materials as a starting point for the content of the teacher improvement resource.

Major Needs

The needs of the IMTC managers were analyzed by first providing a brief survey to the director of IMTCs to obtain a prioritized list of manager responsibilities (see the survey and all results in Appendix A). A survey was then administered to the managers and the results were compared. The director identified the top priorities as

1. hiring new teachers,
2. providing pre-service training for new teachers,
3. providing training to all teachers,
4. providing guidance and oversight to the operations supervisor, and
5. observing teachers in the classroom and meeting with them one-on-one to provide help and feedback.

Based on his priorities, a survey was sent to IMTC managers to assess their greatest needs (see the manager survey in Appendix B). After the information from this survey was analyzed, a brief follow-up survey was sent to all managers and interviews were conducted with five of the managers until three major needs were identified (see the follow-up survey and interview questions in Appendix C). The response rate was 100% on the initial survey, 72% on the follow up survey, and the five managers who were interviewed were chosen based on unique results found in the surveys. These unique results were mainly answers that varied from the majority of the other managers, and unclear responses. The needs analysis revealed that the managers' greatest needs were to have:

- more support with carrying out effective observations and leveraging those observations to help teachers improve (knowing what to look for in observations, providing feedback, recording goals and comments, following up on goals, and so forth);
- more resources to help them improve their formal teacher trainings; and
- guidance on how to effectively oversee the administration of their training centers in a quick and efficient way so as to not distract them from providing leadership to their training programs.

See Table 1 for the responses of the managers to the follow up survey. This survey queried the manager's top needs based on the IMTC division director's priorities.

Table 1

Area of Responsibility in which the Managers Perceive They Need Support

| Item | Primary Responses | Secondary Responses |
|--|-------------------|---------------------|
| Observing teachers | 8 | 1 |
| Providing formal weekly teacher training | 0 | 5 |
| Overseeing the operations of the MTC | 1 | 3 |
| Selecting the right teacher applicants | 1 | 0 |
| Providing pre-service training to new teachers | 0 | 0 |

Note. Managers were asked to provide two responses. A primary response to the area they would rate first in needing help and a secondary response for the area they would rate second for needing help.

Client Goals

As part of the needs analysis, I met with the director of the IMTC division on various occasions to discuss the project goals and what he wanted to achieve. Initially, his main desire

was to have a job aid booklet for managers that would be the sister manual to the MTC president's handbook. The booklet was to have nine sections pertaining to different responsibilities of the manager. As we began to work on the booklet and continued to support the MTC managers, it was evident that simply giving them a booklet was not going to effect needed change. We began discussing accountability tools and other online performance support that could be provided. Those discussions combined with the needs analysis led the director of IMTCs to settle on two main deliverables. First, a small booklet that outlined the manager's role and provided ideas to help them fulfill that role and second, an electronic hub that features could be added to in the future. Because of the large scope of these two deliverables we further prioritized the different pieces of the resources. This prioritization led to the deadline for a draft booklet in June of 2011 and an initial online materials hub to be put in place a few months later. The scope was further reduced for this project, whose main focus was to help managers be more effective in working with teachers in the classroom. Consequently, only the section on providing leadership to the training program of the managers' booklet pertains to this project.

Design Goals and Model

This project encapsulated three major design goals. The first was to construct a competency-based guide to help managers know what teachers need to do with or see in their students to effectively train them. The second was to provide a quick-reference print resource that outlines expectations and ideas for working with teachers in the classroom and other settings. The third was to design a teacher tracking tool and materials hub, which would become the infrastructure for a broader EPSS. The tool that was chosen to accomplish this was Microsoft SharePoint.

The design goals that came from the director for the booklet were high level. He wanted a concise way to communicate key responsibilities to the managers and to train them at the seminar and on an ongoing basis. Further design goals were recommended based on the evaluation of previous similar products—particularly the Training Coordinator resource referred to earlier. These goals consisted of not only having an outline of key responsibilities but also having a series of ideas that would provide a springboard for managers to see different ways they could fulfill their responsibilities and create more on their own. In addition, case-study-like questions and answers based on common questions managers or presidents have had in the past were included in each section (see Table 2 for a summary of intended uses of each product).

Table 2

Summary of Support Tools

| Feature | Need | Intended Use |
|--------------------------------------|--|---|
| Process for helping teachers improve | Document expectations | Tool to train managers |
| Teacher competency guide | Provide ideas and support Guide efforts in working with teachers | Stand-alone job aid Help managers know what to focus on with teachers |
| Teacher Tracking Tool | Record teacher progress Facilitate the process for helping teachers improve | Managers track improvement and goals for each teacher |
| Material Hub | Relieve materials bottleneck Reduce ambiguity in knowing which materials are approved | On-demand access point for the above materials and other approved materials |

The only design goal imposed on the online resources was that the IMTC division wanted a place for managers to track teacher progress. The design for this site and its features was based primarily on manager needs and IMTC division staff experience.

Method for Defining the Design Model

Because performance support and an electronic performance support system are concepts and not defined products or technologies, it is difficult to define a detailed development method to create them (Gery, 1991). This is further complicated by combining the development of print resources since they may have a different design path than the teacher-tracking tool.

Consequently, in an effort to identify design features and models to create the products, the method I followed was to review over fifteen different development models, analyzing which of these models best aligned with the type of product that this project required. The taxonomy of models written by Gustafson and Branch (2002) provides guidance on which design aspects can be leveraged to create the product and which models align with these aspects and the project's needs (see Table 3). Gery (1991) proposes the use of a standard development method to create EPSSs based on eight overlapping, iterative phases:

- Needs analysis
- High-level design, including prototyping
- Detailed design, including detailed prototyping
- Development
- Testing
- Revision
- Implementation
- Post-implementation evaluation

McKay and Wager (2007) explain Brown's EPSS development model titled ED4. ED4 consists of four stages: define, design, develop, and deliver. "Define" entails analyzing the performer's needs and the EPSS goals and requirements. "Design" involves creating storyboards

or another type of mock-up of the detailed design. The “Develop” phase comprises developing and testing a functional prototype. This may involve stages or iterations. The “Deliver” phase includes anything needed to implement and train users on the EPSS, which could include the print resources in this case.

Based on Brown’s ED4 model, Gery’s recommendations, Gustafson and Branch’s taxonomy, and my analysis of the different models, the design method used to create the products for this project employed aspects of the Nieveen CASCADE EPSS model for curriculum developers (Nieveen, 1997; see Figure 1) and the de Hoog, de Jong and de Vries model targeted towards product development (de Hoog, de Jong & de Vries, 1994; Gustafson & Branch, 2002; see Figure 2). These were coupled with the suggestions that Gery (1991) provides for specific phases of development and principles from Brown’s ED4 model.

Nieveen CASCADE. The Nieveen model was based on existing models in the literature and was originally used as a development model, which was built into an EPSS for curriculum developers (Nieveen 1997). The prominent aspect of this model is the emphasis placed on formative evaluation and the four iterations that build on each other to a final, completed product. The steps within each of the four iterations are the same: analysis, design, and formative evaluation. During the four iterations of the design cycle, the project slowly grows from design specification to the completed materials. The four iterations are book-ended by preliminary research and summative evaluation (Gustafson & Branch, 2002).

The stakeholders for this project were IMTC division supervisors, MTC managers and supervisors, and MTC presidents. Because of implementation challenges with products in the past and the nature of the interactions with the training managers, stakeholder input is important

Table 3

Characteristics of Development Models for Product and System Oriented Instruction

| Selected Characteristic | Product Orientation | System Orientation |
|--|--|-----------------------------|
| Typical output | Self-instructional or instructor-delivered package | Course or entire curriculum |
| Resources committed to development | High | High |
| Team or individual effort | Usually team | Team |
| ID skill/Experience | High | High/Very High |
| Emphasis on development or selection of existing | Development | Development |
| Amount front-end analysis | Low to medium (varies) | Very high |
| Technology complexity of delivery media | Medium to high | Medium to high |
| Amount of tryout and revision | Very high | Medium to high |
| Amount of distribution/ Dissemination | High | Medium to high |

Note. This table has been adapted from the table found in *Survey of instructional development models, fourth edition* (Gustafson & Branch, 2002, page 34).

to this project. The original goal of obtaining their input was to ensure the products met their needs and aligned with the organization's objectives. Secondary goals were to facilitate buy-in and implementation, and reduce the need to create multiple prototypes. Yet, initially the stakeholders were thought to have little time available to provide input and in-depth evaluations. The Nieveen model was appealing as it provides for a time-sensitive evaluation of the result of each iteration. The hope was that this would allow the stakeholders to provide input at each stage though they will not have to be constantly involved and thus feel like the project is a burden. In addition, the iterations in the Nieveen design model allow rapid design and development of each phase, which is crucial with the limited time available to create these products.

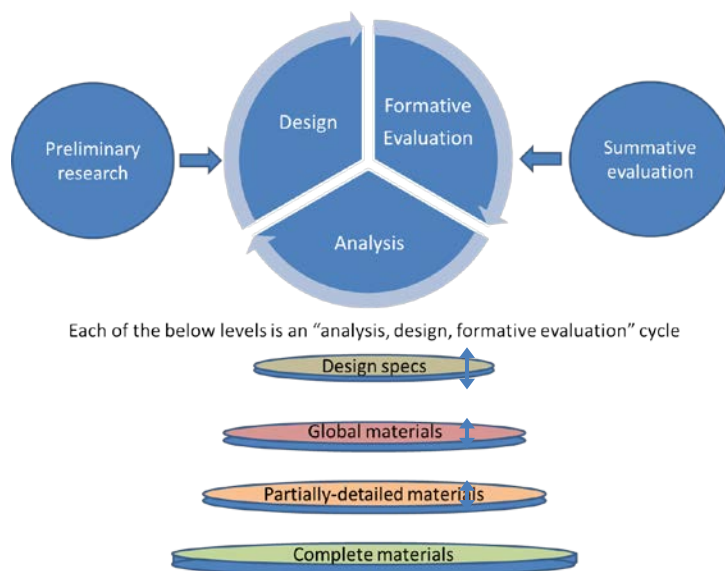


Figure 1. Representation of the Nieveen CASCADE Model

De Hoog, de Jong, de Vries, development process. The de Hoog et al. model is product driven (Gustafson & Branch, 2002). It was thought to be directly relevant to this project in that it allows for the deconstruction of a product into separate pieces called partial products or features, which can be developed by different team members. As the partial products near completion the

complete product emerges. As this occurs, the product developers ensure that each partial product complies with the design specifications, integrate with the other partial products, and meets an acceptable quality level. I planned to use the partial products principle in creating the three pieces of the performance support for managers: the teacher competency tool, teacher improvement resource, and the teacher tracking tool and materials hub.

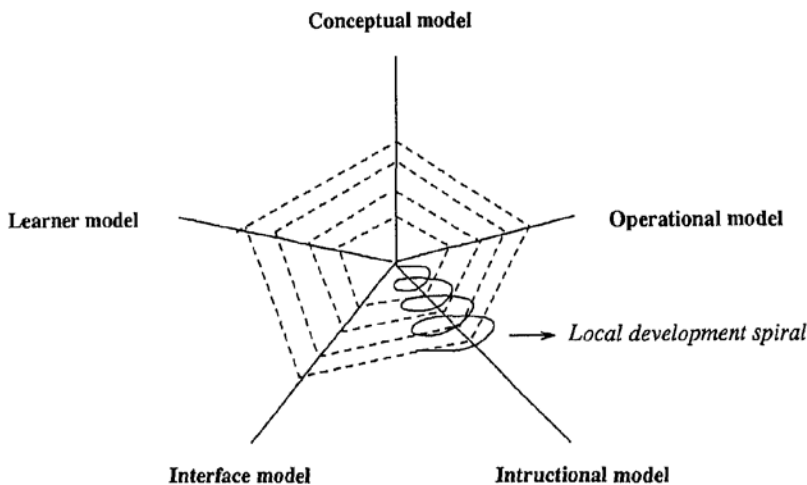


Figure 2. De Hoog, de Jong, and de Vries Product Development Model

Initial Design Model

At the outset of the project, the plan was to follow the design model process as outlined below. First was to define the design specifications by analyzing the performer's needs and client requests. These specifications were to undergo a brief formative evaluation. Gery's (1991) contribution to the design included considerations for the needs analysis and design specifications. She argues that the needs analysis is not an analysis of tasks, content, or processes but rather the needs of the performer in relation to the tasks, content, or processes.

As part of the design iteration, I planned to create global materials, which would consist of wire-frame prototypes. These were to be included in the formative evaluation by the client and

selected training managers. The products were then to be developed in iterative phases with as much user input as possible. To maintain validity to the original design goals, the plan was to check the products often against the original design specifications to ensure that the materials would not drift from the original purpose and that the separate components would result in a coherent, useful final product. An implementation plan was to be created for all the users toward the end of the development stage.

Figure 3 represents a synthesis of how the different components from the above models were to be utilized throughout the design process. A general needs analysis based on Gery's recommendations were to help identify the requirements of the print resource/EPSS and the areas where the managers need the most support (see Table 1). Then the print resources reporting and information site, and logistics management tool were to be separated into the three components: the process for helping teachers (print resource), competency guide (print resource), and the teacher tracking tool/materials hub (electronic resource), according to recommendations in the de Hoog et al. model. Following the separation, each product would go through iterations of design and development using principles from the Nieveen model. Once the products were finalized and unified into a cohesive package, the implementation strategy that began to take shape at the start of the project would be more detailed. The implementation plan was going to apply to the suite of tools, rather than to individual products as a means to close performance gaps at the IMTCs.

Evaluation Plan

The evaluation emphasis in this project was on formative evaluation during the design and development phases. A simple plan for evaluating the impact the different products have on organization objectives was to be included in the implementation plan. Reporting tools facilitated much of this evaluation by allowing the IMTC division to measure and track manager

performance. It should be noted that a new curriculum, which was being implemented at the same time as these products were being developed and implemented, has the potential to confound evaluation results of the impact these products have on the organization’s effectiveness.

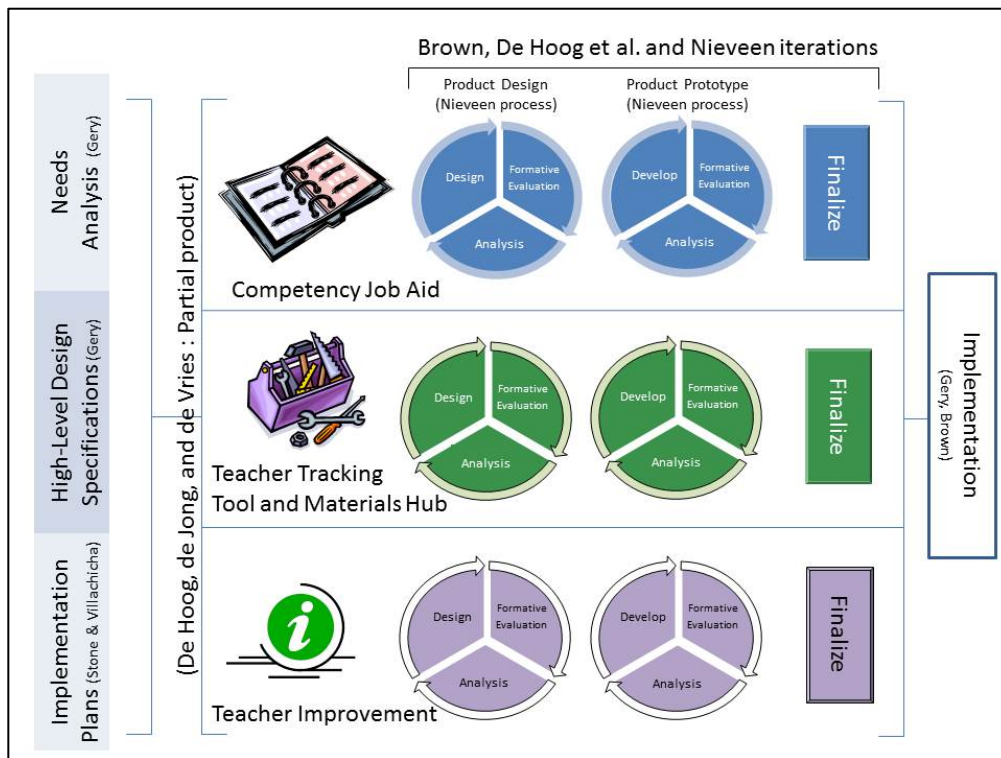


Figure 3. Synthesis of design models which will be used to create the IMTC print and electronic resources.

Initial Implementation Proposal

Implementation of a performance support product, EPSS, or any kind of e-learning system is broader reaching, deeper penetrating, and more quickly achieved when implementation is considered from day one of the project (Stone & Villachica, 2003). This is due, in part, because any electronic components usually represent change for employees and the organization. People naturally tend to resist change. Kotter (1995) states that people are unlikely to change

until they feel the status quo is more dangerous than the alternative change. As a result, change requires time and a well thought out plan.

The most important aspect of the implementation plan was to align the products to the objectives and measured performance of the managers and training centers in a way that filled performance gaps (Stone & Villachica, 2003). The IMTC division did not only desire to implement an EPSS or an independent print resource. Their focus was on creating long-term change at the IMTCs by empowering managers to better help teachers. They viewed this project as an opportunity to implement the beginning of a set of tools that would help address performance gaps and manager needs. Ideally, the products would influence their day-to-day work and result in an increase in valued performance. Implementation conversations and product conversations would begin early so as to provide the necessary time for the managers to understand and effectively use the new tools.

The original implementation proposal envisioned a communication plan that would be created to communicate the results of EPSS activities on a regular basis. These communications, which will include surveys and discussions in monthly videoconferences, would help ensure that a shared mental model of the EPSS effort existed (Stone & Villachica, 2003). Part of this communication plan was to capture thoughts from formative evaluations and small tests in order to share success stories with the stakeholders. In addition, unexpected challenges would be documented and shared along with a proposed improvement (see Table 4).

In June, the 14 training managers gathered for a training seminar. This was the driving force for the timeline for this project and the deadline for working products for the two print resources. The teacher-tracking tool was not requested to be completed by the seminar. One of the sessions was dedicated in part to training on the print resources. This was an opportunity to

not only show and practice using these tools but to address concerns about the products. The hope was that they would have seen and used prototypes by this time. Training for those with low prior knowledge of use with online tools, and technology in general, was planned to occur mainly during this seminar and on-site visits to the MTCs in July-September.

Table 4

Initially Proposed Timeline for the IMTC Support Products

| Date Range | Action 1 | Action 2 |
|------------|---|-------------------------------------|
| April | Notify MTCs of Project | Needs Analysis Survey |
| May 1-15 | Video conference discussion | Email MTCs status update |
| May 16-31 | Obtain feedback on concepts included in the print resource | Formative evaluation of design |
| June 1-15 | Video conference discussion | Test and evaluate online prototypes |
| June 16-30 | F2F training on draft print resource | Question and answer sessions |
| July-Oct | Follow up training on information site and train on management site | Evaluation of implementation |
| Jan 2012 | Follow up survey to evaluate usefulness | |

Product Design and Development

As planned, a high-level design was created for the three products based on the needs analysis, input from the client, feedback from stakeholders, and design principles. The high-level design was an outline of each product based on the problem each product intended to solve (see Table 5).

Following the needs analysis and the high-level design, the plan was followed to separate the products into three separate tracks. The first step for each track was to conduct further

analysis, if needed, and then create a more detailed design followed by a brief formative evaluation of that design. A description of the design, development, implementation, and evaluation for each of the three resources follows.

Track 1: Teacher Competency Resource Design and Development

The design for the teacher competency resource had its roots in various attempts at creating a competency guide that could be used by teacher supervisors at the Provo training center. The first step of the initial design was making a side-by-side comparison of the competencies from these resources (see Figure 4). These different competencies represented the views of many different stakeholders and Provo MTC training managers but demonstrated no unity across all of them. For the purposes of this project, and to avoid long philosophical discussions amongst stakeholders, a competency was defined as any skill, attribute, or characteristic that a teacher has or uses to facilitate more effective learning.

Major work for the resource began in May of 2011, yet the initial design for a competency guide began a few months earlier as I worked on a language team whose goal was to restructure, where needed, the language-training program. The people on that team spent a significant time during a short period in late 2010 observing teachers with the goal to identify which aspects improved language learning.

Out of that process, came the conceptual idea of guidelines for effective training, which we envisioned to be based on four or five guiding principles. To reflect this, the title of the resource later became “Principles for MTC Training.” The desire of the team and the clients of this product was not to have a resource that summarized everything a teacher needed to do or be to provide effective training (e.g., rework Gagné’s nine events or other comprehensive teaching frameworks) but rather identify core principles relative to the context of the training center goals

and curriculum. This is because many of the events and principles from effective learning models were built into the lessons that the instructors use in the classroom. Many of the concepts identified by this team (see Appendix D) carried over into the final product.

Table 5

Initial High-Level Design of Products

| Product | Medium | Intended Use | Major Components |
|-----------------------------|---|--|---|
| Teacher Competency Guide | Stand Alone Print | Observing teachers and providing feedback, evaluating teacher performance | Principles for MTC teacher effectiveness |
| Teacher Improvement Process | Print (as part of a manager's resource booklet) | Train managers and clarify a process and activities they can use to help teachers improve | Graphic representing role of manager, process, principles, and key activities |
| Teacher Tracking Tool | Electronic, online | Provide a tool where managers can track information for teachers, including comments and goals | Teacher list, event tracker, comments and goal tracker, that can be used online in the classroom or in the office |
| Materials Hub | Electronic, online | Provide a space where managers can access the latest, approved resources, including the products from this project | Teacher resources, learner resources and manager resources in one easy to use location |

Towards the end of the process of looking at previous resources and working with the language team, I researched literature on teacher competencies to analyze how the many competencies we had identified compared to competencies found in research articles. One of the challenges with applying the current research to the setting of the training centers is that the training center instructors are non-professional, part-time teachers who are generally enrolled

concurrently in a higher education program. Unlike most professional teachers, they have a curriculum that contains lesson outlines with objectives and instruction on how to carry out each lesson. There is flexibility to adapt those lessons to the learners and it is important for the instructors to understand the principles behind the lessons.

However, much of the literature on teacher competence deals with setting objectives, creating assessments for those objectives, knowing the domain's fundamental concepts, planning lessons, and creating activities. In the training center context, most of this is already done for the teacher. In addition, the part-time instructors spent a year and a half to two years as full-time missionaries learning the fundamental principles and concepts related to the training they provide the learner. Despite these differences between the part-time training center instructor and professional teachers, I looked at four sources to analyze possible competencies that would apply to the training center context. After a summary of each source I will outline which competencies were most common and which were most closely aligned with the objectives of the teacher competency resource. However, most of the competencies found in the research had been contemplated and included in the design version of this resource.

The first source was a scale of teacher competencies developed by Seker, Deniz, and Gorgen (2004). Their scale contains a rating system of “enough,” “partially enough,” and “not enough” for 38 competencies. The competencies range from being more general such as knowing the basic concepts of the topic they teach to more detailed items such as using voice level effectively. Some of the competencies in this scale aligned with the vision of the client while others seemed to contradict it. For example, one objective of the training center is to help the learner know where to go for answers and find their own answers so that they begin to learn how to be self-sufficient learners when needed and appropriate. This means that if a student asks

a question, many times an instructor should guide the learner to the answer to their question and show them how to find it rather than giving it to them. However, one of the competencies on this scale is to create convenient answers for the learner.

The second source is Madeline Hunter's "Instruction Theory into Practice" (ITIP) model. It is a popular theory for helping public school teachers increase their effectiveness and it has been shown to increase student outcomes when implemented properly (Stallings, Robbins, Presbrey, & Scott, 1986). Within that model, Hunter (1994) focuses on seven elements that should be considered when designing and giving lessons. The intent is not to use all seven elements in each lesson. These elements consist of issues such as selecting and stating the right objective, motivating and focusing learners, teach main concepts, check for understanding, and practice. Woven throughout these elements are important competencies such as encouraging participation and providing feedback. Once again, this model is based on the assumption that the teacher has the need to plan the lesson and has control, for the most part, over the objective of the lesson and the content that will be taught along with the resources that will be used. Rather than using this model as a list of competencies I looked to it to confirm other previously identified competencies.

The third source I looked to in order to analyze other possible teacher competencies was the ARCS model. The ARCS model is based on four principles, which represent conditions that are important in motivating students. The four categories that make up the framework for this model are attention (A), relevance (R), confidence (C), and satisfaction (S) (Keller, 1987). Teacher competencies can be found in this model as one looks at the detail of how Keller recommends increasing student motivation. For example, one competency may consist of connecting students to important goals of the learners.

The fourth source I analyzed for possible teacher competencies was the concept and variable of academic learning time (ALT) (Berliner, 1990). The basic premise behind ALT is that learning best occurs when a student is engaged with activities or materials that are related to desired outcomes in a successful way. Time spent in this learning state is academic learning time, which an effective teacher will try to maximize. In looking at how a teacher can maximize ALT we find teacher competencies. For example, one competency is the skill of being able to take into account individual differences between students and then based on those differences make instruction relevant to the learner (Berliner, 1990).

Comparing these four sources, we begin to see clear trends of overlapping areas that make up a series of teacher competencies. The following competencies may not have been found in all four resources, but most were repeated at least twice.

1. Have the ability to make objectives clear
2. Communicate high expectations
3. Provide lots of application or practice opportunities
4. Give clear feedback
5. Connect objectives to important learner goals
6. Provide a safe learning environment
7. Use time effectively
8. Assess the extent of reaching the target outcome
9. Adjust instruction as needed based on learner needs

Many of these competencies were already included in the product. A few were integrated into the resource in another format, which usually was more specific to the training center context. For example, making objectives clear and connecting objectives to learner goals are

closely related to the principle of being “purpose-centered.” In the training center context, this means that all teaching is connected back to the main purpose for which the learner is in training. As the designer, I first identified the competencies from previous resources and from working with various stakeholders. I followed that by analyzing the ARCS, ALT, ITIP and the scale of teacher competencies. I could have facilitated the process of working with the stakeholders and coming up with the initial list of competencies more effectively by starting with the research analysis. However, resources like this are most effective when they reflect the characteristics of the target job performance (Bulloch, 1982). Because of this, it was important to ensure that the principles and competencies in the resource were grounded in the terms that describe the characteristics of the teachers’ work at the training centers.

As stated earlier, this project was initiated because the IMTC division had sponsored the creation of a guide that would help managers provide better support to teachers in the classroom. The motivation behind the sponsoring of this project was requests from the managers to have more resources to help teachers, particularly during teacher observations. The IMTC division envisioned an evaluation form of some sort. At the same time, the Provo training center development team was creating new curriculum materials for all training centers. The new materials contained a series of lessons. Each lesson had a built-in method and steps to help achieve the objective of that lesson. The major sections of the lesson outlines were “Objective,” “Study,” “Demonstration and Practice,” and “Apply.” However, the decision was explicitly made to not include many teaching tips or competencies inside the lessons that teachers could use to increase the quality of the lesson (for example, to ensure all the activities in the lesson were driving the learners to achieve the objective of that lesson).

Competency Comparison

| Language + Comp | Language Team | Seminary | Competency 1 Teaching at the MTC | Competency 2 Teacher Core Competencies |
|--|--|---|--|--|
| | | Students feel an increase of love for the Savior, the gospel, their teacher and toward one another. | Care for each of your assigned missionaries individually | Interview and mentor struggling teachers |
| Both teachers and missionaries become more aware of needs (own and others'), of the processes (learning and conversion), and thus more able to make inspired decisions. | Both teachers and missionaries become more aware of needs (own and others'), of the processes (learning and conversion), and thus more able to make inspired decisions. | "Reads" the students and responds appropriately. | Missionaries arrive at the MTC with varying levels of ability and experiences. Be aware of each missionary's strengths and weaknesses and seek to teach in ways that touch every missionary. | |
| Missionaries recognize they are called of God, agents, extend invites and promise blessings on Lord's behalf, trust in Savior and promises, gifts of the Spirit and acquire language in the same way they seek other gifts of the Spirit | Missionaries recognize they are called of God by a prophet—they are agents representing the Lord and they trust in the Savior and His promises and seek spiritual gifts. | | Each missionary is called of God and set apart to succeed in this great work. Pray for them. | |
| Learner enabling: teacher as mentor not dispensers of info—missionary as apprentice (D&C 88:122, 50:22) - Conduct effective group discussions. | Learner enabling: teacher as mentor not dispensers of info—missionary as apprentice (D&C 88:122, 50:22) | Fosters a desire to learn within the students. Students are engaged in learning. Encourages students to participate in meaningful ways. Provides a spiritual environment where students can associate and learn together. | | Facilitates learning that is learner-driven (good ?s, study) |
| | | The teacher's conduct and relationships are exemplary in and out of the classroom. | | Gives good demonstrations (focused on lesson objective) |
| | We turn the missionaries to the Lord, and to the investigator. | Helps students to use scripture study skills Encourages personal daily scripture study and reading the text for the course. | | Encourages and facilitates use of study journals |
| | | | Guide them to ecclesiastical leaders as needed | Confers collaborates with other teachers/leaders |

Figure 4. Page one of three pages from the design of the teacher competency resource. This document in its entirety is found in Appendix D.

As the lesson materials were tested, the lack of guidance on competencies became more apparent and important. I was recruited to help build the competency resource that would accompany the lessons. This competency guide and the product sponsored by the IMTC division became the same thing. As a result, this guide became a small part in a much larger project of creating a curriculum for all MTC teachers. The main deliverable of this larger project was a booklet for training center instructors titled, "A Guide for MTC Teachers." This resource is located conveniently on the last page in that resource so that it can be quickly referenced.

Stakeholder involvement. When this competency guide became part of the larger curriculum project, the number of clients, stakeholders, and end users expanded dramatically. This influenced who had to review the content, the people who approved the final document, and my development plan. Once the initial draft was created with the main competencies as described above, most of the development work was coordinating with stakeholders to ensure the product was going to meet their needs and that the content was correct.

During that process, I learned the importance of communicating effectively with these stakeholders and clients. The need to communicate effectively became more apparent as I observed the implementation for four months after the product was completed. Implementation depends much more on the stakeholders' buy-in than the developer's implementation plans. However, a developer can facilitate stakeholder buy in by communicating clearly, often, and in the right way. In this case, one aspect that helped communicate to stakeholders was sharing the opinions of end users after trying the product. Another crucial aspect was listening to the stakeholders even when I did not always agree with their opinions.

Three challenges arose while working with stakeholders on this product: maintaining stakeholder participation, making adjustments to areas where they had personal investment, and finding consensus. First, to ensure continued stakeholder participation, it was important to provide feedback to their feedback. When that did not occur, apathy often resulted in a few stakeholders because they felt their feedback had no bearing on the product. For example, perhaps, one of the stakeholder's suggestions was discarded because it was not in harmony with feedback from their supervisor. When they understood that their feedback was always considered and the response to stakeholder suggestions was never a thoughtless dismissal of the feedback

but rather a decision to implement it, wait, or discard it, then they continued to engage in the process. I learned early on to communicate those decisions as clearly and kindly as possible.

Second, some stakeholders, rather than developing apathy, grabbed hold of certain aspects of the product to the point where they became personally invested in them and had great difficulty in seeing any adjustments made to those aspects. This was perhaps one of the most difficult challenges with this particular product. Third, finding consensus was a challenge because the stakeholders' philosophical differences on training were difficult to navigate. At one point, this product was put on hold and some thought it would be too difficult to gain enough consensus on competencies to create such a resource.

With respect to the stakeholders I found that, despite these challenges, my role was to clearly explain why decisions were made and the implications of certain changes to the product. As a designer, I learned to pay great attention to stakeholders and not underestimate their influence. Additionally, I discovered effective ways to communicate to them my intent and reasons for certain development decisions. In spite of this, at times they adjusted my suggestions, which were based mainly on end-user feedback. At first, this was somewhat difficult and I had to find a balance between recommending changes and accepting their suggestions indiscriminately. To accomplish this, it was important for me to not become overly invested in certain content areas to the point that I did not want to listen to the stakeholders.

After a comparison of the competencies and more classroom observations, the competencies were reduced down to five main principles. Before the five main principles were agreed upon, most of the stakeholders felt strongly about four main principles that would help MTC training be more effective: being purpose centered as a teacher, facilitating a spiritual learning experience (similar to creating an appropriate environment and attitude for learning),

enabling the learner to learn on their own, and focusing on being communicative which applied only to trainers that taught a language. Based on these principles, I developed an initial draft of the resource. In that process, I would often present it to training center teachers, discuss it with them, and ask them to use it. The fifth principle quickly developed, titled “Learn by Doing,” based on the need to represent the importance of crucial principles of effective learning such as feedback, practice, demonstrations, showing rather than telling, and learner participation (Crippen, Schraw & Brooks, 2005). See Figure 5 for a prototype of this resource.

One goal as a designer was to purposefully keep this resource to one page and no more than five principles. This was for three main reasons. First, my evaluations of prototypes taught me that anything on a second page was overlooked. Second, having any more than five main principles made the principles much less memorable. Third, the “no-more-than-five-principles” rule was also put in place in order to reduce cognitive overload since it is already a text-heavy resource (Miller, 1956). Most of the stakeholders appreciated these self-imposed restrictions.

Formative evaluation. Formative evaluation was constantly occurring with the Provo training center stakeholders and users and played a significant role in the development of this product. The majority of the formative evaluation came from biweekly meetings that occurred for three weeks with six training managers from the Provo training center, the director of IMTCs, and the director of training. In these meetings, I would bring in the latest version of the resource and review the adjustments from the last version. As a group, we would then read different points of interest in the resource and they would discuss the changes and provide feedback. After each meeting, I would integrate their feedback, provide reasons why I felt it should not be included, or modify their feedback. In some cases, I compared different options for changes with end users. The end user comments were useful in communicating to the managers and directors

the decisions on whether their feedback was implemented, rejected or modified. I also found it helpful to work individually with certain managers to capture the reasoning behind their feedback. In some cases, managers seemed to think they were saying something different from each other, but further explanation made it clear that they were describing the same principle in different ways.

Originally the main users were the IMTC managers. I anticipated they would have provided much of the feedback. When this product shifted and became a part of the larger curriculum project I was no longer able to share it with the training managers until approval was given for them to pilot the materials. This happened toward the end of the process. Earlier in the process it also would have been difficult to obtain significant feedback from the IMTC managers because of the amount of changes being made in the time period it would take to email or share it, have them review it, and then provide feedback. This would have taken approximately two days. In two days it may have been revised twice and their feedback could have been null. Also, because it would have been difficult to communicate to them all the decisions that were occurring in a short period of time and provide a response to their feedback, the client decided to limit the stakeholders who provided feedback on this resource to those who were in the Provo training center. In addition, I did not want to appear indifferent to their feedback, jeopardizing their implementation and use of the resource. A change in stakeholders is a difficult issue to deal with in the middle of a project. Previous decisions made at earlier stages were reevaluated and adjusted. In this case, the decision of who would evaluate the product, which I previously had control over, was no longer completely my choice.

Format for the teacher competency resource. There are many kinds of formats that can be used to create a support tool such as a teacher competency resource. For example, it could be

a checklist, a decision guide chart, a flowchart, or it could be a form or worksheet. If the performance to be improved involves inspecting, observing, evaluating or planning, then oftentimes a checklist will be most useful (Bulloch, 1982). User testing confirmed that a format similar to a checklist would be effective and so that was chosen. However, in this case the hope was to highlight key principles that would easily be recalled in conjunction with the checklist portion. As a result, there are major headings that highlight the principle and then a checklist of potential evidences for each principle. When implementing this resource, the emphasis was on the major principles rather than the evidences. In interviews with the Provo training center managers and during the IMTC visits, I saw that the managers found the principles to be more useful, yet the teachers appreciated having a checklist of some example evidences of those principles.

Original development plan adjustments. The original development plan was to have three iterations for each product, one for design, one for development, and one for finalizing the product. As shown in my design and development (see Figure 3), each iteration had the potential of undergoing more than one round. In spite of this, I did not anticipate the number of revisions that would be required. In the development phase, this product went through over 12 revisions due to the amount of stakeholder involvement. Because it is a simple print resource, this did not slow down the process, but it was unexpected. The majority of the work was also compressed down into three weeks in May. This meant a significant time investment during that period for this one product, which made it more difficult to work on the other two products concurrently. The final product was due July 1st. However, because the IMTC managers came for their training seminar on June 20th an almost-finalized product was due by June 15th. That deadline was met. The final stage of the development process involved refining some content, picking the

final format, and reformatting the look and feel of the resource to match the booklet it would go in (see Figure 6).

Implementation and evaluation of the teacher competency resource. As planned, the IMTC managers were brought in for a training seminar. During this seminar, managers and directors from the Provo training center who were involved in the formative evaluation of the competency resource were trained to use it with teachers after a classroom observation. They were then paired up with two to three IMTC managers, and for a half day they observed teachers and used the competency resource along with lesson outlines to provide feedback to them. In this way, managers had first-hand experience observing the resource being used and in some cases using it. Previous to the seminar, a videoconference was held in which an IMTC division staff member discussed the importance of combining the lesson outlines teachers would be using in the new curriculum with teacher competencies. Since the product was not available for that set of videoconferences, the intent was to highlight the importance of competencies so that when they received the resource they would be more open to using it.

Following the seminar, the IMTC managers trained their teachers using the teacher competency resource. The Provo training center made it a part of their pre-service training of new teachers. In addition, two staff members visited the MTCs in the fall of 2011 to help them implement the new curriculum. In some of those visits, the competency resource was used to give teachers feedback and to discuss new teacher selection.

In January of 2012, I interviewed six people from the Provo training center and sent a survey to ten IMTC training managers asking them to evaluate this resource and share any

Principles for MTC Training

These guiding principles can help you improve your training effectiveness. Consider these principles as you prepare, evaluate, and set goals for improvement. Report often to the Lord and to your training coordinator for your efforts.

Training Is Focused on the Missionary Purpose

- Teachers are best motivated by love for the Lord and His missionaries, and a desire to help them better fulfill their purpose.
- Teachers help missionaries clearly understand how everything we do helps them fulfill their purpose.
- Teachers help missionaries know and apply their purpose. They often ask themselves questions such as: How can I better help my investigators receive the restored gospel and come unto Christ?

Learning occurs by the Holy Ghost

- In an attitude of faith, prayer, and diligent preparation teachers help missionaries expect to learn by the Spirit. An evidence of this is that the missionaries are edified and rejoice together during class (D&C 50).
- Missionaries recognize they are authorized servants of the Lord who are called of God to act on His behalf.
- Teachers encourage missionaries to earnestly seek spiritual gifts, including the gift of tongues (D&C 46).

Training Helps Missionaries Learn How to Learn

- I am a mentor, facilitator, and guide to my missionaries, not a dispenser of information.
- Missionaries have a vision of what they need to learn and do. They take initiative to work toward that vision.
- Missionaries evaluate their learning and teaching and are able to determine ways to change.
- Missionaries consistently turn to the Lord and take responsibility for their own learning.
- I have appropriately high expectations of my missionaries.

Missionaries Learn by Doing


- Showing missionaries what to do is frequently better than telling them what to do.
- I manage time effectively. The majority of class time is dedicated to effective demonstrations and practice (e.g. I provide context, focus on the lesson objective, re-practice often, provide feedback and coaching, etc.)
- I consistently help all my missionaries participate and learn as a group (D&C 88:122).

Training Is Communicative

- I speak the mission language at all times.
- Missionaries learn to listen, speak, read, and write in the same ratio they will when they are in the field.
- All my efforts foster natural and meaningful two-way communication in the mission language.

Figure 5. Prototype of the teacher competency resource.

impact it has had at their MTC, if any (see Appendix F for the survey questions). The results were quite positive. On a 1 to 5 rating scale, five being the highest, the average rating of usefulness of this product was 4.6. The managers at the Provo and IMTCs have used it to provide feedback in observations, to ask teachers to self-evaluate their performance, to train new teachers, and to help teachers in other settings. One teacher illustrated its usefulness, referring to

| | |
|--|--|
| <h1>PRINCIPLES FOR MTC TRAINING</h1> | <p>RESOURCES</p>  |
| <p>Use the following principles to guide your preparation, evaluation, and goals. The bullet points associated with each of the following principles represent criteria that can help you apply these principles and further improve. Be accountable to the Lord, your missionaries, and your training coordinator for your efforts. MTC training will be most effective when it is based on the following principles.</p> <p>Purpose Centered</p> <ul style="list-style-type: none"> <input type="checkbox"/> All that I do as a teacher is motivated by love for the Lord and His missionaries and a desire to help them better fulfill their purpose. <input type="checkbox"/> Missionaries clearly understand how everything we do helps them fulfill their purpose. <input type="checkbox"/> Missionaries know and apply their purpose. They often ask themselves questions such as, How can I better help my investigators receive the restored gospel and come unto Christ? <input type="checkbox"/> I evaluate each activity by how much it helps missionaries fulfill their purpose and take responsibility for their own learning (2 Nephi 2:13). <p>Spiritual Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning occurs by the Holy Ghost. As a class, we are edified and rejoice together often (D&C 50). <input type="checkbox"/> In an attitude of faith, prayer, and diligent preparation, our class expects to learn by the Spirit. <input type="checkbox"/> Missionaries recognize that they are authorized servants of the Lord who are called of God to act on His behalf. <input type="checkbox"/> I encourage missionaries to earnestly seek spiritual gifts, including the gift of tongues (D&C 46). <p>Learner Enabling</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am a mentor, facilitator, and guide to missionaries—not just a dispenser of information. <input type="checkbox"/> Missionaries make inspired decisions as they become more aware of their needs, the conversion process, the needs of their investigators, and how they can improve their learning. <input type="checkbox"/> I set and communicate high, appropriate expectations to the missionaries. As a result, missionaries have a vision of what they need to learn and do, and they take initiative to work toward that vision. <p>Learn by Doing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I show missionaries what to do more often than I tell them what to do. <input type="checkbox"/> I manage time effectively. The majority of class time is dedicated to effective demonstrations and practice. I provide context, focus on the lesson objective, repractice often, and provide feedback and coaching. <input type="checkbox"/> I consistently help all missionaries participate. They learn from one another and I learn from them (D&C 88:122–126). <p>Communicative</p> <ul style="list-style-type: none"> <input type="checkbox"/> All my efforts foster interactive, natural, and meaningful two-way communication in the mission language. <input type="checkbox"/> Our class has a culture of speaking the language. As a rule, I speak the mission language at all times. <input type="checkbox"/> Missionaries' language learning at the MTC focuses on listening, reading, writing, and speaking in the same ratio as will be used in the field. | <p>89</p> |

the

Figure 6. Finalized version of the teacher competency resource. The non-language version does not contain the “Communicative” section.

“Principles for MTC Training,” by saying that “you can go through the outlines point by point [as a teacher] and still miss the point, but with this resource you can help teachers avoid that problem.” He went on to describe how the principles had helped many of his teachers stay more anchored to the intent of the lessons rather than just the content.

Track 2: Teacher Improvement Resource Design and Development

Initially, the beginning design of the teacher improvement process was a series of four main points that originated from discussions with the director of IMTCs. The intent was to expand, analyze, and improve these points to include them in a manager’s resource. These four main points were coupled with an objective, a contents-at-a-glance summary, and possible features to be included in the resource in order to have a more complete design (see Figure 7). The design of this product was the result of collaboration with the director of IMTCs and content from the related product titled, “Training Coordinator Resource.” Some informal discussions with training managers also helped guide the initial design. At the design stage, when it came to carrying out a formative evaluation, the director was the main contributor. However, his reviews of the design of the product were brief. After confirming it was headed in the right direction, he was more interested in providing feedback to a more advanced version.

The design and development of this resource were heavily influenced by a selection from five major individual performance system factors found and described in the Handbook of Human Performance (Amarant & Tosti, 2006). These were used as a framework for the development of the resource. The five initial factors were as follows:

1. Support: do people get the support that contributes to the effective performance?
2. Direction: do people get effective direction?
3. Performers: are people able to perform well?

4. Consequences: are there appropriate consequences for good performance?
5. Feedback: do people get helpful feedback about their performance?

As a result of looking at the portion of the needs analysis that considered how much support and direction the managers received, and discussing the IMTC division's assessment of the managers' ability to perform their training responsibilities, a subset of these factors was chosen as the focus for this resource. That subset was support and direction. Consequences and feedback were carefully considered and are a concern of the IMTC division. However, the solutions to improve consequences and feedback were outside the scope of this project. The main focus of providing support and direction within the context of helping managers' help teachers improve did not change during the course of the project.

An example of the IMTC managers needing better support can be found in the type of support that had been given to the managers to help teachers while they are teaching in the classroom. "Observations" was the default term used by IMTC staff when talking about how managers should help teachers improve. While observing is important, another main section was added to the product's concept titled, "Working in the Classroom." This section contains expanded ideas on how to help teachers in the classroom beyond observing. It was added because one of the consistent comments from the managers in the needs analysis was the desire to have more support for working with teachers in the classroom. In addition, Missionary Department leaders who had visited MTCs mentioned that a series of ideas for working in the classroom were needed to provide managers with variety. This is congruent with Rothberg's experience that teachers want to do better but feel that a brief, occasional observation is not sufficient to help them improve (1979).

In looking at the direction, expectations, and information given as inputs to the managers so that they could implement a process and improve the outputs of their teachers (see Figure 8), example questions from Amarant and Tosti's (2006) performance system factors were used.

These included questions such as: “Are appropriate expectations set with performers?” “Do standards exist?” “Are objectives reasonable, clear, and presented respectfully and positively?” “Is information about how to perform clear, accurate, and logical?”

Manager Resource Design

Objective: provide process and ideas to help managers know how to help teachers improve as part of a manager's resource that clarifies their responsibilities and provides instruction to each major area of responsibility.

Vision (WHAT and WHY)

Each section would follow this layout:

- Clarify role
- Principles (WHAT)
- Process (HOW and WHEN)
- Resources (HELPS for HOW)

CONTENTS AT A GLANCE

Overview

- Purpose
- Roles and Responsibilities (provide leadership to the training program, oversee operations, work with the president)
 - Leadership to the training program
 - Hiring and training new teachers
 - Observing teachers
 - Working with teachers
- Accountability
 - Include piece on measuring success
- Summary of resource

CRITICAL QUESTIONS? (based on each major section of the resource)

Features:

- Notes pages
- Icons to reference Process (circle flow), Principles (light bulb), Policies, involving the president (key), and Resources (Tool?)
- Call out boxes
- Graphics for key processes and responsibilities
-

Figure 7. Design of the teacher improvement resource.

Development iterations of the teacher improvement resource. Once the framework was in place, the process used to develop the content was the same that I had planned beforehand (see Figure 3). It consisted of repeating the cycle of developing, carrying out a formative evaluation, analyzing the result, and returning to the development step. The development of content was based on direction from the client and from seeking ideas from other managers and related resources.

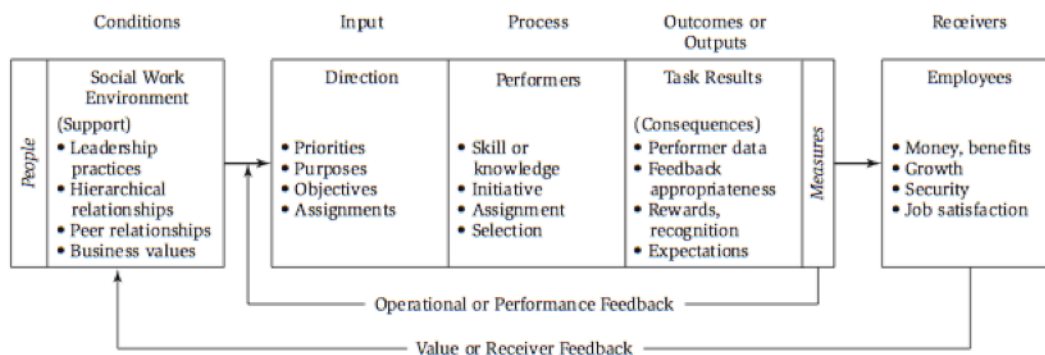


Figure 8. A systems perspective of a performance system from the people-job level (Amarant & Tosti, 2006, p. 1203). In the case of this project the main focus was the input area.

When working with the client, who had little time, I found the most effective way to carry out a formative evaluation was to select portions of the product rather than provide the entire resource at once. I choose sections that I sensed were most important to him based on previous discussions and interviews. Then via email or a brief face- to- face interview I would provide context for the section and have him give immediate feedback. Toward the end of the development of the content, I began to review full-length versions of the product with the client. This process seemed to save time on the client's end and on my end so that I was not trying to guess if the direction I was taking the content was the client's desired direction.

I regularly consulted managers and other resources, which mainly consisted of an online training developed for all employees of the organization and the related product titled, “Training Coordinator Resource” (see Appendix G). While I searched the research literature for ideas for teacher improvement, I found very little that was relevant to a manager working with part-time teachers in a training institution rather than a public education setting. The Provo training center managers were also an invaluable resource. They represented over 50 collective years of experience in working with part-time teachers in the training center context. Discussions with them regarding how they helped their teacher supervisors led to many ideas that the IMTC managers had not considered. All the prototypes during this stage were simple word processing documents.

Finalization of the teacher improvement resource. There were three final versions of this resource. The first is online on the IMTC SharePoint site. This site is described in more detail in track 3 (see Figure 9). The second is in the managers’ seminar training booklet and the third is in the Manager’s Resource, both of which are print materials. The online version is a set of four wiki-style pages. Each page contains instruction on the manager’s roles and responsibilities. One of those pages contains the Teacher Improvement resource material. Putting it online facilitated linking interrelated sections from the resource and will allow me to link the resource to the teacher-tracking tool. Though this resource was designed as a print product, it was made available online because the managers already had access to a location that it could easily be placed, it could be used in conjunction with the teacher tracking tool, and because many managers mentioned in the evaluation survey that online access would be helpful.

The reason why there are two final print versions is because a separate booklet was created specific to the IMTC manager training seminar held in June and this resource was

included in that booklet (see Appendix H). Following the seminar, a manager's resource began development. The second print version of this product was recreated with minor revisions and additions for that booklet (see Figure 10 and Appendix I).

The screenshot shows the 'IMTC Manager Resource' page. The header includes the IMTC logo and navigation links. A search bar is present. The main content area is titled 'IMTC Manager Resource' and contains text about the purpose of MTCs and the role of the MTC manager. Below this is an organizational chart showing the hierarchy from the Area Presidency down to the MTC Manager of Training and Operations.

IMTC Manager Resource

As directed by modern-day prophets the purpose of MTCs is to help missionaries to "invite others to come unto Christ by helping them receive the restored gospel through faith in Jesus Christ and His Atonement, repentance, baptism, receiving the gift of the Holy Ghost, and enduring to the end" (*Preach My Gospel*, 1).

Role of the MTC Manager

As a manager of training and operations your focus is to help missionaries accomplish their purpose. You will best be able to do this as you fulfill three primary responsibilities:

- Provide leadership to the training program
- Work with the MTC president
- Supervise MTC operations

IMTC Organization

MTCs function under the direction of the Missionary Department (see organizational chart below). As the manager you report directly to an assigned member of the Missionary Department. Currently this is the director or manager of international MTCs. Your Missionary Department contact can counsel with you regarding challenges you are facing and provide support to administer the MTC and implement the approved training program.

Because your direct supervisor is not on-site at the MTC it is expected that you will have the highest level of integrity. Show transparency in your dealings; give your highest level of performance; abide by Missionary Department protocols, and account for your work to the Missionary Department.

Your Missionary Department contact is also the contact for MTC president.

Organizational Chart:

- Missionary Department Executive Director Elder David F. Evans (connected to Area Presidency)
- Missionary Department Managing Director Stephen B. Allen (connected to Executive Director)
- International MTCs Division Director Kelend J. Mills (connected to Managing Director)
- MTC Manager of Training and Operations (connected to Division Director)
- MTC President (connected to Area Presidency)

Figure 9. Online version of the manager's resource that is currently being developed.

I used four basic principles of print design to create the format for the manager's resource version of this product: contrast, repetition, alignment, and proximity (Williams, 2008). Contrast was created between different text types and sizes, page elements, and color. Repetition can be found in the repeating sidebars, similar headings throughout the document, the thick rule at the bottom of each page, and the tab titles on each page. Each page has a strong left alignment. I implemented the principle of proximity by creating call out boxes to isolate a set of related ideas or bullet points. I also included some content in graphics to separate a set of ideas from the main text body. Figure 10 is an example page of the resource demonstrating these principles. The full teacher improvement section of the manager's resource is in Appendix I. Remaining sections of

the manager's resource are being finished. When the full booklet is completed spiral bound versions will be provided to each manager, accompanied with videoconference training.

Implementation and evaluation of the teacher improvement resource. As with the teacher competency resource, this product was also a subset of a larger training booklet. This booklet contained a significant section on a manager's roles and responsibilities. When the managers were all brought in for a training seminar, this booklet was one of the primary resources used. The teacher improvement section in the training booklet was anticipated to be the most heavily used section of the booklet and one of the keynote speakers drew heavily from its content when training. He placed particular emphasis on the "Working in the Classroom" and "One-on-one meetings" sections.

During the seminar, the IMTC division also modeled some of the principles in the resource by having managers go out to the classrooms and work with each other to team teach, provide feedback then re-practice. A month after the seminar, each IMTC received a visit from IMTC division staff. During those visits, the staff member followed up with the IMTC manager on the implementation of many of the principles in the teacher improvement resource. Little data was collected during these visits. However, there were comments in the trip reports that showed that many of the managers had implemented suggestions from the resource. The suggested one-on-one review meetings that managers have with their teachers was one of the most commonly implemented element that became part of their process of helping teachers improve.

In January of 2012, in the same survey I used to evaluate the teacher competency resource, I included the teacher improvement resource. The survey was sent to ten IMTC training managers asking them to evaluate this resource and share any impact it has had at their MTC, if any (see Appendix F for the survey questions). The results were quite positive, even more so

than with the teacher competency resource. On a 1 to 5 rating scale, five being the highest, the average usefulness rating of this product was 4.71. Interestingly, rather than commenting on many of the ideas in the resource, many of the managers discussed how their relationship with the teachers had improved. The teachers had a closer relationship with the managers. They viewed them as a resource to help and more like allies there to assist them rather than evaluators. Three of the managers used the resource to train their teacher supervisors.

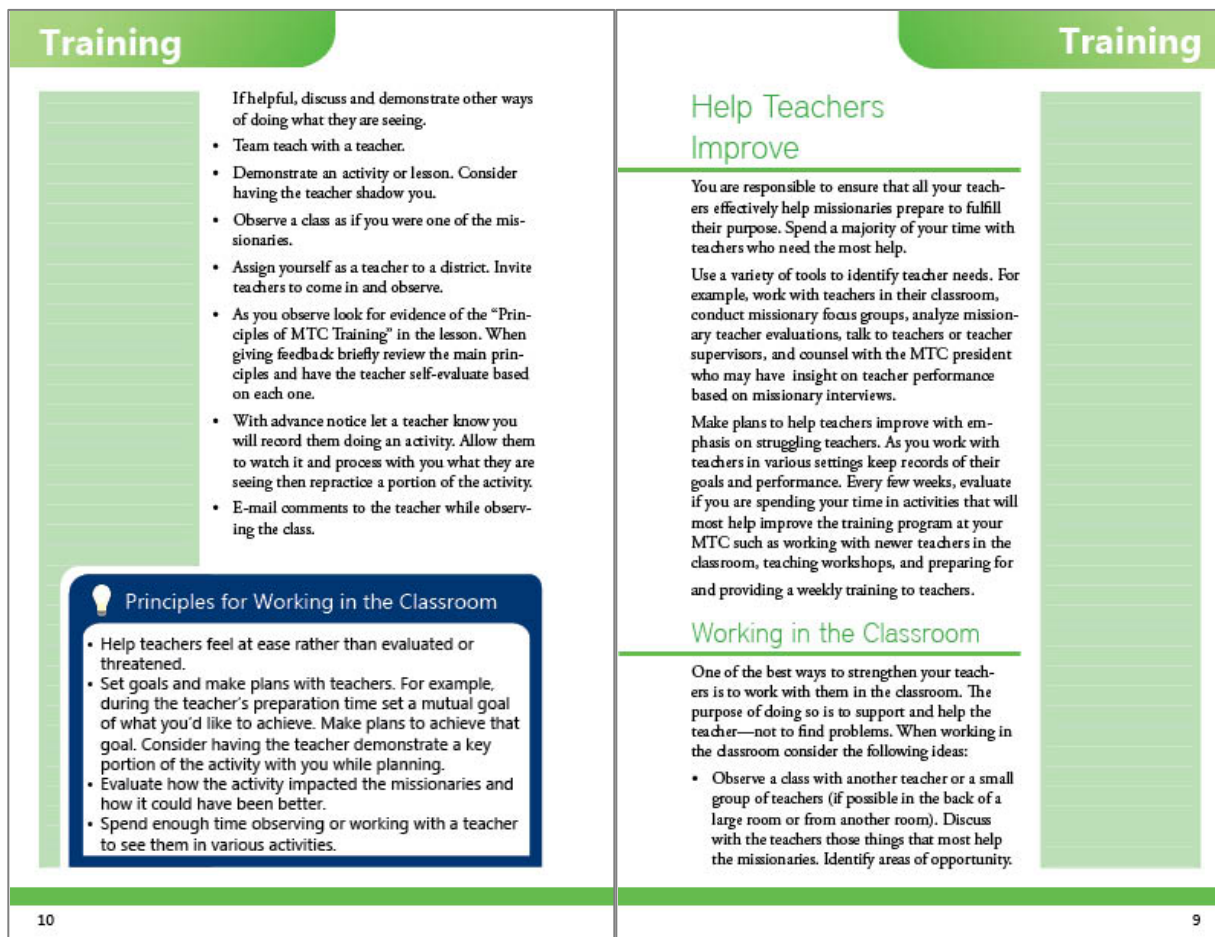


Figure 10. Manager’s Resource version of the teacher improvement product.

One manager who has struggled focusing on his core responsibility of hiring and helping teachers improve said, “I understand my role much better now and [the resource] helps me focus on teacher training.” The manager with 15 years experience—one of the most experienced and

most effective according to the client—felt that the resource was most useful immediately after receiving it, but as time passed he has referred to it less and less. Partially, this is because this training center had already been implementing many of the expectations and suggestions in it. My conclusion, based on this and other comments, is that the resource is more useful to managers who have less than 10 years experience in their current position, which accounts for nine of the 14 training managers.

Track 3: Design of the Teacher-Tracking Tool and Materials Hub

Most performance improvement interventions focus on the performers and are concentrated on providing instruction. A simplified rationale for this is that the performer is deficient in a skill, lacks knowledge, or has not had sufficient experience or practice and as a result needs instruction. While this is true for many instances, other reasons for a performance gap can include system deficiencies rather than a deficiency in the performer, such as lack of clear direction, unclear or insufficient feedback, or a lack of support resources (Amarant & Tosti 2006). The third track in this project was the attempt to think more on a systems level and anticipate one to two basic online tools the managers could use to help their teachers and implement the suggestions provided in the teacher improvement resource. Similar to the teacher improvement resource, principles from the five factors of performance systems make up the framework for this track. In this case the support factor was isolated. This factor is based on the simple question: do people receive support that contributes to effective performance?

To analyze the support the training managers potentially needed beyond what the managers said in the needs analysis, the client and I discussed the tools that managers should have to help teachers improve. I used questions in the Handbook of Performance Technology such as: Do the managers have the tools they need to help teachers improve? Are these tools in

good condition and easy to use? Are the tools and resources readily available and accessible when performers need them? Do the users need to go through someone else to access these resources (Amarant & Tosti, 2006)?

Of the many tools and resources that came out of these brainstorming sessions, the concept of the teacher-tracking tool and the materials hub were identified as the most useful resources that we could provide to the managers. This conclusion was based on managers' comments in the needs analysis and the connections the tools would have to the teacher competency and improvement resources. Because the two products in track 3 were support tools and not instructional tools, the development phase drew on little instructional theory.

Following these discussions with the client, the teacher-tracking tool concept was more fully developed and included functions such as being able to record events and interactions the managers had with individual teachers, record comments, record the teachers' goals, and identify the support they could provide to the teachers. This would provide a "track record" for the teacher that would allow the manager to follow-up on previous goals and initiatives and help the teacher have a plan for improvement. The concept was shared with various managers who expressed interest in the tool and felt it would be helpful. Many of them used either a notebook or MS Excel® sheet to track much of this data, which was difficult to organize and access from multiple devices.

During the conceptualization stages of the teacher-tracking tool, it began to receive less emphasis than the other two products from the client. Because of this, I was more hesitant to begin development until the "Principles for MTC Training" and the teacher improvement resource were close to completion. However, a high-level design was put into place early on in the project (see Figure 11).

There were three objectives to these online tools that undergirded their design and development. The first was to provide managers with an online space to create performance records and goals for each teacher. The second was to begin a web site where support tools and features could be added in the future to provide more support to managers. The third was to have a centralized online space where managers could access approved training resources, such as the products from Track 1 and 2, in addition to other materials they provide to teachers and learners. Though the high-level design was extremely easy to create, this product proved to be difficult to develop because of the technical skills required, and even more complicated to implement, which led to significant obstacles in creating this product.

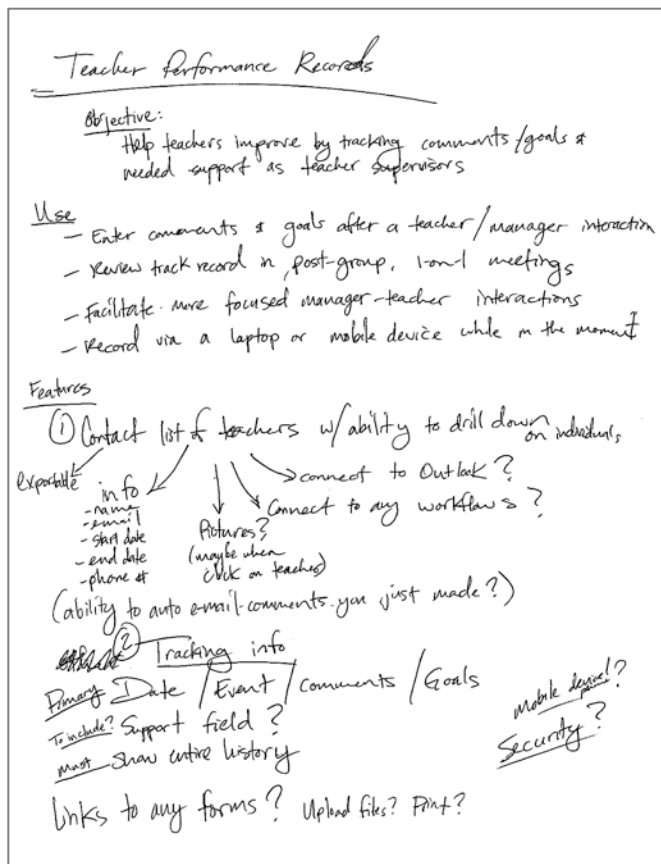


Figure 11. Design document for the teacher-tracking tool. Core features were included here along with other optional ideas that would be considered later.

In addition to a teacher-tracking tool, a second main function that was necessary to achieve the above objectives was the creation of the materials hub, which was added to the same online location that the teacher-tracking tool was to be located. Within track 3, the materials hub took priority over the teacher-tracking tool because of the users' need to have easier access to the many materials that were being created, and the client's need to provide up-to-date versions of curriculum resources. The benefit to having the materials hub on the site before the other functions is that it has motivated managers to visit the site, which would facilitate the use of other functions later on. These other functions perhaps, independently, would not motivate the managers to visit the site as much as the materials hub.

Development iterations of the materials hub. The organization of the materials hub was based on initial simple prototypes that were refined after I received feedback from the users. Three semi-functioning prototypes were created and given to four stakeholders for feedback. The type of material that needed to be in the prototypes was decided by the client and did not vary. The main variable was the layout and the style used to access the materials. For example, one prototype was a simple document list. Another was a table showing small icons with labels for all materials on one page (see Figure 12). The third prototype had a main screen, which allowed you to click on an icon to select a general category of materials, which then provided a list of the materials in that category.

The IMTC managers preferred the second and third prototypes. As I began to develop versions of both, it became apparent that there was too much material to place them all with icons on one page without having to scroll significantly to reach the bottom. The other challenge with the concept from the second prototype was representing the different categories of materials. Because of these constraints I based the materials hub on the third prototype (see

Figure 13). One of the benefits to using SharePoint is that as the managers use this resource and provide feedback on layout and usability it can easily be adjusted if the content and infrastructure for the materials is present in the background.

Site platforms. Identifying an adequate site host for the online tools was the first step in track three. An analysis was done to scope possible platforms for the teacher tracking tool and materials hub. This analysis included building tools into an existing in-house web site, a Google Sites site, a Sitefinity site and, a SharePoint site. These four products varied substantially in features and purposes (see Table 6).





| Missionary Resources | | Description |
|-----------------------------|--|---|
| Missionary Resource Booklet | | |
| Study Guides |  | These are the study guide pages for each fundamental lesson. |
| Teaching Records | | |
| Teacher Resources | | Description |
| Teacher Resource Booklet |  | This is the entire booklet that contains all teacher resources: introduction, methodologies, lesson outlines, including the fundamentals, and so forth. |
| Methodologies Section | | |
| Fundamentals Outlines | <p>Doctrine of Christ</p> <p>Role of the Holy Ghost</p> <p>Rev-Prayer</p> <p>Rev-Book of Mormon</p> <p>Rev-Church</p> <p>Teach People Not Lessons</p> <p>We Invite, They Commit</p> <p>How to Begin Teaching</p>  | Fundamental lesson outlines. |
| Classroom Management |  | Stress management lesson PPT and outline. |

Figure 12. Second prototype for the materials hub.

Sitefinity is tailored to creating sites and managing content in a public environment (Winslow, 2010). Google Sites is a newer tool compared to the others and is free. It is also oriented towards creating public sites. It can provide a quick web presence with pre-built

advertising modules and is easy to use. Google Sites' customization and privacy features are limited compared to other products such as Sitefinity and SharePoint (Muchmore, 2011). The in-house site is beneficial because it is the most customizable and building the tools into this site could reduce some redundancy of information in the future (e.g., having to enter information for teachers in the in-house site for organizational purposes in addition to entering the teacher information into the site where the teacher-tracking tool is located).

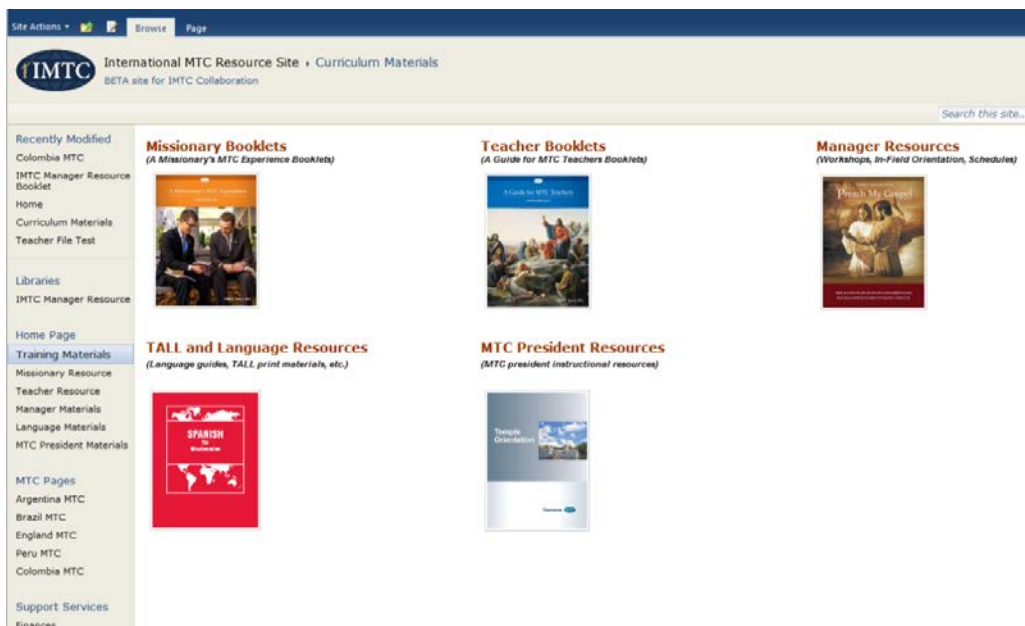


Figure 13. Finalized portal for the materials hub. This concept was based on the third prototype.

The “manager resources” icon has a hyperlink on this page and the “Principles for MTC Training” is found in the teacher booklets.

Finally, the SharePoint product has seemingly endless features, which makes it cumbersome yet allows for building many different tools with less programming. It is oriented toward providing a private, enterprise-wide content management system (Winslow, 2010). The client and I decided to use SharePoint to build the materials hub and teacher-tracking tool for the following reasons (also see Table 6):

1. It provides all the necessary features for the desired tools plus additional features that the other products did not have that will be needed for future tools such as workflows, powerful data recording, and customizable libraries and lists.
2. It is somewhat familiar to the stake holders and end users which will reduce the time required for them to learn how to use it.
3. It allows for more privacy than the other products with the exception of the in-house site.
4. Since it is already being used in the organization there is no additional cost.
5. It is designed for usability and has an interface similar to Microsoft Office products. This will allow the client or someone on his staff to update materials easily and frequently.
6. It can interact with databases. This allows for more flexibility in transferring data to the site without manual user input.
7. It facilitates collaboration and communication. For example, there are communication tools, blog and wiki sites, and calendars. It also integrates with the IMTCs' email program, Outlook, and Microsoft's office communicator, which is already in use at the IMTCs. While the communication features were not relevant to this project they were appealing to the more general EPPS concept that the client hopes the site will become.

Microsoft SharePoint. In addition to the items mentioned above, SharePoint purports to be as easy as using Microsoft Word (Wright, 2011). This platform could likely be customized to consolidate many of the EPSS's functions (see Figure 14). There are task-tracking tools and it can be customized to interact with databases, store lists, integrate InfoPath forms, and provide

workflows. The client is interested in creating group reports where managers can report on the results of each group of learners and on their own performance. SharePoint would be ideal to set up these reports, create workflows, and store the data. In general, the complaints surrounding SharePoint usually deal with the costs, the initial set up, and the burden to information technology departments (Boulton, 2008). I assumed that I would not have to deal with these obstacles because the SharePoint infrastructure was already set up.

Table 6

Major Features of Four Different Site Platforms (Muchmore, 2011; Winslow, 2010)

| Platform | Environment | Document Libraries | Work-flow | Site within Site | Cost | Custom lists | Web parts | Privacy/Permissions |
|--------------|-------------|--------------------|----------------|------------------|-----------|--------------|-----------|---------------------|
| SharePoint | Private | Yes | Yes | No | \$0 | Yes | Yes | Good |
| Google Sites | Either | w/Google Docs | No | Yes | \$0 | No | No | Light |
| Sitefinity | Public | Yes | w/add. product | No | \$900/mo. | No | No | Light |
| In-House | Private | No | No | Yes | \$10K | Yes | No | Good |

Note: In addition to the upfront cost, the in-house product programmers would not have been able to start until April 2012.

However, one of the main obstacles that I encountered with SharePoint, related to burdening the information technology department, was authentication. The SharePoint site originally chosen was hosted by the Provo training center. Its authentication and user rights were integrated with Brigham Young University's (BYU) employee system. However, the IMTC training center managers are not part of the BYU network. They are on the network of the

Corporation of the Presiding Bishopric of the Church of Jesus Christ of Latter-day Saints (the Church). Authentication for most applications is done through an employee account of that organization.

Consequently, I worked for three months to find a solution to add IMTC training managers to the BYU system. Even after a Provo training center programmer and I found a way to add them to the system, it needed to be updated manually on a regular basis. It was also difficult for the managers to remember their usernames and passwords which they had no control over. After having spent significant time on a prototype teacher-tracking tool and the materials hub it was not practically accessible. In November of 2011 the Church, which also uses SharePoint, created extranet sites accessible by the Church's international sites. The IMTC Resource Site was created as one of the first pilot extranet sites (see Figure 15). This provided easy access to the managers but the content from the previous BYU SharePoint site was not transferable.



Figure 14. Features of the Microsoft SharePoint platform. The sites features allows for creation of specific content for 14 training centers. The content management features allows for sharing

and on-demand access of curriculum and noncurriculum support documents. The communities features will be used in the future to provide collaboration opportunities among the IMTC training managers.

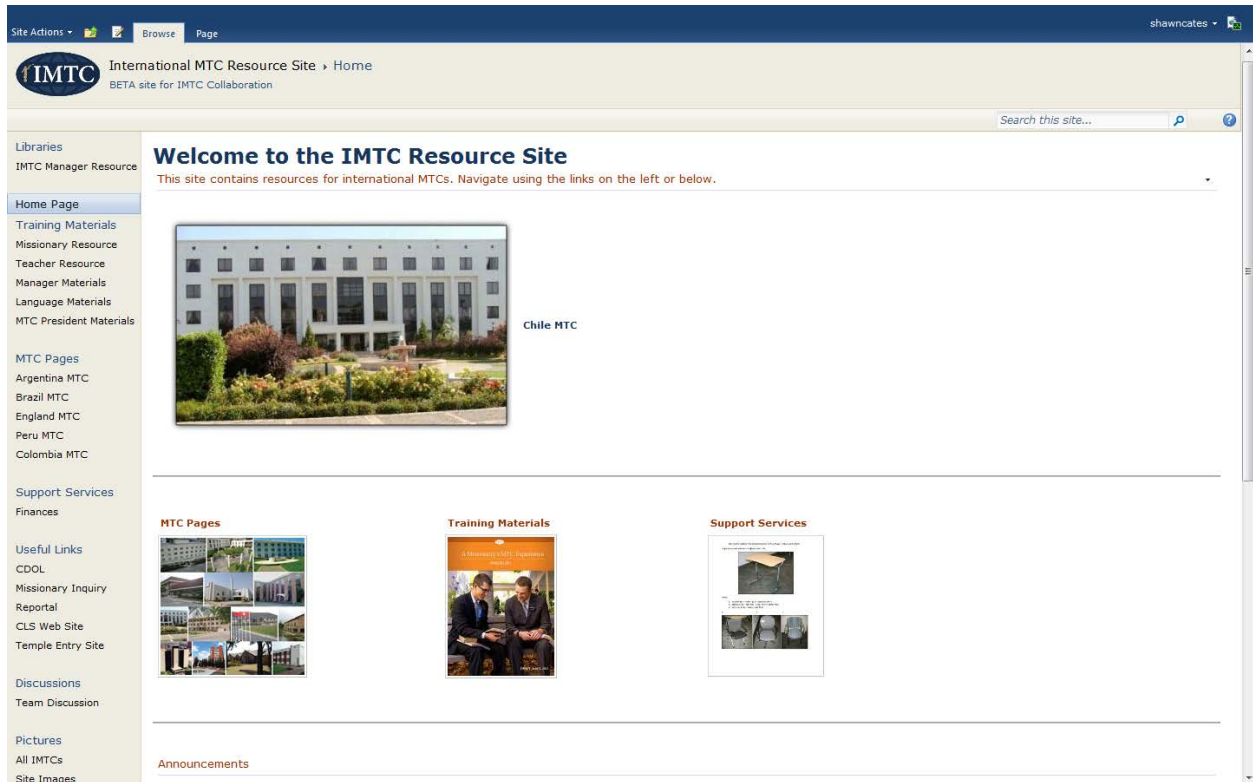


Figure 15. The main page of the IMTC resource site. This is the accessible site where the materials hub is located and where the teacher-tracking tool is being developed.

As a result of being a pilot extranet site, some of the previous features available in the BYU SharePoint platform that were necessary to build a final teacher-tracking tool were not available. Adding InfoPath forms, including language packs to make the site available in Spanish, and using SharePoint Designer were some of the tools. In 2012 a small applications programmer was brought onto the project to help resolve these issues.

Platform considerations for other designers. In this case, the SharePoint product was not new to the organization, but the audience of IMTC training managers was new, as well as some

of the features of the tools. When working with new products, new environments, and new functions that the programmers have not worked with previously, designers may want to assume the worst. Obstacles that take longer to overcome than initially anticipated are inherent in these situations. Plan for more resources, such as time and money, to overcome these obstacles. I would also recommend that the analysis stage include all aspects of the tool development from authentication to the site specifications where it will be used. In this case, ease of accessibility was more important in implementation than functions or usability.

Development of the teacher-tracking tool mock-ups and prototype. As mentioned earlier, a team of programmers was originally assigned to assist with this project. As more urgent needs arose related to software needed for the implementation of the new training center curriculum and delays occurred with other electronic IMTC projects, the original team was reassigned and was unavailable for this project. Despite this, I began development of mock-ups and prototypes without the programming team.

In each mock up, the product consisted of two major sections. First was a teacher contact list. Second was a teacher-specific, information component related to their performance and goals (see Figure 16). When a teacher is selected from the list, their information will be presented. These mockups were revised after a review by SharePoint experts and the IMTC division staff. Six managers are currently reviewing the mockup in Figure 16. Those who have responded have provided little feedback and have expressed approval of what they saw. In order to receive end user feedback based on the functionality of the tool, and in the event that programmers would not be available in the future and the client requested that we attempt to build a simplified version of the teacher-tracking tool, I began to develop a functioning prototype

of the tool in SharePoint (see Figure 17). As part of this process I began attending SharePoint workshops given by information system employees of the Church.

SharePoint function: teacher file mock up


The teacher file would have a list of teachers with basic information. Teachers can easily be added and deleted from this list and the list can be exported to Excel. Once the manager selects a teacher, the teacher-specific information appears (see second table below). On this screen the manager will see a history of all comments for different things the manager has done with that teacher such as a 1-on-1, observation, or team teaching etc. The manager can enter in comments from a laptop, mobile device, or desktop computer. See the example below of a short list followed by Michael John's mock teacher file.

TEACHER LIST

| Teacher | Hire Date | End Date | Shift/Class |
|------------------|-------------|------------|-----------------|
| Michael John | 1-Jul-2011 | Jul 2013 | Morning/English |
| Travis Senior | 20-Oct-2011 | Oct 2013 | Morning/German |
| Spencer Andersen | 3-Dec-2010 | Dec 2012 | Night/German |
| Joan Galinda | 4-Apr-2011 | April 2013 | Night/English |

[Add new teacher](#)

Once you click on a teacher you would get something similar to what is seen below:


Michael John

| Date | Event | Comments | Goal |
|-------------------------|---------------------------------|---|--|
| 30-Sep-2011 | Team Taught | We taught the "Teach People, Not Lessons" class together. Michael did a great job of demonstrating this principle however it was long enough that it cut into the practice time. | More practice |
| 20-Aug-2011 | Observation | He did a great job of <u>SYJing</u> and engaging his missionaries in the process of learning. When working with the missionaries individually really help them have a "take away" that is applicable and help them see how they could apply it immediately. | After working one-on-one with missionaries have them set goals that they can immediately apply |
| 1-Aug-2011 | One-on-One | Michael missed a shift today. It was due to a test he had. He should have gotten a sub and/or notified me. I sat down with him and discussed the need to communicate these kinds of things ASAP and ensure the shift is covered. I gave him a verbal warning. He knows that missing a shift is unacceptable and if it continues it will quickly led to being dismissed. | In event that you cannot come get a sub and notify your supervisor. |
| DATE PICKER HERE | DROP DOWN LIST OF EVENTS | TEXT BOX FOR ENTERING A COMMENT | TEXT BOX FOR ENTERING COMMENTS |

Figure 16. Mock up of the teacher-tracking tool. This mock up was not done on the SharePoint site. It is a second version after one of the IMTC staff division members requested that a photo be included.

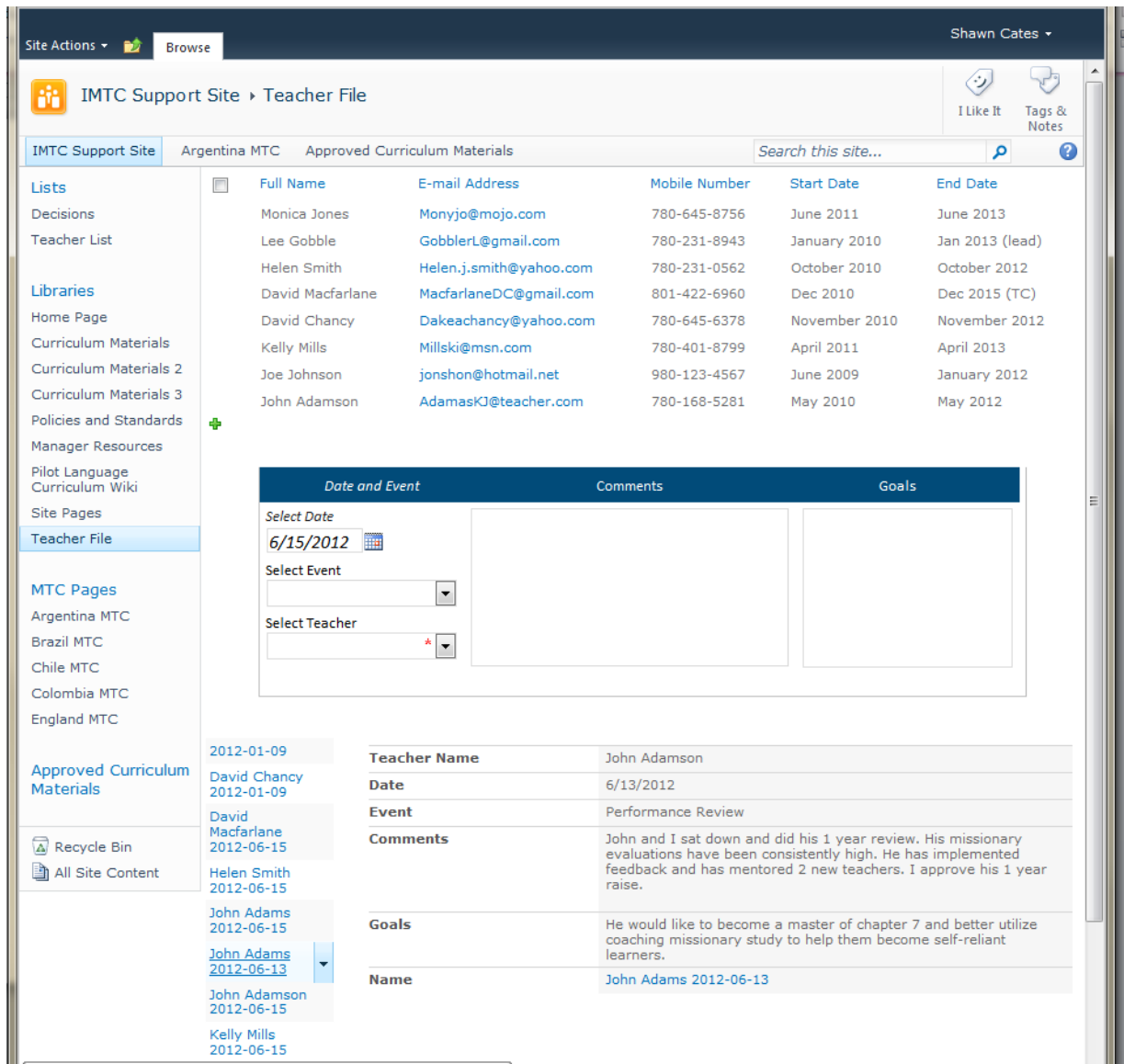


Figure 17. Functioning prototype of the teacher-tracking tool. This was created on the BYU SharePoint site and allowed for entering a teacher list with customized information and features to record and review teacher progress and goals. It did not include some of the features in the mockup, such as a picture of the teacher. Some of the information was redundant and the user interface was not ideal.

The SharePoint experts giving these workshops were confident that out-of-the-box SharePoint features would be insufficient to create the desired features. Accordingly, I began to

search for previously unconsidered alternatives to meet the needs of the client. In December of 2011, after attending SharePoint training workshops, I was introduced to a manager of a small applications development team. Since the Church hosted the IMTC SharePoint site rather than BYU, this team was in a position to help with the development of the teacher-tracking tool.

Current plan for teacher-tracking tool. In February of 2012, \$5,500 of funding was designated by the client to assign a member of this small applications development team to this project. I have met with the team manager and the assigned programmer to discuss requirements and process. The mockups and prototype have been the basis of those discussions. During February and March of 2012 they will work with me to develop this tool based on the mock-ups and prototype (see Table 7).

Table 7

Current Timeline for the Development of the Teacher Tracking Tool

| Development Event | Due Date | Involved Stakeholders |
|--|-------------------|---|
| Develop business requirements | February 14, 2012 | Designer (author), IMTC division staff, SharePoint programmer |
| Review prototype of the user interface (UI) | February 17, 2012 | UI designer, Designer, Subset of IMTC training managers |
| Review working product | February 22, 2012 | Designer, subset of IMTC training managers |
| Translation into Spanish and Portuguese | February 27, 2012 | IMTC division staff |
| Create 13 versions for each MTC and final review | March 1, 2012 | Sharepoint designer, IMTC division staff |

As planned, the IMTC managers will be included in the formative evaluation of this tool and funds were included to make adjustments as needed and add additional features not found in the prototypes based on their feedback.

Conclusion

Only practice can teach certain design lessons, and this project quickly taught me that I need more experience, continual learning, and greater creativity to effectively design future resources. Perhaps the greatest difficulty I had was in finding the right balance between managing the design process and not losing sight of the results that should come from that process. At times, it was tempting to confuse the means with the end. It was equally tempting during other periods to ignore the means and push to the end result without sufficient discipline to ensure the best product possible. Because of these temptations, it seems the design process should be chosen and used in a way that facilitates the result. It should not be chosen arbitrarily just for the sake of having a defined process, nor should it be ignored in favor of finishing at the expense of quality. I tried to do this and I felt it went well. Perhaps there were areas that lacked some discipline, particularly concerning how I approached the use of instructional theory and the research done to design the teacher-tracking tool. I found myself coming back to the research literature as a secondary source of help rather than a driving force in the design.

I learned that loyalty to a process and procedures to the degree that it brings enough discipline to achieve a good result is necessary. Yet, extreme loyalty to a process, to the degree that it slows progress and frustrates clients, should be monitored and avoided. Were I to plan the design process again for this project I would have built into the design model how I will find, study, and apply instructional theories related to the project. Had this not been a project for my Masters degree, there would have been a temptation to research relevant instructional theory less than I did. Perhaps because this is not included in design models, ISD novices have difficulty using instructional theory to guide designs and ISD professionals have difficulty updating the theoretical framework from which they work.

Merrill has said that, “ISD is essentially a series of empty boxes, and we need more content for those boxes if we are to deliver better training” (as cited in Zemke & Rossett, 2002, “It’s the Process,” para. 11). In the same article, Zemke and Rossett respond to criticism that instructional design has outlived its usefulness by stating that, “Most [instructional systems design (ISD)] proponents argue for defining ISD as a set of general guidelines, a heuristic, and not a rigid step-by-step algorithm. If ISD is a heuristic, then it is all about guidance for decision-making on matters as diverse as developing interactive elements, instructional programs, and selecting performance and support over instruction” (“It’s the Process,” para. 12). Throughout this project, both of these ideas resonated with me and I concluded that my “boxes” should have contained more ideas, suggestions, and guiding principles, but not more lockstep procedures.

The client and end user feedback indicate that the design model used in this project was effective for the products being created. For future projects I may use aspects of this design model but, more importantly, I am likely to use the process of researching a variety of design models, identifying aspects of different models that will meet the projects needs, and compiling them into a coherent model that is specific to the project.

I would have liked to spend more time on these resources to complete the teacher-tracking tool and to allow for more testing, refining, and formative evaluation. However, the reality is that time and deadlines are critical constraints that helped me advance and allocate my time where it was most needed to provide the best end result. The managers are pleased with the products. They perceive a positive change in their performance and the performance of their teachers. As a designer, that is what was most important to me. Consequently, I consider this project a success and am satisfied with the end result.

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Appendix A

Survey Administered to IMTC Division Director

Question:

Rank the following twelve responsibilities of a manager of training and operations in order of how important you feel they are (number 1 being the most important and number 12 being the least important).

Results:

| Item | Ranking |
|--|----------------|
| Overseeing and administering MTC finances | 8 |
| Hiring and overseeing non-teaching staff | 12 |
| Overseeing logistical considerations (missionary travel, facilities scheduling, teacher schedules, etc.) | 9 |
| Providing training to all teachers | 4 |
| Coordinating with the MTC president | 3 |
| Hiring new teachers | 1 |
| Overseeing facilities, maintenance, and other related operations | 11 |
| Fostering morale and unity and resolving problems that arise among teachers | 7 |
| Providing pre-service training for new teachers | 2 |
| Providing guidance and oversight to your Supervisor of Support Services | 5 |
| Providing for missionaries' temporal needs (medical services, food services, mail services, haircuts, laundry, and other general services) | 10 |
| Observing teachers in the classroom and meeting with them one-on-one to provide feedback | 6 |

Note: The IMTC division staff decided that they did not want to include the “coordinating with the MTC president” item in this needs analysis after the fact due it not being an issue that they could impact with training and as a result it was dropped from the results when we compiled the data.

Appendix B

Survey Administered to IMTC Managers



Managers Survey 2011

English ▾

Block 0

Introduction

We would like to know what your greatest needs are as managers so that we can provide you with better support. The following survey has been created to help us understand your needs and create resources to help you—it IS NOT an evaluation of your effectiveness or performance as a manager. Please take a few minutes to carefully complete this survey. Some questions are related and may prompt you to give similar answers. This is fine, however, please be thoughtful in your response to each item.

Block 0.5

What's the most important thing you try to accomplish at your MTC as the manager of training and operations?

What are the three largest difficulties you face in your work as a manager of training and operations?

#1

#2

#3

In what three activities do you spend most of your time?

#1

#2

#3

Block 2

If you feel lost or unable to do what is required of you in your work, what resources/people do you turn to for help?

| | |
|--|--|
| | |
|--|--|

What do you feel is your greatest strength as a manager of training and operations?

| | |
|--|--|
| | |
|--|--|

What do you feel is your greatest weakness as a manager of training and operations?

| | |
|--|--|
| | |
|--|--|

Block 3

What's the most frustrating part of your job and why?

| | |
|--|--|
| | |
|--|--|

What's the most enjoyable part of your job and why?

| | |
|--|--|
| | |
|--|--|

What kinds of things make you feel successful as a manager?

| | |
|--|--|
| | |
|--|--|

Block 1

Rank the following responsibilities of a manager of training and operations in order of how important you feel they are (number 1 being the most important and number 12 being the least important). Drag and drop to move items.

- Overseeing facilities, maintenance, and other related operations
- Observing teachers in the classroom and meeting with them one-on-one to provide feedback
- Fostering morale and unity and resolving problems that arise among teachers

- Overseeing and administering MTC finances
- Providing pre-service training for new teachers
- Coordinating with the MTC president
- Hiring and overseeing non-teaching staff
- Providing guidance and oversight to your Supervisor of Support Services
- Providing for missionaries' temporal needs (medical services, food services, mail services, haircuts, laundry, and other general services)
- Overseeing logistical considerations (missionary travel, facilities scheduling, teacher schedules, etc.)
- Hiring new teachers
- Providing training to all teachers

Feel free to comment on any of your rankings here:

Block 4

Please rate how confident you feel in the following areas:

| | Not at all confident | Not very confident | Somewhat confident | Confident | Very confident |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Understanding your role, responsibilities, and what is expected of you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing leadership to the training program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hiring new teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing pre-service training for new teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helping teachers improve | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing weekly training to teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coordinating efforts with the MTC president | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overseeing and administering MTC finances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overseeing facilities, maintenance, food services, and other operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fostering morale and resolving problems that arise among teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hiring and overseeing non-teaching staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overseeing logistical considerations (missionary travel, facilities scheduling, teacher schedules, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with the Missionary Department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with your Supervisor of Support Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Block 6

Please indicate how much training you feel you have received in the same areas:

| | No training | Minimal training | Somewhat thorough training | Thorough training | Very thorough training |
|--|-----------------------|-----------------------|----------------------------|-----------------------|------------------------|
| Understanding your role, responsibilities, and what is expected of you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing leadership to the training program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hiring new teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing pre-service training for new teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helping teachers improve | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing weekly training to teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coordinating efforts with the MTC president | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overseeing and administering MTC finances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overseeing facilities, maintenance, food services, and other operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fostering morale and resolving problems that arise among teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hiring and overseeing non-teaching staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overseeing logistical considerations (missionary travel, facilities scheduling, teacher schedules, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with the Missionary Department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with your Supervisor of Support Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Block 7

What training, if any, would you like to receive that you have not?

What suggestions do you have, if any, for helping MTC managers of training and operations?

Appendix C

Follow Up Survey and Interview Questions

Interview Protocol

- Interviews will be semi-structured around a list of questions based on survey results. The questions listed below are representative of the ones we will ask, but we expect other questions to emerge during the course of the interviews.
- Preview main findings from the surveys then go into more detail in areas where managers reported high difficulty, want the most help, or spend most of their time.
- Interviews will not be recorded since much of the data is for clarifying purposes. Notes will be recorded in a Word document throughout each interview.

General Interview Questions

- What is one thing that could help you with teacher training and observations (managers indicated that overall this is where they spend the most time)
- What is your process for preparing and conducting weekly trainings?
- What tools would help you make your trainings more effective?
- What do you do and what resources do you use to evaluate your teachers?
- What is your process for conducting observations?
- What do you watch for?
- How do you keep track of who you have observed?
- How do you take notes?
- How is feedback given?
- How do you set goals with teachers and how do you follow up on them?
- What is your biggest question about teacher training in general?

Hiring teachers

- What resources/methods do you use to evaluate applicants?
- What guidance would be helpful to receive related to hiring teachers?
- Pre-service/new teacher training
- What resources/methods do you use to train new teachers?
- Some managers said they wanted more materials and guidance in training teachers. What would most help you?

Operations/Administration

- What administrative issues or processes take up more time than others?
- What tools would make operations management more organized and efficient at your MTC?
- Working with MTC president
- What are the things you need to coordinate with the MTC president most often?

- What do you do to help the president focus on his main role?
- What obstacles prevent you from working well with the president?

Questions for Individual Managers

Roberto

Difficulty: Mucha flexibilidad en hacer valer las normas y procedimientos y ser estrictos con los misioneros—**¿Podría explicarnos más acerca de esto?**

Fernando

Difficulty: Maestros del turno noche—Cual es la dificultad específicamente?

Dice que se siente muy seguro con proveer capacitación previa al servicio, pero sin nada de capacitación. **Por que?**

Julian

No existe trabajo en equipo con el presidente—**Ejemplos?**

Francisco

What resources do you have for learning English? Mencionó recibir capacitación en ingles—en qué forma?

Javier

What resources do you have for learning English?

Timena Gasu

Language barrier (hard to communicate)—**When do you experience this?**

Manuel

Requests training for dealing with difficult HR issues—**What are some specific examples?**

Raul

Mentions failing to communicate his ideas to address current issues of a technical nature as his number one difficulty, weakness, and frustration—**What are the issues? When does this happen?**

Mathias

Would like to receive materials for MTC inservice trainings—**What do you have in mind?**

Chris

Suggests training on working with Supervisor—**What questions would you like answers to?**

Mark

Spends most time in and is most frustrated by admin/getting volunteers for teaching experience—**What are the obstacles?**

Follow Up Survey and Counts

In the follow up survey managers were provided with the five categories prioritized by the director of IMTCs as the five most important responsibilities of an IMTC training manager.

The managers were asked to provide two responses: their primary area of need and their secondary area of need. Area of need was described as an area where they would like more direction, training, and support tools. The results are found in Table A1.

Table C1

Top Needs from Top Five Priorities Determined by the Client

| Need | Primary Response | Secondary Response |
|---|------------------|--------------------|
| Selecting the right teacher applicants | I | |
| Providing pre-service training to new teachers | | |
| Observing teachers then evaluating them, recording your evaluations, and meeting with them to give feedback and help them improve | IIIIIII | I |
| Providing weekly teacher training | | IIII |
| Overseeing the operations of the MTC consistently and efficiently | I | III |

Appendix D

Competency Comparison Document

| | | | | |
|--|--|---|--|--|
| Language + Comp | Language Team | Seminary | Competency 1 Teaching at the MTC | Competency 2 Teacher Core Competencies |
| | | Students feel an increase of love for the Savior, the gospel, their teacher and toward one another. | Care for each of your assigned missionaries individually | Interview and mentor struggling teachers |
| Both teachers and missionaries become more aware of needs (own and others'), of the processes (learning and conversion), and thus more able to make inspired decisions. | Both teachers and missionaries become more aware of needs (own and others'), of the processes (learning and conversion), and thus more able to make inspired decisions. | "Reads" the students and responds appropriately. | Missionaries arrive at the MTC with varying levels of ability and experiences. Be aware of each missionary's strengths and weaknesses and seek to teach in ways that touch every missionary. | |
| Missionaries recognize they are called of God, agents, extend invites and promise blessings on Lord's behalf, trust in Savior and promises, gifts of the Spirit and acquire language in the same way they seek other gifts of the Spirit | Missionaries recognize they are called of God by a prophet—they are agents representing the Lord and they trust in the Savior and His promises and seek spiritual gifts. | | Each missionary is called of God and set apart to succeed in this great work. Pray for them. | |
| Learner enabling: teacher as mentor not dispensers of info—missionary as apprentice (D&C 88:122, 50:22) | Learner enabling: teacher as mentor not dispensers of info—missionary as apprentice (D&C 88:122, 50:22) | Fosters a desire to learn within the students. Students are engaged in learning. Encourages students to participate in meaningful ways. | | Facilitates learning that is learner-driven (good ?s, study) |

| | | | | |
|--|---|---|---|--|
| - Conduct effective group discussions. | | Provides a spiritual environment where students can associate and learn together. | | |
| | | The teacher's conduct and relationships are exemplary in and out of the classroom. | | Gives good demonstrations (focused on lesson objective) |
| | We turn the missionaries to the Lord, and to the investigator. | Helps students to use scripture study skills Encourages personal daily scripture study and reading the text for the course. | | Encourages and facilitates use of study journals |
| | | | Guide them to ecclesiastical leaders as needed | Confers collaborates with other teachers/leaders |
| Spiritual experience: Both teacher and missionary are edified and rejoice together, expectation that Spirit will guide, Pray, prepare, love missionaries | Both missionaries and teachers are edified and rejoice together (D&C 50). | Students are edified, and feel inspired to apply gospel principles. There is joy and peace, faith, meekness, temperance in the learning process. (Gal 5:22) | Create spiritual environment: pray, prepare, establish expectation, love missionaries | Create a spiritual environment: help missionaries have and recognize spiritual experiences and how they connect to purpose |
| | | Establishes and maintains an appropriate spiritual setting, with love, respect, unity, rapport, | Limited experience with the spirit, help them recognize and rely on the Spirit | |

| | | | | |
|--|---|---|---|---|
| | | order, and purpose. | | |
| Learner enabling: learn by doing, avoid long stand and deliver, practice | Because we learn best by doing, avoid the temptation to stand and deliver long, detailed explanations and sermons. Dedicate most of your class time to practice activities. | Gives students opportunities to explain doctrines and principles, share relevant experiences, and testify of divine truth. | Use time wisely: urgency, learn by doing in practices | Conducts lesson in allotted time. |
| Embed instruction in context that mirrors infield experiences, learn and follow curriculum and methods | All instruction and practice mirrors in-field experience as much as possible. | Effectively incorporates the words of the Prophets. Stays true to the intent of the inspired writer. Uses approved curriculum, does not speculate, or sensationalize. | Learn and follow the curriculum | Becomes a content expert (PMG and curriculum) |
| Focus on accomplishing the objectives in each lesson, which are based in the missionary purpose. | | Demonstrates effective use of study and teaching skills which may include such things as - Variety – pacing – questioning - discussions - teacher presentation - likening the scriptures – | Lesson objective: Hearken back to objectives frequently. Help the missionaries see the importance of these objectives as they practice and learn from each other. Ask yourself if the objectives were met for each missionary and set appropriate goals for improvement | Consistently hearkens back to lesson objectives |

| | | | | |
|--|--|---|---|---|
| | | analogies - stories writing/journals - group work - audio/video/music - other | | |
| Missionary purpose centered: improving ability to invite and help others come to Christ is driving force for instruction, all connected to purpose | Improving our ability to invite and help others come unto Christ is the driving force for classroom instruction and is informed by investigator progress. | | Help missionaries see that everything at the MTC is designed to help them learn and accomplish their missionary purpose. | Consistently hearkens back to purpose |
| We evaluate each activity by how much it helps the missionary fulfill his purpose and take responsibility for his own learning– “to act and not be acted upon” (2 Nephi 2:13), and by turning the missionaries to the Lord, and to the investigator. | We evaluate each activity by how much it helps the missionary fulfill his purpose and take responsibility for his own learning –“to act and not be acted upon.” (2 Nephi 2:13) | | Evaluate missionary efforts from perspective of the investigator | Identifies opportunities to coach and can coach |
| Coach and give in-the-moment instruction and feedback: -maintain an equal relationship, be brief -describe – don’t criticize, re-practice | | | Feedback: consistent, based on PMG and scriptures, maintain equal relationship, be brief, describe don’t criticize, re-practice | Identifies and delivers appropriate feedback. |
| | | | | Participate fully in zone environment |
| | | Encourages Mastery of | | Share testimony and |

| | | key scriptural passage and basic doctrines | | relevant stories seamlessly |
|--|---|--|--|-----------------------------|
| Through prayer and diligent preparation, teachers and missionaries “experience” what this type of learning feels like through the Spirit and through role-practice “in a context”. | Through prayer and diligent preparation, teachers and missionaries experience what learning feels like thorough the Spirit and through contextual role-practice. | Establishes and maintains an appropriate physical setting. | | |
| Vocabulary, phrases, and practice scenarios have an obvious connection to the purpose | Vocabulary, phrases, and practice scenarios have a clear connection to the purpose | | | |
| Communicative: SYL, practice and activities focus on four basic language skills in same ratio as in the field, all instruction fosters natural meaningful 2-way communication | Communicative: SYL, practice and activities focus on four basic language skills in same ratio as in the field, all instruction fosters natural meaningful 2-way communication | | | |

Appendix E

Teacher Competency Scale (Seker et al., 2004)

| Competency | Enough | Partially enough | Not enough |
|--|--------|------------------|------------|
| 1. Knowing fundamental principles and concepts related to the topic | | | |
| 2. Associating fundamental principles and concepts in the topic with a logical consistency | | | |
| 3. Using the verbal and visual language (figure, schema, graphic, formula, etc) the topic requires in a suitable way | | | |
| 4. Associating the topic with the other topics of the field | | | |
| 5. Knowing special teaching approaches, methods, and techniques | | | |
| 6. Making use of teaching technologies | | | |
| 7. Identifying wrongly built concepts by students | | | |
| 8. Creating convenient and efficient answers to students' questions | | | |
| 9. Providing a safe learning environment | | | |
| 10. Writing clear, comprehensible, and well-organized lesson plans | | | |
| 11. Expressing aims and target behaviors in a clear way | | | |
| 12. Identifying suitable methods and techniques for target behavior | | | |
| 13. Choosing and preparing suitable equipment and material | | | |
| 14. Identifying suitable assessment ways for the target behavior | | | |
| 15. Associating the topic with previous and following classes | | | |
| 16. Using various teaching methods and techniques appropriately | | | |
| 17. Using the time efficiently | | | |
| 18. Arranging activities providing for active student participation | | | |
| 19. Carrying out the teaching depending on individual differences | | | |
| 20. Using teaching equipment and materials appropriately according to the class level | | | |
| 21. Summarizing and giving suitable feedback | | | |
| 22. Associating the topic with real life | | | |
| 23. Assessing the extent of reaching the target behavior | | | |
| 24. Making a suitable introduction to the lesson | | | |
| 25. Attracting student interest and attention to the lesson | | | |
| 26. Providing a democratic learning environment | | | |
| 27. Providing continuity of interest and motivation to the lesson | | | |

| | | | |
|--|--|--|--|
| 28. Taking suitable measures for interruptions and barriers | | | |
| 29. Complimenting and having an attitude to something | | | |
| 30. Revising the lesson | | | |
| 31. Giving information and homework for the following lesson | | | |
| 32. Preparing the students for leaving the classroom | | | |
| 33. Having effective communication with the students | | | |
| 34. Giving comprehensible explanations and directions | | | |
| 35. Asking challenging questions related to the topic | | | |
| 36. Using voice level effectively | | | |
| 37. Listening to the students actively | | | |
| 38. Using verbal and body language effectively | | | |

Appendix F

Survey of Teacher Competency Resource and Teacher Improvement Process

Managers (español a continuación):

It has been about 6 and half months since we had you all here and I wanted to take a minute to ask you a few questions about two specific resources you received. I would hope it would not take long for you to answer but will be very helpful to us as we look toward the future. Here goes.

1. The first resource is on the last page in the Teacher Resource and is titled "Principles for MTC Training." Please answer the following questions about that page:

1. On a scale of 1 to 5 (1 being lowest) how helpful have the "Principles for MTC Training" been to you?
2. How have you used it?
3. What results have come from using it, if any?
4. How have your teachers used it?
5. Is there anything that could be adjusted to make it more helpful?
6. Any other comments?

2. In the seminar booklet that we gave you (the one with the pictures of the MTCs on the front) there is a section on the Manager's Roles and Responsibilities and within that section three pages titled "Helping Teachers Improve" (pages 27-29 in English). Regarding that section on "Helping Teachers Improve" please answer the following questions.

1. On a scale of 1 to 5 (1 being lowest) how helpful has this section been to you?
2. How have you used it?
3. What results have come from using it, if any?
4. Is there anything that could be adjusted or done differently to this resource to make it more helpful?
5. Would it be helpful to have this and other similar types of written material made available to you online?
6. Do you have a system to record comments and goals for each teacher? Would it be helpful to have a tool to do this online?
7. Any other comments about this section on helping teachers improve?

Gerentes:

Llevamos seis meses desde que estuvieron aquí y por eso quiero tomar un minuto para hacerles unas preguntas acerca de dos recursos específicos que les dimos aquí. Espero que les no tome mucho tiempo para responder a esto pero los pocos minutos que invierten en esto servirán de gran ayuda para nosotros en el futuro.

1. El primer recurso está en la última página del "Guía para los maestros del CCM" y se llama "Principios para la capacitación del CCM." Favor de responder a las siguientes preguntas concerniente esa pagina.

1. A escala de 1 a 5 (1 siendo el mas bajo), ¿cuán útil han sido los "Principios para la capacitación del CCM" para usted?
 2. ¿Como lo ha usado?
 3. ¿Que resultados han venido al usarlo, si es que hay resultados?
 4. ¿Como lo han usado sus instructores?
 5. ¿Hay algo que podría ser ajustado para que sea mas útil?
 6. ¿Algún otro comentario sobre este recurso?
2. En el librito del seminario para gerentes que les dimos (el que tiene las fotos de todos los CCM en frente) hay una sección que explica los papeles y responsabilidades del gerente. Dentro de esa sección hay tres paginas con el titulo "Ayude a los Maestros a Mejorar" (mas o menos páginas 27 a 29). Concerniente esa sección favor de contestar las siguientes preguntas:
1. A escala de 1 a 5 (1 siendo el mas bajo), ¿cuán útil ha sido esa sección de ayudar a maestros mejorar?
 2. ¿Como lo ha usado?
 3. ¿Que resultados han venido al usarlo, si es que hay resultados?
 4. ¿Hay algo que podría ser ajustado o hecho diferente para que sea mas útil?
 5. ¿Le serviría tener este u otros recursos parecidos disponible por internet?
 6. ¿Tiene usted algún sistema para registrar comentarios y metas para cada uno de sus instructores? ¿Seria útil tener una herramienta por Internet para hacer esto?
 7. ¿Algún otro comentario sobre este recurso?

Appendix G

Sample pages from the related product, “Training Coordinator Resource.”

TRAINING COORDINATOR RESOURCE

Train New Teachers

YOUR ROLE

You are responsible to ensure that new teachers are appropriately trained. Make certain they are assigned an outstanding mentor, receive adequate training, and clearly understand the apprenticeship. This will provide a solid foundation for their continued employment.

Alma 1:26; Proverbs 22:6; Matthew 25:15-28

MENTORSHIP

A mentor teacher is an experienced teacher who helps new teachers in their training. The mentorship represents the first six weeks of a new teacher’s employment.

Mentor Responsibilities:

- Exemplify key qualifications and understand MTC objectives.
- Meet regularly with the new teacher to make plans, set goals, and provide opportunities to account.
- Answer questions and facilitate opportunities to observe others.
- Account regularly to the training coordinator.

New Teacher Responsibilities:

- Complete mentorship assignments.
- Meet regularly (at least weekly) with the mentor and training coordinator to receive training, to plan, counsel, and account.

Ideally, new teachers should have two weeks to observe and work with other teachers before receiving a district.

APPRENTICESHIP

The first four months for a new teacher is known as the apprenticeship. During this time, assess the progress of the new teacher. Remember the following:

- Treat the apprenticeship as an assessment period.
- Regularly meet with new teachers to train and help them set goals.
- Follow up on goals, work one on one, observe and provide feedback.
- Use the key qualifications as a standard to help new teachers improve.
- If new teachers have performed well and improved by the end of the four months, they are eligible for continued employment and a pay raise.

TRAINING COORDINATOR RESOURCE

Establish the Zone as a Resource**YOUR ROLE**

Help zone coordinators understand their roles and responsibilities in establishing the zone as a resource. As zone coordinators improve, zones will more directly bless missionaries.

D&C 46:8-26; 84:109-110; 104:11-12; Romans 12:3-16

THE PURPOSE OF THE ZONE

The zone is a resource that has been established to help the missionaries fulfill their purpose. Collectively the zone has a greater capacity to meet the needs of the missionaries than the efforts of individual companionships of teachers.

- **Missionaries** teach and learn from other missionaries.
- **Teachers** help other missionaries and teachers in the zone.
- **Zone coordinators** lead the zone through coordinating resources.
- **Branch presidents** or other ecclesiastical leaders provide for the spiritual needs of the missionaries.

HOW TO WORK WITH ZONE COORDINATORS

The primary responsibility of the zone coordinator is to establish the zone as a resource to enable missionaries to fulfill their purpose.

Zone Coordinator Responsibilities:

- Receive a regular accounting of missionary progress from lead teachers.
- Conduct weekly zone meetings to counsel with teachers and discuss the needs of the zone, identify and allocate resources, and coordinate learning activities to meet missionaries needs.
- Account for the progress of the zone to the training coordinator.
- Counsel regularly with the branch president concerning the progress of the zone.

Training the Zone Coordinators:

- Communicate regularly with zone coordinators and allow them to account for the progress of the missionaries in the zone.
- Train zone coordinators how to best maximize the resources that are available to the zone.
- Periodically meet with all your zone coordinators to share best practices and provide training.

Appendix H

Process for Helping Teachers Improve As Found in the Seminar Training Booklet

Help Teachers Improve

You are responsible to ensure that all your teachers effectively help missionaries prepare to fulfill their purpose. Spend a majority of your time with teachers who need the most help. Use a variety of tools to identify teacher needs. For example, work with teachers in their classroom, conduct missionary focus groups, analyze missionary teacher evaluations, talk to teachers or teacher supervisors, and counsel with the MTC president who may have insight on teacher performance based on missionary interviews. Make plans to help teachers improve with emphasis on struggling teachers. As you work with teachers in various settings keep records of their goals and performance.

70-20-10 Development

In helping teachers or any MTC employee keep in mind the 70-20-10 rule:

- 70% of development is done on the job.
- 20% is done from mentoring and coaching.
- 10% comes from formal training.

(Performance Management Online Resource: <http://llearn.ldschurch.org>)

Working in the Classroom

One of the best ways to strengthen your teachers is to work with them in the classroom. The purpose of doing so is to support and help the teacher—not to find problems. When working in the classroom consider the following observation ideas:

- Observe a class with another teacher or a small group of teachers (if possible in the back of a large room or from another room). Discuss with the teachers those things that most help the missionaries. Identify areas of opportunity. If helpful, discuss and demonstrate other ways of doing what they are seeing.
- Team teach with a teacher.
- Demonstrate an activity or lesson. Consider having the teacher shadow you.
- Observe a class as if you were one of the missionaries.
- Assign yourself as a teacher to a district. Invite teachers to come in and observe.
- With advance notice let a teacher know you will record them doing an activity. Allow them to watch it and process with you what they are seeing then repractice a portion of the activity.

Principles for Working in the Classroom

- Help teachers feel at ease rather than evaluated or threatened.
- Set goals and make plans with teachers. For example, during the teacher's preparation time set a mutual goal of what you'd like to achieve. Make plans to achieve that goal. Consider having the teacher demonstrate a key portion of the activity with you while planning.
- Evaluate how the activity impacted the missionaries and how it could have been better.
- Spend enough time observing or working with a teacher to see them in various activities.

One-on-one meetings

Use one-on-one meetings to train teachers and to hold teachers accountable for their performance and improvement. Generally you or a teacher supervisor should meet with each teacher every six to eight weeks, ideally shortly after they finish teaching a district. Review challenges, successes, missionary evaluations, your observations, and previous goals. Set goals for the next group. Train and offer help to the teacher based on their needs. If you have any concerns about the teacher's performance discuss them with the teacher and note them in your records.

In addition to these one-on-one meetings hold a formal performance evaluation with each teacher after their assessment period, at their one year mark, and at their 18 month mark.

Weekly training

Formal training fosters unity, expands vision, and helps teachers learn from each other. Hold a weekly training of approximately one hour to communicate basic expectations, meet the needs of the teachers, share best practices, and model curriculum activities. Whenever possible follow the Training Model and help teachers learn by doing. If you have a large group of teachers (20 or more) consider having two training sessions to meet the scheduling needs of the teachers.

Once a month, a Missionary Department staff member will use one of these weekly trainings to train you and your teachers via video conference. Soon after a video conference, consider dedicating one of your weekly trainings to review and practice the video conference training topic.

Consider holding other training meetings to train a small group of teachers with similar needs. These might include training for language teachers, mentor teachers, new teachers, training support teachers, and so forth.

Evaluate and Improve the Training Program

In addition to helping teachers you have a more general responsibility of ensuring the missionaries have the best training experience possible. Evaluate often the overall training experience and find ways to improve. When doing so consider the following ideas:

- Receive a weekly accounting of missionary progress from teachers and plan to use the strength of your entire team of teachers to help missionaries. Collectively a group of teachers has greater capacity to meet the needs of the missionaries than individual teachers or teacher companionships.
- Consider creating a training plan to help guide weekly trainings and the training of new teachers.
- Organize teacher companionships and shifts in a way that missionaries can learn from teachers who have a variety of strengths. Generally it is better to leave the same teachers with a district for their entire training experience.
- Implement direction and training from your Missionary Department contact person.

- Use missionary assessments, particularly the exit questionnaire and teacher evaluation. The exit questionnaire assessment can be a powerful tool to evaluate the overall training experience. Consider holding occasional focus groups with missionaries. Look at trends in the teacher evaluations to help you identify training needs rather than looking only at individual teacher evaluations.
- Consider input from the MTC president. He often has a unique insight into the missionaries' perspective of their training experience as a result of his interviews with the missionaries.
- Discuss your goals to improve the training program with your Missionary Department contact person often.

Critical Questions

How many teachers should I have? Maintain the number of teachers that will allow you to have an average of 50 teacher hours per district per week. Missionary numbers naturally fluctuate to meet mission needs. When you have larger groups consider increasing the number of hours teachers work if contracts allow or temporarily contract teachers who recently completed their contract. For smaller groups consider having smaller district sizes (for example 8 rather than 12 missionaries) or offering time off to teachers. Teachers who would still like to work but cannot be assigned to a district should be given meaningful assignments to complete, including observing and helping other teachers or offering more teaching practice opportunities for missionaries.

How should teachers allocate their time? Out of 20 hours a week a teacher should spend approximately:


- 30 minutes a day preparing for their shift (about 2 ½ hours a week)
- One hour each week in a training meeting
- 30 minutes planning with their companion teacher
- 30 minutes counseling with other teachers and the manager to meet missionary needs
- 15 hours working with their district

Additional time worked above 20 hours a week should be dedicated to training support activities (TRC appointments, helping with workshops, facilitating activities with districts in shifts with no teacher, etc.)



How much time should I spend working with teachers and missionaries? Dedicate at least 65% of your time preparing for and working with teachers and missionaries. Two things that often get in the way of managers accomplishing this is the tendency to get drawn into administrative tasks more than they should or the desire to develop new resources.

Appendix I

Teacher Improvement Draft Resource as Designed for the Manager's Resource



Manager's Resource


Overview

Missionary Training Centers

As directed by modern-day prophets the purpose of MTCs is to help missionaries to "invite others to come unto Christ by helping them receive the restored gospel through faith in Jesus Christ and His Atonement, repentance, baptism, receiving the gift of the Holy Ghost, and enduring to the end" (*Preach My Gospel*, 1).

Role of the MTC Manager

As a manager of training and operations your focus is to help missionaries accomplish their purpose. You will best be able to do this as you fulfill three primary responsibilities:



1

Overview

As you work to fulfill these responsibilities look to the Lord and the Missionary Department for direction and help. In all that you do ensure you follow the Spirit.

IMTC Organization

MTCs function under the direction of the Missionary Department. As the manager you report to an assigned member of the Missionary Department. Currently this is the director or manager of IMTCs. Counsel, communicate, and report often to your Missionary Department contact. Your contact is also the contact for the MTC president.

Beacuse of the trust the Missionary Department has in you have no direct supervisor on-site. Honor this trust by having the highest level of integrity. Follow Missionary Department protocols, and account for your work to the Missionary Department often.



Training

Provide Leadership to the Training Program

You are a trainer. As such you should focus the majority of your time and energy on providing leadership to the training program. Ensure that you:

- Hire and Train the Best Teachers
- Help Teachers Improve
- Evaluate and Plan to Improve the Training Program

Hire and Train the Best Teachers

You have the responsibility of evaluating applicants, making hiring decisions, and providing pre-service training for new teachers. Great care should be taken to select the best available applicants as they will have a significant influence on the missionaries. Hiring the right person will reduce the amount of time required to help a new teacher become effective.

Teachers should be recently returned missionaries who in most cases have returned within the last 12 months and can effectively help missionaries learn to fulfill their purpose by applying principles from *Preach My Gospel*. They should be part-time employees and unless prohibited by local employment law, teacher tenure should be limited to no more than two years. Exceptions to this should be discussed with your Missionary Department contact.

Training

Preparing to Hire

- Evaluate your hiring needs often and start the screening process early. To maintain stability and well trained teachers, avoid hiring large numbers of new teachers at one time. Ideally new teachers would start working two to three weeks before they are assigned to teach their own district.
- Work with your local human resources office to recruit and maintain a large pool of applicants. Human Resources can also provide an initial screening of applicants based on criteria you set.
- Obtain clearance from the applicant's former mission president(s) before considering them. Ensure this clearance is written or recorded. If a mission president does not clear the applicant they should not be considered.



Key Teacher Qualifications

Choose teachers who:

- Love the Lord and His missionaries and shows respect and care for others.
- Understand and focus on the purpose.
- Are "Preach My Gospel" missionaries who can demonstrate effective teaching.
- Are dependable and committed to do all they can to help missionaries.
- Openly receive feedback and seek to improve.
- Demonstrate expertise in the mission language

Selecting the Right Applicant

Your selection process should include the follow-

Training

ing elements.

- An evaluation of teaching skills based on criteria that are applicable to the job (see the "Principles for MTC Training" in the teacher resource, A Guide for MTC Teachers). Provide applicants with clear instructions on the teaching situations with advance notice, if possible. Consider doing the evaluation of teaching skills in a group setting.
- Evaluation of language abilities (where applicable).
- A brief interview. Always interview applicants with someone else (a teacher, teacher supervisor, HR employee, etc.). Help the candidate feel comfortable. Treat the interview more like a conversation than an interrogation. For comparison purposes, be consistent in the questions you ask and remember that past performance is one of the best indicators of future performance—when applicants respond with general ideas and principles ask for specific examples. Examples of good questions include:



- Describe an experience from your mission that helped you better understand your purpose.
- Based on your experience, what is the best way to help a missionary improve their teaching skills?
- Share with us an example of when you taught by the Spirit.
- How did you support other missionaries in your mission?

Training

- Why would you like to work at the MTC?
- What questions do you have about the position? (asked after briefly describing the position's expectations)
- Before hiring an applicant you should obtain an ecclesiastical clearance from the candidate's current bishop and have them briefly meet the MTC president. The meeting with the MTC president is not an interview. Seek the general impression of the president. At a smaller MTC consider having the president sit in on the interviews.

Be aware of your biases in the selection process. These may include 1) the tendency to hire people similar to you, 2) hiring based on first impressions that are not job-relevant, 3) allowing your judgment to be overly affected by one of the applicant's characteristics or by the applicants you interviewed before, and 4) lowering your standards because you are under pressure to quickly fill a position.

Be sure to understand any local legal constraints. Do not ask illegal questions and avoid discrimination, particularly based on gender, race, or color. Once you have identified the best applicants work with Human Resources to offer the position and hire the teacher.

Training New Teachers

The first few weeks and months are crucial to the success of a new teacher and will have a lasting effect on their attitudes, habits, and effectiveness. Because of this you should be personally involved in training new teachers, even if you have teacher supervisors.

Training

New teachers will become effective as they increase their vision of the purpose of missionary work, clearly understand their role, know and teach the MTC curriculum, and follow the "Principles for MTC Training." This is best achieved by helping teachers experience and practice key activities with feedback before teaching their own district. This pre-service training should be at least 20 hours and include:

- An overview by the manager. As part of this meeting provide teachers with a vision of the MTC experience. Include an introduction to the approved curriculum, materials, and training activities.
- A welcome from the MTC president.
- Meeting the other teachers they will be working with as soon as possible.
- A mentor assignment. A mentor is an experienced teacher, teacher supervisor, or in some cases the manager. The mentor assignment should last approximately six weeks and include opportunities to observe a variety of experienced teachers and practice conducting all major training activities with feedback. Train mentor teachers. As part of the mentorship consider having the new teacher do some of the following activities:
 - Observe each main activity in the curriculum. Practice as many of these activities as possible receiving feedback from another teacher.
 - Watch episodes 1-3 of the Preach My Gospel DVDs the District 2 and other media from the



curriculum lesson outlines.

- Study the curriculum resources such as the fundamental study guide and chapters 1, 3, 10, and 11 of Preach My Gospel. Ask teachers to set a daily goal from their reading to improve their understanding and ability to teach.
- Review the “Resource” section of A Guide for MTC Teachers.
- One-on-one meetings with the manager to review progress and answer questions. Record progress of the new teacher. Consider personally demonstrating with a district of missionaries a few key activities for the new teacher such as a fundamental lesson.

The first few months of a teacher’s contract should be a learning and assessment period. If the teacher performs well during this period, and if they desire, they would continue employment renewing their contract if necessary. Work with your HR manager to find the best way to implement this evaluation period. During this time:

Activity

For a full week, track hour by hour what activities you spend your time in. What percent of your total time did you allot to training activities? What percent of time did you spend in the classroom? Working with new teachers? Preparing for training? Set a goal to improve in one area.

- Work closely with the new teacher to counsel and set goals with them.
- Follow up on goals, work one-on-one, observe, and provide feedback.
- Continue to enlist other experienced teachers to help the new teacher.
- Meet with the teacher at the end of the period to discuss their progress, continued employment, and to record a plan for improvement.

Help Teachers Improve

You are responsible to ensure that all your teachers effectively help missionaries prepare to fulfill their purpose. Spend a majority of your time with teachers who need the most help.

Use a variety of tools to identify teacher needs. For example, work with teachers in their classroom, conduct missionary focus groups, analyze missionary teacher evaluations, talk to teachers or teacher supervisors, and counsel with the MTC president who may have insight on teacher performance based on missionary interviews.

Make plans to help teachers improve with emphasis on struggling teachers. As you work with teachers in various settings keep records of their goals and performance. Every few weeks, evaluate if you are spending your time in activities that will most help improve the training program at your MTC such as working with newer teachers in the classroom, teaching workshops, and preparing for and providing a weekly training to teachers.

Working in the Classroom

One of the best ways to strengthen your teachers is to work with them in the classroom. The purpose of doing so is to support and help the teacher—not to find problems. When working in the classroom consider the following ideas:

- Observe a class with another teacher or a small group of teachers (if possible in the back of a large room or from another room). Discuss with the teachers those things that most help the missionaries. Identify areas of opportunity.

Training

If helpful, discuss and demonstrate other ways of doing what they are seeing.

- Team teach with a teacher.
- Demonstrate an activity or lesson. Consider having the teacher shadow you.
- Observe a class as if you were one of the missionaries.
- Assign yourself as a teacher to a district. Invite teachers to come in and observe.
- As you observe look for evidence of the “Principles of MTC Training” in the lesson. When giving feedback briefly review the main principles and have the teacher self-evaluate based on each one.
- With advance notice let a teacher know you will record them doing an activity. Allow them to watch it and process with you what they are seeing then repractice a portion of the activity.
- E-mail comments to the teacher while observing the class.



Principles for Working in the Classroom

- Help teachers feel at ease rather than evaluated or threatened.
- Set goals and make plans with teachers. For example, during the teacher’s preparation time set a mutual goal of what you’d like to achieve. Make plans to achieve that goal. Consider having the teacher demonstrate a key portion of the activity with you while planning.
- Evaluate how the activity impacted the missionaries and how it could have been better.
- Spend enough time observing or working with a teacher to see them in various activities.

Training

One-on-one meetings

Use one-on-one meetings to train teachers and to hold teachers accountable for their performance and improvement. Generally you or a teacher supervisor should meet with each teacher every six to eight weeks, ideally shortly after they finish teaching a district. Review challenges, successes, missionary evaluations, your observations, and previous goals. Set goals for the next group. Train and offer help to the teacher based on their needs. If you have any concerns about the teacher’s performance discuss them with the teacher and note them in your records.

In addition to these one-on-one meetings hold a formal performance evaluation with each teacher after their assessment period, at their one year mark, and at their 18 month mark.

Online Resource

The IMTC resource site (<https://share.ld-schurch.org/sites/IMTC>) has an application for each MTC where you can track your teachers’ progress, goals and evaluations. Login using your LDS account username and password. This site also contains all approved curriculum materials and booklets.

Weekly training

Formal training fosters unity, expands vision, and helps teachers learn from each other. Hold a weekly training of approximately one hour to communicate basic expectations, meet the needs of the teachers, share best practices, and model curriculum activities. Whenever possible follow the Training Model and help teachers learn by doing. If you have a large group of teachers (16 or more) consider having two training sessions to meet the scheduling needs of the teachers.

Training

💡 Training Plan

At the beginning of each month you may want to consider your teachers' training needs and create a training plan that includes how you will meet those needs and help new teachers through weekly training, specialized training, and working one-on-one with the teachers. Usually your contact can provide you with the topic of the video conference that month beforehand to include in your plan.

Once a month, a Missionary Department staff member will use one of these weekly trainings to train you and your teachers via video conference. Soon after a video conference, consider dedicating one of your weekly trainings to review and practice the video conference training topic.

Consider holding other specialized training meetings to train a small group of teachers with similar needs. These might include training for language teachers, mentor

teachers, new teachers, training support teachers, and so forth.

Evaluate and Improve the Training Program

In addition to helping teachers you have a more general responsibility of ensuring the missionaries have the best training experience possible. Evaluate often the overall training experience and find ways to improve. When doing so consider the following ideas:

Receive a weekly accounting of missionary progress from teachers and plan to use the strength of your entire team of teachers to help missionaries. Collectively a group of teachers has greater capacity to meet the needs of the missionaries than individual teachers or teacher companionships.

- Organize teacher companionships and shifts in a way that missionaries can learn from teachers

Training

who have a variety of strengths. Generally it is better to leave the same teachers with a district for their entire training experience.

- Implement direction and training from your Missionary Department contact person.
- Use missionary assessments, particularly the exit questionnaire and teacher evaluation. The exit questionnaire assessment can be a powerful tool to evaluate the overall training experience. Consider holding occasional focus groups with missionaries. Look at trends in the teacher evaluations to help you identify training needs rather than looking only at individual teacher evaluations.
- Consider input from the MTC president. He often has a unique insight into the missionaries' perspective of their training experience as a result of his interviews with the missionaries.
- Discuss your goals to improve the training program with your Missionary Department contact person often.

💡 70-20-10 Development

In helping teachers, or any MTC employee, keep in mind the 70-20-10 rule:

- 70% of development is done on the job.
- 20% is done from mentoring and coaching.
- 10% comes from formal training.

(Performance Management Online Resource: <http://ilearn.ldschurch.org>)

Critical Questions

How many teachers should I have? Maintain the number of teachers that will allow you to have an average of 50 teacher hours per district per week. Missionary numbers naturally fluctuate to

Training

meet mission needs. When you have larger groups consider increasing the number of hours teachers work, if contracts allow, or temporarily contract teachers who recently completed their contract. For smaller groups consider having smaller district sizes (for example 8 rather than 12 missionaries) or offering time off to teachers. Teachers who would still like to work but cannot be assigned to a district should be given meaningful assignments to complete, including observing and helping other teachers or offering more teaching practice opportunities for missionaries.

How should teachers allocate their time? Out of 20 hours a week a teacher should spend approximately:

- 30 minutes a day preparing for their shift (about 2 ½ hours a week)
- One hour each week in a training meeting
- 30 minutes planning with their companion teacher
- 30 minutes counseling with other teachers and the manager to meet missionary needs
- 15 hours working with their district

Additional time worked above 20 hours a week should be dedicated to training support activities (TRC appointments, helping with workshops, facilitating activities with districts in shifts with no teacher, etc.)

How much time should I spend working with teachers and missionaries? Dedicate at least 65% of your time preparing for and working with teachers and missionaries. Two things that often get in the way of managers accomplishing this is the tendency to get drawn into administrative tasks more than they should or the desire to develop new resources.

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See the activity on page 8 to help evaluate how well you are doing with this expectation.

What should I do when a teacher is not meeting expectations? When a teacher does not meet expectations, discuss the issue and the expectation with them as soon as possible. Focus on the principle behind the problem and helping the teacher improve. For example, if a teacher misses a shift without notifying you, find out why they missed and help them understand how it impacts the missionaries and other teachers. Inform the teacher of further consequences if the behavior continues. Ensure that you document the problems and the plans to improve. If there is no improvement or the problems persist, continue to try to help, notifying the teacher that they are not meeting expectations, setting goals, providing support and documenting the discipline and misconduct.

Consult your local human resource office concerning employee discipline guidelines used in the Area.

Typically, misconduct, such as missing a shift without notice or consistently coming in significantly late or leaving significantly early, merits a verbal warning, then if it continues a written warning which the employee should sign indicating you discussed the problem with them, followed by dismissal from employment. Be uniform and consistent with all teachers in your discipline. Do not dismiss a teacher from employment without speaking to the local human resource office and your Missionary Department contact person first. If proper documentation is not in place you will not be able to dismiss the teacher.