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Netcorps Jordan (NCJ) Learning Curriculum Design Report

AMIR II Achievement of Market-Friendly Initiatives and Results

January 2005

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JORDAN AMIR II

Achievement of Market-Friendly Initiatives and Results

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Abstract

The outcomes of the Netcorps Jordan (NCJ) learning curriculum design activity are strategies, recommendations, and completed design elements required for the successful pilot of the *ICT and SME Sales Management* program in Jordan in 2005. Building on the NCJ Learning Curriculum Scoping Report (Dec 6/04), this document presents the key curriculum design work which will be developed in the next stage for the two learning curricula to be offered as part of the NCJ project: (1) NCJ Intern learning curricula; and (2) the *ICT and SME Sales Management* learning curricula.

Designing the NCJ Intern Learning Curriculum

Emerging from the design activities are several learning curriculum elements that are critical and purposeful inputs into the development work. Comprehensive instructional design documents were created for each of the four stages of the Intern learning experience. New content was sourced. We articulated an iterative approach to ensure the Interns work with three strategic declarative knowledge areas in progressively more sophisticated cognitive methods. We created an entry-level NCJ Intern ICT skill profile and assessment process that can be used during recruitment activities to more rigorously evaluate ICT competency. Another significant design element is the Intern Competency Rubric, one component emerging from the work we did to outline a strategy for more robust assessment of learning practices. We also provide recommendations for capturing feedback on the learning curriculum and explore e-learning options.

Designing the NCJ *ICT and SME Sales Management* Learning Curriculum

This curriculum was re-designed to reflect the additional emphasis on the project component, resulting in the Project Incubation stage, an intensive 4-week period of one-on-one coaching by the Interns with the SME participants. Critical enhancements to this curriculum focused on ICT content in three areas: the design of a cluster of four Web Design modules; re-design of the Access modules to allow for more cohesive coverage, a quicker start, and a more complete picture of the potential application of databases; and identification of additional Word and Excel features that could be developed into mini-modules using a “branching” instructional design approach to better accommodate a wider range of learner needs. As in the Intern learning curriculum, a detailed framework was constructed to guide the creation and integration of localized stories, examples, and metaphors (s-e-m’s). New content was sourced and work has begun on validating the case study which is the key sales management learning mechanism in the curriculum.

Next Steps – The Development Stage

Development work will continue what was started in this design stage: new content will be validated and finalized, authentic assessment tools created, s-e-m's written, and instructional design documents turned into a complete set of learning materials for each curriculum: facilitator guide, learning package for the participants, and a facilitator toolkit. We will begin with the *ICT and SME SM* curriculum as it is an input into the Intern learning curriculum. We are anticipating a fairly fast pace to our development efforts so that we can allow enough time for proper translation and still ensure the Interns begin their learning experience in April 2005.

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Executive Summary

The outcomes of the NCJ learning curriculum design activity are strategies, recommendations, and completed design elements for the two learning curricula to be offered as part of the NCJ project: (1) NCJ Intern learning curricula; and (2) the *ICT and SME Sales Management* learning curricula. This document presents the key curriculum design work and identifies the primary learning curricula development projects required to successfully pilot the *ICT and SME Sales Management* program in Jordan in 2005.

Key learning curriculum design activities include the following:

- Create comprehensive instructional design outlines.
- Research and source new content.
- Design critical learning curriculum inputs, such as:
 - a strategy to enhance the assessment of learning activities
 - articulation of an iterative approach to integrate three strategic declarative knowledge areas
 - recommendations for capturing ongoing feedback on the learning curriculum
 - a framework for creating and integrating localized and descriptive stories and examples into the learning curricula.
 - work on a clustering and branching instructional design strategy for selected ICT content to better accommodate a wider range of learner needs.
- Research e-learning options.
- Establish the ideal entry-level ICT skill profile for NCJ Interns and create an ICT assessment process and tools that can be used during recruitment.
- Collaborate with the NCJ team to determine the overall customized structure for the upcoming NCJ Intern learning experience.
- Outline a translation process.

Section 1: Designing the NCJ Intern Learning Curriculum

Instructional design work on the Intern learning curriculum focused on six critical activities. Each will be presented to describe our approach, accomplishments, decisions, recommendations, and products created.

1. Instructional Design

Instructional Design Outline: As described in the Scoping Document (Dec 6/04), Version 2.0 of the NCJ Intern Learning Curriculum reflects four stages in the Intern learning cycle: Launch, Focus, C @ C, and Opportunity Round Table (ORT). Each of these four stages is a mix of e-learning, face-to-face events, and fieldwork. We focused our attention on articulating the instructional design approach for the C@C and ORT stages, which up until now, have not been supported by a robust instructional design strategy. As a result of lessons learned from our review of the GNC learning curriculum implementations in the Middle East region over the past year, we are finally in a position to create a relevant and effective learning structure in these stages to ensure that overall program outcomes are achieved. This work is supported by a comprehensive instructional design document (see Appendix A), which outlines, in considerable detail at a module level, the revised

learning outcomes, learning strategies, and key content focal points for the Launch and Focus stages. Here’s an overview of the instructional design strategy for the C@C and ORT elements:

Objectives	Instructional Design Synopsis
C@C	
<ul style="list-style-type: none"> • become proficient Intern practitioners • be an active member in the Intern community of practice • purposefully use, struggle with, succeed, and build the competencies learned in the program to this point • engage in continuous learning • prepare for the next stage in the learning process – ORT 	<p>As Interns work in the community they are engaged in continuous, and primarily, informal learning experiences. To ensure these informal learning experiences are positive, meaningful and result in the desired learning and programs outcomes, it is essential to build a framework to support this form of potentially rich learning. The C @ C stage of the Intern learning cycle is therefore a combination of fieldwork (learning through the work they are doing in the community), structured learning events (a blend of F2F and online events), and continued personal development guided by their self-directed learning plan. The following three learning forums are designed to provide the needed structure:</p> <ul style="list-style-type: none"> • online discussion groups - two discussion forums will be set up and moderated throughout the Interns’ first year in the field. • formal F2F and e-learning events - several formal learning events will be developed to create structured opportunities for continued development. Ideally each will be a blend of online and F2F learning in order to maximize F2F time. It is possible that existing F2F training events offered by other Jordanian programs could be re-purposed and customized. • assessment and coaching of key self-directed learning plan milestones – Interns will leave the Focus F2F session with the first version of their plan. Throughout this stage, Interns will regularly self-assess their competency development using the Intern Competency Rubric, provide updates on their progress to the NCJ team, and adjust their self-directed learning plans accordingly.
Opportunity Round Table	
<ul style="list-style-type: none"> • work through steps 4 & 5 of the Sustainable Livelihood Map to identify what they are excited about doing, transferable skills, and to strategize next career steps • address the conative learning domain 	<p>This module is built on five-step sustainable livelihood mapping process. While the ORT occurs in the last 6 weeks of the Internship, stepping stones have been designed into each of the other three stages of the Intern learning cycle. In the Launch and Focus stages, the underlying skills that will help the Intern work through this sustainable livelihood process are explored and incorporated into the Intern competency profile. In the C@C stage, the 2nd and 3rd steps are addressed as structured blended learning events. Therefore, the Intern arrives at the ORT having researched options within the formal and informal job sectors and engaged in in-depth personal assessment and skills profiling. They are now ready to map out their options, prioritize and select the most viable, learn to market themselves, and construct an action plan. There are three primary elements:</p> <ul style="list-style-type: none"> • Step 4 of the Sustainable Livelihood Map: Weigh Options • Step 5 of the Sustainable Livelihood Map: Action! • Workshops on self-marketing (for both the formal and informal job sectors) <p>Each of these learning elements will be developed into a blended learning solution that mixes e-learning and F2F elements. Initial research has been done to identify potential organizations within Jordan that currently provide these types of learning experiences and/or other career planning tools and events.</p>

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New Content Research: New content requirements were minimal as much of the current content has proven to be relevant to the learning needs of this program. New content that was researched includes: business communication, advanced project management, and significant revisions to Action Research content to reflect its repositioning within the NCJ program.

2. Design Key Learning Curriculum Inputs

An Authentic Assessment Strategy: There are already many solid assessment activities in the Intern learning curriculum. These will stay. Feedback over the past year suggests that we need to provide more in-depth, valid, and reliable documentation of learning outcomes and results. The purpose of constructing an authentic assessment strategy is to define what we really want to assess, document best practices, and identify significant assessment tools and processes that will add rigour to our current assessment practices. Four products were created: the strategy with an emphasis on performance-based assessment approaches, identification of eight critical assessment tools needed to supplement current assessment practices (see Appendix B), the Intern Competency Rubric (see Appendix C), and test blueprints (see Appendix D) to guide the construction of the declarative knowledge assessments.

- A note about the ***Intern Competency Rubric***: While still a work-in-progress that will be refined in the development stage, this is one of the most important products created in this design stage. It fills a crucial gap in the NCJ learning curriculum. Not only is it a versatile learning tool, this rubric can be used throughout the entire Intern experience; from supporting ongoing competency development to providing a solid framework for the construction of more rigorous recruitment activities.

Articulation of an Iterative Approach for Strategic Declarative Knowledge Areas: One of the lessons learned in the GNC program over the past year is that the Interns need to be better versed in, and demonstrate a more comprehensive understanding of their role, the program, and the theme. In response to this need, we worked to position these information pieces into a comprehensive learning map to ensure the Interns will explore the information in a logical, progressive fashion, building increasingly sophisticated knowledge representations throughout their learning experiences. The creation of this “iterative document” is a very significant design output and fills a critical gap in the program. It has already proven an invaluable input into other design work. Refer to Appendix E for a visual representation of this iterative approach.

Strategies for Capturing Feedback and Best Practices on the Learning Curricula: Impetus for developing a strategic and systematic approach to capturing feedback is driven by the realization that we are not obtaining and leveraging many of the great learning ideas that Interns develop when they facilitate the program in the community. Furthermore, there is a “black hole” with respect to detailed information and understanding about how the learning curriculum is being delivered at a learning object level within a country. There are several program elements already in place that could become key ingredients in a “capture feedback” strategy. For example: the emphasis on communities of practice as a forum for sharing ideas and best practices demonstrates a

belief in the value of sharing; the existing web-based portal (the GNC web site) can provide some of the required technology backbone; the existing protocol of writing weekly reports highlights the presence of an Intern reporting “habit”; and the emphasis on the Intern as Action Researcher clearly positions providing feedback and sharing best practices as an Intern responsibility.

There are several levels of feedback required:

- Weekly Temperature Checks on the learning modules they deliver and their reactions
- Specific Feedback - on learning objects that the Learning Team is tracking closely as well as annotated feedback on the learning materials
- The Warehouse - Interns submit and showcase their great learning objects which become available for other Interns to use
- Interval Reflection - the opportunity to step back and reflect on a larger piece of the learning curriculum and outcomes.

While initial conceptual work was completed on this deliverable, more work is required to develop a comprehensive strategy. Several recommendations as well as questions for further discussed are highlighted. Appendix F contains a more detailed exploration.

Localization and Integration of Stories, Examples, and Metaphors (s-e-m's): The purpose of this input is to ensure that the learning curriculum is well contextualized and relevant for NCJ needs. The main accomplishment was a comprehensive outline of over five dozen s-e-m's to be developed and integrated into the Intern learning curriculum. For a summary of this list as well as notes on other localization required, please refer to the Instructional Design outline in Appendix A.

3. E-Learning

Better Understanding the Functionality of Moodle: Moodle is the current GNC web platform. Ten features in Moodle were explored, tested, and discussed as possible technology tools that may enhance either the e-learning experience or the F2F learning events. As a result of this work, several significant enhancements were made to the Launch Online module and we also discovered ways in which several of these features might be integrated into the F2F events to make this learning experience more robust.

Prototype of the Launch Online Module: It is essential that the three weeks allocated to this e-learning experience, and the Intern's first learning encounter with the program, is rich and results in the desired learning outcomes. The new design should make this learning experience more streamlined, less overwhelming, and focused on the achievement of tightly defined learning outcomes. A prototype was developed to enable us to demonstrate how some of these new ideas will be implemented. Key instructional design notes are included in Appendix A.

4. GNC/NCJ Customization

The deliverable for this design endeavour was to work with the NCJ team to determine the overall structure for the NCJ Intern learning experience. In addition, work continued on constructing the learner and context analysis for both the Interns and the potential

SME participants to ensure that important social and cultural considerations are noted. These analyses also enable us to properly target the learning curricula in terms of entry level knowledge, anticipation of perceptions, and what will be most relevant, attention-grabbing, and goal directed. Once completed, these profiles will also be very useful to the learning facilitators and the NCJ team. Refer to Appendix G for the questions that are guiding this information gathering process.

5. Translation

This design document recommends an approach to translation. Having just received the Arabic *ICT and SME SM* learning package (translated in Egypt) as well as elements of the Arabic Intern Learning Curriculum (translated in Jordan), we will conduct an initial review to better understand magnitude of the translation issues and start to build the lexicon glossary.

6. Parallel Program Activities

The deliverable for this activity focused establishing the ideal entry-level ICT skill profile for NCJ Interns and creating an ICT assessment process that can be used during recruitment to ensure program ICT needs are met. The ICT profile includes two perspectives: ICT-Technical and ICT-Application skills. Performance dimensions are identified for each. The assessment process will unfold in three stages: interview, hands-on computer test; a presentation. For a more complete exploration refer to Appendix H.

Section 2: Designing the NCJ ICT and SME SM Learning Curriculum

Instructional design work on the *ICT and SME SM* learning curriculum focused on three main activities.

1. Instructional Design

Instructional Design Outline: As described in the Scoping Document (Dec 6/04), Version 2.0 of the *ICT and SME Sales Management* Learning Curriculum was re-designed to reflect the additional emphasis on the project component of this learning program. There are two critical high impact revisions:

- Creation of a Project Incubation stage, an intensive 4-week period of one-on-one coaching and collaboration by the Interns with the SME participants. This element will provide a more seamless transition between the formal and informal learning components to ensure project momentum and sustainability of the ICT-SM initiatives.
- Re-working of several ICT modules, including a clustering and branching design strategy, to provide options that will enable the Intern facilitators to better customize several ICT elements for diverse SME participant learner needs.

An overview of the learning objectives and main instructional design parameters for each of the three stages, along with high level instructional design parameters, are outlined in the following report. We focused our attention on articulating the Project Incubation stage as this is a new element in this curriculum. Here is an overview of this element:

Objectives	Instructional Design Synopsis
Project Incubation	

<ul style="list-style-type: none"> • the ICT-SM projects selected by participants in the F2F sessions are implemented • SME's receive additional ICT coaching as required to ensure they are able to implement their projects • SME participants are connected with local / national SME experts and programs to continue their learning • SME participants are connected with other SME's and SME-specific resources in order to network and discover advantageous business development linkages 	<p>Interns will meet one-on-one two times / week with each SME participant to coach and facilitate the implementation of the ICT-SM projects. Working with the network established by the NCJ team, the Interns will help connect the SME program participants with community-based SME experts to ensure projects are successful from a business perspective. The Interns will also serve as facilitators to help the SME participants make connections with like-minded other SME's to problem solve, network, identify and share resources, create "clustering" strategies and advantages, and access additional business-related technology. Interns will meet with SMEs either at their business or at the technology training center. See Appendix K for the draft Coaching Guidelines that will help the Interns manage this component.</p>
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As most of the *ICT and SME SM* learning curriculum is staying the same, additional instructional design documents outline learning outcomes, strategies, and key content focal points for critical enhancements of three ICT content areas:

- **Web Design:** Feedback suggests that basic web design elements would be very useful. A cluster of four modules will be created to supplement the existing ICT learning path. See Appendix K.
- **Word and Excel:** We have identified several additional features in Word and Excel that would be extremely beneficial for participants in this program. Using a *branching* strategy, three mini-Word and three mini-Excel modules will be created to target special learner needs while also enabling the Intern facilitator to focus on the basic ICT content outlined in the SME SM Facilitator Guide. Please refer to Appendix L.
- **Access:** The Access modules have gone through an initial high-level re-design to provide a more step-by-step and thorough introduction to relational databases thus ensuring the SME participants more readily grasp the exciting potential of this ICT application for their business. See Appendix M.

New Content Research: New content requirements were not extensive as much of the current content is well received. Most of the work on the SME SM content focused on creating a sound and reliable source content document that eliminates the gaps and discrepancies in the version that was piloted in Egypt.

2. Design Key Learning Curriculum Inputs

Validation of the Case Study: The Sidki Carpet Company Case Study is a comprehensive case study that unfolds throughout the entire *ICT and SME SM* learning experience. The participants work through this case study to explore the key SM concepts. We have started the validation of the case study for use in Jordan. Several revisions are required, such as repositioning in a different industry sector, revising the financial data, and developing accurate manufacturing schematics.

Localization and Integration of Stories, Examples, and Metaphors (S-E-M's): We followed a similar process to what was outlined earlier in the Intern Learning Curriculum. A list of three dozen s-e-m's was compiled and prioritized. The learning purpose and

framework for each s-e-m was then outlined. We will draw on local and regional resources to construct these stories. Refer to Appendix N for a summary.

Exploration of a Branching Approach to Selected ICT Content: See please above discussion on the additional Word and Excel components.

3. Parallel Program Activities

The deliverable for this activity focused on collaborating with the NCJ team to understand how the SME Assessment process will unfold and incorporate this understanding into the design of relevant learning curriculum modules.

Section 3: Next Steps – The Development Stage

Extensive work has already been done to estimate the level-of-effort required for each major work task, prioritize these activities, and create initial roll-out timelines. We are in the process of identifying and mapping resources to the development work. Once this is finalized a detailed project plan for the development stage of the learning curriculum will be created.

Development work will continue what was started in this design stage: new content will be validated and finalized, authentic assessment tools created, s-e-m's written, and instructional design documents turned into a complete set of learning materials for each curriculum: facilitator guide, learning package for the participants, and a facilitator toolkit. Learning curricula materials will be developed iteratively. We will begin with the *ICT and SME SM* curriculum as it is an input into the Intern learning curriculum. We are anticipating a fairly fast pace to our development efforts so that we can allow enough time for proper translation and still ensure the Interns begin their learning experience in April 2005.

The Report

Overview

The outcomes of the Netcorps Jordan (NCJ) learning curriculum design activity are strategies, recommendations, and completed design elements for the two learning curricula to be offered as part of the NCJ project: (1) NCJ Intern learning curricula; and (2) the *ICT and SME Sales Management* learning curricula. Therefore, this document presents the key curriculum design work and also identifies the primary learning curricula development projects required to successfully pilot the *ICT and SME Sales Management* program in Jordan in 2005. Building on the NCJ Learning Curriculum Scoping Report (Dec 6/04), this design document is a vital input for those working on the next stage of the NCJ learning curriculum work – development. We have taken an iterative approach to our design efforts and several design elements are works-in-progress which will continue to be validated in this next stage.

Key learning curriculum design activities include the following:

- Creation of comprehensive instructional design outlines that identify the overall learning outcomes and instructional design strategies for each stage of the learning curriculum. Particular attention was given to three learning events in the curricula which, up until this point, have not been supported fully by a robust instructional design. These overview documents are supported by detailed outlines, at a module level, of revised learning outcomes, learning strategies, key content focal points, and placeholders for the integration of localized stories, examples, and metaphors.
- Researching and sourcing new ICT, sales management, SME, competency-related, and NCJ program design content.
- Designing key learning curriculum inputs. This includes:
 - an authentic assessment approach to guide the necessary enhancements to our assessment of learning practices
 - articulation of an iterative approach to integrate three strategic declarative knowledge areas. This approach is designed to ensure the Interns work with this information in progressively more sophisticated cognitive methods. The three declarative knowledge areas are: (1) NCJ Intern Role; (2) NCJ Program; and (3) SME Sales Management (SM) Theme.
 - recommendations for capturing feedback and best practices on the learning curriculum from the field.
 - developing a framework for creating and integrating localized and descriptive stories and examples into the learning curricula.
 - determining revisions required to the existing SME Sales Management case study (a key learning tool in the SME SM curricula).
 - work on a clustering and branching instructional design strategy for ICT content areas in order to better accommodate a wider range of learner needs.

- Researching e-learning options by exploring more advanced Moodle features (Moodle is the GNC web-based learning platform) and developing a prototype of the Launch online module to integrate several of these new features as well as more effective e-learning design.
- Establishing the ideal entry-level ICT skill profile for NCJ Interns and creating an ICT assessment process and tools that can be used during recruitment activities to more rigorously evaluate ICT competency.
- Working with the NCJ team to determine the overall customized structure for the upcoming NCJ Intern learning experience. This also included collaborating with the NCJ Program Design team to understand how the SME Assessment process will unfold so the learning experiences can effectively prepare the Interns for this task.
- Outlining a process for the translation of learning materials, which will be refined once an initial quality review of existing Arabic version is conducted.

There are three sections in this report:

1. Designing the NCJ Intern Learning Curriculum
2. Designing the NCJ *ICT and SME Sales Management* Learning Curriculum
3. Next Steps – The Development Stage

Section 1: Designing the NCJ Intern Learning Curriculum

Instructional design work on the Intern learning curriculum focused on six critical activities. Each will be presented to describe our approach, accomplishments, decisions, recommendations, and products created.

1. Instructional Design

There are two instructional design deliverables: instructional design outlines and new content research.

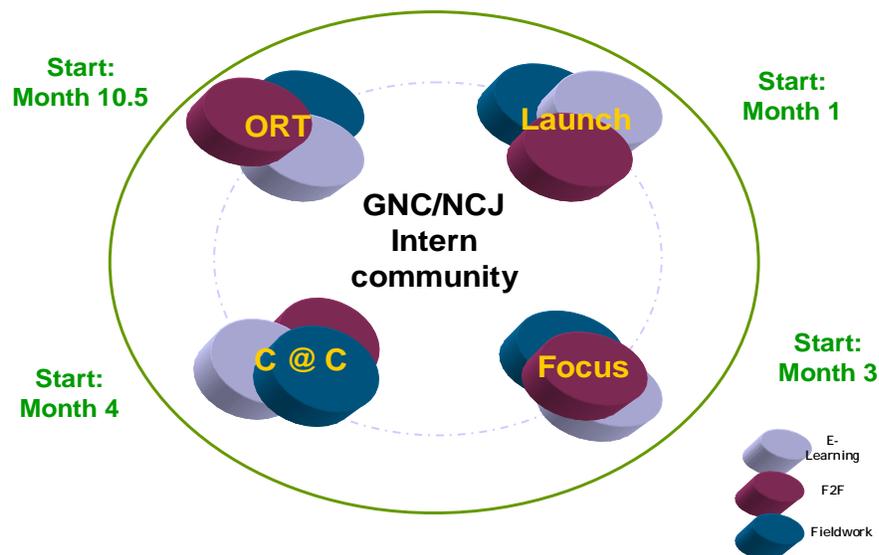
Instructional Design Outlines

As described in the Scoping Document (Dec 6/04), Version 2.0 of the NCJ Intern Learning Curriculum reflects four stages in the Intern learning cycle:

- Launch
- Focus
- C @ C
- Opportunity Round Table (ORT)

As illustrated below, each of these four stages is a mix of e-learning, face-to-face events, and fieldwork.

NCJ Curriculum Version 2.0



An overview of the learning objectives and main instructional design parameters for each of the four stages, along with high level instructional design parameters, are outlined in the following table. We focused our attention on articulating the instructional design approach for the C@C and ORT stages. As a result of lessons learned from our review of the GNC learning curriculum implementations in the Middle East region over the past year, we are finally in a position to create a relevant and effective learning structure in these stages to ensure that overall program outcomes are achieved.

This table is supported by a comprehensive instructional design document (see Appendix A), which outlines, in considerable detail at a module level, the revised learning outcomes, learning strategies, key content focal points, and integration of localized stories, examples, and metaphors, for each of the Launch and Focus stages.

Media	Objectives	Instructional Design
Launch		
	Overall Outcomes <ul style="list-style-type: none"> • build the basic Action Research skills, knowledge, and aptitudes to conduct the SME assessments • Interns to represent themselves and the NCJ program professionally and accurately • introduce key theme elements and explore ICT-SM tools • start to build a learning community • prepare for the next stage in the learning process – Focus 	
Online	<ul style="list-style-type: none"> • introductions • begin to explore iteratively the Intern role and the NCJ program • begin to explore iteratively key theme concepts • create entry points into the six competencies • use ICT creatively to support learning 	<ul style="list-style-type: none"> • unfolds over 3 weeks; learners to spend an average of 4 hours per day • learning portal via the GNC web site • prototype created to highlight layout and key Moodle functions that will be used in this learning event
F2F	<ul style="list-style-type: none"> • more advanced construction of the NCJ program, Intern role, and expectations • prepare Interns to speak publicly about the program • start to build communication skills • prepare Interns to conduct assessments of potential SME participants • introduce and develop the action research competency 	<ul style="list-style-type: none"> • 16 modules delivered over 3 days
FW	<ul style="list-style-type: none"> • conduct SME assessments • engagement in other action research activities is a possibility 	<ul style="list-style-type: none"> • unfolds over 2 weeks • F2F and online support mechanisms to be created by Program Design Team
Focus		
	Overall Outcomes <ul style="list-style-type: none"> • build the Intern competency profile so that the Interns are able to carry out their NCJ responsibilities confidently and competently • experience and explore each competency firsthand in a safe environment conducive to learning and experimentation • develop a credible theme declarative knowledge base which includes: SME SM content, ICT content, the SME SM Learning Program, and How to Facilitate the Learning Program • assess competency development in order to construct a self-directed learning and development plan so the Interns continue to develop their competency profile 	

	<ul style="list-style-type: none"> • nurture a learning community that will develop into a strong community of practice that will support the Interns remotely once they begin their posting • prepare for the next stage in the learning process – C @ C 	
F2F	<ul style="list-style-type: none"> • inspire, equip and connect • build the 6 competencies plus the development area: The Job of Being an Intern • build a solid theme declarative knowledge base as well as final iterations of the Intern role and the NCJ program • assess performance and help Interns construct ongoing self-directed learning and development plans 	<ul style="list-style-type: none"> • 3 weeks interspersed mini fieldwork projects • 64 modules delivered with 15 days of contact time
	<p>Synopsis The focus in week 1 is on facilitation of learning and action research. Interns do 2 practice teaching exercises, which are video-taped and assessed using the Facilitation Rubric. The 5th day will be used for one-on-one feedback sessions on the practice teaching exercises as well as fieldwork. The fieldwork is an action research project to be completed on day 5 and over the weekend; data from this project will generate key inputs into Week 2.</p> <p>In Week 2, project teams work on an unfolding project that continues each afternoon, enabling Interns to explore project management as well as practice the key concepts from the other competencies that are explored in the mornings. There will also be a focus on structured exploration of key theme concepts. The “job” expectations unfold in more detail.</p> <p>In Week 3 the Interns synthesize and explore the theme and theme learning package at more advanced cognitive levels. They construct toolkits, work plans, and a self-directed learning and development plan. There is a focus on ensuring they understand “job” expectations and can execute all the job-related tasks. They also present a Showcase, which is designed to provide a rigorous performance-based assessment of their learnings and competency development.</p>	
FW	<ul style="list-style-type: none"> • engage in situated-learning activities in the communities in which they (the Interns) will be working 	<ul style="list-style-type: none"> • 1 – 2 days at the end of week 1
Online	<ul style="list-style-type: none"> • to support F2F and FW learning activities • to orient learners to the Moodle interface and provide opportunities for them to use Moodle as they will in the field • to continue to develop their ICT skills 	<ul style="list-style-type: none"> • details integrated into instructional design document in Appendix A
C @ C		
	Overall Outcomes	

	<ul style="list-style-type: none"> • become proficient Intern practitioners • be an active member in the Intern community of practice • purposefully use, struggle with, succeed, and build the competencies learned in the program to this point • engage in continuous learning - continue to learn skills and construct knowledge related to the 6 competencies and facilitation of the theme learning package – execute personal development plan • prepare for the next stage in the learning process – Opportunity Round Table
<p>FW Online F2F</p>	<p>Synopsis The C@C stage begins as the Interns start their fieldwork. One important learning forum throughout the C@C stage of the Intern learning cycle will be the Intern community of practice. The learning community created amongst the Interns in the Launch and Focus stages of their learning cycle will transition to a community of practice. A community of practice is a “group of people who share ... a set of problems or passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermott & Snyder, 2002). In the C@C stage this community will be fostered primarily through online discussion forums and activities.</p> <p>As Interns work in the community they are engaged in continuous, and primarily, informal learning experiences. Informal learning is essentially learning from experience and the resources around you and includes: experimentation, knowledge exchange, self-study, participation, and critical reflection. To ensure these informal learning experiences are positive, meaningful and result in the desired learning and programs outcomes, it is essential to build a framework to support this form of potentially very rich and vibrant learning.</p> <p>The C @ C stage of the Intern learning cycle is therefore a combination of fieldwork (learning through the work they are doing in the community), structured learning events (a blend of F2F and online events), and continued personal development guided by their self-directed learning plan. The following three learning forums are designed to provide the structure needed to support the Interns’ continuous learning once they are engaged in the field:</p> <ul style="list-style-type: none"> • online discussion groups • formal F2F and e-learning events • assessment and coaching of key self-directed learning plan milestones. <p><u>1. Online Discussion Groups</u> Using the GNC web site, two discussion forums will be set up and moderated throughout the Interns’ first year in the field.</p> <ul style="list-style-type: none"> • The first discussion forum, The Intern as Action Researcher (AR) in the Learning Environment, will be a venue for learners to share best practices and challenges emerging from the work they are doing in facilitating the formal learning sessions with the SME participants. By discussing what’s happening in their sessions and sharing stories, they will engage in creative problem solving together and in the process provide invaluable feedback to guide improvements to the SME SM learning experience. This discussion group will be moderated by one NCJ facilitator for the first two months the Interns are in the field. The NCJ facilitator will guide the discussions to ensure a continued and systematic development of the Facilitation of Learning competency. In the third month the NCJ Coach will take over moderating

responsibilities, calling on the NCJ facilitator if needed. This discussion group is also linked to the “capturing feedback” initiative and is a critical element. Interns will be expected to make at least one posting/week and respond to at least two postings/week.

- The second discussion forum is a series of month discussion groups, each focused on a different aspect of the Intern competency profile and the work the Interns are doing at that point in their posting. This discussion group will be moderated by one NCJ facilitator for the first month the Interns are in the field and focus on the Facilitation of Learning competency. Beginning in month 5 the NCJ Coach will facilitate the monthly discussion forum. For months 6-12 the Interns will be grouped in moderating triads and take turns facilitating the monthly discussion forum. The NCJ Coach will monitor the discussion forums and step in as an additional resources as required. Taking ownership of this monthly discussion forum is critical, not only for resourcing considerations, but more importantly to provide opportunities for the Interns to continue to develop leadership, coaching, facilitation skills. It should also ensure more lively discussions and participation. Interns will be expected to make one posting/week and respond to at least one posting/week.

2. Formal F2F And E-Learning Events

Several formal learning events will be developed to create structured opportunities for continued development of the Intern competency profile. Ideally each will be a blend of online and F2F learning in order to maximize F2F time. Facilitators of these learning experiences will be a combination of the NCJ facilitators, the NCJ Coach, and Jordanian subject matter experts. In addition to the learning events outlined below it is also very important that structured learning events are set up, as required, to address emergent learning needs.

E-learning media will include Moodle and self-paced e-learning packages. The e-learning elements of one of these blended solutions will likely be designed as wrappers around the F2F sessions, which are designed to be .5 to 1 day in length. It is possible that existing F2F training events offered by other Jordanian programs could be re-purposed and customized for inclusion in the C@C stage of the Intern learning cycle.

Here are the recommended formal learning events:

- Creative Teaching Techniques – Part 2 – some content already in place
- Challenging Situations – learning module tested and completed; will require re-purposing for blended approach
- Creative Problem Solving – learning module tested and completed: will require re-purposing for blended approach
- SME SM Theme – Part 1 (a more in-depth exploration of the key SM concepts and related ICT applications for modules 1-13 in the SME SM program) – would like to involve SME smes in the facilitation of these learning events
- SME SM Theme – Part 2 (a more in-depth exploration of the key SM concepts and related ICT applications in modules 14-26 in the SME SM program) – would like to involve SME smes in the facilitation of these learning events
- Engaging the SME Community (SME Linkages) – would like to involve SME smes in the facilitation of these learning events
- Preparation for the ORT – Step 2: Research What’s Out There
- Preparation for the ORT – Step 3: Self Map and Profile

Note: Please refer to the Opportunity Round Table (ORT) for an explanation of these last two learning events, which are intended to be stepping stones to prepare the Interns for the ORT stage of their learning cycle.

	<p><u>3. Assessment and Coaching of Key Self-Directed Learning Plan Milestones</u></p> <p>Interns will leave the Focus F2F session with the first version of their self-directed learning and development plan. Interns should experience a sense of progress in the C@C stage of their learning cycle as they become more self-directed in their learning and take ownership of their personal development. Throughout this stage, Interns will regularly self-assess their competency development using the Intern Competency Rubric, provide updates on progress to the NCJ team, and adjust their self-directed learning plans accordingly. The NCJ team will input into this process by also using the Intern Competency Rubric to assess Interns' development of each competency and provide input into their self-directed learning plans and next steps. The design of this learning element also includes systematic and regular field visits by the NCJ team to meet with Interns and program participants. These visits will be used for conduct the assessments outlined above as well as address learning-related issues and document successes.</p> <p>The primary resource required for this stage is the NCJ Coach. However, the NCJ facilitator should also conduct one field visit to watch the Interns facilitate one module within the first 13 modules. The facilitator is best qualified to surface and address facilitating and learning related issues and challenges.</p> <p><u>Learning Elements To Be Developed</u></p> <ul style="list-style-type: none"> • Set up and design the discussion forums. This includes creating the space on the GNC web site, guidelines for the discussion forums that outline learning outcomes, topics (for example, coaching theme projects or time management (PM)) and expansive questions and/or content to establish the purpose and focal point for each forum. • 4 – 8 structured blended learning events • template for the self-directed learning and development plan • Intern Competency Rubric (drafted as part of the assessment design work; to fine-tune and validate) 	
ORT		
	<p>Overall Outcomes</p> <ul style="list-style-type: none"> • work through steps 4 & 5 of the Sustainable Livelihood Map: Weigh Options and Action! to identify what they are excited about doing, transferable skills, and to strategize next career steps • address the conative learning domain • apply metacognitive skills to create self-directed learning paths to develop new competencies that will be important in the career next steps they have identified by working through the Sustainable Livelihood Map 	<ul style="list-style-type: none"> • completed in the final six weeks of the Internship although stepping stones have been designed into each of the other 3 stages of the Intern learning cycle <p>In the Launch and Focus stages, the underlying skills that will help the Intern work through this sustainable livelihood process are explored and incorporated into the Intern Competency Profile and Rubric. This includes the ability to take initiative, see opportunities, creative problem solving, ignite the entrepreneurial spirit, and draw on the personal conative domain – self-determination, drive, will, striving. In the C @ C stage, the 2nd and 3rd steps are addressed as structured blended learning events. Therefore, the Intern arrives at the ORT having researched options within the formal and informal job sectors</p>

		<p>and engaged in in-depth personal assessment and skills profiling. They are now ready to map out their options, prioritize and select the most viable, learn to market themselves, and construct an action plan.</p> <p>Borrowing from the <i>Using ICT to Build a Sustainable Livelihood</i> NCJ program materials, here are the significant outcomes for each step:</p> <p>Step 1 – Commit: Employment Trends; Opportunity Tree</p> <p>Step 2 - Research What's Out There: 10 Things You Love to Do (for love or \$); Personal Asset Mapping; Information Interviews</p> <p>Step 3 - Self Profile: Employability Skills Profile; Pride Stories; Values; Self-Maps</p> <p>Step 4 – Weigh Options: Consequences Matrix</p> <p>Step 5 – Action!: Goals Test; Contingency Planning; Action Plan</p>
<p>F2F Online FW</p>	<p><u>Synopsis</u></p> <p>Interns will work through the Sustainable Livelihood Map throughout this learning experience and arrive at the ORT with several elements completed from the first three stages. These deliverables are critical inputs into this final stage of their learning cycle. The Interns will engage in the ORT learning experience while continuing to do their fieldwork.</p> <p>There are three primary elements included in this stage of the Intern learning cycle:</p> <ol style="list-style-type: none"> 1. Step 4 of the Sustainable Livelihood Map: Weigh Options 2. Step 5 of the Sustainable Livelihood Map: Action! 3. Workshops on self-marketing (for both the formal and informal job sectors) <p>Each of these learning elements will be developed into a blended learning solution that mixes e-learning and F2F elements. Initial research has been done to identify potential organizations within Jordan that currently provide these types of learning experiences and/or other career planning tools and events. Local and existing resources and learning products will be used as much as possible. However, it is likely that some customization of these local existing products will be required in order to meet the NCJ program needs. In addition, e-learning elements will need to be incorporated, where possible, in order to maximize the use of the F2F time.</p>	

New Content Research

The second deliverable was to source new content. A *New Content Research and Presentation* template was created to guide this process. New content requirements were minimal for this learning curriculum as much of the current content has proven to be appropriate and relevant to the learning needs of this program. New content that was researched includes:

- business communication - report writing, crafting recommendations, and writing stories
- advanced project management - coaching, time management, and establishing the critical path
- additional tips and strategies for collecting data (Action Research)

In addition, the existing content on Building Information Resources was significantly revised to reflect the new focus and understanding of Action Research within the NCJ program.

2. Design Key Learning Curriculum Inputs

The four learning curriculum input deliverables are: (1) an authentic assessment strategy; (2) articulation of an iterative approach for strategic declarative knowledge areas; (3) strategies for capturing feedback and best practices on the learning curricula; (4) and an outline of stories, examples, and metaphors (s-e-m's) to be integrated into the curriculum to localize and enrich the learning experience.

Authentic Assessment Strategy

Considerable resources were allocated to this design element. Four products were created: the strategy, identification of critical assessment tools needed to supplement current assessment practices, the Intern Competency Rubric, and test blueprints to guide the construction of the declarative knowledge assessments.

There are already many solid authentic assessment activities embedded into the Intern learning curriculum. These will stay. Feedback over the past year suggests that we need to provide in-depth, valid, and reliable documentation of learning outcomes and results. The purpose of constructing an authentic assessment strategy is to define what we really want to assess, document best practices, and identify significant assessment tools and processes that will add rigour to our current assessment practices.

Let's take a look at the strategy that will guide future design and development of assessment activities within the NCJ learning curriculum. An overview is provided here; please refer to Appendix B for more exploration.

1. Guiding Principles

- Assessment activities are best when they are tightly integrated with learning activities. The lines between instruction and testing often become blurred because

assessment becomes a means of teaching and teaching becomes a means of assessment.

- Assessment is not something that is “done” to learners. Success criteria must be shared with the learner and become the focus of feedback and continuous improvement. Learners will give their best performance when given several opportunities to demonstrate what they can do and when each opportunity is followed by specific, performance-enhancing feedback.
- With respect to “paper-and-pencil” tests, any test is just a sample of what someone knows. The challenge is to create the best possible sample. Constructing a *test blueprint* will help ensure you create a valid and reliable test that tests what you think you are testing and allow you to make inferences about the learners’ knowledge base.

2. Recommended Assessment Methodology

- There are several different learning outcomes that can be assessed and each lends itself to different assessment methodology:
 - declarative knowledge (knowledge about things) – paper-and pencil tests, conceptual maps, essay questions
 - procedural knowledge (knowledge of how to perform activities) – checklists and observation as part of performance-based assessments
 - cognitive strategies – debriefing interviews, learning journals, self-evaluations, and think-alouds
 - motivational orientations – attitude scales and observations
- **Performance-Based Assessment:** These are well suited to assess knowledge, deep understanding, problem-solving strategies, work habits, social skills, and complex competencies with several performance dimensions – all four learning outcomes listed in the bullet above. There are many compelling advantages of a performance-based approach so not surprising there are several strong performance-based assessments already in the NCJ learning curricula. Performance-based assessments add credibility to the assessment process because they assess what the learners can do and how they accomplish a task; the products of learning. Ideally integrated with classroom activities, good performance tests are also good facilitation activities because they create opportunities to provide immediate feedback to learners.
- **Rubrics:** Rubrics are an essential assessment tool used when conducting performance-based assessments. A rubric is a set of scoring guidelines, which:
 - identify and clarify specific performance expectations and criteria
 - specify the various levels of learner performance
 - provide descriptors for each level of performance
 - is based on patterns of actual performance and instances of exemplary performance.

Rubrics are particularly useful when assessing competencies that are complex and subjective. They facilitate both peer and self-evaluation and encourage learners to develop awareness about the criteria they use to assess their own abilities and

performance. This is important in a continuous learning model, as advocated in the NCJ program, because informal learning outside the formal setting can be better supported and strengthened. Learners can use the rubric help identify what further personal development is required and input this information into their personal development plan.

- **Portfolios:** A portfolio is a compilation of the learner’s best work as well as works in progress. As Tombari & Borich (1999) explain, it tells the learner’s “story” of achievement. While a performance assessment provides a snapshot, a portfolio shows growth in competence and understanding; a video of the final achievement and the effort put into getting there. Properly designed it can showcase ability to:
 - think and problem solve
 - use strategies and procedural-type skills
 - construct knowledge.
 - It can also provide insight into a learner’s persistence, effort, willingness to change, and self-monitoring and reflection skills.

Based on these insights into authentic assessment, eight assessment tools were identified for development work (please see Appendix B for a more details of each assessment tool):

1. Intern Competency Rubric
2. Declarative Knowledge Tests
3. Attitudinal Shift Assessment
4. Intern Portfolio
5. Competencies in Action
6. Assessment Rubric for AR Project
7. Assessment Rubric for Showcase
8. Knowledge Game Questions

The third element of the assessment work, and one of the most important products created in this design stage, is the ***Intern Competency Rubric***. It fills a crucial gap in the NCJ learning curriculum. The value of this rubric is the way it can be used throughout the entire Intern experience. It is not only a tool to assess learning. Considerable detail has been incorporated so that the performance dimensions outlined in the rubric will be a useful guide for ongoing assessment and development of the Intern’s competency profile throughout their posting. It can also be used to develop valid recruitment activities to assess these competencies in potential Interns. As a learning tool, it is very versatile. It will guide self-assessment, peer assessment, and one-on-one feedback and coaching sessions. It is also a key input into the design of other learning elements. Please see Appendix C for the initial draft of the rubric. A work-in-progress, it will be refined in the development stage.

Finally, three ***test blueprints*** were constructed to guide the development of the test questions to assess Interns’ declarative knowledge of three strategic knowledge areas: NCJ Intern Role, NCJ Program, and SME SM Theme. Please refer to Appendix D for a sample of one test blueprints.

Articulation of an Iterative Approach for Strategic Declarative Knowledge Areas

One of the lessons learned in the GNC program over the past year is that the Interns need to be better versed in, and demonstrate a more comprehensive understanding of their role, the program, and the theme. In response to this need, we thoroughly documented all the information required in each of these three strategic areas. We also wanted to articulate the level of cognitive expertise required to transform these information bits into deep knowledge. We used Bloom's Taxonomy to guide this process, and focused on Levels 2-4 in the cognitive domain: comprehend, apply, analyze. We then worked to position these information pieces into a comprehensive learning map to ensure the Interns will explore the information in a logical, progressive fashion, building increasingly sophisticated knowledge representations throughout their learning experiences. We identified three main learning clusters: Launch (Online and F2F), Focus F2F (Wks 1 & 2), and Focus F2F (Wk 3). Please see Appendix E for a visual representation of how the three declarative knowledge areas will be distributed over these learning clusters.

The creation of this "iterative document" is a very significant design output and fills a critical gap in the program. It has already proven an invaluable input into other design work such as the instructional design outlines and assessment tools, and will guide development efforts by providing much needed structure to these knowledge areas. One unexpected outcome of this rigorous design work is the development of a *Program Design Content Template* that the NCJ Program Design team can now use to articulate and document various bits and pieces of essential information about the Intern's role, the program, and the theme. Capturing information in this very systematic way enables us to more quickly integrate it into our development work. We have created a *Learning Team Content Template* for the iterative elements that the Learning Team will need to describe.

Strategies for Capturing Feedback and Best Practices on the Learning Curriculum

Impetus for developing a strategic and systematic approach to capturing feedback is driven by the realization that we are not obtaining and leveraging many of the great learning tools that Interns develop when they facilitate the program in the community. Furthermore, there is a "black hole" with respect to detailed information and understanding about how the learning curriculum is being delivered at a learning object level within a country. It has proven challenging in the past to collect specific, detailed, written (or even verbal) feedback on elements of the learning curriculum. This type of information is invaluable to the Learning Team when evaluating the success of various learning strategies and is critical when planning and designing revisions. Articulating this kind of feedback will generate discussions on the learning elements at all levels, leading to richer products and advanced curriculum design and facilitation skills locally. It should also enable more cost effective, just-in-time, and scaleable creation of learning objects that are deeply localized and therefore most relevant to the program participants.

There are two main focal points for this strategy: (1) create mechanisms to capture feedback from the Interns as they facilitate the SME learning curriculum; and (2) create mechanisms to capture feedback from the GNC facilitators on the Intern learning curriculum. While these two are inter-related and similar mechanisms might be

established, we focused our efforts at this point on the first challenge. The development of feedback mechanisms for the GNC facilitators and the Intern learning curriculum needs to part of a larger strategic discussion on how best to integrate facilitation and curriculum development efforts globally and regionally. Our efforts, therefore, focused on outlining considerations and possible approaches related to capturing feedback from the Interns on the SME learning curriculum. While initial conceptual work was completed on this deliverable, more work is required to develop a comprehensive strategy, especially as several key elements are dependent on program parameters that are still being defined. In this document we share a summary of our thinking and questions that could guide the next level of work on this initiative.

Despite the lack of a structured system-wide feedback mechanism, there are several program elements already in place that could become key ingredients in a “capture feedback” strategy. For example:

- the emphasis on communities of practice as a forum for sharing ideas and best practices as well as engaging in problem-solving (see C@C outline) demonstrates a belief in the value of sharing and collaboration; this forum could be become part of the feedback strategy
- the existing web-based portal (the GNC web site) can provide some of the required technology backbone
- the existing protocol of writing weekly reports to document what’s happening and suggestions for improvements highlights the presence of an Intern reporting “habit”
- the emphasis on the Intern as Action Researcher, which has now been re-defined to include conducting action research in the learning setting and sharing stories as the main output, clearly positions providing feedback and sharing best practices as an Intern responsibility.

There are several levels of feedback required:

1. Weekly Temperature Checks

- follow a similar format to, and be integrated into, the weekly report
- questions such as: What modules did you facilitate this week? How long did each module take? What elements did you deliver exactly as outlined in the Facilitator Guide and what did you change? What worked best? What didn’t work as well as you hoped? What recommendations do you have for improvements?

2. Specific Feedback

- specific feedback on learning objects that the Learning Team is tracking closely as well as annotated feedback on the lesson plans
- to provide a level of detailed feedback that won’t likely be captured by the weekly Temperature Check

3. The Warehouse

- Interns create some fantastic and innovative learning objects and tools that would benefit other Interns as well as future iterations of the learning curriculum. For example, metaphors, stories, a simple activity to introduce a concept in an engaging

way, compelling WII-FM's, or responses they've given to learners questions and challenges.

- the Warehouse is a process whereby Interns submit and showcase their great learning objects. Once submitted, these learning objects are then available for other Interns to use.

4. Interval Reflection

- the opportunity to step back and reflect on a larger piece of the learning curriculum and outcomes
- a way to validate feedback: an Intern may provide feedback on a learning module only to realize a few weeks later, now that they are further along in the program, that they see different benefits and/or drawbacks. It is important to capture these more considered and reflective comments on the learning curriculum to ensure a cohesive experience.

Implications of a more comprehensive “capture feedback” strategy:

- responsibility for submitting feedback, sharing innovative and effective learning objects, and providing feedback to others on their submissions must become one of the stated Intern responsibilities
- if it becomes a responsibility then it should be evaluated as part of their overall performance evaluation, therefore, expectations and standards of performance should be developed, ideally using a rubric approach
- feedback is best when it is conversation not a one-way dump of information – responding to the feedback has resource implications
- link the feedback efforts to existing forums such as the community of practice process outlined for the C@C stage so that feedback activities leverage existing resources and minimize the list of things to do.

Please refer to Appendix F for a more detailed exploration of each of these points.

Localization and Integration of Stories, Examples, and Metaphors (s-e-m's)

The purpose of this input is to ensure that the learning curriculum is well contextualized and relevant for the NCJ needs. Two accomplishments were realized: (1) a comprehensive outline of the more than 40 s-e-m's to be developed and integrated into the Intern learning curriculum was compiled; and (2) identification of additional localization work.

Several factors impact the localization required: the need to reflect a deeper understanding of the Jordanian context, SME SM demographics in Jordan, and new content requirements. One of the lessons learned in the GNC program over the past year is that more contextually accurate stories and examples will greatly enhance the learning experience. We are now in a position to address this learning need. The implementation of GNC initiatives in the Middle East region over the past year provides a much richer reservoir of practical experience to draw on – experience of the Interns in action in the field and the experiences of community participants. This deeper level of understanding enables us to finally develop the s-e-m's that will have the most impact on the learning

experience. Our approach was to work through the curriculum, module-by-module and identify where a s-e-m would add value. As we worked on the iterative document and defined the instructional design strategies for each module, additional s-e-m's also emerged. This list was prioritized and then the learning purpose and framework for each s-e-m outlined, including key characters, what it is trying to accomplish, a sequence of events, source, and the setting. A summary of the s-e-m's that will be developed is incorporated into the Instructional Design outline in Appendix A.

Notes on other localization required are also outlined in Appendix A.

3. E-Learning

The two deliverables are: an exploration of the functionality of the various learning-related features of Moodle, the GNC web-based platform, and a rudimentary prototype of the re-designed Launch Online module.

Better Understanding the Functionality of Moodle

Ten features in Moodle were explored, tested, and discussed as possible technology tools that may enhance either the e-learning experience or the F2F learning events. We gained a better understanding of the feasibility and constraints of various tools which enabled us to make more informed instructional design decisions. By taking the time to test these features, some tools we expected would be useful, in fact, did not end up meeting our learning needs.

As a result of our research and testing, several significant enhancements were made to the Launch Online module, which now includes the *Lesson, Choice, Quiz, and Assignment* tools. We also discovered ways in which several of these features (i.e. *Assignment, Glossary, Workshop, Quiz, and Journal*) might be integrated into the F2F events to make the learning experience more robust as well as ensure that the Interns become very familiar with this platform, as it will be their primary reporting, community, and communication venue throughout their time in the field.

Prototype of the Launch Online Module

While the current Launch online module has been well received, feedback suggested that there was a need to make this e-learning experience even more effective. It is essential that the three weeks allocated to this e-learning experience, and the Intern's first learning encounter with the program, is rich and results in the desired learning outcomes. Considerable resources were allocated to the re-design of the Launch Online module, and the work we did on the iterative approach to the three declarative knowledge areas was a key input. Building on what has been created in previous iterations, the primary output is a new design that should make this learning experience more streamlined, less overwhelming, and focused on the achievement of tightly defined learning outcomes. For example, in week 1, an Expedition (like a scavenger hunt involving documents and participation in discussion groups) is a very innovative and fun way to introduce the Intern to the entry level knowledge of their role, the program, and the theme. The WebQuest now happens throughout the second and third weeks and integrates

exploration of the SM concepts with the SM case study (the Sidki Carpet Company). The Interns will have opportunities to self-assess their declarative knowledge throughout, providing more guidance as to what they need to focus on. The role of the SME expert panel in week 3 has been better defined. A prototype was developed to enable us to demonstrate how some of these new ideas will be implemented. Key instructional design notes are included in Appendix A.

4. GNC/NCJ Customization

The deliverable for this design endeavour was to work with the NCJ team to determine the overall structure for the NCJ Intern learning experience. Two options were presented in the Scoping Document. It was determined by the NCJ team that Option #1 would be most appropriate and a plan was drafted to outline the development timelines as well as strategize the on-boarding of the NCJ facilitators (refer to Oliver Meyrick's Business Plan).

In addition, work continued throughout the design stage on constructing the learner and context analysis for both the Interns and the potential SME participants to ensure that social and cultural considerations are noted. These analyses also enable us to properly target the learning curricula in terms of entry level knowledge, anticipation of perceptions and misconceptions about topics, and what will be relevant, attention-grabbing, and goal directing. Once completed, the profiles will also be very useful for the learning facilitators and the NCJ team.

The Intern Learner/Context analysis includes four focal points: a demographic profile (i.e. work experience, language skills, technology proficiency); learning logistics (i.e. will they have Internet access in order to participate in the Launch online module?); perceptions and attitudes; and social and cultural issues. The SME Learner/Context analysis is more detailed, as we have already constructed a fairly good understanding of the Interns through previous implementations. The SME analysis includes ten focal points that cover current technology and SM practices, logistical questions around access and availability, and a thorough exploration of how each of the SM concepts are currently being done / not done, what happens when SME's do / do not implement this SM practice, issues, barriers and beliefs that should be taken into account before introducing this concept, and how will this concept could benefit SMEs – what's the big WII-FM for them?

At this point, the NCJ team is still assembling the information required for these analyses and construction of profiles. Attached in Appendix G are the Learner/Context Analysis questions that are guiding this information gathering process.

5. Translation

There were two deliverables for this design activity: (1) outline a process to be used for translation of learning materials; and (2) collect and do an initial review of existing Arabic materials and make recommendations regarding translation.

Consistent feedback from program participants is that the quality of translation seems to be consistently poor. Translations do not meet high quality standards and thus meaning and concept interpretations are lost during translation. As outlined in the Scoping Document, a better process to translate NCJ learning materials needs to be put in place. We recommend this approach as a first step:

- Review of all translated materials to identify key problems as well as text that is well translated. Note the prevalence of literal translation resulting in the loss of true meaning.
- Create a GNC Arabic glossary of GNC/NCJ lexicon to be used as a reference by translators, facilitators and others who will be working with the curriculum.
- Identify the unique subject matter expertise required (i.e. learning, business, ICT) and build a regional translation network. This regional network can help review translated material to ensure it is accurate and as a network ensures we have resources continually available for translation.
- Assign responsibility for coordinating translation efforts and quality-assurance to in-country NCJ NGO employee.
- Build time into the curriculum development timelines for: (1) fixed and regular translation updates and reviews throughout the process; and (2) overall review once the document is completed
- Research and explore the need for simultaneous development of material in Arabic vs. translation.

We had intended to conduct a high level initial review of the Arabic *ICT and SME SM* learning package (translated in Egypt) as well as elements of the Arabic Intern Learning Curriculum (translated in Jordan) to better understand magnitude of the issues and start to build the lexicon glossary. However, we have just received the Arabic materials this week and therefore, will conduct this review in the next few weeks.

6. Parallel Program Activities

The deliverable for this activity focused on establishing the ideal entry-level ICT skill profile for NCJ Interns and creating an ICT assessment process and tools that can be used during recruitment activities to more rigorously evaluate ICT competency.

The Intern ICT Profile was created by building on past recruitment experiences and adding in the necessary enhancements to ensure the program ICT needs are met. The ICT profile includes two perspectives: ICT-Technical and ICT-Application skills. The technical skills refer to the Intern's level of knowledge and use of computers and computer applications. The application skills are focused on the use of technology as a tool for development (personal and society) and relate to the ability to envision the potential positive impact ICT could have on the program target audience and themselves as Interns.

Performance dimensions were identified for each of these ICT skill areas:

- ICT-Application: ability to apply ICT in SME SM, self-development, community development, and personal learning.
- ICT-Technical: Computer Basics, Microsoft Office (Word, Excel, Power Point), Microsoft Access, and Web Development.

The ICT assessment will be conducted as part of the overall recruitment process for NCJ Interns. It will focus on determining each Intern's ICT skills and knowledge so that the recruitment specialist is able to identify candidates that have the required ICT knowledge and skill levels. The assessment process will be integrated into three stages: interview, hands-on computer activity; presentation. Assessment of the ICT-Application skills will use a rubric format in which each performance dimension will be measured against four levels and points accumulated at each level. Assessment of the ICT-Technical skills will be done using a checklist of demonstrated skills.

To illustrate the type of questions Interns will be asked in the ICT-Technical assessment, we designed a sample Excel assessment activity that will be used during the hands-on assessment. For a more complete exploration refer to Appendix H.

Section 2: Designing the NCJ ICT and SME SM Learning Curriculum

Instructional design work on the *ICT and SME SM* learning curriculum focused on three main activities. Each will be presented to describe our approach, accomplishments, decisions, recommendations, and products created.

1. Instructional Design

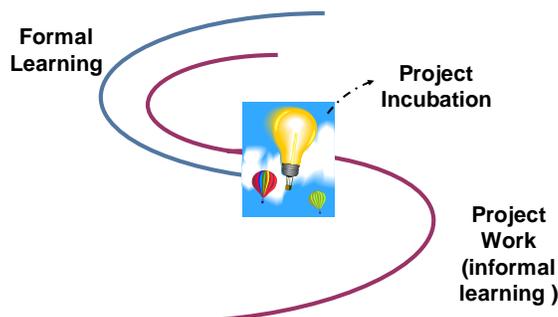
There are two instructional design deliverables: instructional design outline and new content research.

Instructional Design Outline

As described in the Scoping Document (Dec 6/04), Version 2.0 of the *ICT and SME Sales Management* Learning Curriculum was re-designed to reflect the additional emphasis on the project component of this learning program. There are two critical high impact revisions:

- Creation of a Project Incubation stage, an intensive 4-week period of one-on-one coaching and collaboration by the Interns with the SME participants. This element will provide a more seamless transition between the formal and informal learning components to ensure project momentum and sustainability of the ICT-SM initiatives. See illustration below.
- Re-working of several ICT modules, including a clustering and branching design strategy, to provide options that will enable the Intern facilitators to better customize several ICT elements for diverse SME participant learner needs.

NCJ Theme Curriculum Version 2.0



An overview of the learning objectives and main instructional design parameters for each of the three stages, along with high level instructional design parameters, are outlined in the following table. We focused our attention on articulating the Project Incubation stage as this is a new element in this curriculum.

Media	Objectives	Instructional Design
Formal Learning		
F2F	<ul style="list-style-type: none"> • significant increase in technology knowledge and know-how • now able to imagine the exciting possibilities that ICT could bring to the business practices • much better equipped to tackle sales management initiatives within their business • have started to work on an ICT-Sales Management project. Learners have options which can be explored, a plan for doing so, and a support network. 	<ul style="list-style-type: none"> • 26 modules each 2.5 hours in length (totalling 65 hours of F2F learning time) • the revised RoadMap (outline of how the 26 modules unfold) is outlined in Appendix I
Project Incubation		
FW	<ul style="list-style-type: none"> • the ICT-SM projects selected by participants in the F2F sessions are implemented • SME's receive additional ICT coaching as required to ensure they are able to implement their projects • SME participants are connected with local / national SME experts and programs to continue their learning • SME participants are connected with other SME's and SME-specific resources in order to 	<ul style="list-style-type: none"> • Interns meet one-on-one two times / week with each SME participant to coach and facilitate the implementation of the ICT-SM projects • working with the network established by the NCJ team, the Interns will help connect the SME program participants with community-based SME experts to ensure projects are successful from a business perspective • the Interns will also serve as facilitators to help the SME participants make connections with like-minded other SME's to problem solve, network, identify and share resources, create "clustering" strategies and advantages, and access additional business-related technology

	<p>network and discover advantageous business development linkages</p>	<ul style="list-style-type: none"> • Interns will meet with SMEs either at their business or at the technology training center • see Appendix J for the draft Coaching Guidelines that will help the Interns manage this component of the learning program
<p>Synopsis The Project Incubation stage is an intensive 4-week period of one-on-one coaching and collaboration by the Interns with the SME participants. It has been designed to ensure:</p> <ul style="list-style-type: none"> • a seamless transition between the formal and informal learning components • project momentum and sustainability of the ICT-SM initiatives by keeping the SMEs focused on attractive and do-able projects that are developed far enough to be implemented. <p>The Intern has five primary responsibilities during this stage of the SME SM learning experience:</p> <ol style="list-style-type: none"> 1. provide additional ICT coaching, including remedial, advanced, or specialized applications that fall within the parameters of the NCJ program 2. keep SME's focused on attractive and do-able projects; ensure the project scorecard is completed and the SME's projects are showcased 3. facilitate linkages between the SME participants and the NCJ and other networks of SME experts and services 4. help the SME participants identify further ICT and SME learning needs and create a self-directed learning plan to foster continuous learning 5. moderate a SME discussion group to help troubleshoot problems and create a sense of community between the program participants <p>Design Elements To Be Developed</p> <ul style="list-style-type: none"> • Coaching guidelines to help the Intern manage this component of the learning program • Research access to self-paced ICT e-learning titles that SME business owners can work through on their own; in this scenario the Intern will be available as a resource 		
<p>Ongoing Informal Learning</p>		
<p>FW Online F2F</p>	<ul style="list-style-type: none"> • SME participants become more proficient at the application of ICT to their SME business practices, particularly sales management 	<ul style="list-style-type: none"> • continued coaching by the Interns with the SME participants to support successful implementation, evaluation, and completion of the ICT-SM projects • a help-desk format will be developed by which a select number of Interns will be available to continue to work with SME's on a drop-in basis

This table is supported by additional instructional design documents, which outline learning outcomes, learning strategies, and key content focal points. As most of the *ICT and SME SM* learning curriculum is staying the same critical enhancements are largely related to ICT content in three areas:

Web Design: Even though the NCJ *ICT and SME SM* learning program is focused on building basic IT literacy, feedback suggests that basic Web Design elements would be

useful. Therefore a new cluster of four modules will be created to provide this learning opportunity. Based on the new Microsoft Unlimited Potential program, these modules may be used to supplement the existing ICT learning path. An initial instructional design outline is attached (see Appendix K) that highlights possible learning outcomes, content, and approach.

Word and Excel: We have identified several additional features in Word and Excel that would be extremely beneficial for participants in this program. Some of these features are included in the ICDL curriculum with the rest considered intermediate level applications. Using a *branching* strategy, three mini-Word and three mini-Excel modules will be created to target special learner needs while also enabling the Intern facilitator to focus on the basic ICT content outlined in the SME SM Facilitator Guide. The outline of additional Word and Excel features is attached as Appendix L.

Access: The Access modules have gone through an initial high-level re-design to provide a more step-by-step and thorough introduction to relational databases thus ensuring the SME participants grasp the exciting potential of this type of software for their business. An outline of the revised approach is attached in Appendix M. This re-design results in more cohesive coverage of Access, delivers a more thorough picture of the value and application of databases, covers introductory concepts with business-specific examples, and allows a quick start by adopting existing structures rather than requiring a complete understanding before applying as business solution. We are also considering adding a fourth Access module to ensure the SME participants are able to move forward with what they have learned.

As Rana was able to access the Microsoft Unlimited Potential curriculum materials only this week, all the ICT elements are works-in-progress. We will conduct a more thorough evaluation of the Microsoft Unlimited Potential materials and the viability of integrating these ICT resources into the curriculum. We will also complete more detailed instructional design strategies for these three ICT areas.

New Content Research

The second deliverable was to source new content. New content requirements were not extensive for this learning curriculum as much of the current content has proven to be appropriate and relevant to the learning needs of this program. Most of the work on the SME SM content focused on creating a sound and reliable source content document that eliminates the gaps and discrepancies in the version that was piloted in Egypt. New SM content requirements focus primarily on documenting common errors and best practices for each of the SM concepts and providing, in some instances, more guidelines on how to implement.

Other content research focused on a critical evaluation of the existing ICT content. We:

- documented what ICDL curriculum is not currently covered in the SME SM program
- explored how advanced ICT content, other software applications, or other source ICT content might be integrated into the program.

See the explanation above of the three critical enhancements to the ICT content.

2. Design Key Learning Curriculum Inputs

The three learning curriculum input deliverables are: (1) validation of the case study; (2) an outline of stories, examples, and metaphors (s-e-m's) to be integrated into the curriculum to localize and enrich the learning experience; and exploration of a branching approach to selected ICT content.

Validation of the Sidki Carpet Company Case Study

The Sidki Carpet Company Case Study is a comprehensive case study that unfolds throughout the entire *ICT and SME SM* learning experience. The participants work through this case study to explore the key SM concepts. We have started the validation of the case study for use in Jordan. Several revisions are required, such as repositioning in a different industry sector, revising the financial data to reflect JD's and relevant cost and revenue figures, including accurate manufacturing schematics. Information from the SME landscaping documents and learner/context analyses will be integrated as required to ensure relevancy. In addition, several additional stories will be built based on the case study and used as further illustrations of the SM concepts. We are still in the process of documenting how proposed localization changes will impact the case study design, what specific changes will be made to the learning materials, and how the case study is handled in the SME SM learning curriculum. We anticipate this work will be completed next week.

Localization and Integration of Stories, Examples, and Metaphors (s-e-m's)

One of the lessons learned in the GNC program over the past year is that more contextually accurate stories and examples will greatly enhance the learning experience. The implementation of GNC initiatives in the Middle East region over the past year provides a much richer reservoir of practical experience to draw on. This deeper level of understanding enables us to develop the s-e-m's that will have the most impact on the learning experience. The process we followed is similar to what was outlined earlier in the Intern Learning Curriculum. We started by identifying where localization is required and then determined what type of s-e-m would add the most value. Most of the s-e-m's focus on the SM concepts and the application of technology to SM practices. A list of 35 s-e-m's was compiled and prioritized; the learning purpose and framework for each s-e-m was then outlined, including key characters, a sequence of events, source, and the setting. We will be drawing on local and regional resources to construct these stories. A summary of these s-e-m's is outlined in N.

ICT Branching

The branching approach has been described above.

3. Parallel Program Activities

The deliverable for this activity focused on working with the NCJ team to understand how the SME Assessment process will unfold and incorporate this understanding into the design of relevant learning curriculum modules. We had several discussions about the SME Assessment process and worked from these initial understandings. The NCJ Program team is finalizing a document that outlines the SME process in detail as well as the tools that the Interns will be using. This will be a key input into our development work.

Section 3: Next Steps – The Development Stage

Extensive work has already been done to estimate the level-of-effort required for each major work task, prioritize these activities, and create initial roll-out timelines. We are in the process of identifying and mapping resources to the development work. Once this is finalized a detailed project plan for the development stage of the learning curriculum will be created.

The deliverables of the development stage is a complete set of learning materials for each curricula: facilitator guide, learning package for the participants, and a facilitator toolkit. Learning curricula materials will be developed iteratively. We start by developing the key inputs which were designed in this design phase (for example, the assessment tools, s-e-m's, case study, content pieces, and program elements identified in the “iterative document”). We then create the first draft of the facilitator guide, which brings the instructional design to life and integrates these key inputs. After a review process, extensive editing to ensure flow and consistency between the learning objects, and continued development and fine-tuning of elements, the second draft emerges. This draft is a strong and accurate depiction of how the learning event will unfold. This draft is used to create the workbook and toolkit. The three elements then undergo a final review to ensure there are no gaps or discrepancies and they are ready for translation.

We will begin with the *ICT and SME SM* curriculum as it is an input into the Intern learning curriculum. We are anticipating a fairly fast pace to our development efforts so that we can allow enough time for proper translation and still ensure the Interns begin their learning experience in April 2005.

Appendices

Appendix A - Intern Learning Curriculum Instructional Design Outline

Launch

Launch Online

#	Module	Days (4 hrs/day)	New Learning Outcomes <i>In this session participants will:</i>	Revised Instructional Design Strategies	Localized Stories & Examples
Wk1	Welcome and Orientation	7	<ul style="list-style-type: none"> ■ describe their job description including their responsibilities as NCJ interns ■ identify the key elements in their one-year intern learning experience (Launch, Focus, C@C, ORT) ■ identify how to make the most of their Intern learning experience, including online learning and participating in a learning community ■ discuss NCJ program outcomes, benefits, and participants and position this within the GNC program ■ describe SME's in Jordan including demographics, why this market sector is important, and why sales management and the manufacturing sector was selected. 	<p>The main learning activity is the Jordanian Explorer (based on scavenger hunt / expedition metaphor) and designed to immerse the learners in the initial declarative knowledge areas: The Intern Role, The NCJ Program, and the SME SM Theme. The primary information pieces will be in online documents. Discussion Forums will be integrated in each part of the expedition to further explore and expand key concepts. An icebreaker will be used to introduce learners to each other and to initiate dialogue. Moodle Features: <i>Lesson, Discussion Forum</i>. Content to be created and assembled is identified in the iterative declarative knowledge document.</p>	
Wk2	WebQuest	7	<ul style="list-style-type: none"> ■ explore the SM Wheel and components ■ identify key elements on the theme learning map and 	<p>The focus of the second week will be on the theme, Interns will be introduced to the SM Wheel and components. The WebQuest begins and will continue into the third week. This exciting online learning activity</p>	

			<p>distinguish between formal and informal learning</p> <ul style="list-style-type: none"> ■ identify the structure of F2F components ■ discuss what makes a good ICT-SM project. 	<p>will be based on Sidki Carpet Company case study, a key component of the SME SM theme learning package. By exploring elements of the case study and delving into SM documents, the Interns will engage in a contextually relevant discovery and application of key SM concepts. Assessments of theme declarative knowledge will be administered so Interns can gauge and guide their learning. Existing content docs will need to be revised to reflect the latest version of the SM content and case study (which is currently being localized for Jordan). Moodle Features: <i>Discussion Forums, Choice (quick poll) Quiz, and Assignment.</i></p>	
Wk3	WebQuest	7	<ul style="list-style-type: none"> ■ continue to explore the SM Wheel and components ■ start to engage in a larger network of SME subject matter experts ■ discuss the potential of technology for social and economic development ■ identify the international and national trends that affect SMEs in Jordan by conducting a PEST analysis ■ describe how ICT is integrated in theme curriculum and its relation to ICDL curriculum. 	<p>The WebQuest continues with more advanced discussions and application of SM concepts. Interns will conduct a PEST analysis for the case study. A streamlined process for conducting, synthesizing, presenting, and discussing the PEST analysis has been designed. A national / international panel of SME and SM subject matter experts will engage with Intern on the PEST analysis and encourage them to reflect on SM within a Jordanian SME context. By interacting with the panel the Intern will have taken the first step in understanding and how their work will be integrated into a larger SME community.</p>	

Launch F2F

#	Module	hrs	New Learning Outcomes <i>In this session participants will:</i>	Revised Instructional Design Strategies	Localized Stories & Examples
1.	Welcome	1.5	<ul style="list-style-type: none"> ■ become better acquainted with other interns ■ understand their responsibilities as learners in this session ■ see how this F2F session will unfold 	Use as is with minor edits and revisions to fit context.	
2.	Being a NCJ Intern	1	<ul style="list-style-type: none"> ■ discuss the Intern Competency Profile ■ identify the NCJ community of SME resources that will be created to support the SME program participants ■ discuss the ICT-SM project focus of the program ■ discuss the theme learning map and desired learning outcomes. 	Keep existing framework. Be more precise with respect to declarative knowledge building – use the iterative content doc. Develop a more valid assessment of declarative knowledge addressed in the Launch Online module. Moodle may be used as the assessment vehicle.	1 s-e-m <ul style="list-style-type: none"> ■ highlight how community resources will support SMEs (based on past experience)
3.	The SME Assessments	.75	<ul style="list-style-type: none"> ■ describe the key stages in the SME Assessment Action Research work ■ identify how the SME Assessment data will be used to select program participants ■ discover how this 3-day learning experience will prepare them to conduct the SME Assessments. 	Ensure the Interns construct entry-level understanding of the SME Assessment process, outcomes, and their responsibilities. Need to provide enough of a framework so they understand how the pieces they work on in the next 3 days fit into the big picture.	
4. (19)	The Intern as Action Researcher	.25	<ul style="list-style-type: none"> ■ identify what action research as an Intern means ■ start thinking about how they will improve their action research skills ■ recognize how the action 	Use as is but be sure it is suited to new focus on action research. The three types of AR the Interns will be doing include: SME assessments, AR in the learning setting, and Asset mapping. Could use examples to illustrate in each case how it is an action	3 s-e-m's <ul style="list-style-type: none"> ■ AR in practice with focus on what action researchers do ■ skills needed for

			<ul style="list-style-type: none"> research modules will unfold identify the AR profile on the Intern Competency Rubric 	<p>research project. The Intern Competency Rubric will be introduced so Interns become familiar with the performance dimensions of this competency.</p>	<p>AR</p> <ul style="list-style-type: none"> examples of AR best practices
5. (21)	Building Information Resources	2	<ul style="list-style-type: none"> describe the key components of a participatory approach to AR discuss the three types of Action Research they will be performing: SME Assessments, Learning Setting, and Asset Mapping explore how to collect, analyze, and interpret data construct AR Work Plans for the AR projects they will conducting as Interns 	<p>Re-purpose the existing content and learning activities. Revise to reflect the 3 types of AR the Interns will be conducting, especially the Work Plan template. Additional content to be added for tips on conducting interviews and observations, the primary data collection strategies for the SME Assessments.</p>	<p>3 examples</p> <ul style="list-style-type: none"> examples of each of the types of AR that they will be doing
6.	Delivery	1	<ul style="list-style-type: none"> use their voice and body language to help convey their message develop a strategy to speak without reading use presenter space effectively discuss how the set up of a venue can encourage participation. 	<p>Can use as is. May need to make some small revisions to fit into the context of this F2F event and SME Assessment focus.</p>	
7.	Reflect & Act	0.5	<ul style="list-style-type: none"> share reflections on what they are learning give the facilitators a sense of what's being learned, questions, reactions, and pacing. 	<p>Build on designs developed for the existing F2F session. Integrate the Tic Tac Know activity here.</p>	
8. (32)	Active Listening & Questioning	1.25	<ul style="list-style-type: none"> use active listening techniques use powerful questioning techniques participate in effective discussions. 	<p>Use as is. Debriefing questions or note to facilitator to ensure this is positioned within the SME Assessment work they will be doing.</p>	
9. (44)	Influencing	1	<ul style="list-style-type: none"> use the PREP approach to present a point convincingly 	<p>Delete the Networking section. May need to start with a quick brainstorm to figure out the key benefits and program messages. Expand</p>	<p>1 s-e-m</p> <ul style="list-style-type: none"> story reflecting the type of influencing

			<ul style="list-style-type: none"> • adapt their presentation or discussion to appeal to the perspective of others. 	upon and contextualize the examples learners will work with in the PREP activity to fit within the SME SM theme and to ensure it reflects the type of influencing they will be doing in the Assessment process.	they will do in the field; Highlight the importance of qualities such as trustworthiness and credibility.
10. (9)	Give & Receive Feedback	1	<ul style="list-style-type: none"> ■ learn strategies to give constructive feedback to learners and their peers ■ prepare themselves to respond positively to constructive feedback 	Use as is.	
11.	Practice Assessments - Introduction	1.5	<ul style="list-style-type: none"> ■ collaborate to develop the NCJ SME Assessment script ■ establish their approach to meet with SMEs to conduct their assessments ■ practice making first contact with the SMEs and introducing themselves when conducting an assessment ■ present program information accurately and confidently. 	Use Role Play and Debrief to engage the learners in preparing for and practicing first contact with potential SME's. Use a guided discovery learning approach – 95% of the time should be spend exploring and discovering the key learning points on their own/in groups. Link to Module 9 on Influencing. The assessment “script” will be created through a guided discovery approach and Interns will work with it to practice the introduction phase of the SME Assessments. In this module learners will demonstrate and continue to develop their understanding of major program parameters, their role, the theme learning program, and how this program will benefit SMEs.	
5. (21)	Building Information Resources	.75	a continuation of Module 5 from the previous day with an emphasis on the data collection elements		
12.	Reflect & Act	0.5	<ul style="list-style-type: none"> ■ share reflections on what they are learning ■ give the facilitators a sense of what's being learned, questions, 	Use a Koosh ball reflection activity to share their key learnings.	

			reactions, and pacing.		
13.	Practice Assessments – Data Collection	2	<ul style="list-style-type: none"> ■ use data collection methods (enquire, experience, and examine) to practice collecting SME Assessment data ■ practice using the NCJ SME Assessment data collection instruments ■ articulate the purpose of each question and the type of data expected ■ apply active listening skills ■ record data accurately into field notes and tables. 	Using Role Play and Debrief the Interns will practice conducting the SME Assessments. Key data collection skills addressed in this module will be interviewing and observation. Learners will use the NCJ SME Assessment tools and follow the assessment process. This discovery learning format will build on the scenarios created in Module 11 in order to provide a sense of the whole AR experience and sequence.	
14.	Practice Assessments – Input & Analyze Data	2.25	<ul style="list-style-type: none"> ■ input SME Assessment data into the database and generate required reports ■ practice using the NCJ SME Assessment database and data analysis tools ■ synthesize qualitative data, highlight key points and identify patterns in data they collect 	Use Role Play and Debrief to engage the learners in preparing for and practicing how they will input and analyze the data they collect. Use a discovery learning approach – 95% of the time should be spend exploring and discovering the key learning points on their own/in groups. Working in groups, Interns will have at least one assessment data set to work with. They will enter the data, closely simulating what will happen when they are in the field (i.e. Excel spreadsheets, Moodle). They will also be asked to perform basic statistical analysis. Groups will share their analyses to generate a discussion about the findings. Links will be made to what they have learned about SMEs in Jordan vis a vis what the data suggests	
15.	Assessments – Work Plan	1.5	<ul style="list-style-type: none"> ■ develop the Assessment Work Plan using the NCJ template ■ identifies strategies they will use to ensure they conduct accurate assessments and meet the 	The purpose of this section is to ensure the learners leave the F2F event with a solid work plan in place for how they will approach the SME Assessments – including timelines, contingency plans, etc. Interns will be paired	

			quality expectations for their deliverables	up into their SME Assessment teams and work together on the Work Plan, using the template provided in their workbook. They will complete (?) and submit this plan via Moodle.	
16.	Evaluation of LF2F & NA for Focus	0.25	<ul style="list-style-type: none"> ■ share their feedback on the Launch F2F portion of their learning experience ■ provide input into next stage of their learning cycle – Focus. 	Develop this to align with these types of modules at the end of the each week in the current F2F.	

Focus

Focus F2F

old #	#	Module	Time	New Learning Outcomes In this session participants will:	Revised Instructional Design Strategies	Localized Stories & Examples
1.	17.	Welcome	1	<ul style="list-style-type: none"> understand their responsibilities as learners in this session see how this F2F session will unfold 	Use existing Module 1 and build on what was done in the Launch F2F to create an innovative opening. Re-iterate key elements albeit in a different way. Use the icebreaker that is used in the SME SM Theme program.	
2.	18.	Being a NCJ Intern	1.25	<ul style="list-style-type: none"> identify the key milestones (deliverables and timelines) for their work in the community: A Year in the Life of the Intern describe the NCJ program partners assess their knowledge construction of their role, the program, and the SME SM theme. 	Build on what was done in the Launch using the iterative approach to key declarative knowledge areas to ensure a systematic development of understanding. The main focus in this module is on the milestones, which will be presented in the form of “A Year in the Life of An Intern”. Explore the program outcomes and expectations in detail with respect to these deliverables to ensure the Interns are very clear about the desired impact the program needs to have and their accountability for helping to achieve these results. New content pieces in this module include the NCJ partners and how these groups will support the Interns’ efforts. Develop another assessment activity to enable Interns to figure out what they have learned/still need to learn about their role, the program, and the SME SM theme.	<p>1 s-e-m</p> <ul style="list-style-type: none"> aligned with module focus on milestones – take an example of one milestone and demonstrate its impact on the community
3.	19.	The Intern as Facilitator	0.25	<ul style="list-style-type: none"> identify what facilitating learning as an Intern means start thinking about how they will improve their facilitation skills 	Use as is. May need to make small revisions to ensure salient points about this competency vis a vis the program/theme emerge. The Intern Competency Rubric	<p>3 s-e-m’s</p> <ul style="list-style-type: none"> facilitation in practice with a focus on what facilitators do

				<ul style="list-style-type: none"> understand how the facilitation modules will unfold identify the facilitation of learning profile on the Intern Competency Rubric 	will be introduced so Interns become familiar with the performance dimensions of this competency.	<ul style="list-style-type: none"> skills needed for facilitation examples of facilitation best practices
4.	20.	Learner Centered Learning	1.5	<ul style="list-style-type: none"> create a learner-led environment in which the learner is an active participant determine how to make what they are teaching relevant to learners by helping them connect what they are learning to their real world issues apply adult learning principles. 	Use as is.	
5.	21.	Design	2	<ul style="list-style-type: none"> describe the three elements of a learning experience: concepts, application, and checks for understanding describe the guiding learning principles of the theme learning curriculum identify and begin to use elements of the theme fac guide, learning package, and toolkit conduct a basic learner needs assessment and target learning materials to address the WII-FM use the theme curriculum learning map to explain outcomes by phase and why both formal and informal learning is important discuss what “branching” is and why it is a key ID feature 	<p>Revise to include a more systematic introduction to the theme learning program and process, including their facilitator guide and the participant learning package. Re-visit the theme curriculum learning map at a higher cognitive level. Simplify the content – identify only needs to know elements WRT to ID – and do this within the context of the learning materials they will be using. Explain how the project work element of this theme curriculum will be positioned within the formal learning so the learners get the feeling of started early on.</p> <p>In preparing Interns for their pte #1, orient them to the Theme fac guide, learning package, and toolkit, including:</p> <ul style="list-style-type: none"> how the materials are organized (RoadMap, recurring learning objects such as wrappers and check for understanding, timing, ICT chunks icons 	

					<ul style="list-style-type: none"> cross-referencing, including references to the Velsoft learning package “branching” options 	
6.	10	Give and Receive Feedback – Part 2	0.5	<ul style="list-style-type: none"> apply strategies learned in Part 1 of this module practice responding positively to constructive feedback 	Design a very short but effective module here to ensure the Interns will use these skills that they started to develop in the Launch F2F. Use a mapping technique to enable the learners to: (1) articulate the concepts they remember; and (2) the skills they practiced while doing the SME Assessments. Follow this with a Fishbowl activity to role play the constructive feedback process – giving and receiving. Situate this in a learning context.	
7.	22.	Reflect and Act Wk1-day 2	0.5	<ul style="list-style-type: none"> have an opportunity to share reflections on what they are learning give the facilitators a sense of what’s being learned, questions, reactions, and pacing 	Use as is. Make revisions to reflect revised content and ordering of the modules.	
8.	23.	Creative Teaching Techniques	2	<ul style="list-style-type: none"> experience and identify the active learning facilitation strategies integrated into the theme curriculum describe the key instructional design and learning activities in the theme learning curriculum bring the learning alive by using appropriate metaphors, examples, and storytelling discuss and use two key facilitation techniques: weaving and debriefing identify when and how to localize elements of the curriculum in response to learner needs 	Time is increased to 2 hours. Keep the Chart of Possibilities / Active Learning and link the theme fac pkg. Facilitate 1-2 learning objects from the theme curriculum so the Interns experience this as learners; debrief to highlight and draw attention to key facilitation techniques as well as the structure of the fac guide. Keep the section on how to facilitate active learning but re-design to include weaving and debriefing. Keep section on Metaphors and Stories. Integrate lots of the real-life examples and stories. Consider a case study. Emphasize the importance of following the lesson plans (based on sound pedagogy) while also understanding how to localize based	<p>4 stories to illustrate creative teaching techniques in action</p> <ol style="list-style-type: none"> active participatory and discovery learning using stories, examples and metaphors to teach concepts weaving concepts debriefing activities. <p>The stories will be taken from past experiences showing learner perceptions, potential challenges, and positive</p>

				<ul style="list-style-type: none"> manage how to position this participatory collaborative approach to learning with program participants 	on learners' needs.	results of using technique.
10.	24.	PTE #1	4	<ul style="list-style-type: none"> finish building their pte #1 deliver their 5 minute pte#1 provide constructive feedback to their peers using the Intern Facilitator Rubric as a guide prepare themselves to do a video review of their pte #1, using the Intern Facilitator Rubric as a guide, to identify strengths and set goals for pte #2 use elements of the theme fac guide, learning package, and toolkit correctly 	Use as is. Ensure the Interns and facilitators go into the theme fac package as part of the feedback process.	
11.	25.	Reflect and Act Wk1-Day3	0.5	<ul style="list-style-type: none"> have an opportunity to share reflections on what they are learning give the facilitators a sense of what's being learned, questions, reactions, and pacing. 	Use as is. Make revisions to reflect revised content and ordering of the modules.	
12.	26.	Check for understanding	2	<ul style="list-style-type: none"> use the best method to determine if learning has occurred identify the key checks for understanding that are integrated into the theme learning program use questions to generate participation and stimulate thinking answer questions professionally 	Keep the overall structure but re-work the checking for understanding so the learners make more connections with what's actually in their fac guide. This module is now 30 minutes longer – introduce a more creative segue between checks for understanding and questioning. Simplify the questioning strategies to align with content in the Active Listening Module.	
13.	27.	PTE #2	4	<ul style="list-style-type: none"> design and develop their pte #2 deliver their 20 minute pte#1 provide constructive feedback to their peers using the Intern 	Use as is. Ensure the Interns and facilitators go into the theme learning package (fac guide, workbook, and toolkit) as part of the feedback process.	

				<ul style="list-style-type: none"> Facilitator Rubric as a guide do a self-assessment, using the Intern Facilitator Rubric as a guide and the goals they set from pte #1, to identify strengths and set goals for their continued development as a facilitator of learning use elements of the theme fac guide, learning package, and toolkit correctly 		
15.	28.	Reflect and Act Wk1-Day4	0.5	<ul style="list-style-type: none"> have an opportunity to share reflections on what they are learning give the facilitators a sense of what's being learned, questions, reactions, and pacing 	Use as is. Make revisions to reflect revised content and ordering of the modules	
13.	27.	PTE#2	3.75	<ul style="list-style-type: none"> design and develop their pte #2 deliver their 20 minute pte#1 provide constructive feedback to their peers using the Intern Facilitator Rubric as a guide do a self-assessment, using the Intern Facilitator Rubric as a guide and the goals they set from pte #1, to identify strengths and set goals for their continued development as a facilitator of learning 	Use as is. Ensure the Interns and facilitators go into the theme fac guide as part of the feedback process.	
17.	29.	Reflective Practitioner	0.75	<ul style="list-style-type: none"> reflect on their development as a facilitator of learning draft first steps in their self-directed learning and development plan using the template provided discuss what it means to be a reflective practitioner 	May need to make a few minor changes to position this within the continuous learning model we are using in the program. Lead a discussion on how to make the most of the Intern learning experience by becoming a reflective practitioner and learning how to learn through experience.	
	30.	Action Research Part 2	0.5	<ul style="list-style-type: none"> explore Asset Mapping as one of the three types of Action Research 	Design a very short but effective module here to ensure the Interns think more	

				<ul style="list-style-type: none"> they conduct prepare to conduct their AR fieldwork project 	<p>deeply about the AR skills they started to develop in the Launch F2F and applied while doing the SME Assessments. Use a mapping technique to enable the learners to: (1) articulate the concepts they remember; and (2) the skills they practiced while doing the SME Assessments. Set the learners up to conduct their AR fieldwork project, which include an Asset Mapping element.</p>	
22.	31.	Evaluation of Week 1 and NA for Week 2	0.5	<ul style="list-style-type: none"> share their feedback on week 1 of the Focus F2F Intern learning experience provide input into the focus for week 2 	Use as is. Make contextual changes.	
23.	32.	Celebrate Week 1	0.5	<ul style="list-style-type: none"> celebrate their accomplishments and learnings in week 1 	Use as is. Minor contextual changes.	
18.	33.	Reflect and Act Wk1-Day5	0.5	<ul style="list-style-type: none"> have an opportunity to share reflections on what they are learning give the facilitators a sense of what's being learned, questions, reactions, and pacing prepare for their video coaching sessions and fieldwork (AR project) 	Use as is. Make revisions to reflect that the day will be spent in one-on-one video review coaching sessions as well as conducting fieldwork activities.	
24.	34.	Orientation to Week 2	1	<ul style="list-style-type: none"> get better acquainted with other Interns discover icebreakers review their week 1 learning path know how week 2 of this F2F session will unfold. 	Use as is. Will need to make a few changes to situate these modules appropriately in the flow of the F2F.	
25.	35.	About Your Posting	0.5	<ul style="list-style-type: none"> describe their role in relation to SMEs: SM audit, projects and one-on-one coaching explore how the NJC program is set up in Jordan 	Add detail to what is there – this is another segment in the increasingly more sophisticated understanding of their role and real challenges they will likely encounter in the field. Learners will seek	<p>1 s-e-m</p> <ul style="list-style-type: none"> highlight their role with respect to the SMEs – how they will coach them through

				<ul style="list-style-type: none"> compare the NCJ program to other programs in Jordan focused on ICT, SME's or SM identify what resources be available onsite when they facilitate their F2F sessions discuss the history of the GNC program (for example, success stories, lessons learned, project in action) and the impact it will have on what they do identify future NCJ options beyond year 1 	answers to the questions they ask! They should now be formulating more analytical and thoughtful questions about the theme program they will be facilitating and the people they will be working with – learners and partners. A fair amount of detailed program specific content is needed to articulate elements of the Intern role, NCJ program and SM theme that are slotted into this module.	the audits and projects
26.	36.	The Intern as Project Manager	0.25	<ul style="list-style-type: none"> identify what managing projects as an Intern means start thinking about how they will develop their project management skills understand how the project management modules will unfold identify the project management profile on the Intern Competency Rubric 	Use as is. May need to make small revisions to ensure salient points about this competency vis a vis the program/theme emerge. The Intern Competency Rubric will be introduced so Interns become familiar with the performance dimensions of this competency.	3 s-e-m's <ul style="list-style-type: none"> Project Management in practice - what Project Managers do skills needed for Project Management examples of Project Management best practices
27.	37.	Project Management Cycle	0.5	<ul style="list-style-type: none"> identify the five phases of the project management cycle discuss the project management knowledge and know-how they require in order to successfully plan and organize their own work and coach community project teams 	Keep the overall PM cycle. Build in stories and examples to help present the dual layers of project work in this program: managing their own work throughout the year and helping SME's initiate, implement, and sustain ICT-related projects. This module should be closely aligned with Module #58 which is the more advanced development of project management skills.	5 s-e-m's <ul style="list-style-type: none"> each story to illustrate how one phase of project management cycle implemented, highlighting challenges that might occur in the context of intern in the field
28.	38.	SMART Outcomes	1.25	<ul style="list-style-type: none"> write a SMART objective that can 	Use as is.	4 s-e-ms (to localize the

				be used to guide one of their own initiatives, a learning experience, or a community project		scenarios) <ul style="list-style-type: none"> draw from potential SME projects that Jordanian SME learners might come up with and from potential outcomes interns might draft as part of their project work in their field
29.	39.	Unfolding Project: Initiate	3.5	<ul style="list-style-type: none"> debrief their AR project form project teams and experience the format to be used throughout the week for the Unfolding Project initiate their project: put together a project plan to indicate how they will initiate, organize, and deliver the learning curriculum, including both formal and informal learning components (F2F sessions Project Incubator) synthesize the data at hand and identify gaps document potential challenges and opportunities that might be encountered in the field 	The Unfolding Project will be re-constructed to reflect more realistic scenarios the Interns will encounter by building on actual stories and examples we now have. The outputs of the fieldwork in week 1 (the AR project) will be built into the requirements in each project scenario. Revise the current project plan template (see PM module # 37) to better reflect the process the Interns will use; integrate this revised template into the UP.	
30.	40.	Knowledge Game Wk2-Day2	0.5	<ul style="list-style-type: none"> have an opportunity to share and test their understanding of key learnings so far in this F2F session experience a fun way to do a collaborative check for understanding 	Use as is. Refresh the opening dialogue to ensure it fits with the new schedule and flow. Add/delete Knowledge Game questions to align with critical content.	
	41.	Theme I	2.25	<ul style="list-style-type: none"> demonstrate and use the SM Wheel and each of the 4 elements demonstrate and use the 10 SM 	The theme and the theme learning program has already been introduced. This is a dedicated chunk of time to	

				components, including the sample ICT tools from the SME SM toolkit	address critical SM concepts and part of the iterative approach to how Interns will understand the key content. This is the second opportunity learners will have to explore the SM Wheel and its 10 components – this time at a higher cognitive level and also integrating the ICT tools from the SME SM toolkit.	
34.	42.	Run a Successful Meeting	0.5	<ul style="list-style-type: none"> create a strategy to run a successful meeting 	Use as is. Be sure that Interns actually attempt to apply these skills in the UP! May need to make a few revisions to the content to reflect a PM “team meeting” focus.	
35.	43.	Unfolding Project: Plan	3.5	<ul style="list-style-type: none"> plan their project: write a <i>Project Scoper</i> for a ICT-SM project experiment with the ICT tools from the SME SM toolkit establish how they will set up a coaching relationship with participants throughout the Project Incubation Stage identify how the project emerges throughout the F2F session describe the outcomes and deliverables of the Project Incubation stage experiment with best practices on active listening, powerful questioning, and running a successful meeting use the Intern Competency Rubric to assess application of key performance dimensions. 	<p>Today’s Unfolding Project will be based on the Sidki Carpet Company (the SME SM theme case study). Interns will be tasked with creating the <i>Project Scoper</i>, the project plan that SME participants will complete once they identify potential SME-ICT projects. In addition, Interns will be given opportunities to use and enhance the 10 SM ICT tools from the toolkit.</p> <p>The theme “tidbit” will focus on the project: (1) how it emerges in the F2F session (audits, matrix, scoper, action plan, promotion); (2) the outcomes and deliverables of the Project Incubation phase; and (3) what makes a good project.</p>	
36.	44.	Knowledge Game Wk2-Day3	0.5	<ul style="list-style-type: none"> have an opportunity to share and test their understanding of key learnings so far in this F2F session experience a fun way to do a 	Use as is. Refresh the opening dialogue to ensure it fits with the new schedule and flow. Add/delete Knowledge Game questions to align with critical content.	

				collaborative check for understanding.		
31.	45.	The Intern as a Leader/Coach	0.25	<ul style="list-style-type: none"> recognize what leading and coaching as an Intern means start thinking about how they will develop their leadership and coaching skills understand how the leadership and coaching modules will unfold identify the leadership / coaching profile on the Intern Competency Rubric 	Use as is. May need to make small revisions to ensure salient points about this competency vis a vis the program/theme emerge. The Intern Competency Rubric will be introduced so Interns become familiar with the performance dimensions of this competency.	<p>3 s-e-m's</p> <ul style="list-style-type: none"> leadership and coaching in practice - what a leader/coach does skills needed examples of leadership/coaching best practices
33.	46.	The Spirit of Leadership	1	<ul style="list-style-type: none"> examine leadership within the NCJ program identify ways to personally demonstrate leadership attributes 	Could leave this as is, depending on availability of resources. But would like to make strong connections here between their leadership approach/skills and successful program outcomes as well as personal initiatives (entrepreneurial spirit). Integrate examples and stories from other Intern experiences. This whole module could be re-designed using a "story telling" approach. Include conative learning dimensions.	<p>2 s-e-m's - stories to illustrate channels and coaching skills</p> <ul style="list-style-type: none"> one story would illustrate how teaching is a channel for demonstrating leadership. Base on an experience from previous Interns. second story about using the leadership skills: how listening to others and being a team player will help the Intern be successful in demonstrating leadership spirit.
38.	47.	Teamwork	1	<ul style="list-style-type: none"> understand the stages of team development identify strategies they can use to foster teamwork within the teams they are part of as members or leaders 	Could leave this depending on availability of resources. But would like to strengthen this module as this seems to one of the biggest learnings for Interns (if supported by active facilitation and reflection throughout the entire F2F event).	<p>2 s-e-m's - illustrate ingredients of teamwork</p> <ul style="list-style-type: none"> one story will focus on what happens when you have clear goals but not a good

					Ingredients of successful teamwork are important. Need to provide some concrete examples from the program. Could replace “Stages of Team Growth” with something more basic and easier to apply.	<ul style="list-style-type: none"> plan the other story will focus on the importance of establishing ground rules for successful teamwork
40.	48.	Unfolding Project: Implement	3.5	<ul style="list-style-type: none"> expand their understanding of key theme messages work through the implement stage of their project plan troubleshoot possible “what if ...” situations integrate best practices on leadership and teamwork use the Intern Competency Rubric to assess their application of key performance dimensions. 	The “what if ...” scenarios need to be revised to reflect realistic situations the Interns may encounter in their fieldwork.	
41.	49.	Knowledge Game Wk2-Day4	0.5	<ul style="list-style-type: none"> share and test their understanding of key learnings so far in this F2F session experience a fun way to do a collaborative check for understanding 	Use as is. Refresh the opening dialogue to ensure it fits with the new schedule and flow. Add/delete Knowledge Game questions to align with critical content.	
39.	50.	Conflict Resolution	1	<ul style="list-style-type: none"> identify the warning signs of conflict use an approach to resolve conflict 	Would like to work on this module – time permitting. Re-design role play to reflect a project team focus. Need more examples and stories.	Localize the A & B scenarios
42.	51.	The Intern as Collaborator	0.25	<ul style="list-style-type: none"> recognize what collaborating as an Intern means start thinking about how they will develop their collaboration skills understand how the collaboration modules will unfold identify the Competency profile on 	Use as is. May need to make small revisions to ensure salient points about this competency vis a vis the program/theme emerge. The Intern Competency Rubric will be introduced so Interns become familiar with the performance dimensions of this competency.	<p>3 s-e-m’s</p> <ul style="list-style-type: none"> collaboration in practice - how it is done. skills needed for collaboration examples of

				the Intern Competency Rubric		collaboration best practices
43.	52.	Valuing people	1.5	<ul style="list-style-type: none"> understand the importance that GNC places on valuing people 	Use as is.	1 story to illustrate the importance of valuing the people they will meet and work with in their posting.
45.	53.	Unfolding Project: Monitor	3.5	<ul style="list-style-type: none"> work through the monitor phase of their project plan strategize collaborations that will be required for successful ICT-based SME learning and projects integrate best practices on conflict resolution and collaboration. use the Intern Competency Rubric to assess their application of key performance dimensions. 	Consider an in-basket activity to today's UP to escalate time management and prioritization skills. Today's theme "tidbit" should focus on the SME community of experts and resources that the Interns will help the program participants access. The scenario needs to be revised to reflect the actual SME network that the NCJ Interns be supported by, and have access to. The UP will also be designed to ensure that Interns explore their responsibilities to the partners, such as sharing stories and collaborating.	
46.	54.	Knowledge Game Wk2-Day5	0.5	<ul style="list-style-type: none"> Share and test their understanding of key learnings so far in this F2F session experience a fun way to do a collaborative check for understanding 	Use as is. Refresh the opening dialogue to ensure it fits with the new schedule and flow. Add/delete questions to align with critical content.	
48.	55.	Assess and Report	1	<ul style="list-style-type: none"> discuss the significance of assessment and reporting as important milestones for their fieldwork define the process they will use to conduct assessment and reporting in the field. apply assessment strategies they will use to measure the impact of their project work and community projects 	Revise to reflect Intern deliverables once they are in the field with respect to assessment and reporting. In this module the interns will develop a deep understanding of the milestones with respect to reporting and assessment: what they deliver, when, and how. Actual NCJ report templates and processes will be used. Links will be made to desired program outcomes and understanding good ICT-SME projects. Incorporate the	

				<ul style="list-style-type: none"> develop strategies for how they will track projects and progress in the field prepare to produce field reports using NCJ templates and processes 	<p>significance of reporting and potential impact the information can have on program outcomes to build a strong WII-FM and a sense of accountability to complete their reports accurately and on time. Incorporate Moodle in learning activity so they practice the logistical process of how they will submit their reports.</p>	
49.	56.	Sustainable Outcomes	1	<ul style="list-style-type: none"> define what outcome sustainability is for the NCJ program develop strategies for how to foster outcome sustainability as one of their goals and responsibilities cultivate the use of both formal and informal networks and build community relationships to achieve outcome sustainability plan how to draw on community and business resources and experts to assist SMEs in developing their projects identify their responsibilities to the program partners 	<p>An opening discussion could be to define outcome sustainability and wrestle with an understanding of what sustainability is from the perspective of the NCJ program. The rest of the module will be focused on how to achieve sustainability and their role as NCJ interns in sustainability. The networking piece from original Module 44 will be incorporated. It will extend to include the actual network that the Intern will be working within (as engineered by NCJ and what they build themselves). Emphasize the importance of drawing in on community expertise throughout the formal and informal learning elements. Review content that is there – re-position as necessary and fill gaps.</p> <p>Sustainability concepts include: projects that demonstrate a link was made by business owners between technology and their business; helping SME discover opportunities so that they can continue to innovate ICT applications to their business; ensure the SME’s are well linked into resources in the community and each other; the Intern as facilitator and leader in helping the SME access valuable business linkages and ICT inspiration.</p>	<p>2 s-e-m’s</p> <ul style="list-style-type: none"> one story about how an Intern play an important role in coaching business owners to create a link between technology and business and how that lead to sustainable projects example of how connecting SMEs to the NCJ SME network will result in sustainable projects for because of linkages

	57.	Business Communication	1.5	<ul style="list-style-type: none"> describe the Intern’s business communication responsibilities identify GNC quality standards for a field report use the PREP approach to write report recommendations compose a story about an experience in the field to illustrate storytelling as a powerful AR reporting mechanism 	<p>New module will focus on producing quality reports that meet NCJ standards. Interns will analyze pre-prepared reports to identify what makes a good / bad report and determine the quality standards that they will be expected to meet. The Intern Competency Rubric can be introduced here as well as “The Job of Being an Intern” include a quality work dimension with specific report writing mechanisms. The PREP approach that is used in the influencing model in the launch will be reused in this section to present recommendations. Using a story telling approach, Interns will be introduced to the idea of story telling as one the reporting mechanism for AR in the learning setting.</p>	<p>2 stories</p> <ul style="list-style-type: none"> highlight the importance of reporting and the impact it has on program; use an example of a previous Intern and how their reporting made a difference. a story to illustrate the concept and elements of a story while demonstrating how story telling is an AR reporting mechanism
47.	58.	Project Management Cycle Revisited	1.5	<ul style="list-style-type: none"> explore the project focus of the NCJ program and how success will be measured against project outcomes describe how time management strategies will contribute to the success of their project work in the field describe how basic Critical Path analysis will enable them to more successfully complete their projects and work around obstacles explore their role as a coach in the Project Incubation stage of the theme learning curriculum will practice these advanced PM skills and consider how technology can be integrated as a tool 	<p>Have built on what currently is in place by significantly elevated it in terms of learning outcomes and specification of 3 advanced PM skills: (1) time management which includes establishing priorities, budgeting time and analysis of time use; (2) simple identification of a project critical path analysis and how to work with this when wrinkles pop up; (3) in-depth exploration of their role as coaches in the Project Incubation phase – one aspect of project management. This will be an active and hand-on module and given the Interns opportunities to figure out how to use these advanced skills to handle challenges. This module will also encourage deep reflection on the project management aspects of this week’s Unfolding Project.</p>	
51.	59.	Evaluation of Week	0.5	<ul style="list-style-type: none"> share their feedback on week 2 of 	Use as is. Make contextual changes.	

		2 and NA for Week 3		<p>the Focus F2F Intern learning experience</p> <ul style="list-style-type: none"> provide input into the focus for week 3 receive their weekend homework project. 		
52.	60.	Celebrate Week2	0.5	<ul style="list-style-type: none"> celebrate their accomplishments and learnings in week 2 	Use as is. Minor contextual changes.	
53.	61.	Orientation to Week 3	1	<ul style="list-style-type: none"> experience another icebreaker understand how the last week of this F2F session will unfold understand their responsibilities as a learner as they prepare for their posting. 	Use as is. Make revisions to reflect revised content and ordering of the modules.	
54.	62.	The Theme Curriculum	3.25	<ul style="list-style-type: none"> continue to learn key knowledge and know-how about the theme experience many of the theme-related activities they will be facilitating analyze the key elements of the Theme Learning Map including the structure and linkages in the F2F modules identify how learning outcomes are linked to checks for understanding and the design of learning activities experiment with the key ID strategies and learning activities, including “branching” begin to build their subject matter expert (sme) network by making a personal connection with the experts from the NCJ SME sme network 	Use what’s here and provide a bit more structure. The purpose is to engage the Interns in the actual formal learning package. Theme content was introduced in the Launch and throughout the Focus weeks 1& 2; the Interns worked extensively with the project element in Focus week 2. They discovered and explored their facilitation skills vis a vis the ICT content in week 1. Now the focus is on facilitating the 26 modules and bringing them to life. Ensure a mix of approaches to engage the Interns in the details of how this will be facilitated (see notes in Theme Integration doc). Align this module with # 65, the theme pte’s, to avoid duplication. In the course of these learning activities, Interns will spiral to the next level of cognitive achievement with respect to specific SM content: the SM Wheel and the 10 components.	

55.	63.	Reflect and Act (Wk3-Day2)	1	<ul style="list-style-type: none"> share reflections on what they are learning give the facilitators a sense of what's being learned, questions, reactions, and pacing engage in the Community of Practice discussion groups to practice weaving skills discuss how technology can be used to create and maintain a dispersed community of practice. 	Use as is. Will need to revise to fit the new flow of modules. Introduce and conduct the CofP discussion groups. Timing has been increased to accommodate this activity. Ensure that the CofP discussion activity is explained and set up on the day before so that the Interns are prepared.	
60.	64.	Advocacy of Technology	2.25	<ul style="list-style-type: none"> identify what being technology guru means as an Intern start thinking about how they will continue to develop their technology skills identify the technology competency on the Intern Competency Rubric practice advocating technology in various community contexts identify technology tools they will be working with and how technology is integrated into the theme curriculum identify ICDL content covered in theme curriculum and discuss options for participants with respect to certification 	Use as is. May need to revise the scenarios to realistically reflect the context and likely situations the interns will encounter. Use the NCE version as a starting point. The Intern Competency Rubric will be introduced so Interns become familiar with the performance dimensions of this competency. Interns may be asked to coach participants to ICDL certification. Options will be explored.	<p>3 s-e-m's</p> <ul style="list-style-type: none"> technology use in practice - what technology gurus/advocates do skills needed for technology advocacy examples of technology advocacy best practices
73.	65.	Theme PTE Part 1	2.25	<ul style="list-style-type: none"> work in teams to build their Theme pte deliver their 10 minute Theme pte receive constructive feedback on 	Use as is. Emphasize the importance of following the lesson plans closely (to ensure consistency with learning principles); when to improvise. Direct all	

				<p>their Theme pte</p> <ul style="list-style-type: none"> use elements of the theme fac guide, learning package, and toolkit correctly 	<p>learners and the facilitators to consult the lesson plans as part of the group feedback process.</p>	
	66.	Theme 2	1	<ul style="list-style-type: none"> analyze and apply the criteria that defines a good NCJ SME-ICT project analyze the desired outcomes and deliverables of the Project Incubation phase articulate their role in the Project Incubation phase. 	<p>Another dedicated chunk of time for the theme. Attention given to how ICT can be used to address various SME (SM) issues. What makes a “good” SME-ICT project will be explored in more depth. The Intern’s role in the Project Incubation phase and how they impact and facilitate the implementation of SME-ICT projects is another focal point. The Project Incubation guidelines will guide this exploration.</p>	<p>3 s-e-m’s</p> <ul style="list-style-type: none"> provide examples of good SME-ICT projects that have been implemented (Egypt)
59.	67.	Reflect and Act (Wk3-Day3)	1	<ul style="list-style-type: none"> have an opportunity to share reflections on what they are learning give the facilitators a sense of what’s being learned, questions, reactions, and pacing participate in the CofP discussions. 	<p>Use as is. Will need to revise to fit the new flow of modules and the incorporation of the CofP discussion activity.</p>	
73.	66	Theme PTE Part 2	2.25	<ul style="list-style-type: none"> work in teams to build their Theme pte deliver their 10 minute Theme pte receive constructive feedback on their Theme pte use elements of the theme fac guide, learning package, and toolkit correctly. 	<p>Use as is. Emphasize the importance of following the lesson plans closely (to ensure consistency with learning principles); when to improvise. Direct all learners and the facilitators to consult the lesson plans as part of the group feedback process.</p>	
	69.	Theme 3	1	<ul style="list-style-type: none"> anticipate and analyze learners’ potential reactions and responses to the SME SM concepts and the learning program discuss their responsibility for 	<p>In this module, the focus will be on brainstorming and trouble-shooting challenges and opportunities that may present themselves as the Interns facilitate the SME SM learning program. Use role</p>	<p>3 s-e-m’s</p> <ul style="list-style-type: none"> illustrate how an Intern who anticipated learner reactions and responses was able

				<p>delivering a standardized curriculum</p> <ul style="list-style-type: none"> ■ identify how various elements in the learning curriculum can be localized and improvised in response to learners' needs 	<p>plays and scenarios to help the learners determine possible strategies. Develop stories and examples to illustrate do's and don'ts. Ensure the Interns are clear on their responsibilities for delivering a standardized curriculum, while also being able to localize and improvise in response to learners' needs. Once again, develop stories and examples to illustrate do's and don'ts.</p>	<p>to avoid possible challenges that learners might pose</p> <ul style="list-style-type: none"> ■ story about an Intern who did not follow the standardized delivery of the SME curriculum and difficulties they encountered; highlight areas where curriculum is flexible. ■ story to emphasize the collaborative learning approach and actual Intern experiences with this approach in the field
70.	Competency Construction	2.25	<ul style="list-style-type: none"> ■ use techniques to increase confidence and prepare for a successful delivery ■ self-assess their performance using the Intern Competency Rubric, consulting peers and facilitators for feedback ■ begin to create their self-directed learning and development plan ■ build their toolkits, including a network map of SME smes and related products and services ■ manage and organize their theme facilitation materials (facilitation guide, learning package, and toolkit) 	<p>Work from original modules 56 – 57 – 58 – 61 – 62 – 69. Go for a more integrated and synthesized approach. Include the section on Prepare for Success! (old #56).</p> <p>Introduce the Intern Competency Rubric and self-assessment process. Direct learners to develop their own self-directed learning and development plan; begin to identify transferable skills that they will develop as a result of their work as a NCJ Intern. Present an overview of how the NCJ program might help to support their career aspirations. Ensure the learners understand the opportunities for learning they will have in the C@C and ORT stages of their learning path.</p> <p>Also create the space for Interns to begin to build their tool kits for each competency, including the SME SM learning program</p>		

					<p>toolkit. Time should also be allocated to helping the Interns figure out to prepare and organize their complete Theme Fac Pkg.</p>	
63.	71.	Reflect and Act (Wk3-Day4)	1	<ul style="list-style-type: none"> ■ share reflections on what they are learning ■ give the facilitators a sense of what's being learned, questions, reactions, and pacing ■ participate in the CofP discussions ■ discuss how the NCJ Community of Practice will function and be maintained by interns 	<p>Use as is. Will need to revise to fit the new flow of modules. Include a discussion on how the NCJ CofP will function once they are in the field.</p>	
64.	72.	Promotion	1.25	<ul style="list-style-type: none"> ■ position the NCJ program for various audiences ■ propose NCJ and the <i>ICT and SME SM</i> program as an opportunity for SMEs ■ input into the key program benefits and messages ■ build a promotional plan for community learning events ■ use basic promotion and marketing terminology 	<p>Revise to reflect the type of promotional work and tools the Interns will be using. Basic promotional concepts are still sound. Integrate lots of real examples and stories</p>	<p>3 s-e-m's</p> <ul style="list-style-type: none"> ■ examples of successful / not successful promotional activities used by previous Interns (both paper based – brochure & poster and digital – presentation & video)
66.	73.	Meet Your Partners	1.5	<ul style="list-style-type: none"> ■ meet their program partners ■ start to plan the introduction of themselves and the themed-curriculum into the community they will be posted in ■ discuss how they will facilitate the SMEs entrée into the NCJ SME network 	<p>The focus of this module will depend on how the program is being implemented. Learners prepare for this module throughout the entire Focus F2F event and stepping stones will need to be carefully integrated once the format and invitees is established. Although the main focus of this module is a guided dialogue between the Interns and Placement Partners, key content includes the services, resources and support that will be provided by the partners and an articulate of the community-level business resources and experts (the NCJ network). Interns will</p>	

					explore how they will help their SME participants access this network and make the linkages they need to in order to successfully integrate technology into their business practices.	
67.	74.	Showcase - Preparation	2.75	<ul style="list-style-type: none"> ■ work with other Interns to build a showcase project to: <ul style="list-style-type: none"> ● integrate and synthesize the six competencies into a creative and innovative showcase presentation ● demonstrate technology expertise ● practice presentation and promotion skills ● share a comprehensive project plan that will outline major initiatives, actions, and timelines you anticipate undertaking as an Intern ● demonstrate to us, yourself, and your peers what you have learned ● support and encourage the efforts of your peers ● learn from the innovation and ideas of your peers ● demonstrate deep understanding of their job as GNC interns in relation to their role, program and theme 	Use as is. Will need to play with timing to align with new schedule for week 3. Fine tune the Showcase Scenario to highlight the most important deliverables. Time permitting, construct a performance-based assessment tool that can be used on the Showcase output to capture learning.	
68.	75.	Reflect and Act (Wk3-Day5)	0.5	<ul style="list-style-type: none"> ■ share reflections on what they are learning ■ give the facilitators a sense of what's being learned, questions, reactions, and pacing 	Use as is. Will need to revise to fit the new flow of modules.	

65.	76.	The Job of Being an NCJ Intern	1	<ul style="list-style-type: none"> ■ develop a strategy to plan how they will achieve program milestones, fulfill their responsibilities, and meet quality expectations ■ discuss NCJ administration processes ■ identify services, resources, and support that will be provided by program partners ■ define how they will interact with the NCJ team and program partners ■ discuss their role and participation expectations as part of a community of practice ■ relate the skills they have acquired to the skills needed to deliver on the milestones. ■ position themselves within the GNC program including the global community of Interns 	<ul style="list-style-type: none"> - Revise all the content related to their role and what they need to achieve and where they can find this information if they need it on their own. - Keep part of the module in a form of question and answer period to allow interns to clarify any misunderstandings, or points they need. - Use visual tools (iterative approach, map) to illustrate how they have progressed over the past weeks or even in the whole formal learning sessions. 	<p>2 s-e-m's</p> <ul style="list-style-type: none"> ■ highlight how to match acquired skills with milestones (for example, drawing on the project management competency to manage the delivery of theme curriculum) ■ Intern as a coach coaching SMEs to create links within the local/national SME community and use these links to advanced ICT-SM application (use actual SME example)
70	74.	Showcase - Showtime	3.5	<ul style="list-style-type: none"> ■ finish building Showcase ■ present Showcase to peers ■ assess product and process performance and document key learnings emerging from this activity 	Use as is. See notes in module 74 above.	
71.	77.	Wrap up	1	<ul style="list-style-type: none"> ■ reflect on their journey in this Focus F2F Intern learning event ■ share their feedback on the Focus F2F Intern learning event ■ continue to plan their next steps as continuous learners. 	Use as is. Revise to fit new learning curriculum.	
72.	78.	Celebration	0.5	<ul style="list-style-type: none"> ■ celebrate their accomplishments and learning in the F2F learning event 	Use as is. Minor revisions to fit context.	

Focus FW

#	Module		New Learning Outcomes In conducting this fieldwork participants will:	Revised Instructional Design Strategies	Localized Stories & Examples
30	Action Research Part 2 – the AR Project	2 days	<ul style="list-style-type: none"> ■ build more robust knowledge of SME's in Jordan, sales management, and application of technology to business practices throughout first-hand action research activities ■ continue to develop AR skills (data collection – especially interviewing and observation, analysis, interpretation, and reporting) ■ create a major information input into their Unfolding Project learning activities in the F2F learning event ■ use technology creatively to report key findings ■ receive constructive and structured feedback on their fieldwork activities. 	<p>Revise the existing “data collection” project to become a comprehensive Action Research (AR) project. This project will be designed to provide challenging opportunities for the Interns to gain first-hand experience in AR methodology and in the process, build more robust knowledge of SME's in Jordan, sales management, and application of technology to business practices. Interns will be encouraged to find examples of ICT-SM tool beyond the program toolkit.</p> <p>Ideally, this AR project will include several tasks but needs to be do-able in 2 days. Interns will complete this project as a fieldwork component of their blended learning experience. A simple rubric will be designed so that the facilitators can more objectively assess the rigor and quality of the AR fieldwork. The rubric should contain enough detail so that the Interns can determine what they need to work on in order to improve.</p>	n/a

Appendix B

Authentic Assessment Strategy – Additional Notes

Best Practices for Designing Performance-Based Assessments

- should require knowledge construction
- end result should be a product
- should allow for a considerable degree of learner autonomy; provide sufficient time and resources to allow learners to show their competence; permit consultation with peers and experts
- when designing a performance-based assessment:
 - give learners novel, new, and unfamiliar tasks to solve, otherwise you may be eliciting only rehearsal of routine learned in the classroom
 - problems should grab their attention and make them want to find the solution; problem solving therefore becomes goal-directed
 - problem should have multiple solutions which the learner should identify and analyze based on their relative merits
 - consider what constraints they will face in the field when they do this type of task and try to simulate these constraints
 - debriefing is critical – how will learners receive feedback on their performance? what will you do to help learners reflect on what they have learned and accomplished and how they will apply this to what they will do in the field?

Best Practices for Designing Rubrics

In order to create a comprehensive Intern Competency Rubric, several best practices were established and used:

- Start by identifying the key performance dimensions (pd) within the competency; a sub-set of special skills, knowledge, and attitudes. Expect to have about 3 or 4.
- It is important that you “teach” or cover all the points included in a Rubric so comb through the learning materials to ensure that you include all major competency-related concepts. If not, and you feel it is critical to the Rubric (the competency) flag it to ensure you add this content.
- Once you have your p-d then brainstorm a list of all the good/great indicators. Play with all of these: behaviours, results, outcomes, actions, attitudes, cognitive processes, performance, procedural skills, declarative knowledge, characteristics, and metacognitive skills – how they continue to learn and expand their knowledge in this area. These will be a combination of what you might see and what you might NOT see. Do not worry yet about what level they fall into. You will likely need to refer to additional resources to help you construct these lists.
- Now identify all the common errors and mistakes that learners might make for each p-d. Once again you will likely need to consult outside resources.
- Take your good/bad lists and start organizing into levels. Don't be afraid to use numbers to help distinguish between levels (i.e. can do something with 50 % accuracy while at a later level this might be 100% OR is extremely fluent in 4/5 MS Office Applications). Level 4 should include references to specific program outcomes and results. And while Level 4

should be attainable this is a VERY high level of competence and likely to be achieved by exceptional Interns.

- Write the descriptors – these are the actual sentences that integrate your good/bad lists. Once you identify the key behaviours you need to specify how well or how poorly they might do them. You’ll need to use lots of adjectives but be sure they indicate a clear level of quality. Another variant of quality across the four levels is the ease with which they can do something (i.e. is it automatic and autonomous or do they need more conscious cognitive work and cues?). Be specific as this Rubric needs to serve as self-directed teaching tool so learners can figure out what they need to work on in order to advance to the next level.

Best Practices for Designing Portfolio Assessments

- Portfolios can have several purposes: monitor progress, communicate what has been learned to other stakeholders, evaluate how well something was taught, and show off what was accomplished.
- Be clear about the cognitive learning outcomes (knowledge construction, cognitive strategies, procedural knowledge, and metacognitive skills), important behaviours (i.e. self-reflection, planning), and significant dispositions (i.e. flexibility, persistence, collaboration, desire for mastery) that you want in the learners’ portfolios.
- To ensure both learner ownership and that you will be able to assess the desired learning outcomes you are looking for, determine categories of products and then allow learners to choose the samples within each category. Each sample should be accompanied by a brief statement, written by the learner, about how the sample demonstrates about their ability in a particular area.

NCJ Assessment Tools to Be Developed

	Tool	Description	Status & Next Steps
1.	Intern Competency Profile	<ul style="list-style-type: none"> ▪ very robust performance-based rubric that can be used to assess all 6 competencies + development area (The Job of Being an Intern) ▪ please see Section 1 of this report for details 	<p>draft complete; Rana to draft Tech Competency</p> <p>will be honed and validated in the development stage</p>
2.	Declarative Knowledge Test	<ul style="list-style-type: none"> ▪ a test of the Intern’s declarative knowledge of the three iterative content areas: <ul style="list-style-type: none"> ○ The NCJ Program ○ NCJ Intern Role ○ SME SM Theme ▪ desired learning outcome is deep understanding in each knowledge domain ▪ first test to be administered online in the Launch module online ▪ progressive iterations of the test to be administered in the Launch F2F and Focus F2F sessions 	<p>test blueprint constructed</p> <p>placeholders for this assessment activity inserted into the ID outline</p> <p>determine media & methodology; conduct more testing of Moodle</p>

			functionality
3.	Attitudinal Shift Assessment	<ul style="list-style-type: none"> to assess shifts in the Interns and/or SME's 	could re-purpose GNC Intern "shift" survey
4.	Portfolio	<ul style="list-style-type: none"> in the Focus F2F session, Interns will begin to construct a portfolio that highlights their development and performance this approach for showcasing ability and results will continue throughout the entire experience and integrated with the Intern's self-directed learning and development plan will form the basis of the assessments of their performance throughout the posting 	develop create guidelines – what it is & how it will be used
5.	Competencies in Action	<ul style="list-style-type: none"> Unfolding Project observation sheet that facilitators will use to assess the project management, leadership / coaching, collaboration, and technology competencies in action the Intern Competency Rubric will provide the checklist of behaviours and attitudes may include video-taping activities so learners can see themselves demonstrating these competencies 	develop
6.	Assessment rubric for AR project	<ul style="list-style-type: none"> an example of how assessment and teaching are integrated 	work has started on this
7.	Assessment rubric for Showcase	<ul style="list-style-type: none"> build on existing evaluation "checklist"; should be more rigorous 	revise the Showcase deliverables to ensure it creates a true opportunity to demonstrate competence and learning
8.	Knowledge Game questions	<ul style="list-style-type: none"> build on existing questions using the test blueprints as a guide for several knowledge categories 	revise and supplement to ensure they are a valid test of declarative knowledge

	<p><i>design & organization</i></p>	<p>Not well prepared or organized which distracts the learning process. No evidence of learner analysis. Makes few connections between learning concepts / activities and learners' needs beyond what is in the lesson plans. A lecture only approach is used. Relies on facts.</p>	<p>Generally well prepared and organized. Gathers a basic understanding of learners in order to localize elements. Respects the diversity of participants. Relies primarily on lecturing, although there are attempts to make it interactive and engaging. Takes few risks. Content is informational. A s-e-m or statistic is used to build rapport with the learners.</p>	<p>Preparation and organization supports achievement of the learning outcomes. Uses creative methods to understand learners' needs. Refines content and learning activities in response to learner analysis. Able to position most learning activities to maximize motivation and relevance. Leverages diversity to create a richer learning experience. Departs from lecturing to encourage collaborative learning. S-e-m's and statistics are used to help connect the content to the learners and learning.</p>	<p>Strong evidence of preparation and organization. Does a thorough learner analysis. Localizes learning activities and introduction of key concepts in response to individual and group needs. Able to position the innovative nature of this learning program successfully with learners. Uses a variety of imaginative and effective delivery strategies to co-create knowledge with the learners. Integrates his / her own stories to illustrate learning points.</p>
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Competency	P-D	Level 1	Level 2	Level 3	Level 4
<p>Action Research</p> <p><i>the ability to use participatory approaches to gather relevant information, identify relationships and patterns, and build plans based on strengths and opportunities</i></p>	<p><i>conduct AR (data collection, analysis, & interpretation)</i></p>	<p>Limited view of what action research is beyond just data collection. Little evidence of planning. Unable to complete all NCJ AR projects (asset map, SME assessments, learning stories) in a timely fashion.</p>	<p>Follows an established AR work plan and completes each step on time. Creates an asset map that thoroughly documents all five asset categories. Completes the SME Assessments activities. Regards the learning setting as an AR forum and documents several stories of participant experiences.</p> <p>Uses established NCJ data collection instruments to collect reliable data from key stakeholders. Demonstrates ability to conduct a structured interview, administer a survey orally, and conduct simple document analysis. Enters data in NCJ database accurately. Summarizes key impressions after meeting with SME business owner or after a learning session. Reporting is not entirely adequate.</p>	<p>Thoroughly documents what is happening in the field in order to provide reliable feedback to guide program enhancements. Data is collected in a systematic way, especially within the learning setting. Continues to refine the Asset Map and uses it to localize learning curriculum and help learners address their needs.</p> <p>Using the NCJ AR templates, can conduct small AR projects as directed. Can generally identify the reason for collecting data although research question may not be singular or entirely clear. Creates simple data collection instruments such as a short survey or interview guide to collect data to inform NCJ Intern duties. Creates and uses a simple database to enter qualitative and quantitative data. Interprets data systematically to identify themes and patterns.</p>	<p>Takes the initiative to conducts several rigorous AR projects throughout their posting to bring about change and deepen understanding of participants' experiences. Thorough planning and anticipation of most problems. Applies critical thinking skills to formulate research questions that will be the focus of AR activities.</p> <p>Creates and follows an Action Research plan to effectively and efficiently collect trustworthy data, analyze and interpret it, and report findings. Interpretation of data summarizes lessons learned and results in an action plan and/or recommendations based on findings. Uncovers additional learning needs. Findings are linked to larger context and shared with participants, other Interns, and NCJ stakeholders.</p>

	<p><i>engage participants</i></p>	<p>Maintains a detached presence throughout Action Research activities (a we-they attitude). Not able to act on findings emerging from action research work.</p>	<p>Uses AR activities as an opportunity to make a personal connection with people. Works hard to understand the participant’s perspective, even if it is different than one’s own.</p>	<p>Attempts to reconcile conflicting and multiple perspectives from different participants and different data collection methods. Demonstrates that that AR is a collaborative process with participants. May end up with a sample of convenience and not talk to all the right people in the data collection phase.</p>	<p>Understands and appreciate perspectives and views different from their own. When analyzing data, pulls diverse perspectives together into integrated picture. Gives voice to participants’ and personal experiences in the program so that their experiences become vivid to the reader.</p>
	<p><i>AR skills</i></p>	<p>Doesn’t challenge the reliability of documents, especially online information. May occasionally step in and help interviewee answer a question. Interprets data and makes conclusions based on personal filters. Does not listen attentively or listens only selectively when conducting AR. Frequent use of leading, unclear or wordy questions.</p>	<p>Attentive to body language during an interview or observation. Uses appropriate language and avoids jargon. Most questions will invite dialogue and be concise and clear; a few may be leading or unclear. May not probe responses in an interview situation. Field notes may be incomplete. May exaggerate or over-generalizing results. Will often rely on only one data sources and does not triangulate data. Will often not validate findings with participants and/or stakeholders.</p>	<p>Is attentive to what is happening and not happening in the research setting. Identifies misalignment between observations and what people say. Uses technology effectively and creatively to analyze data and report findings. Doesn’t ignore the voices of those with different experiences.</p>	<p>Is fluent in all three forms of data collection: experience (observation), enquire (interviews and surveys), and examine (document analysis). Writes detailed and accurate field notes. Triangulates data by using more than one data source. Exhausts all possibilities and will go above and beyond in collecting data by following up on leads. Searches to understand why some people’s responses are different. Can conduct more complex statistical data analysis.</p>

	<p><i>effective meetings</i></p>	<p>problem and clearly identifying the issues that need to be addressed. Solutions are not creative. May not be do-able.</p> <p>No evidence of planning or preparation for meetings. Unnecessary or unnecessarily long meetings. Inappropriate venues. Struggles to keep discussions on track. Outcomes sporadic. Limited follow up.</p>	<p>statement. May use techniques such as <i>Mind Mapping</i> to help define the issues. Can compare a problem to problems encountered previously. Limited number of solutions emerge from brainstorming. Uses basic creative problem solving techniques such as <i>Stepping Stones</i> and <i>How Would ...?</i> to help generate ideas. Difficulty selecting potential solutions.</p> <p>Agendas created. Efficient use of meeting time. Attempts to assign and rotate roles. Encourages participation but discussions frequently get off track. Meetings conclude without clear agreement and on next steps, timelines, and deliverables. Follow up is weak.</p>	<p>framing techniques such as drawing a diagram to depict all the pieces impacting a problem or reformulating a problem to make it more manageable. Generates several creative ideas. Uses tools, such as matrices and prioritization activities, to screen and select potential solutions. The result is new ideas or processes. Builds on the ideas of others by adding value. Applies ideas and models from outside personal frame of reference in a novel way.</p> <p>Competent planning and meeting set-up, including research and preparing supporting documents. Uses facilitation skills to involve all team members and keep discussions on track and focused on solving problems and achieving outcomes. Most meeting goals are accomplished. Writes follow up notes.</p>	<p>problem solving techniques to address challenges and achieve results. Is systematic in solving the problem and can think of unusual ways to solve it. Monitors progress and quality of solutions generated throughout the process. Constructively contributes to continuous improvement by using and promoting creative problem solving. Goes beyond current thinking when generating ideas. Develops improvements to current methods and products.</p> <p>Leads very effective meetings. Thorough preparation with considerable attention to detail. Excellent management of group dynamics to foster purposeful dialogue. Gets agreement on agenda and ground rules. Conducts one piece of business at a time. Wraps up each agenda item by summarizing accountability for deliverables. Only necessary meetings are scheduled. Follows up in writing and verbally.</p>
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	<p><i>set goals / proactive</i></p>	<p>rules and boundaries. May be a “free rider” and provide minimal contributions to the team’s work. Has difficulty accepting and working with team members’ strengths and weaknesses.</p> <p>Unable to set goals that meet the SMART criteria. Does not accept responsibility for deliverables. Struggles to inspire others.</p>	<p>able to help the team move beyond storming or norming. Prefers to submerge and smooth over conflict vs. recognizing that it can lead to group learning.</p> <p>Gives detailed and accurate instructions and advice; verifies that others have understood. Provides resources from the NCJ repertoire to help support participants’ development. Consciously tries to build peoples’ self-confidence as they gain new abilities by providing feedback and encouragement.</p> <p>Can set goals that generally meet the SMART criteria. While able to manage personal work priorities may struggle to help others establish priorities. Demonstrates some indecisiveness on key decisions. Generally willing to accept responsibility for deliverables but does not always hold self accountable for inconsistent quality of deliverables.</p>	<p>helps establish clarity in team goals. Alert to the warning signs of conflict.</p> <p>Can effectively coach program participants to achieve desired learning outcomes and initiate ICT-SME projects. Is conscientious about following up with program participants and provides ongoing feedback. Reassures and encourages after a setback. Is able to provide different perspectives.</p> <p>Can create and help program participants create meaningful SMART objectives that are relevant enough to guide project work. Able to produce deliverables on schedule; quality is generally high. Prefers to work “smarter” and will consistently suggest process improvements and draw on technology to help the team work more efficiently. Suggests and tries new ways of working.</p> <p>Persists in the face of</p>	<p>invite peers to give constructive feedback.</p> <p>Creates opportunities for others to obtain and practice new knowledge and skills. Helps others by creating opportunities for challenging projects. Is able to encourages participants to share their learnings so that they and the rest of the program benefits. Strives to inspire and instil confidence in program participants.</p> <p>Project and team work is guided by tightly documented SMART objectives. Accepts responsibility for top quality deliverables which are produced in an accurate and timely fashion. Capably establishes and manages priorities. Inspires others through professional work habits and personal behaviour. Is decisive and committed to the program participants and to achieving the program goals. Works with the</p>
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			<p>Likes to get involved. Shares information and makes suggestions. Attempts to break-down barriers although is a bit uncomfortable with others they do not know or are not like themselves.</p>	<p>obstacles. Does not give up when things do not go smoothly. Recognizes and acts upon opportunities or addresses problems quickly and decisively, without the need to prompting.</p>	<p>participants and project teams to assess progress, evaluate outcomes, and celebrate successes.</p> <p>Demonstrates entrepreneurial spirit by seizing opportunities. Has a positive “can-do” attitude, unconventional thinking, and takes risks. Facilitates commitment to continuous improvement. Takes action to create opportunities.</p>
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Competency	P-D	Level 1	Level 2	Level 3	Level 4
<p>Collaboration</p> <p><i>the ability to work with others to create a shared understanding or experience</i></p>	<p><i>work with others</i></p>	<p>May make assumptions or judgments about people based on only on interpretations of visible cues.</p> <p>Generally demonstrates basic interaction skills. Occasionally does not demonstrate “getting-along” skills.</p> <p>Can collaborate with other Interns on short-term projects.</p>	<p>Acknowledges that people operate differently because of various explicit and implicit dimensions of diversity. Checks out assumptions.</p> <p>Gives help and assistance to others when asked. Clearly explains how to do something when asked. Works to sustain respect. Consistently demonstrates “getting-along” skills such as taking turns, sharing, following rules, and using polite words.</p> <p>Can collaborate effectively with other in a variety of different project team scenarios. May have some difficulty collaborating effectively on longer-term projects.</p>	<p>Finds out what makes people unique. Develops skills to relate to diverse groups of people. Develops awareness of personal biases.</p> <p>Compliments and praises the work or contribution of a peer. Naturally takes the initiative to provide helpful resources to the group. Able to give and receive constructive feedback and encouragement.</p> <p>Can collaborate effectively with other Interns on longer-term projects and in high-paced high-stakes work scenarios.</p>	<p>Welcomes diversity and diverse perspectives & backgrounds and uses it effectively to enrich learning and work efforts. Respects other people and talks to them in the way that shows consideration for whom they are or who they are trying to become.</p> <p>Naturally gives peers credit and public acknowledgement of contributions. Can easily fulfill multiple roles when working with others to create positive interdependency and individual accountability.</p> <p>Can collaborate effectively with other NCJ stakeholders such as NGO employees, learning team, NCJ partners.</p>
	<p><i>influence</i></p>	<p>Has difficulty constructing a compelling message. The goal is not always clear. Often unable to convey messages passionately. May not admit if they are wrong.</p>	<p>May have a good message but doesn't always accurately or thoroughly customize message to the audience. May fail to anticipate reactions. Can speak logically and passionately.</p>	<p>In applying the PREP approach, is able to convey the WII-FM to people. Prepares themselves thoroughly and anticipates common misconceptions about the topic. Is able to emphasize</p>	<p>Uses PREP naturally to present and persuade others. Adapts their presentation to appeal to the perspective of others. Is able to make even complex ideas seem simple. Can influence</p>

	<p><i>network</i></p>	<p>Is able to maintain effective working relationships with most others on the team. Works within a small circle of influence. Does not seem to create opportunities to expand this circle. Has difficulty engaging in informal conversations and interactions with those outside the team.</p>	<p>Makes a conscious effort to use the PREP approach when attempting to influence others.</p> <p>Maintains effective working relationships with immediate contacts. Works within circle of influence and able to develop good rapport with people within this circle. Can identify who they might need to be in their network. Relies primarily on people they already know. Uses both formal and informal networks. Is friendly and makes a connection with participants and partners in the program.</p>	<p>points in common. Can persuasively present NCJ program messages and concepts to different audiences.</p> <p>Can identify when they need to consult and collaborate with others. Makes a conscious effort to draw in other expertise in order to provide the best possible learning environment for the program participants. Creates an extensive network, especially outside “entry” circle of influence. Proactively makes contact with individuals and organizations outside the immediate team in order to achieve objectives. Sets up and maintains a database of useful contacts.</p>	<p>others both directly and indirectly and makes this decision strategically. Has a clear goal when trying to influence and has decided what they want to achieve from a presentation.</p> <p>Consistently builds relationships that create a supportive environment characterized by mutual respect and trust - F2F and online. Has expanded their circle of influence. Seeks out opportunities for external collaboration. Develops strategies for building professional relationships. Is able to sustain relationships and checks in with people. Has created an extensive GNC/NCJ network that includes Interns, program partners, and SME experts within the community to enhance the personal growth opportunities as well as the community participants’ network. Helps program participants build relationships to advance their ICT usage and social and economic success. Uses his/her network to integrate work as NCJ Intern with other NCJ initiatives.</p>
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Competency	P-D	Level 1	Level 2	Level 3	Level 4
<p>Technology TO DO <i>the ability to use computer technology (hardware, software, and networking tools) to achieve GNC and community goals</i></p>					

	<p><i>lifelong learning</i></p>	<p>situations and events are weak.</p> <p>Seldom reflects on strengths and needs. Has little idea of how to improve as an Intern. Struggles to map out a self-directed learning and development plan that clearly identifies goals, resources, and activities.</p>	<p>not always completely. Identifies some important elements of the problem. Gives some evidence of a strategy to solve the problem.</p> <p>Reflects somewhat on strengths and needs. Has some idea of how to improve. Self-directed learning and development plan in place. Relies on coach to help them choose their goals and get started. Will ask for help when needed but requires a significant amount of coaching to work through the plan. May give up if they are unsuccessful on one aspect of their plan. Can use very structured self-assessment tools to assess performance but would rather have the coach provide the feedback and indicate strengths and what needs to be improved.</p>	<p>detail, about how to improve.</p> <p>Has good insight into abilities and several ideas of how to improve. Self-directed I & d plan is complete. Chooses own learning and development goals focused on becoming skilled at a competency; goals are specific and measurable. Uses a clear strategy to reach the goal. Takes initiative to engage in positive lifelong learning opportunities. Consistently monitors understanding. Asks for feedback when needed. Generally keeps a clear focus on goals and standards of performance. Keeps a record of progress and knows when they are (not) making progress. Persists at a task following unsuccessful performance.</p>	<p>appropriate and systematic strategy for solving it. Presents strong arguments that are logically developed.</p> <p>Has excellent insight into abilities and clear ideas of how to get better. Uses technology creatively to help achieve learning and development goals. Continues to refine learning plan. Evidence of significant growth in each competency. Consults experts for new information. Initiates discussion with coach and peers about progress.</p> <p>Sets learning goals that are achievable within a set time. Ignores distractions that interfere with goal attainment. Chooses alternative means to reach goals when one method fails. Realistically and consistently evaluates own performance.</p>
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**Appendix D – Sample Test Blueprint
Declarative Knowledge Area: SME SM Theme**

Test Blueprint - SME SM Theme

Declarative Knowledge	%	# of questions			
			Cognitive Level 2	Cognitive Level 3	Cognitive Level 4
1. Theme Content SME	40	24			
1.1 SME's in Jordan	20	5	5		
1.2 SM Wheel	40	10	4	3	3
1.3 The 10 SMComponents	40	10	4	3	3
2. Theme Content ICT	10	6			
2.1 Basic ICT Fluency	20	1	1		
2.2 Apply ICT to SME SM	80	5		3	2
3. SME Learning Program	25	15			
3.1 The Learning Curriculum	50	8			
learning map					
formal learning			3	3	2
projects					
project incubator					
3.2 Learning Outcomes	20	3	1	1	1
3.3 ID Approach	30	5			
guiding learning principles			1		
key strategies			2	2	
4.Facilitate the L Process	25	15			
4.1 SME Learner Profile	10	2	2		
4.2 ICT Branching	5	1	1		
4.3 Localize	15	2	1	1	
4.4 Position Participatory Approach	10	2			2
4.5 How to Use Facilitator Guide, Learning Pkg & Toolkit	60	9	2	4	3
total # of questions					

60

Appendix E Iterative Approach to Strategic Declarative Knowledge

Iterative Approach	Intern Role	NCJ Program
	<p>1. Job Description 1.1 What do I do? 1.2 How/Where will I work? 1.3 Who will I work with?</p> <p>2. The Intern Community of Practice (CoP)</p> <p>3. Continuous Learning 3.1 Intern Competency Profile / Rubric 3.2 Intern Learning Experience</p> <p>4. Next Steps 4.1 Where to go from here?</p>	<p>1. The Big Picture 1.1 GNC</p> <p>2. NCJ 2.1 The Program in Jordan 2.2 ICT-SME SM Projects 2.3 Partners</p> <p>3. Technology as a Tool</p>
	SME SM Theme	
	<p>1. Theme Content -SME 1.1 SME's in Jordan 1.2 The Sales Management (SM) Wheel 1.3 The 10 Components</p> <p>2. Theme Content - ICT 2.1 Basic ICT Fluency 2.2 Apply ICT to SME SM</p>	<p>3. SME SM Learning Program 3.1 The Learning Curriculum 3.2 Learning Outcomes 3.3 Instructional Design (ID) Approach</p> <p>4. Facilitate the Learning Process 4.1 SME Learner Profile 4.2 ICT Branching 4.3 Localize 4.4 Position Participatory Learning Approach 4.5 How to Use the Facilitator Guide, Learning Pkg & Toolkit</p>

Iterative Approach – Level 1

<p style="text-align: center;">Intern Role - Level 1</p> <p>1. Job Description 1.1.1 Responsibilities (A) 1.2.1 Location of postings</p> <p>2. The Intern CoP 2.1 What is a CoP? 2.2 Why is it important?</p> <p>3. Continuous Learning 3.1.1 Intern Competency Profile (A) 3.2.1 Make the most of the Intern learning experience: set goals, articulate participation, formulate questions 3.2.2 Success as an online learner 3.2.3 The 1-year Intern learning experience</p> <p>4. Next Steps 4.1.1 program outcomes from an Intern perspective</p>	<p style="text-align: center;">NCJ Program - Level 1</p> <p>1. The Big Picture 1.1.1 GNC mission & objectives 1.1.2 DOT</p> <p>2. NCJ Program 2.1.1 Desired program outcomes 2.1.2 Who will benefit and how 2.1.3 SME SM theme: why this theme? 2.1.4 Creating a community of Interns in the Jordanian business community (A) 2.1.5 How SME's will be selected to participate in the program</p> <p>2.2.1 ICT-SME SM projects: The project focus</p> <p>3. Technology as a Tool 3.1 The potential of technology for social and economic advancement</p>
<p>SME SM Theme - Level 1</p>	
<p>1. Theme Content -SME 1.1.1 SME demographics 1.1.2 Why are SME's important? 1.1.3 Why sales management? 1.1.4 Why the manufacturing sector?</p> <p>1.2.1 The SM Wheel (A)</p> <p>1.3.1 The 10 SM components (A)</p> <p>2. Theme Content – ICT 2.1.1 ICT content and mapping to ICDL curriculum</p>	<p>3. SME SM Learning Program 3.1.1 The Theme Learning Map (A) 3.1.2 Formal vs. informal learning 3.1.3 Structure of the F2F sessions (A) 3.1.4 Project Criteria: What makes a good project? (A)</p> <p>3.2.1 Overall learning outcomes</p> <p>3.3.1 Guiding learning principles</p> <p>4. Facilitate the Learning Process 4.1.1 Know your learner</p> <p>4.2.1 What "branching" is and why it is a key design feature</p>

Iterative Approach – Level 2

<p style="text-align: center;">Intern Role - Level 2</p> <p>1. Job Description 1.1.2 Milestones: deliverables & timelines = A Year in the Life of An Intern (A) 1.2.2 Facilitating the F2F sessions: logistics 1.2.3 Working onsite with SME's: SME SM Audits, projects, one-on-one coaching 1.3.1 Who will I work with? NCJ team & Placement Partners</p> <p>3. Continuous Learning 3.1.2 Intern Competency Profile / Rubric (C) 3.2.4 Make the most of the Intern learning experience: Become a reflective practitioner; how to learn through experience</p> <p>4. Next Steps 4.1.2 Where to from here? Options after year 1</p>	<p style="text-align: center;">NCJ Program - Level 2</p> <p>1.The Big Picture 1.1.3 GNC What's happened so far: Themes, Interns, Success stories, Lessons learned, Projects 2.1.6 How the program is set up in Jordan (NGO, partners) 2.1.7 Other SME and/or ICT focused programs in Jordan; how NCJ fits in 2.1.8 Creating a community of Interns in Jordanian business community (C)</p> <p>2.NCJ Program 2.2.2 Projects as outcomes: How program success is measured 2.2.3 Program sustainability</p> <p>2.3.1 Intern responsibilities to partners</p>
<p>SME SM Theme - Level 2</p>	
<p>1. Theme Content -SME 1.1.5 International and national trends that impact SMEs in Jordan 1.2.2 The SM Wheel (B) 1.3.2 The 10 SM components (B)</p> <p>2. Theme Content – ICT 2.2.1 Examples from the toolkit to illustrate how technology can be used for each SM component</p>	<p>3. SME SM Learning Program 3.1.5 The Theme Learning Map (B) 3.1.6 Position the project work within the formal learning – getting started 3.1.7 How the project emerges in the F2F session (audits, matrix, scoper, action plan, promotion) 3.1.8 Outcomes & deliverables of the Project Incubator stage 3.3.2 Key ID strategies & learning activities (B)</p> <p>4. Facilitate the Learning Process 4.1.2 What's the WII-FM? 4.2.2 When and how to use "branching" (B) 4.5.1 Use the Facilitator Guide and Toolkit (A & B)</p>

Iterative Approach – Level 3

<p style="text-align: center;">Intern Role - Level 3</p> <p>1. Job Description</p> <p>1.1.3 Milestones (B)</p> <p>1.1.4 Responsibilities (B)</p> <p>1.1.5 Skills required to do the job</p> <p>1.1.6 GNC/NCJ quality and performance expectations</p> <p>1.2.4 GNC administration (money, IT access, posting assignments)</p> <p>1.3.2 Who will I work with? Community and business resources and experts</p> <p>1.3.3 Who will I work with? Who to call on for what (how and when)</p> <p>2.The Intern CoP</p> <p>2.3 Using technology to create and maintain a CofP</p> <p>2.4 How the NCJ Intern CofP will function</p> <p>2.5 Extending the community</p> <p>3. Continuous Learning</p> <p>3.1.3 Constructing self-directed learning plans</p> <p>3.2.5 Make the most of the Intern learning experience: learning in the C@C & ORT</p> <p>4. Next Steps</p> <p>4.1.3 Identify sustainable skills</p> <p>4.1.4 How we can help support Intern career aspirations</p>	<p style="text-align: center;">NCJ Program - Level 3</p> <p>The Big Picture</p> <p>1.1.4 Where you fit in the GNC program: global community of Interns, documenting your contributions and learnings</p> <p>2.NCJ Program</p> <p>2.1.9 NCJ as an opportunity for SMEs</p> <p>2.2.4 Drawing on SME expertise and building a network</p> <p>2.3.2 Partner Inputs: Services, resources, and support</p> <p>3.Technology as a Tool</p> <p>3.2 How technology is integrated into the program</p>
<p>SME SM Theme - Level 3</p>	
<p>1. Theme Content -SME</p> <p>1.2.3 The SM Wheel (C)</p> <p>1.3.3 The 10SM Components (C)</p> <p>2. Theme Content – ICT</p> <p>2.1.4 ICDL certification</p> <p>2.2.2 Technology application for SME's: Examples beyond the program toolkit</p>	<p>3. SME SM Learning Program</p> <p>3.1.9 The Theme Learning Map (C)</p> <p>3.1.10 Why both formal and informal learning are important</p> <p>3.1.11 Structure of the F2F sessions (B)</p> <p>3.1.12 Project Criteria: What makes a good project? (C)</p> <p>3.1.13 Project Incubation: Outcomes & deliverables of this phase (B)</p> <p>3.1.14 Project Incubation: Intern role</p> <p>3.1.15 Project Incubation: Coaching guidelines</p> <p>3.2.3 Learning outcomes: The links to the checks for understanding</p> <p>3.3.3 Key ID strategies & learning activities (C)</p> <p>4. Facilitate the Learning Process</p> <p>4.1.3 Anticipate learner reactions and responses</p> <p>4.3.1 Appropriate metaphors, stories & examples</p> <p>4.3.2 Accountability for standardized delivery</p> <p>4.4.1 Position participatory learning approach (C)</p> <p>4.5.2 The Facilitator Package (C)</p> <p>4.5.3 Construct your own facilitation toolkit</p>

Appendix F Strategies for Capturing Feedback – Additional Notes and Questions

Recommended Levels of Feedback

1. Weekly Temperature Checks

- Follow a similar format to, and be integrated into, the weekly report.
- Completed online in Moodle.
- Ask questions such as: What modules did you facilitate this week? How long did each module take? What elements did you deliver exactly as outlined in the Facilitator Guide and what did you change? What worked best? What didn't work as well as you hoped? What recommendations do you have for improvements?
- *Benefits:* the responses will provide useful information when aggregated and serve to flag emerging issues; getting into the habit of reflection and providing regular feedback is an important step forward and over time these questions can deepen.

2. Specific Feedback

- Specific feedback on learning objects that the Learning Team is tracking closely as well as annotated feedback on the lesson plans.
- Will provide a level of detailed feedback that won't likely be captured by the weekly Temperature Check.
- The Learning Team will always have specific questions about several learning objects that required detailed feedback from the Interns while they are still close to the experience. Perhaps the learning object was designed in such a way that the Interns are expected to develop an aspect of it themselves; perhaps this module has proven to be challenging to facilitate in the past; perhaps the learning object was designed using a very innovative learning approach and the team needs a deep understand of how it works. A robust "capture feedback" mechanism would enable the Learning Team to capture rich and targeted feedback that will be a direct input into enhancements and revisions.
- Interns should also be able to provide specific contextual annotations on each module that they deliver. Some of these comments will likely surface in the Temperature Checks. However, specific comments about a particular piece in the learning package materials are most useful when the person giving the feedback and the person reading the feedback is able to see exactly what is being discussed; similar to the "Track Changes" feature in Word. How best to manage this process is a question that needs to be addressed.

3. The Warehouse

- Interns create some fantastic and innovative learning objects and tools that would benefit other Interns as well as future iterations of the learning curriculum. For example, metaphors, stories, a simple activity to introduce a concept in an engaging way, compelling WII-FM's, responses they've given to learners questions and challenges.
- The Warehouse is a process whereby Interns submit and showcase their great learning objects. Once submitted, these learning objects are then available for other Interns to

use. Some questions to address include how they submit their learning objects, whether or not they must meet a quality standard and/or be “approved” by the Learning Team before posting; who has access to them; ratings and comments by other Interns; how the best trickle upwards into the curriculum; if Interns would be required to create a set number of learning objects as part of their job responsibilities.

4. Interval Reflection

- The opportunity to step back and reflect on a larger piece of the learning curriculum and outcomes is a critical element of becoming a “reflective practitioner” and is emphasized throughout the Intern experience.
- *A way to validate feedback:* an Intern may provide feedback on a learning module only to realize a few weeks later, now that they are further along in the program, that they see different benefits and/or drawbacks. It is important to capture these more considered and reflective comments on the learning curriculum to ensure a cohesive experience.

Making This Feasible

Recommendation: Link feedback efforts to existing forums, such as the community of practice process outlined for the C@C stage, so that feedback activities leverage existing resources and minimizes the list of things to do.

How: Feedback activities can be integrated with work that is being done to develop strong communities of practice (CofP) as both have a similar purpose – to discuss what’s happening, share best practices, and brainstorm solutions to problems. One key design element of the C@C stage is an ongoing CofP discussion forum in which Interns are expected to share their stories about the experiences of facilitating the program. Let’s assume that the NCJ Intern Coach reads the weekly Temperature Check as well as monitors the AR discussion forum. The Coach should identify important issues that are emerging and pose these in the discussion forum for group dialogue, problem solving, and acknowledgement.

For example, in reading the weekly reports from the NCE pilot it was very evident that in the early modules the Interns were struggling to figure out ways to work with the diverse ICT skill levels in their sessions and many flagged this issue in their weekly report. If this was flagged in the weekly Temperature Check, the Coach would note this issue and recognize it as an emergent learning need. The Coach then poses this challenge in the AR discussion group and the group of Interns works to come up with strategies. In this way, feedback becomes a very vibrant process, results are not left sitting on a shelf for that magical day when someone actually has time to sit down and read 200 reports, and our front line in the field is given a just-in-time forum to support their continued development.

Appendix G **SME and Intern Learner/Context Analysis**

SME Learner/Context Analysis

Main questions that are needed about SMEs from a Learning perspective:

- 1) Who are SMEs targeted? Is it manufacturing businesses with a size of 5-99 employees? This General description should also include:
 - a. Which region are we focusing on initially? In these regions:
 - i. Do they form clusters?
 - ii. How far would they be from the center where the F2F sessions will be held?
- 2) What is the level of technology use in these SMEs?
 - a. Which business areas is technology being used in? is it being used for Accounting? Inventory? Marketing and advertising? Other?
 - b. Are there any SMEs that are using technology in sales management? If yes, then:
 - i. What type of technology is being used?
 - ii. How is it being applied to sales management?
 - iii. What was the effect of its implementation on sales in these SMEs?
 - c. What software is being used by SMEs other than MS office suite?
 - d. What other technologies can be found in the offices of targeted SMEs? Such as?
 - i. Computer related: computers, printer, photocopier, scanner
 - ii. Telephone/Fax
 - iii. Internet connection, what is the type of connection? (dial up or high speed)
- 3) How is sales management handled in these SMEs?
 - a. Who does the sales for these SMEs? Do they have sales representatives or is it the owner that does the sales?
 - b. Do the SMEs targeted have a sales department? How many of them has a sales department?
 - i. If sales representatives are used, then is there a system to track their sales?
 - c. How are sales calculated? Is there a system created for tracking sales per time periods? Is it computer-based or paper-based?
 - d. Are there any sales forecasting strategies or tools being used?
 - e. Where do their sales mostly occur? from business offices? In sales outlets? On the road with sales representatives?
- 4) Who are the business owners?
 - a. What is the level of education of business owners of targeted SMEs? Pre-high school, high school, college, university, other?
 - b. What other education or personal training do these business owners have? Such as computer training, self development, other...
 - c. Do business owners of targeted SMEs use computers? If yes, then:
 - i. Do they use in the business or for personal reasons? Or both?
 - ii. What applications and software do they use most often? What other applications are they familiar with but do not use?
 - iii. Do they have internet access in the office? At home? What do they use the internet for?
 - d. How does a business owner spend a typical day in his business?
- 5) What logistical considerations do we need to take into account

- a. Where will the F2F sessions of the NCJ SME Sales Management program be held? How convenient or inconvenient would this be for SMEs in the areas we've targeted.
 - b. What space would they have to work and implement their projects? Would they do projects at the SME offices? Or would SMEs need a working area in the F2F training area?
 - c. What type of access would they have to the training center outside the training sessions' times to work on their projects?
- 6) What social and cultural factors should be taken into consideration?
- a. What is the perception and acceptance of women interns in each of the regions where SMEs are targeted?
 - b. What strategies could the Interns use to gain trust and confidence from the SME's?
 - c. Are there specific terminology or phrases that should be avoided when working with these SMEs?
 - i. What type of language, words or phrases should not be use?
 - d. Other factors that should be taken into considerations?
- 7) Issues related to Women in SMEs:
- a. Do women play a role in the SMEs in Jordan? What is the main role they have?
 - b. What positions do they normally have in an SME? Are there women taking on managerial roles? Do women take on sales roles?
 - c. What challenges might these women face in conducting sales management in their business? (being an all-men surrounding, completing paper work)
- 8) What global, regional and national trends affect SMEs in Jordan?
- a. Which of these trends may directly affect SME sales?
- 9) What other entities are providing support for SMEs in Jordan?
- a. What training programs are provided for SMEs?
 - i. What are the areas training is provided in?
 - ii. Are there any training programs that are focused on sales management? Who is providing these? And what is the format of this training?
 - b. How many SME owners attend training programs focused on SMEs before setting up their business?
 - c. How many SME owners or employees attend training programs that are focused on SMEs after the business is up and running?
- 10) Sales Management Wheel component. On the next few pages the elements of the sales management wheel and the components are presented. For each of the 10 components we need to know the four points presented below. The table is provided to help sort the information and provide an explanation of each component:
- a. How is this currently being done in Jordanian SMEs? What technology solutions are SMEs already using to do this?
 - b. An example/story of this concept implemented successfully. And an example/story of what happens when this concept is not implemented successfully.
 - c. Issues, barriers, beliefs, practices, that we need to take into consideration when introducing this concept.
 - d. The WII-FM – how will this make what they do faster, cheaper, less stressful or more successful? How do we sell this tool / activity to the SME?

Component	How is this currently being done in Jordanian SMEs? What technology solutions are SMEs already using to do this?	An example/story of this concept implemented successfully. And an example/story of what happens when this concept is not implemented successfully.	Issues, barriers, beliefs, practices, that we need to take into consideration when introducing this concept.	The WII-FM – how will this make what they do faster, cheaper, less stressful or more successful? How do we sell this tool / activity to the SME?
<p>Set Direction: is the act of focusing the business on the areas of greatest potential. Dependencies include:</p> <ul style="list-style-type: none"> ■ internal forces (inside Jordan as well as the local municipal environment) ■ external forces (global influences) ■ company metrics such as size and position. 				
<p>1) Incorporate Business Owner's wishes: The owner must first <i>articulate their wishes</i>. Do they want to:</p> <ul style="list-style-type: none"> ● be the biggest in the region or country? ● go from 1% to 5% market share? ● expand from one to three locations? 				
<p>2) PEST analysis: will factor in external forces that may come into play in the next year, such as interest rate projections, unemployment figures, oil prices, etc.</p>				
<p>3) SWOT analysis will enable the business owner to look at their strengths and weaknesses as well as the marketplace opportunities and threats.</p>				

<p>4) Identify capacity utilization will determine if additional capacity exists or what capital will be required for personnel, equipment and/or facilities expansion.</p>				
<p>Define: takes the strategies from Set Direction and transforms them into logical actions so that you turn your business ideas into reality. The milestones or objectives that you set down in the Define stage will determine what you will measure, the next element in the wheel.</p>				
<p>5) Sales Forecast A sales forecast is an essential tool for managing a business of any size. It is a month-by-month projection of the number of sales a business owner expects to achieve. Most businesses draw up a sales forecast once a year.</p>				
<p>6) Sales Funnel and call reporting system The Sales Funnel enables the SME business owner to track their prospecting process so they know how many prospects are in each stage at any given time. A Sales Funnel enables a business owner to:</p> <ul style="list-style-type: none"> ▪ determine and track how many prospects they need to approach in order to get one new customer ▪ clearly see the steps in their sales process and how many prospects there are in each stage at any given time. ▪ predict how many calls it takes over what period of time to achieve a particular sales amount. These numbers 				

determine the number of sales activities per day that a salesperson must make in order for the business to meet its targets.				
Measure: Measure is the act of assessing how the business is doing today. This analysis give the SME owner a snapshot of what's working, what's making money, and what they need to do more of. It eliminates the guesswork and gives the SME owner tangible information to guide the next spokes in the Sales Management Wheel, reward and future direction.				
7) Sales Analysis what's selling where in what quantities to whom				
8) Profitability Analysis what are the business owner's most profitable products or sales people? What products cost them more to develop than they get from sales?				
9) Breakeven analysis what is the zero point for the business owner's products, customers or sales people? In other words, the point at which they don't they cost the business owner anything because they bring in enough money to pay their own way.				
Reward: This is the act of rewarding sales efforts that align with the articulated direction. Keep in mind that historically, good sales people tend to be motivated by money; to make more money they increase their sales activities.				
10) Commission Structures: helps the business owner compensate people fairly, according to their performance and in concert with the direction of the company. Commissions are a tremendous way to motivate an				

<p>organization.</p> <p>Commissions are percentage points paid to business owner's sales people when they make a sale. They're the extra incentive to focus sales people on business drivers. The business owner has already sampled the tools that allow them to determine and test the focus of their sales management activities. Commission is the way to enforce that focus.</p>				
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Intern Learner/Context Analysis

- 1) Who are the Interns?
 - a. Intern's experiences:
 - i. What type of work experience do the interns have? This could include volunteer positions, other internships, positions in organizations, background and involvement in a family SME, or even running their own business.
 - b. What is their English language skill level?
 - i. How fluent are they in English speaking? Reading? Writing?
 - ii. What is their reaction and experience in using English as language of learning?
 - iii. What material must be translated or delivered in Arabic?
 - c. Technology skills beyond the minimum Intern ICT technology profile:
 - i. What other applications other than MS office might they be familiar with and able to use well? Would they have other technology skills (such as networking)? If yes, what type of skills?
 - ii. What access do interns have to technology?
 1. Where can they access and use computers? Home, school, café, other.
 2. Do they have access to the internet? What type of connection high speed? dial up?
- 2) What are the challenges Interns might face during the launch and F2F sessions of the program?
 - a. Where will the F2F sessions be held? Will this facility be available for access during the Launch module?
 - b. How will the Interns access the Launch online module – do special arrangements need to be made to provide access to computers and the Internet?
 - c. Access to training center – what is estimated travel time to center(s)? what are the opening hours of the center?
 - d. F2F sessions are scheduled from 9-5pm daily; are there any local or cultural considerations that we need to take into account with respect to the schedule?
 - e. Are there issues to consider in terms of creating mixed-gender groups of interns? Is this affected by the areas the Interns will be coming from?
 - f. Will Interns have access to information resources such as libraries?
- 3) Intern's perception of the NCJ program:
 - a. What might the Intern already know about the NCJ program?
 - b. What fears might Interns have coming into program? Such as community acceptance, business owner receptiveness, unknown details...
 - c. How will Interns react to using e-learning tools? How will they perceive the experience?
 - d. What is the Intern's experience and perception to the competencies:
 - i. Have they been in a situation where they demonstrated leadership? When?
 - ii. What is their experience in teamwork and collaboration? How well will they accept working in groups on their projects?
 - iii. How useful do they think project management skills would be to them?
 - e. What motivates Interns to be part of the program?
- 4) What are social/cultural issues that should be taken into consideration?

- a. In the location(s) in which the pilot is being implemented are there any specific constraints for women? Such as being late or out of the house for a long time?
- b. What is the general economic status of the Interns? Will any of the work implemented as part of the program burden them financially in any way?
- c. Holidays that might affect planning and implementation of program.
- d. Are there specific terminology or phrases that should be avoided when working with the Interns?
 - i. What type of language, words or phrases should not be used?

Appendix H

NCJ Intern ICT Recruitment Profile and Assessment Process

The ICT Assessment will be conducted as part of the overall recruitment process for NCJ Interns. The assessment will focus on determining each Intern's ICT skills and knowledge in order for the recruitment specialist to choose candidates that have the ICT knowledge and skill levels required by the program.

According to past NCJ experiences there have been three stages in the recruitment process: an interview, a technical ICT assessment and a presentation. The profile and process presented here assume the same stages will still be carried out in the order they are mentioned here.

Within each stage of the Intern's recruitment ICT skills will be assessed from two perspectives: ICT technical and ICT-Application skills. Both sets of skills are essential and complement each other in creating an Intern with the most appropriate ICT skill set.

- Application skills are related to the application of ICT in community theme related projects and the ability to envision the potential positive impact ICT could have on the program target audience and themselves as Interns.
- Technical skills refer to the Intern's level of knowledge and use of computers and computer applications, specifically office applications and other programs that might be relevant to their role as Interns (i.e. web development software).

The Assessment Process

The assessment process of ICT skills during recruitment will be integrated into the three recruitment stages:

- Interview (time: 20 min- 30 min): will be conducted face-to-face by the recruitment specialist. The interviews are conducted one Intern at a time. The Intern will also be asked to fill out a small questionnaire about their general level of knowledge of certain applications. However the focus of the ICT assessment during the interviews will be on assessing their ICT-Application skills. The format will be mainly situations or scenarios that the Intern would be given and asked to comment or suggest a solution.
- ICT technical skills assessment (time: 1 hour): This is the second stage of ICT assessment. It will be conducted in a computer lab with a monitoring person. A group of 10 Interns (depending on the facility) will be assessed in one ICT technical assessment. However each will have their own PC and do the assessment individually. This stage will mainly be focused on ICT technical skills but integrate some of the ICT-Application skills. The Intern will be provided with problems to solve in Word, Excel, Power Point, Access and general computer knowledge. The problems will reflect a real life situation they might face as Interns and will require solutions using their imagination and knowledge of ICT. Therefore the success criteria in this part of the assessment will be on the technical skills, creative

solutions to the application of ICT, and completion of the tasks accurately and in a timely fashion.

- Presentation (time: 10 min): A 10-minute presentation is currently part of the soft-skills assessment. We recommend this presentation includes an ICT assessment element. The Intern will be assessed on their effort, creativity, ability to work under strict timelines, and demonstrated ICT knowledge and skills.

Timeline of the Assessment Process

The overall time that is required by for the recruitment process should be maximum two hours. The divisions of times as outlined above in the process section are:

- Interview – 20-30 minutes
- ICT technical skills assessment 1 hour
- Presentation 10 minutes.

A chart is presented below outlining how the recruitment will unfold during the day. There are two issues to consider when conducting the recruitment process:

1. It will only be possible to start ICT assessments after conducting interviews with 10 Interns since assessments are done in a group while interviews are done individually. Interns will have a short waiting period after their interviews until a group is gathered to conduct ICT assessments.
2. The timing of the presentation could be the same day at the end of the day- however this would not be the best situation because not all Interns will have the same time to prepare for the presentation, as well it will mean long waiting periods for the Interns that start in the morning. Therefore it is suggested and recommended that as it was done in Jordan that Interns are asked to come the second day for their presentations.*

	Start of Day	End of Day
Day 1 Interviews & ICT technical skills assessment	Intern Interviews (which would include questions and scenarios about Application of ICT)	
		ICT Technical Skills Assessments (for Intern(s) who complete the application and interview processes)
Day 2 Presentation	Intern Presentation (that also includes a testing element to assess ICT-Application skills)	

The timeline here is based on assumption that the presentations are done the second day.

Logistical Requirements

Interview logistical requirements

Assessment Tool for recruitment specialist	Includes scenarios, problems, questions, and situations the Intern will be asked during the interview.
Assessment Tool for recruitment specialist	The tool will include interview questions as well as evaluation criteria – for recruitment specialist.

ICT technical Assessment logistical requirements

Computer(s) For Interns	<ul style="list-style-type: none"> • Number of computers: 1 computer per Intern. The total number of computers that is required during one ICT assessment session is 10 computers. (this will depend on the size of the group of Interns going through recruitment) • Peripherals attached: mouse, monitor and printer • Internet connection • Computer specifications: <ul style="list-style-type: none"> ○ Operating system: running at least Windows 9X. ○ Memory and Processor: 64 MB Intel machines with Pentium processors; workstations can be networked. ○ Software: Arabic enabled Microsoft Office (Word, Excel, Power Point, Access) , Internet Explorer 5+ or Netscape Navigator 4.7+, Front Page or/and Macromedia Dreamweaver. ○ Interns should have access to create and save documents. Every Intern would need a maximum of 10 MB memory space.
Assessment Tools For Interns	The assessment tool will be loaded on the computers in the lab – each computer will have a PDF file containing the problems they need to solve and directions on how to conduct the exercise.
Assessment Rubric for recruitment specialist	The rubric to be used by recruitment specialist to assess their level in the technical skills being tested. The assessment of this part will be based on the output (documents, excel file, power point presentation and access database) they produce as answers to the problems they are given.

Presentation Logistical Requirements

Computer(s) For Interns	<p>Presentation space</p> <p>Computer with projector – for power point presentations (mention to Interns that it will be available)</p> <p>Flip-chart and overhead projector in case Interns need to use them</p>
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Assessment Performance Dimensions

Performance dimensions are the skill areas that the Intern is being assessed on. The assessment tools will be based on performance dimensions outlined below.

ICT-Application Skills:	
Performance dimension	How it can be assessed
Imagine the possibilities for using ICT in businesses and sales management especially for problems solving.	Present a situation to learners and ask them what areas they think ICT can be implemented. For example in the marketing department in a business.
Use ICT for self-development	Intern to give examples of how ICT helped them in advance in their life and career – opportunities that it created for them.
Describe how ICT is used as a tool for community development not the goal of community development.	Create situations where Interns identify challenges that they or others might face in developing ICT programs aimed at community development.
Experience in technology as a learning tool and ability to adapt to and learn new technology.	Know the Intern’s perceptions and experiences of using technology in learning. Also to assess the Intern’s ability, experience, and attitude towards learning new technology.
<p>Comments:</p> <ul style="list-style-type: none"> • performance dimensions are in order of priority • in development of assessment questions for each dimension, different question formats will be used: some open ended, some examples and scenarios. Therefore the Intern’s responses will also vary depending on the type of question. This will allow the interviewer to get different perspectives of the Intern. 	

ICT-Technical Skills	
Application	Performance dimension
Computer	<ul style="list-style-type: none"> • Identify computer parts and components • Connect computer parts together including essential peripherals such as monitor, mouse, printer and scanner. • Connect the computer to a network/Internet <ul style="list-style-type: none"> ○ know if there is a connection ○ test connection properties and basic trouble shooting such as IP configuration. • Understand the Windows Operating System environment and structure – be able to identify common error messages and how to trouble shoot them.
Word, Excel, Power Point	Efficiently and fluently use Office applications features: editing content, organizing content, formatting document, customizing program features, inserting digital media, using specialized or specific tools of the program such as formulas in excel, animation in power point and envelopes and labeling in word.

	The assessment will be done using office files that would illustrate Intern’s expertise, knowledge and skill levels in each of the office applications.
Access	Understand the concept of relational databases and be able to explain it to others. Illustrate the concept in creating a basic database that contains tables, queries, reports and forms. The access features to use are: importing and integration of data, creating relationships, entering data, creating forms, reports and queries, formatting cell features.
Web Development	Design and develop a basic website with a web-editing application such as front page or Dreamweaver. The website would contain: several html files, images, links, and documents. Also saving the website file, editing them and uploading them to the web. The design should follow certain design specifications that would make it a good website especially in the organization, use of appropriate fonts, colors, menus and logical layers.

Assessment Tools

The assessment tools will contain assessment activities to assess the Intern’s:

- Declarative knowledge (what they know about ICT).
- Procedural knowledge (their ICT skill - assessed using checklists and observation during the ICT technical skills assessment), i.e. checking if they applied certain technical skills correctly using problem solving approach.

Assessment criteria:

There will be two assessment criteria developed to evaluate the Intern’s ICT skills. One criterion is to assess their performance in ICT-Application and a second set of criteria for the technical skills assessment. In both assessments the time it will take interns to complete the assessment is not factored into the assessment criteria. Time limits of 30 minutes for the interview and 1 hour for the ICT assessment are only to organize and limit the process and not to assess intern’s speed in working through questions.

ICT-Application Criteria

Based on the performance dimensions listed above for ICT-Application, a rubric will be used to assess the Intern’s skill level for each dimension. The Rubric will have four criteria the Interns have to meet for each performance dimension and a point will be added if each criteria that is met. Therefore the total number of points that can be accumulated is 16 points. The criteria will be to assess the solution or answer the Intern provides for the problem, case or scenario they are presented with.

This criteria is:

- A solution for the problem being presented: the focus of the solution should be on the core of problem that is being presented.

- Creative: the solution contains an element of creativity in ICT use, the implementation of solution, the idea itself.
- Incorporates appropriate ICT use: the solution or answer has focus on ICT implementation
- Applicable: the solution can be applied in an actual real-life situation of the context of the problem that is being solved.

The best situation is if the Intern achieves the sixteen points in this assessment. The points can be added in columns and rows. The row will indicate the points achieved for the performance dimension and the column the points achieved for criteria. This way the recruitment specialist can flag if the Intern scores particularly low on one criteria or one performance dimension.

Note: In the presentation the only criteria that will be used is intern's incorporation of technology into the projects. This technology incorporation can be in the idea of the project and/or in using tools to develop the presentation. This assessment criterion is added to the soft-skills criteria of the presentation that will be developed by program team.

ICT-Technical Skills Criteria

The criteria for technical skills are all the skills the Intern is expected to demonstrate in solving the problems they are presented with. The criteria will be in the form of a checklist for each technical performance dimension they are being assessed on: Computer Basics, Word, Excel, Access, Power Point and Web Development. They either are able to apply the skill correctly or not. Each applied skill is awarded one point. The score will be added up for each performance dimension separately. Computer Basics, Word, Excel and Power Point will have minimum number of points that must be met. For Access and Web Development the Intern will need to meet a minimum number of points on either one of these performance

The assessment will be on what the Interns produce for each of the questions asked. A file for each application will be created and saved in a folder the Intern creates. The recruitment specialist will use these files to assess the technical skills.

Example of Excel Assessment

A store owner has decided to determine his annual profits for the past year because he wants to determine profit source of his business and dispose of any non-profit generating items. He went through his books for that year and listed all the items he has in the store. The list contained: Item name, date it was received, quantity received, cost/item, selling price/item, quantity remaining. In an attempt to use his personal computer, the manager was able to record all this information in a spreadsheet, however did not know what to do with the information afterwards. Fortunately we were able to get hold of that spreadsheet and it is available on: c:\My Documents\exceltest.xls on your computer.

Please answer the following to help the store owner calculate his profits:

1. Perform the following calculations: (you are expected to use formulas for all these calculations)
 - In Column labelled Revenue: calculate the total revenue generated from each item. (reminder revenue = price/item*quantity)

- In column labelled Profits: calculate the total profits generated from each item. (reminder profit = price/item-cost/item)*quantity)
- Totals: calculate total cost, revenue and profit for last year.

2. Create a graph for the data that you generated showing items, profits, revenue and costs. Use the graph you think is most appropriate to present this data.

3. Format the worksheet to generate the following:

- Format the cells for the appropriate data types: text, numbers, currency or date.
- Repeat column and row headings on each page.
- Set up the data to appear on 2 pages (do not use shrink to fit option).

4. Save the workbook in a folder you create, the folder should be labelled with your first and last name.

Appendix I
ICT and SME SM RoadMap

	ICT	Theme & Project Work	ConnectIT	Business Journal
1	IT, You & Your World (¾ hr) <ul style="list-style-type: none"> ● IT terminology ● Main parts of the computer 	Welcome (¾ hr) SME Sales Management (1 hr) <ul style="list-style-type: none"> ● NCJ Sales Management (SM) Wheel ● Imagine the possibilities! ● ICT-SM projects Project work: Read case study		
2	IT, You & Your World (1½ hr) <ul style="list-style-type: none"> ● Imagine the possibilities! <ul style="list-style-type: none"> ● speed & efficiency ● communications ● e-commerce ● e-learning ● O/S and software 	SMEs in Jordan (1 hr) <ul style="list-style-type: none"> ● Debrief case study ● SME Trends 		
3	Meet Your Computer (2 hr) <ul style="list-style-type: none"> ● 1st steps ● Use mouse ● Start menu and start menu Help ● Create and save a doc in WordPad 	1. Set Direction (½ hr) <ul style="list-style-type: none"> ● Key concepts/skills & technology applications ● Articulate owner's wishes Project work: Document what you want and hope for from your business		
4	Meet Your Computer (2 hr) <ul style="list-style-type: none"> ● Work with icons ● Work with windows ● Manage files 	1. Set Direction (½ hr) <ul style="list-style-type: none"> ● Debrief project work (articulate wishes) ● Identify existing & future capacity 		

	ICT	Theme & Project Work	ConnectIT	Business Journal
		Project work: Identify capacity		
5	The Internet (1½ hr) <ul style="list-style-type: none"> • Internet concepts • Web browser 	1. Set Direction (1 hr) <ul style="list-style-type: none"> • Debrief project work (identify capacity) • PEST and SWOT analysis Project work: PEST analysis		
6	The Internet (2 hr) <ul style="list-style-type: none"> • Access Help • Access web pages • Use search engines 		PEST Analysis (½ hr) <ul style="list-style-type: none"> • PEST analysis <i>this ConnectIT activity is also incorporated into the ICT search engine activity so is allocated about 1½ hours</i>	Project work: Sales Management Audit -Set Direction <ul style="list-style-type: none"> • identify potential projects
7	The Internet (2 hrs) <ul style="list-style-type: none"> • Use and organize bookmarks • Security • Viruses 	1. Set Direction (½ hr) <ul style="list-style-type: none"> • Debrief SM Audit - Set Direction • Technology solutions 		
8	Word (1¼ hr) <ul style="list-style-type: none"> • Create and save a doc • Use Help 	2. Define (¾ hr) <ul style="list-style-type: none"> • Key concepts/skills & technology applications • Forecast sales 		
9	Word (2½ hr) <ul style="list-style-type: none"> • Text formatting • Work with text / data • Paragraph and document formatting 			

	ICT	Theme & Project Work	ConnectIT	Business Journal
10	Word (1¾ hr) <ul style="list-style-type: none"> • More formatting • Tables 	2. Define (¾ hr) <ul style="list-style-type: none"> • Sales funnel Project work: Document your sales process		
11	Word (½ hr) <ul style="list-style-type: none"> • Images 		Sales Funnel (2 hr) <ul style="list-style-type: none"> • Document sales process in a Word table or graphical representation <i>An Excel component is added to this ConnectIT activity in Module 12</i>	
12	Excel (2 hr) <ul style="list-style-type: none"> • 1st steps • Cells and data • Formatting 		Sales Funnel (½ hr) <ul style="list-style-type: none"> • Plan how to use Excel to manage a Sales Funnel (track and generate sales process data, including close ratios) 	Project work: Sales Management Audit - Define <ul style="list-style-type: none"> • Identify potential projects
13	Excel (2 hr) <ul style="list-style-type: none"> • More formatting • Autosum & formulas 	2. Define (½ hr) <ul style="list-style-type: none"> • Debrief SM Audit - Define • Technology solutions 		
14		3. Measure (1¼ hr) <ul style="list-style-type: none"> • Key concepts/skills & technology applications • 3 analyses (WII-FM, purpose, key inputs) <ul style="list-style-type: none"> • Sales analysis • Profitability analysis • Breakeven analysis 	Analyses (1¼ hr) <ul style="list-style-type: none"> • Use Excel to perform (at least) one of the 3 analyses 	

	ICT	Theme & Project Work	ConnectIT	Business Journal
15	Excel (1 hr) <ul style="list-style-type: none"> • Chart wizard 	Project work: SME Community Online	Analyses (1 hr) <ul style="list-style-type: none"> • Use Excel to analyze case study data (sales, profitability & breakeven) Online Discussion Groups (½ hr)	
16	Excel (1¼ hr) <ul style="list-style-type: none"> • Worksheets • Print options 		SME Community Online (¾ hr) <ul style="list-style-type: none"> • Debrief online discussion groups 	Project work: Sales Management Audit - Measure <ul style="list-style-type: none"> • Identify potential projects
17	e-Mail (1¼ hr) <ul style="list-style-type: none"> • Concepts • Send and receive e-mail • Reply to an e-mail 	3. Measure (¾ hr) <ul style="list-style-type: none"> • Debrief SM Audit - Measure • Technology solutions 		
18	e-Mail (1½ hr) <ul style="list-style-type: none"> • Attach a file • Organize e-mails • Address book • Netiquette • Security 		E-Mail Research (1 hr) <ul style="list-style-type: none"> • e-mails to industry associations, SME contacts, and/or potential new markets and channels 	
19	PowerPoint (1½ hr) <ul style="list-style-type: none"> • 1st steps • Use Help • Slide masters and design templates • Text and images 	4. Reward (1 hr) <ul style="list-style-type: none"> • Key concepts/skills & technology applications • Commission structures 		Project work: Sales Management Audit - Reward <ul style="list-style-type: none"> • Identify potential projects
20	PowerPoint (1½ hr) <ul style="list-style-type: none"> • Work with objects to create a NCJ SM Wheel presentation • Create a slide master for the NCJ SM Wheel presentation 	4. Reward (1 hr) <ul style="list-style-type: none"> • Debrief SM Audit - Reward • Technology solutions Project Work: Generate ICT-SM project list		

	ICT	Theme & Project Work	ConnectIT	Business Journal
21	PowerPoint (1½ hr) <ul style="list-style-type: none"> • Charts • Slide show effects 	5. Select Projects (1 hr) <ul style="list-style-type: none"> • Success Criteria • NCJ Project Ranking Matrix Project work: Rate potential NCJ projects		
22		5. Select Projects (1 hr) <ul style="list-style-type: none"> • Prioritize potential projects • Scope the Project • Create initial Action Plan Project Work: Project Scoper	Action Plan! (1¾ hr) <ul style="list-style-type: none"> • Outline, create, and present project scope and initial action plan 	
23	PowerPoint (2½ hr) <ul style="list-style-type: none"> • Create a slide show presentation of potential SME projects (will integrate Internet searches, Excel, and PowerPoint skills) 	Project work: present PowerPoint project presentation to 2 other people outside session	This ConnectIT activity is incorporated into the PowerPoint presentation activity	
24	Access (1¾ hr) <ul style="list-style-type: none"> • Database concepts • 1st steps • Plan a database <i>the database they are planning will be related to their business and sales management priorities</i>	5. Select Projects(¾ hr) <ul style="list-style-type: none"> • Promote Your Project • Introduce the GNC Project Page Project work: Draft document(s) that can be put online to promote ICT-SM projects		
25	Access (1½ hr) <ul style="list-style-type: none"> • Create tables • Database plan into action <i>the database they are constructing will be related to their project</i>	Project work: Assess the potential impact of Access on your business. Re-visit potential project list.	Project Web Pages (1 hr) <ul style="list-style-type: none"> • Create web page on GNC web site to promote SME sales management projects Project work: Finalize document(s) and work with Intern to put this online prior to Module 26.	

	ICT	Theme & Project Work	ConnectIT	Business Journal
26	Access (1½ hr) <ul style="list-style-type: none"> ● Form wizard ● Retrieve information and do queries 	Wrap Up (½ hr) <ul style="list-style-type: none"> ● Next step – the projects! SME ICT-Sales Management Projects (½ hr) <ul style="list-style-type: none"> ● Finalize and present web page promoting your project 		

Appendix J

Draft Coaching Guidelines for Project Incubation

- Listen, advise, pose questions, follow up, offer a different perspective, instil confidence and inspire.
- Share your ICT expertise and help the SME with their project.
- Do not do the project for them! If the project includes some advanced ICT work, be sure you help the SME in such a way that it is still a learning experience for them.
- Link the SME to SME-related services and programs by facilitating introductions, creating opportunities for collaboration and networking, and suggesting possible linkages.
- Schedule regular meetings with the SME participants; these meetings should be used to work on the project, troubleshoot implementation challenges, update on status, provide ICT coaching.
- Be sure the SME participants always have next steps and timelines identified at the conclusion of each meeting so that the project continues to move forward.
- Help the SME participant develop a support network that can assist with the implementation of this project and other ICT initiatives.
- Ensure the NCJ *Project Scoper* is complete and revised as necessary.
- Ensure the NCJ Project Scorecard is completed and submitted as required.
- Share relevant SME SM information (i.e. Reports that might provide insights into SME trends, news about programs to purchase computers, etc.).
- Keep focus on outcomes and desired results (how the project will add value to their business practices and the business).

Appendix K Instructional Design Outline – Web Design

Module	Time	Learning Outcomes <i>In this session participants will:</i>	Key Concepts	Instructional Design Strategies
1	1.5 hours	<ul style="list-style-type: none"> ■ Define the components of a typical Web page ■ Describe what makes a good Web page. ■ Create a simple HTML page and view it in a browser which includes key textual elements. 	<p>Components of a Web Page:</p> <ul style="list-style-type: none"> ■ html files, graphics, text, hyperlinks and Client server nature of web pages. <p>What makes a good webpage (content not design).</p> <p>Key Textual elements:</p> <ul style="list-style-type: none"> ■ Titles, contents, hyperlinks, logos, WordArt creations, graphical text elements, forms, menus, navigation options, last-modified dates, and copyright information. 	<p>The session will be an introduction to web pages. Brainstorming and discovery-learning to explore real web pages will help the learners discover and discuss the components of web page and what makes a good web page. Learners will start building their web pages at this point. Time will be given for them to test creating html files with text content.</p>
2	1.5 hours	<ul style="list-style-type: none"> ■ View and manipulate Web graphics in a graphics program. ■ Describe the different types of graphics file formats. ■ Choose “safe” colors for the Web. 	<p>What web graphics are and the different types</p> <p>Considerations to be given to file format jpeg and gif, size and colors</p> <p>Resizing images for the web</p>	<p>The focus will be on application of the concepts being presented. Learners will grab web graphics manipulate them, and test adding them to the web page they had started to create the session before.</p>
3	1.5 hours	<ul style="list-style-type: none"> ■ Describe what they will need to display a Web page online. ■ Find server space on the Web for the web site. ■ Choose software for creating, 	<p>Putting web pages online: Internet connectivity and server space - how to get and use this.</p> <p>Find a server space – use actual ISPs from Jordan to provide examples of</p>	<p>Learners are one step away from starting to create their website. After choosing the software and browsing through it, there will be time set for learners to set the goals for their website and start</p>

		<p>editing, and manipulating Web pages.</p> <ul style="list-style-type: none"> ■ Define your goals for a Web site. 	<p>where websites can be hosted.</p> <p>Dreamweaver and Front page software options that can be used for web development.</p>	<p>thinking about what to include in it. Learners will share their ideas with others.</p>
4	1.5 hours	<ul style="list-style-type: none"> ■ Analyze their audience. ■ Create a blueprint for their Web site. ■ Design the home page and start to build your site. ■ Review Web pages after transferring them to the Internet. 	<p>How to do audience analysis: define audience</p> <ul style="list-style-type: none"> ■ ask questions to know who will visit the site, why will they visit it and what will information will they be expecting. 	<p>To build on the plan that they started to create, learners will do a simple audience analysis and definition for the website. The rest of the module will be spent designing the web page: creating files, setting definitions, adding content, and formatting. At the end the files will be transferred to the web to see learners' progress.</p>

Based on the Microsoft Unlimited Potential Curriculum, Course 4: Web Design Fundamentals

Appendix L
Additional Word and Excel Features

These additional Word and Excel skills will be built into 3 Word and 3 Excel mini-modules @ 1 hour to provide options for learners who have more advanced technical skills in these applications or are interested in exploring these features. A “branching” instructional design strategy will enable the Intern facilitator to work with learners on the content as outlined in the *ICT and SME SM Facilitator Guide*, while at the same time set other learners up to explore these concepts using a discovery learning approach. The content pieces have been compiled from the existing ICDL curriculum as well as the Microsoft Unlimited Potential (MSUP) materials.

Word

Feature	Where it is covered
Formatting: <ul style="list-style-type: none"> ■ Styles and Formatting function ■ Copy formatting from one piece of text to another. 	Styles are covered in MSUP An ICDL component but not currently in our curriculum
Editing tools: <ul style="list-style-type: none"> ■ letters and mailings 	An ICDL component but not currently in our curriculum
Insert <ul style="list-style-type: none"> ■ auto text ■ references (headers and footers) ■ page numbering 	All features are covered in ICDL and MSUP
Word and the Web	Covered in MSUP
Track changes	Neither curricula cover this
Adjust Setting: <ul style="list-style-type: none"> ■ Change in page views ■ Magnifications 	An ICDL component but not currently in our curriculum
Quickies: <ul style="list-style-type: none"> ■ Search and Replace ■ Undo ■ Control key – use (cut, paste, undo, copy, open, save) 	Covered in both MSUP and ICDL
Use word template and wizard to create template documents	Covered in MSUP
Working with columns	Whole lesson in MSUP on this topic

Excel

Feature	Where it is covered
Advanced Formula use: <ul style="list-style-type: none"> ■ Lookup ■ If 	Covered in MSUP
Duplicate – Move – delete	An ICDL component but not currently in our curriculum
Paste special	Covered in MSUP
Searching and Sorting	An ICDL component but not currently in our curriculum
Set print area	Covered in MSUP
Basic financial and logical functions	Covered in MSUP

Appendix M
Instructional Design Outline – Access

Module	Time	Learning Outcomes <i>In this session participants will:</i>	Key Concepts	Instructional Design Strategies	Content Sources
24	25 min	<ul style="list-style-type: none"> ■ Explore the concept of a database through a tour of Northwinds from the Main Switchboard ■ Determine their personal business application based on the sample provided ■ Model a sample database after the Northwinds example 	Database concepts and first steps	Keep current ID	Keep Database concepts as is on p. 24/3-24/4; replace Velsoft example with Northwinds example in Access
	60 min		Plan a Database	<ul style="list-style-type: none"> ● Guided tour of Northwinds sample ● Shared exploration of Northwinds buttons from Switchboard ● Brainstorm on how they could use a database in their own business ● In small groups, work through the plan concept, using the sample Northwinds database to identify parts that might be helpful to their particular business needs. ● Present business justification for chosen components from Northwinds, based on responses to Steps 2-4. 	
25	20 min	<ul style="list-style-type: none"> ■ Select a type of database to create based on templates offered and business justifications ■ Create a new database 	Use Database Templates	<ul style="list-style-type: none"> ■ Guided tour through using templates ■ Small group or individual work to create database based on templates offered 	MS Lesson 2, pages 2.1-2.4

		<ul style="list-style-type: none"> ■ using selected database template ■ Demonstrate the table relationship using the relationship feature ■ Add a new table using the Table Wizard ■ Open a table in sample database and add a new data record 			
	45 min		Create Tables and Add Records	<ul style="list-style-type: none"> ■ Guided discussion of table relationships using MS content ■ Hands-on add new table ■ Hands-on add record to that table 	MS Lesson 3.10 – 3.11 MS Lesson 2, p. 2.5 – 2.9 MS Lesson 2, p. 2.15–2.18
26	35 min	<ul style="list-style-type: none"> ■ Retrieve information and do queries with tables ■ Work with the Form Wizard to create different forms 	Query the Database	<ul style="list-style-type: none"> ■ Click along the Query Wizard to query the Northwinds database ■ Brainstorm how business questions could be answered in the Northwinds database ■ Create queries for business questions using the Query Wizard 	MS Lesson 4.1 - 4.5
	35 min		Work with Forms	<ul style="list-style-type: none"> ■ Guided discussion on purpose of forms ■ Click along through the Form Wizard ■ Wrap up discussion on value of Access 	

Appendix N
ICT and SME SM Localized Stories, Examples & Metaphors

Module	
3	3 stories – context will be Jordanian SMEs in the manufacturing sector <ul style="list-style-type: none"> • Set Direction element of the SM wheel in action. The story will illustrate the positive impact PEST analysis had on a business. • An example illustrating how using technology to Set Direction impacted business. • Set Direction as a strategic planning skill.
8	3 stories - context will be Jordanian SMEs in the manufacturing sector <ul style="list-style-type: none"> • Define element of the SM wheel in action. The story will illustrate the positive impact sales forecasting had on a business. • An example to illustrate how using technology to Define impacted business. • Define in relation to other SM wheel elements.
14	3 stories - context will be Jordanian SMEs in the manufacturing sector <ul style="list-style-type: none"> • Measure element of the SM wheel in action. The story will illustrate the positive impact profitability analysis had on a business. • An example illustrating how using technology to Measure impacted business. • Measure in relation to other SM wheel elements.
19	3 stories -context will be Jordanian SMEs in the manufacturing sector <ul style="list-style-type: none"> • Reward element of the SM Wheel in action. The story will illustrate the positive impact a commission structure had on a business. • An example illustrating how using technology to Set Direction impacted business. • Reward as part of a larger motivational strategy.
3	2 stories – context will be the Sidki Carpet Company Case Study <ul style="list-style-type: none"> • The challenge of articulating feasible wishes weighed against positive business impact. • Common errors and best practices in articulating owner’s wishes. One common error is to setting wishes without defining how to operationalize them; best practice is trying to quantify if possible.
5	2 stories <ul style="list-style-type: none"> • How technology will affect PEST analysis. • Common errors and best practices in articulating PEST analysis. One common error is that this is typically not done by SMEs; best practice is to conduct PEST before SWOT.
5	2 stories <ul style="list-style-type: none"> • How technology implementation could affect SWOT analysis results. • Common errors and best practices in SWOT analysis, which is typically not done by SMEs
4	2 stories <ul style="list-style-type: none"> • Illustrate how important it is to match supply and demand; the cost of not matching these two. • Common errors and best practices in identifying capacity. One common error is having too many assets and plant; best practice is using multiple shifts.
10	2 stories - context will be the Sidki Carpet Company Case Study <ul style="list-style-type: none"> • Using technology to create and manage a Sales Funnel. • A story to illustrate the use the Sales Funnel concept as applied to the Internet as a marketing and selling channel.
	2 stories - context will be the Sidki Carpet Company Case Study <ul style="list-style-type: none"> • Using technology to do a Sales Forecast. • Story to highlight common errors such as looking backward instead of forward, wishful

	thinking, and ignoring assumptions.
14	2 stories <ul style="list-style-type: none"> Using technology to do a Sales Analysis. Common errors and best practices in sales analysis. One common error is that businesses focus on the revenue generated rather than the source of profits, thus best practices would be to track units of sale.
14	2 stories <ul style="list-style-type: none"> Using technology to conduct a profitability analysis. Show an example illustrating that increasing the price is not always the best answer. Doing a profitability analysis will allow business owner to know profit potential. Use a graph as an illustration of a real life situation.
14	2 stories - context will be the Sidki Carpet Company Case Study <ul style="list-style-type: none"> Using technology to do a Breakeven Analysis. Common errors such as keeping non-performing resources: customers, sales people, or machines.
19	2 stories <ul style="list-style-type: none"> Using technology to set up and maintain a Commission Structure. Common errors and best practices in commission structures. One common error is the way commissions are calculated (not exploring the options) OR not doing this at all.
1	1 story <ul style="list-style-type: none"> Show how ICT could help in improving sales management. Write a story about an Egyptian SME who was in the NCE program that used ICT in its SM process and improved it.
2	1 story <ul style="list-style-type: none"> Examples of trends that affect SMEs in Jordan specifically the ones that are in the manufacturing industry being targeted by NCJ. Focus on economic and technology trends.