Communication continued:
Module/Lesson Objective: Given the materials xxxxx, the use of the RTC Nuclear Reactor Simulator, the participation and feedback of the other participants in the xxxx training, each participant will be able to complete satisfactorily the requirements of the INL RTC Evaluation Team Simulation Evaluation Form: Diagnosis, Understanding Plant/System Response, Adherence/Use of Procedures, Control Board Operations, Crew Operations, Communications, as well as the following Team Building Skills: Communication, Stress Management, Conflict Resolution, Leadership, and Team Building.
RTC Training Material
Communication Detail: Example of Presentation method and Lesson Plan for Communication

Refer to copy of MCP- 2976 Chapter IV Operations Communications (highlighted sections for review ~ Notably 4.6)
[Within this draft document, the links are limited to Instructional Designer's personal PC.]
..\MCP-ConductOfOps-SelectedChapters\RTC MCPs\MCP-2976-Chapter04-OperationsCommunictations.doc

Note evaluation for Communication in the below "Team Simulator Evaluation Form":
[link is to Instructional Designer's personal PC]

..\..\TRA-Teams\TeamSimulatorEvalForm.doc

Presentation:
Instructional Designer's suggestion is to use a presentation of the "Review Sections" from the INPO 88-003 (Supplement) June 1988 materials covering the five areas of Communication, Conflict Resolution, Stress Management, Leadership, and Team Building. The material will be presented inductively, with the instructor prepared to explicitly state content as necessary for the group / individuals. This method of presentation honors the students for their prior knowledge, while requiring the students' active participation. This method is maximizing the benefit of students using Deep Cognitive Processing from the beginning. The instructor is intentionally maximizing the cognitive processes of Induction and Elaboration. The instructor must be able to gauge the group and quickly present the necessary content where and if the students show a deficiency in the content. The instructor must understand the importance in knowing how to make content explicit with the use of brief worked out (complete) examples. The instructor will state to the students that the training exercises will require the use of this content; thus, their performance in the rest of the day will review and enhance this content as the students perform the training activities. Again, the instructor is intentionally maximizing the use of the students' Inductive and Elaborative cognitive processing. The "Summary" of each section is the presentation of the minimum required content for that topic (as defined in the above INPO material.) The presentation of content is intentionally kept as brief as appropriate, so that the performance of skills is begun as quickly as is appropriate. Team Building skills are learned by modeling examples, the performance of skills with repeated practice, and the opportunity for self-reflective evaluation, and by group corrective feedback.

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Instructor Activity	**Student Activity**
1. Explain where this skill fits in the larger scheme of the topic: Document CPDST001 Introduction to Teamwork and diagnostic Skills, Rev. 00, pages 8 of 14 through 12 of 14 does a good job of showing the relationship and importance of Technical Skills and Interpersonal Skills and Communication, Diagnostic Skills, and Teamwork. **2.** State the objective: as stated in header of this document. **3**. Explain what skill check the students will need to complete in order to show mastery of the objective: see xxxx evaluation forms **4.** Explain /demonstrate the relevance of this objective/skill to the students: Document CPDSToo1 Introduction to Teamwork and diagnostic Skills, Rev. 00, pages 8 of 14 through 12 of 14 does a good job of showing the relationship and importance of Technical Skills and Interpersonal Skills and Communication, Diagnostic Skills, and Teamwork. **5.** Demonstrate the Relevant Practice, if necessary: Note any common errors to avoid or discriminations to understand:	*No student activity has yet been written into this lesson plan; if content text is found in this column, then "push" the content downward with "Enter" key to place content text into the left column, "Instructor Activity."~ MK*

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6. Teach the content the student needs to know before they can practice the objective, if necessary:

1. Teamwork and Diagnostic Supplement June 1988 INPO 88-003 (Supplement) , Section 2 "Communications Sample Lesson Plan" Begin with page 5 of 7, Roman numeral II, "Factors That Inhibit Effective Control Room Communication" [this material shows that this content is based on research at four nuclear power plants.] end with #3 on page 7 of 47.

2. Continue with Roman numeral V "Overcoming Control Room Communication Inhibitors," page 43 of 47 through page 47 of 47. For each outline level in Roman numeral V emphasize the following points:
~ the importance of **a standardized method for communication**: standardized words/phrases, i.e., pages 6, 24, 27, and especially 29 of 47
~importance of **closed-looped communication**, i.e. pages 9, 14, 44 of 47
~**rules for feedback**, i.e. page 31, 44 of 47
~ importance of **active listening**, i.e. page 32 of 47

Communication continued:

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3. Continue with Roman numeral IV, "**Small Group Communication**," page 36 of 47.

Summary of group communication, #5, page 42 of 47 can used in similar method as above. Number 5 notes points that influence small group communication in a control room.

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7. Allow student to perform the Relevant Practice (objective), and provide timely feedback:
~the students will begin a series of practice scenarios, which are a combination of class room role plays and scenarios on the RTC simulator. The scenarios are detailed here:

8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary:

End.

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