

**National Exercise Trainers Association  
2008  
NETA-GECB  
Group Exercise Instructor  
Practice (Job) Analysis Development & Validation**

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In an effort to certify industry professionals, the National Exercise Trainer's Association – Group Exercise Certification Board (NETA-GECB) has undertaken the task of developing and implementing certification examinations for group exercise instructors. Since its inception, the content of NETA-GECB's certification examination for group exercise instructors has been keyed to training program curricula and training materials providing comprehensive instruction for exercise professionals working as personal trainers. More recently, NETA-GECB decided to change the foundation of the examination from "curriculum-based" to "practice-based". In so doing, the organization seeks to enhance the legal defensibility of the Group Exercise Instructor certification program and, in addition, make it eligible for national accreditation. A necessary first step in the process of changing to a practice-based examination program is to perform a practice (job) analysis identifying the domains of practice, tasks, and knowledge required for safe and effective performance on the job. Once in place, these Domains, Tasks and Knowledge Statements form the basis for item (question) writing and examination construction.

In the Summer of 2008, a workshop was conducted in Minneapolis, MN wherein a diverse group of nine subject-matter experts (SMEs) selected by and representing NETA-GECB met to conduct the practice analysis for the group exercise instructors examination program. (The list of workshop participants can be found in Table 1.)

Specifically, the purpose of this meeting was to produce a document delineating the knowledge required for the safe and effective performance of the tasks carried out by the entry-level group exercise instructor. An additional goal of the workshop was to identify a weighting factor associated with each Domain and Task. The weighting factors represent the pooled judgments of the SMEs of the relative importance of, and time spent on, each of the Tasks typically performed by the entry-level group exercise instructor.

The product of this role delineation workshop was a draft practice analysis that was subsequently returned to NETA-GECB staff and selected panel members for final review and comment. The resulting practice analysis document for the group exercise instructor is presented in Table 2.

Since the product of this workshop represented the work of only nine individuals, six meeting participants and three additional SME reviewers, the decision was made to validate the practice analysis document by submitting it to a randomly selected group of 260 professionals, all group exercise instructors. In addition to the practice analysis document, participants were provided with an introductory letter from NETA-GECB and a packet of materials containing the following: a list of definitions of terms so that participants would become familiar with job analysis terminology; a set of detailed instructions for reviewing and commenting on the practice analysis, and a set of comment sheets containing the survey questions. The respondents recorded their responses to the survey questions directly on the Table 1 comment sheets. The respondents were asked to review the practice analysis document and: (1) identify those Domains, Tasks and/or Knowledge Statements they would like to eliminate, reword, or revise; (2) suggest any additional Domains, Tasks and/or Knowledge Statements that they would like to add to the practice analysis; and (3) confirm or suggest changes to the Domain weights based upon their assessment of the importance of the Tasks and knowledge base underlying each of the Domains.

Table I  
**PRACTICE ANALYSIS WORKSHOP PARTICIPANTS\***  
 Minneapolis, MN  
 September 13, 2008

Name	Title	Organization	City/State
Lu Herbeck	Certification Director	NETA-GECB	Minneapolis, MN
Stephanie Maks	Group Exercise Director	Gold's Gym	Minneapolis, MN Reno, NV
Suzanne Kranitz	Group Exercise Instructor	YWCA of Minneapolis	Minneapolis, MN
Shannon Schritz	Group Exercise Instructor	Busy Body Fitness	Bloomington, MN
Christine Simpson	Group Exercise Instructor	Gold's Gym	Buffalo, MN
Angie Laughlin	Group Exercise Instructor	Fremont Recreation Center	Freemont, OH
Candy Young	Wellness Consultant	Always Young	Tacoma, WA
Debra Orringer	Fitness Center Supervisor	NASA Kennedy Space Center	Cocoa Beach, FL
Hillary Roemsberger	Fitness Director	Town of Parker Recreation Center	Parker, CO

\* Please Note: All of these individuals have provided health and exercise training and educational workshops in nearly every state in the U.S. They have a broad prospective on consumer needs across the U.S. and the myriad of niche markets that make up the various regions.

Table 2

**GROUP EXERCISE INSTRUCTOR PRACTICE ANALYSIS**

**Domain I – Comprehend and apply exercise science as it relates to Group Exercise (DI) - 30%**

Comprehend and apply exercise-related cardio-respiratory endurance (CRE) adaptations (T1) (5%)

- K1 Exercise Physiology
- K2 Exercise-related Anatomy
- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes

Comprehend and apply exercise-related musculoskeletal adaptations (T2) (5%)

- K1 Exercise Physiology
- K2 Exercise-related Anatomy
- K5 Fitness Components and Guidelines
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K11 Appropriate Muscle Endurance / Strength Activities
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique

Comprehend and apply nutrition and weight management guidelines (T3) (4%)

- K1 Exercise Physiology
- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K14 Exercise-related Nutrition
- K15 Weight Management
- K16 Medical Considerations
- K17 Principles of Behavior Change
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)

Comprehend and apply bio-energetics (T4) (4%)

- K1 Exercise Physiology
- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities

Comprehend and apply injury prevention / management skills (T5) (4%)

- K2 Exercise-related Anatomy
- K3 Exercise Intensity
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K11 Appropriate Muscle Endurance / Strength Activities

- K13 Correct Exercise Technique
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K19 Exercise-related Injuries
- K20 Cueing Skills
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K23 Appropriate and Correct Use of Common Group Exercise Equipment

Identify and implement exercise-related knowledge of special populations and medical considerations (T6) (4%)

- K5 Fitness Components and Guidelines
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K10 Exercise-related Biomechanics
- K13 Correct Exercise Technique
- K14 Exercise-related Nutrition
- K15 Weight Management
- K16 Medical Considerations
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K24 Music Structure, Style, and Tempo
- K25 Emergency Response Procedures

Understand and apply appropriate application of fitness components (T7) (4%)

- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K11 Appropriate Muscle Endurance / Strength Activities
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K19 Exercise-related Injuries
- K20 Cueing Skills
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K24 Music Structure, Style, and Tempo
- K26 Choreography Development

## Domain II – Class Design (D2) - 25%

Design and incorporate the understanding of fitness components and promoting overall health into group exercise classes (T1) (5%)

- K1 Exercise Physiology
- K2 Exercise-related Anatomy
- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K11 Appropriate Muscle Endurance / Strength Activities
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique
- K16 Medical Considerations
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K19 Exercise-related Injuries
- K20 Cueing Skills
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K24 Music Structure, Style, and Tempo
- K26 Choreography Development

Modify group exercise activities to accommodate various skills and fitness levels (T2) (5%)

- K1 Exercise Physiology
- K2 Exercise-related Anatomy
- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K11 Appropriate Muscle Endurance / Strength Activities
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique
- K16 Medical Considerations
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K19 Exercise-related Injuries
- K20 Cueing Skills
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K24 Music Structure, Style, and Tempo

K26 Choreography Development

Understand and apply fitness training principles and guidelines (T3) (5%)

- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K11 Appropriate Muscle Endurance / Strength Activities
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique
- K16 Medical Considerations
- K18 Guidelines, Contraindications and Precautions for Special Populations  
(pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K19 Exercise-related Injuries
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K24 Music Structure, Style, and Tempo

Select and demonstrate proper usage and application of equipment, music and movement (T4) (5%)

- K3 Exercise Intensity
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K13 Correct Exercise Technique
- K19 Exercise-related Injuries
- K20 Cueing Skills
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K24 Music Structure, Style, and Tempo
- K26 Choreography Development

Modify group exercise activities to accommodate special populations and participants with medical considerations (T5) (5%)

- K3 Exercise Intensity
- K4 Cardio-Respiratory Endurance (CRE) Activities
- K5 Fitness Components and Guidelines
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K11 Appropriate Muscle Endurance / Strength Activities
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique
- K16 Medical Considerations
- K18 Guidelines, Contraindications and Precautions for Special Populations  
(pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K24 Music Structure, Style, and Tempo
- K26 Choreography Development
- K27 Communication Styles and Techniques

### **Domain III – Group Instructor Skills (D3) - 25%**

Demonstrate an understanding of music and effective cuing skills (T1) (7%)

- K20 Cueing Skills
- K24 Music Structure, Style, and Tempo
- K27 Communication Styles and Techniques

Create and facilitate safe and effective movement progressions (T2) (6%)

- K4 Cardio-Respiratory Endurance (CRE) Activities
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K10 Exercise-related Biomechanics
- K11 Appropriate Muscle Endurance / Strength Activities
- K13 Correct Exercise Technique
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K21 Appropriate Warm up Activities
- K22 Appropriate Cool down Activities
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K26 Choreography Development

Monitor intensity using a variety of methods for participants to exercise at individually appropriate levels (T3) (6%)

- K3 Exercise Intensity
- K5 Fitness Components and Guidelines
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K12 ACSM Training Guidelines & Principles
- K16 Medical Considerations
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K20 Cueing Skills

Identify, assess and correct improper exercise techniques utilizing effective teaching methods (T4) (6%)

- K3 Exercise Intensity
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K9 Exercise-related Kinesiology
- K10 Exercise-related Biomechanics
- K13 Correct Exercise Technique
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K19 Exercise-related Injuries
- K20 Cueing Skills
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K27 Communication Styles and Techniques
- K28 Teaching Methods

#### **Domain IV – Interpersonal Skills (D4) - 14%**

Apply motivational strategies to promote exercise adherence and a healthy lifestyle (T1) (4%)

- K5 Fitness Components and Guidelines
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K12 ACSM Training Guidelines & Principles
- K17 Principles of Behavior Change
- K20 Cueing Skills
- K27 Communication Styles and Techniques

Facilitate a fun and comfortable exercise environment to encourage individual success (T2) (4%)

- K17 Principles of Behavior Change
- K24 Music Structure, Style, and Tempo
- K26 Choreography Development
- K27 Communication Styles and Techniques
- K28 Teaching Methods

Educate participants about health and fitness in order to achieve and maintain an optimal lifestyle (T3) (3%)

- K3 Exercise Intensity
- K5 Fitness Components and Guidelines
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K8 Signs and Symptoms of Overtraining and Overuse Syndromes
- K12 ACSM Training Guidelines & Principles
- K13 Correct Exercise Technique
- K14 Exercise-related Nutrition
- K15 Weight Management
- K19 Exercise-related Injuries
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K27 Communication Styles and Techniques

Demonstrate effective communication skills (T4) (3%)

- K20 Cueing Skills
- K27 Communication Styles and Techniques

#### **Domain V – Legal Issues (D5) - 6%**

Adhere to legal and industry guidelines to protect the interest of participants and minimize risk (T1) (2%)

- K5 Fitness Components and Guidelines
- K6 Guidelines to Improve Overall Health
- K7 Activity / Exercise-Specific Benefits, Indications, Contraindications, Risks and Precautions
- K12 ACSM Training Guidelines & Principles
- K18 Guidelines, Contraindications and Precautions for Special Populations (pre- and post-natal, children, older adults and participants with chronic medical considerations)
- K23 Appropriate and Correct Use of Common Group Exercise Equipment
- K24 Music Structure, Style, and Tempo
- K29 Elements of Informed Consent
- K30 NETA Code of Ethics
- K31 ACSM Facilities Guidelines

Adhere to NETA-GECB Code of Ethics (T2) (2%)

- K29 Elements of Informed Consent
- K30 NETA Code of Ethics
- K32 Music Licensing and Copyright

Appropriately respond to medical emergencies by implementing CPR / AED and /  
or First Aid as needed (T3) (2%)

- K16 Medical Considerations
- K19 Exercise-related Injuries
- K25 Emergency Response Procedures
- K30 NETA Code of Ethics
- K31 ACSM Facilities Guidelines

Of the 260 group exercise instructors sampled, 37 (14.2%) returned their response documents in time for consideration. Some of the respondents (18.9%) were of the opinion that the Domain weights were an accurate representation of professional practices and did not recommend any changes. The suggested weight percentages were meticulously reviewed and an average of all recommendations was suggested to the SME / Practice Analysis Panel, agreed upon and implemented as the final domain percentages. Averaging in these suggestions with the 7 who suggested no change and the recommendation of the 9 members of the practice analysis panel, the Domain weights were re-calculated at 30%, 25%, 25%, 14% and 6%, respectively.

Of the 21 respondents who suggested changes for Domain I Comprehend and apply exercise science as it relates to Group Exercise, 9 suggested reducing the weight, 1 suggested an increase and 11 recommended no change, changing the weight for Domain I from 34% to 30%.

Of the 20 respondents who suggested changes for Domain II – Class Design, all but 1 respondent recommended a modest decrease, changing the weight for Domain II from 28% to 25%.

Of the 23 respondents who suggested changes for Domain III - Group Instructor Skills, 14 suggested increasing the weight, 7 suggested no change and 2 recommended a decrease, changing the weight for Domain III from 18 to 25%.

Of the 25 respondents who suggested changes for Domain IV – Interpersonal skills, the average change in weight only lead to a 1% decrease (from 15% to 14%)

Of the 12 respondents who suggested changes for Domain V – Legal Issues, the average lead to a 1% increase from 5% to 6%

The following are sample comments provided by respondents in support of their suggested changes to the Domain Weights:

#### **Domain I – Exercise Science**

*I believe the Ex Sci portion should be worth less than 34%...although it is very important to KNOW, how often do you use it when designing/teaching & communicating to an average class?*

*In reviewing the following document, the only suggestion I have is to put more emphasis on D I and D II. The reason I say this is because the biggest complaint I get from participants in the aerobics classes are that the instructor doesn't do a good job cueing the class and that they are too redundant and don't 'spice' or change things up from time to time. It is for this reason I think that cueing and an instructor's ability to simply instruct is very important.*

*I propose a change in the percentages for instructor skills to 21% and exercise science to 32%. I felt that I could have used a little more on leading a class when I was certified. Good luck!*

*I have reviewed the document. I feel as an instructor that the percentages/domains and all the skills you listed are very worthwhile and important. It is set up in a way that is easy to understand while covering all the bases that are needed. Great work!*

*I read the document and I am in substantial agreement so I do not recommend any changes.*

*I feel that recommendations that NETA has are all fantastic in all the domains you have listed. I don't feel that there needs to be any changes at this time.*

### **Domain 2 Class Design:**

*With the understanding that some instructors may have a pre-choreographed class and NOT be able to design their own classes, K11 through K29 as noted in the new course structure should definitely be part of this, with a strong emphasis on warm up, injury prevention, reaching target heart range (as applicable to the class), and cool down. 20-25%*

### **Domain 3 Group Instructor Skills:**

*This is what this course is all about. This is where K9 Cueing Skills and K20 Communication both come in. This domain overlaps with Domain 4, Interpersonal Skills. The Group Instructor section should include how to keep an eye on the individuals and keep the class going while providing correction or encouragement to any stragglers, watching for signs of injury or fatigue, ability to correct form without disrupting the whole class or making the one being corrected uncomfortable. We can all do DVDs or videos of aerobics classes - there's a reason people want an instructor... 50-55%*

### **Domain 4 Interpersonal Skills:**

*In my opinion, this overlaps with Domain 3.*

### **Domain 5 Legal Issues:**

*I would change the Domain percentages as follows: Domain I, I would change to 45% and Domain II I would change to 20%. The more educated the instructor is about the body, the more they can pass the knowledge onto the class. I think the instructor should continuously educate the individuals throughout the class on proper form and what muscles/joints are impacted with the movements. The more educated the class is, the lower the chance of injury, and individuals can take that knowledge and apply it throughout their day.*

*I believe instructor skills should rank higher than class design. I've had to certify many people who can pass a test with flying colors, but can't walk and chew gum. However, now they're certified. NOT GOOD. If a person has great instructor skills, class design shouldn't be a major concern either. That's about as equally important.*

*Basically, It looks great.... more emphasis of problems of overuse movements of everyday activity and then again in class activity. Causing injuries if not now but down the line...as one ages.*

*Hello, I thought that the percentages were pretty good for an entry level instructor. The only slight recommendation I had was to increase Domain IV for Inter-Personal Skills up by 3% to 15% and decreased Domain I to 31% . I have witnessed first-hand how brand new instructors, who had strong Exercise Science backgrounds, fall flat on their faces, figuratively speaking, due to weak inter-personal skills. I have heard participants complain about how these instructors lack pep or zeal or that certain something that an instructor needs in order to develop good rapport with a class.*

*I believe it is extremely important, as instructors, we understand and apply our knowledge of exercise science to every aspect of our teaching skills. I also believe though, we have to understand it enough to put it into practice as well as express it through our communication skills. We have a very short amount of time to "sell ourselves" as a person someone can trust to help them with their health and fitness. We need to be able to express our desire to our clients/students that we not only know what we are talking about, but are able to show them through our actions as well as from our hearts.*

## Changes Made As A Result Of Respondent's Comments

After carefully reviewing the comments made by survey respondents the NETA-GECB SME's concluded and agreed to make changes to the Domain weights. As a result of the adjustments to the Domain weights the corresponding task weights were adjusted slightly by the SME's. The changes are documented below:

- The weight for Domain I was reduced from 34% to 30%. Of the 21 respondents who suggested changes for Domain I – Comprehend and Apply Exercise Science As It Relates To Group Exercise, 9 suggested reducing the weight, 1 suggested an increase and 11 recommended no change.
- The weight for Domain II was reduced from 28% to 25%. Of the 20 respondents who suggested changes for Domain II – Class Design, all but 1 respondent recommended a modest decrease.
- The weight for Domain III was increased from 18% to 25%. Of the 23 respondents who suggested changes for Domain III - Group Instructor Skills, 14 suggested increasing the weight, 7 suggested no change and 2 recommended a decrease.
- The weight for Domain IV was reduced from 15% to 14%. Of the 25 respondents who suggested changes for Domain IV – Interpersonal Skills, the average change in weight only lead to a 1% decrease.
- The weight for Domain V was increased from 5% to 6%. Of the 12 respondents who suggested changes for Domain V – Legal Issues, the average lead to a 1% increase.

## Relationship Between Practice Analysis and Test Specifications

The test specifications for the NETA-GECB Group Exercise Instructor examination consists of the validated practice analysis document. That is, the examination test specifications are the Domains of Practice, Tasks within Domains of Practice, and Knowledge Statements within Tasks PLUS the relative weights applied to the Domains of Practice and Tasks within Domains of Practice. All examinations will be constructed of items addressing these elements of the test specifications document. The number of items selected to represent each of the weighted elements will exactly reflect the values of the relative weights. The Domain weights listed on table 2 reflect the Domain weights after the adjustments were made by the SMEs.