Fire and Emergency Services Training Program Management

FESTPM-Student Manual

1st Edition, 3rd Printing-March 2019

FEMA

FEMA/USFA/NFA
FESTPM-SM
March 2019
1st Edition, 3rd Printing

Fire and Emergency Services Training Program Management

Fire and Emergency Services Training Program Management

FESTPM-Student Manual

1st Edition, 3rd Printing-March 2019

FEMA

This page intentionally left blank.

TABLE OF CONTENTS

This page intentionally left blank.

ACKNOWLEDGMENT

The development of any National Fire Academy (NFA) course is a complex process aimed at providing students with the best possible learning opportunity we can deliver.

There are many players in course development, each of whom plays an equally important part in its success. We want to acknowledge their participation and contribution to this effort and extend our heartfelt thanks for making this quality product.

The following people participated in the creation of this course:

David Donohue, Training Specialist
U.S. Fire Administration, National Fire Academy
Emmitsburg, Maryland

Edward Kensler, Jr.
Subject Matter Expert

Robert Skertich
Subject Matter Expert

Dana Moat, Instructional Systems Specialist
U.S. Fire Administration, National Fire Academy
Emmitsburg, Maryland

Timothy Moran, Instructional Systems Specialist
U.S. Fire Administration, National Fire Academy
Emmitsburg, Maryland

This page intentionally left blank.

COURSE DESCRIPTION

This 6-day course is designed to develop a professional cadre of training professionals capable of performing all training functions from analyzing training needs to the design, development, delivery, evaluation, and management of training activities, with the goal of achieving excellence through training. The course provides training professionals a means to acquire knowledge and skills in various areas of the training profession and at various levels of expertise.

COURSE GOAL

The intent of the "Fire and Emergency Services Training Program Management" course is to provide training managers with competencies related to training program management, including program lifecycle requirements, financial requirements, managing training facilities, management of instructors, instructional technology, and other factors that support a quality training program.

AUDIENCE, SCOPE AND COURSE PURPOSE

The audience for this course is managers assigned to positions that supervise and coordinate training and exercise programs. This course is not appropriate for entry-level training personnel.

Course students will have either an Instructor certification appropriate to their discipline (such as Fire Instructor I or Emergency Medical Services (EMS) Instructor) or Instructional Design Certificate.

UNIT DESCRIPTIONS

- **Unit 1: Introduction to Training Management** presents the course goal, objectives, expectations, agenda, materials, and includes a pre-course assessment. The unit also describes the characteristics of successful training programs, and the elements needed to manage a training program. Finally the unit compares leadership and management and identifies competencies for each.

- **Unit 2: Establishing Training Policies, Procedures and Standards** covers the legal and liability considerations associated with training programs and identified some common training standards and accreditation, and concludes with describing the purpose of ethical standards and the process for making ethical decisions.

- **Unit 3: Developing an Annual Training Plan** describes the considerations and process for planning a training program, analyze training needs, and develop an annual training plan.

- **Unit 4: Marketing the Training Plan** covers the benefits of collaboration and how to create an environment of teamwork, commitment, pride, and trust, the strategies for marketing training programs, and create a marketing strategy for their training program.

- **Unit 5: Secure and Manage Resources** covers the best practices for establishing and managing training teams, describes the considerations for selecting and managing training facilities, describes considerations for selecting and managing training technology, and has students use problem-solving methods for analysis and solution development.

- **Unit 6: Develop and Manage the Budget** describes the administrative functions necessary to support a training program, describes the processes for managing training financial operations including budgeting, purchasing, and controlling and has students prepare and present a budget for a training program.

- **Unit 7: Evaluating Training Programs** covers the elements of a training program to evaluate and how to collect and analyze the evaluation data, and describes continuous improvement techniques for a training program and an individual.

- **Unit 8: Final Presentation, Project and Exam** provides students the opportunity to complete a capstone project and presentation related to an issue within their jurisdiction and complete a final exam.

COURSE PREREQUISITES

Prerequisites include the following:

- Assignment to a supervisory position within a training program.

- Completion of either an Instructor certification appropriate to their discipline (such as Fire Instructor I or EMS Instructor) or Instructional Design Certificate.

TRAINING METHODS

This course has been designed to maximize the interaction between instructors and students. Training methods used in this course to accomplish this goal include:

- Instructor presentations.
- Student-centered learning (students learn from each other's experience). Experiential learning (students learn from experiencing).
- Group discussions.
- Application exercises (teams develop an annual training plan, marketing plan, and training budget).
- Analysis and discussion of scenarios. Activities.

GRADING METHODOLOGY (EVALUATION PROCEDURES)

A minimum, total score of 70 is required for successful completion of this course. The total course score is derived from a pre-course assignment, training design assignment, executive presentation paper, and a final presentation:

Evaluation Method	Percent of Final Grade
Pre-Course Assignment	25%
Training Plan	25%
Final Exam	25%
Final Presentation	25%

Course Grading

Numerical Score	Letter Grade
90-100	A
80-89	B
70-79	C
69 or below	F

A score of zero on any assignment will automatically result in course failure.

PRE-COURSE WRITTEN ASSIGNMENT GRADING RUBRIC

Criteria	Ratings		
	15 points	**10 points**	**5 points**
Training Gap Defined	Evidenced understanding and critical thinking by describing a training gap that currently exists within the department: • Gap is succinctly stated by presenting the performance problem and proposed solution in the introductory paragraph. • Performance problem is defined within the body of the paper and supported by at least 2 forms of data. • Training solution is clearly aligned with the performance problem within the body of the paper and supported by at least 2 forms of data. - Alignment illustrates why training is an appropriate solution to the performance problem rather than another course of action. - Data must demonstrate how a training solution was successful for a similar performance problem at the local or national level.) Correctly used terminology and concepts from course methodology and research. • At least 3 potential barriers to training success are identified and discussed in the paper summary.	Marginal comprehension/ effort: • Gap is explained by presenting the performance problem and proposed solution in the introductory paragraph. • Performance problem is defined within the body of the paper and not supported with at least 2 forms of data. • Training solution is somewhat aligned with the performance problem and discusses why training is an appropriate solution to the performance problem rather than another course of action. • 1-3 potential barriers to training success are identified and discussed.	Limited comprehension/effort: • Missing a connection of performance problem to training. OR • Performance problem is not defined. OR • Failed to identify potential barrier.

	10 points	5 points	0 points
Quality of Writing	Effective writing/communication skills: • Focus is clear and well established throughout the assignment. • A logical progression of ideas was presented. • No errors (or a single minor error) in punctuation, grammar, and spelling. • Demonstrated professional communication and writing skills that could be applied in an official report.	Marginal writing/ communication skills: • Focus is somewhat clear and connects problem and solution. • Lacks clear analysis or support. • Major or multiple errors in punctuation, grammar, and spelling.	Limited writing/ communication skills: • Lacks clear focus. • Multiple, major punctuation, grammar, and spelling errors. • Writing lacked professional tone.

Written Assignment Score	Grade
25	A
20	B
15	C
Below 15	F

TRAINING PLAN GRADING RUBRIC

<table>
<tr><th rowspan="2">Criteria</th><th colspan="3">Ratings</th></tr>
<tr><th>15 points</th><th>10 points</th><th>5 points</th></tr>
<tr><td>Training Plan Defined</td>
<td>Evidenced understanding and critical thinking by presenting a training plan that:
• Need (gap) is succinctly stated by presenting the performance problem and proposed solution.
• Performance problem and training solution are clearly aligned.
• A training plan is presented to include cultural considerations, resources, and outcomes that are clearly aligned to desirable community outcomes.
• Content and summary result in a compelling argument for the training plan.
• At least 4 references are cited.</td>
<td>Marginal comprehension/effort:
• Need (gap) is explained by presenting the performance problem and proposed solution.
• Performance problem and training solution are aligned, but may be questionable.
• A training plan is presented to include at least 2 of the following: cultural considerations, resources, and outcomes that are clearly aligned to desirable community outcomes.
• Content and summary are logical, but not compelling.
• At least 3 references are cited.</td>
<td>Limited comprehension/effort:
• Missing a connection of performance problem to training.
OR
• Performance problem is not defined.
OR
• Failed to show connection between training plan and community outcomes.</td></tr>
<tr><th></th><th>5 points</th><th>3 points</th><th>0 points</th></tr>
<tr><td>Quality of Writing</td>
<td>Effective writing/communication skills:
• Focus is clear and well established throughout the assignment.
• A logical progression of ideas was presented.
• No errors (or a single minor error) in punctuation, grammar, and spelling.
• Appropriate for audience.</td>
<td>Marginal writing/ communication skills:
• Focus is somewhat clear and connects problem and solution.
• Lacks clear analysis or support.
• Major or multiple errors in punctuation, grammar, and spelling.
• Appropriate for audience.</td>
<td>Limited writing/ communication skills:
• Lacks clear focus.
OR
• Multiple, major punctuation, grammar, and spelling errors.
OR
• Was not appropriate for audience.</td></tr>
</table>

	5 points	2 points	0 points
Peer Review	Evidenced understanding and critical thinking: • Provide constructive feedback in peer review. • Submit 2 questions in D2L for instructors to ask about a peer's presentation (that could plausibly asked by the audience in a real-world presentation).	Marginal comprehension/effort: • Submit 2 questions in D2L for instructors to ask about a peer's presentation (that could plausibly asked by the audience in a real-world presentation).	Limited comprehension/effort: • Submit 1 or less questions in D2L for instructors to ask about a peer's presentation (that could plausibly asked by the audience in a real-world presentation). OR • Submit any questions that lack plausibility.

Written Assignment Score	Grade
25	A
20	B
15	C
Below 15	F

FINAL PRESENTATION GRADING RUBRIC

Category	Scoring Criteria	Total Points
Organization 2 Points	Information is presented in a logical sequence.	1
	Presentation appropriately cites references.	1
Content 12 Points	Introduction is attention-getting, lays out the problem well, and provides a framework for the rest of the presentation.	2
	Terms are well-defined and described for the target audience.	2
	Presentation contains accurate information.	2
	All content supports the overall message/purpose.	2
	Demonstrates adequate preparation.	2
	Clear conclusion summarizing the presentation.	2
Presentation 8 Points	Speaker maintains eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1
	Speaker uses a clear, audible voice.	1
	Delivery is poised and controlled.	1
	Good language skills and pronunciation are used.	1
	Visual aids contain no typos, misspellings, or distracting text or images.	1
	Visual aids are well prepared, informative, and effective.	1
	Length of presentation is within the assigned time limit.	1
	Information was well communicated.	1
Peer Review 3 Points	Constructive peer review feedback was incorporated.	3
Score	**Total Points**	**25**

Final Presentation Score	Grade
22-25	A
20-21	B
17-19	C
Below 17	F

This page intentionally left blank.

SCHEDULE

TIME	DAY 1	DAY 2
AM	Unit 1: Introduction to Training Management Activity 1.1: Introductions and Course Expectations	Unit 3: Developing an Annual Training Plan Activity 3.1: Data Gathering Methods Activity 3.2: Selecting a Training Source
	Break	*Break*
AM	Unit 1: Introduction to Training Management (cont'd) Activity 1.2: Entry Learning Experience Activity 1.3: Training Program Management Activity 1.4: Identifying Competencies Activity 1.5: Self-Assessment	Unit 3: Developing an Annual Training Plan (cont'd) Activity 3.3: Reviewing a Training Plan Activity 3.4: Developing an Annual Training Plan
	Lunch	*Lunch*
PM	Unit 2: Establishing Training Policies, Procedures and Standards Activity 2.1: Case Study Activity 2.2: Accreditation	Unit 4: Marketing the Training Plan Activity 4.1: Developing Icons
	Break	*Break*
PM	Unit 2: Establishing Training Policies, Procedures and Standards (cont'd) Activity 2.3: Outlining a Training Manual Activity 2.4: Developing a Code of Ethics Activity 2.5: Solving Ethical Dilemmas	Unit 4: Marketing the Training Plan (cont'd) Activity 4.2: Developing a Marketing Plan

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

TIME	DAY 3	DAY 4
AM	Unit 5: Secure and Manage Resources Activity 5.1: Developing a Staffing Plan	Unit 6: Develop and Manage the Budget Activity 6.1: Capital or Operating Expenses
	Break	*Break*
AM	Unit 5: Secure and Manage Resources (cont'd) Activity 5.2: Training Team Challenges Activity 5.3: Facility Requirements	Unit 6: Develop and Manage the Budget (cont'd) Activity 6.2: Developing and Briefing a Budget
	Lunch	*Lunch*
PM	Unit 5: Secure and Manage Resources (cont'd) Activity 5.4: Identifying Training Technology Needs	Unit 6: Develop and Manage the Budget (cont'd) Activity 6.2: Developing and Briefing a Budget (cont'd)
	Break	*Break*
PM	Unit 5: Secure and Manage Resources (cont'd) Activity 5.5: Training Administration	Unit 7: Evaluating Training Programs Activity 7.1: What to Evaluate Activity 7.2: Continuing Development

TIME	DAY 5	DAY 6
AM	Unit 8: Final Presentation, Project and Exam	Unit 8: Final Presentation, Project and Exam (cont'd)
	Break	*Break*
AM	Unit 8: Final Presentation, Project and Exam (cont'd)	Unit 8: Final Presentation, Project and Exam (cont'd)
	Lunch	*Lunch*
PM	Unit 8: Final Presentation, Project and Exam (cont'd)	Graduation Evaluation
	Break	*Break*
PM	Unit 8: Final Presentation, Project and Exam (cont'd)	

This page intentionally left blank.

FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.

FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following…

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	• The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. • The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	• We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. • We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	• An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. • Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	• The class should be increased by one hour per day to enable all students to participate in exercises. • The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	• The plans should be enlarged to 11 by 17 and provided with an accurate scale. • My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	• The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. • The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	• The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. • Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	• The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. • There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	• The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. • The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	• The instructor did not explain the connection between NIMS and ICS. • The student manual needs an illustrated guide to NIMS.

This page intentionally left blank.

UNIT 1: INTRODUCTION TO TRAINING MANAGEMENT

TERMINAL OBJECTIVE

The students will be able to:

1.1 Evaluate the role of the training function in maintaining performance proficiency in organizations.

ENABLING OBJECTIVES

The students will be able to:

1.1 Identify the course goal, objectives, and agenda.

1.2 Describe course expectations.

1.3 Estimate pre-course competency levels.

1.4 Describe the characteristics of successful training programs.

1.5 Describe the relationship between program and project management.

1.6 Compare functional elements needed to manage an overall training program.

1.7 Discriminate between leadership and management activities.

1.8 Describe the interrelationship between leadership and management.

1.9 Identify leadership and management competencies.

This page intentionally left blank.

FEMA

U.S. Fire Administration

FIRE AND EMERGENCY SERVICES TRAINING PROGRAM MANAGEMENT

Slide 1-1

FEMA

U.S. Fire Administration

UNIT 1: INTRODUCTION TO TRAINING MANAGEMENT

Slide 1-2

TERMINAL OBJECTIVE

Evaluate the role of the training function in maintaining performance proficiency in organizations.

Slide 1-3

ENABLING OBJECTIVES

- Identify the course goal, objectives, and agenda.
- Describe course expectations.
- Estimate pre-course competency levels.
- Describe the characteristics of successful training programs.
- Describe the relationship between program and project management.

Slide 1-4

ENABLING OBJECTIVES (cont'd)

- Compare functional elements needed to manage an overall training program.
- Discriminate between leadership and management activities.
- Describe the interrelationship between leadership and management.
- Identify leadership and management competencies.

Slide 1-5

I. COURSE INTRODUCTION

INTRODUCTION AND COURSE OVERVIEW

Slide 1-6

ACTIVITY 1.1

Introductions and Course Expectations

Purpose

To learn about other team members, expectations and identify a name for their group.

Directions

1. Introduce yourself to your other team members, including:

    a. Name.

    b. Agency or organization.

    c. Location.

    d. Position.

    e. Description of a unique experience you have had with training management.

2. Select a team name based on commonalities in your team.

3. Brainstorm team expectations for the course and scribe the top two or three on an easel pad.

4. Select a representative to introduce team members, the team name, and the group expectations, describing why the expectations were chosen.

This page intentionally left blank.

II. COURSE GOAL

COURSE GOAL

Enhance competencies related to training program management, including:

- Program lifecycle and financial requirements.
- Management of training facilities, instructors, technology, and other factors that support a quality training program.

Slide 1-8

This course provides training managers with competencies related to training program management, including program lifecycle requirements, financial requirements, managing training facilities, management of instructors, instructional technology, and other factors that support a quality training program.

III. COURSE OBJECTIVES AND AGENDA

COURSE OBJECTIVES

- Determine objectives, set priorities, and delegate work.
- Hold self and others accountable for measurable high-quality, timely, and cost-effective results.
- Build and manage the workforce based on organizational goals, budget considerations, and staffing needs.

Slide 1-9

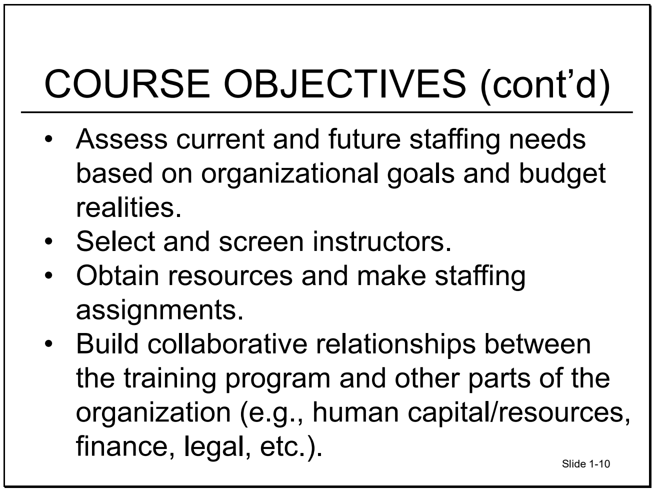
A. Course objectives.

Upon completion of this course, students will be able to:

1. Determine objectives, set priorities, and delegate work.

2. Hold self and others accountable for measurable high-quality, timely, and cost-effective results.

3. Build and manage the workforce based on organizational goals, budget considerations, and staffing needs.

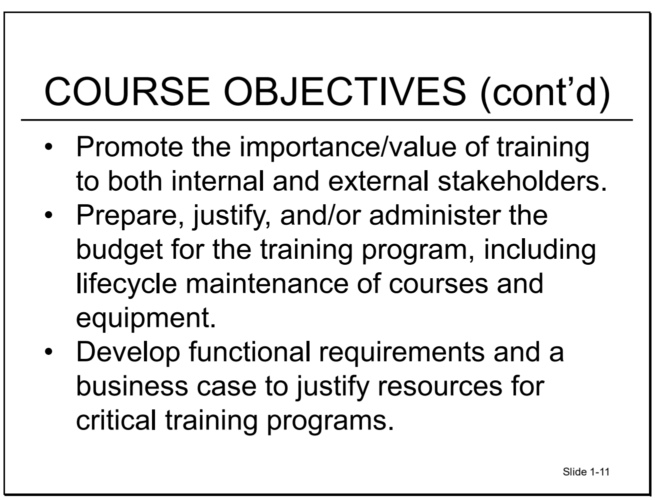


4. Assess current and future staffing needs based on organizational goals and budget realities.

5. Select and screen instructors.

6. Obtain resources and make staffing assignments.

7. Build collaborative relationships between the training program and other parts of the organization (e.g., human capital/resources, finance, legal, etc.).



8. Promote the importance/value of training to both internal and external stakeholders.

9. Prepare, justify, and/or administer the budget for the training program, including lifecycle maintenance of courses and equipment.

10. Develop functional requirements and a business case to justify resources for critical training programs.

COURSE OBJECTIVES (cont'd)

- Use efficient and cost-effective approaches to integrate technology into the workplace/learning environment to improve program effectiveness.
- Establish systems for documenting training program data.

Slide 1-12

11. Use efficient and cost-effective approaches to integrate technology into the workplace/learning environment to improve program effectiveness.

12. Establish systems for documenting training program data.

COURSE AGENDA

- Unit 1: Introduction to Training Management.
- Unit 2: Establishing Training Policies, Procedures and Standards.
- Unit 3: Developing an Annual Training Plan.
- Unit 4: Marketing the Training Plan.
- Unit 5: Secure and Manage Resources.

Slide 1-13

B. Course agenda.

This course was designed to provide students with opportunities to practice and refine competencies needed to be a successful training program manager. Each unit builds upon the others.

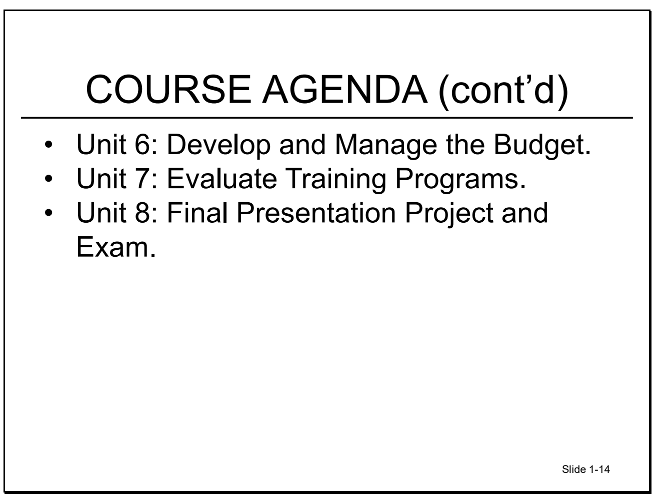
1. Unit 1: Introduction to Training Management presents the course goal, objectives, expectations, agenda, materials, and includes a pre-course assessment. The unit also describes the characteristics of successful training programs, and the elements needed to manage a training program. Finally the unit compares leadership and management and identifies competencies for each.

2. Unit 2: Establishing Training Policies, Procedures and Standards covers the legal and liability considerations associated with training programs and identified some common training standards and accreditation, and concludes with describing the purpose of ethical standards and the process for making ethical decisions.

3. Unit 3: Developing an Annual Training Plan describes the considerations and process for planning a training program, analyze training needs, and develop an annual training plan.

4. Unit 4: Marketing the Training Plan covers the benefits of collaboration and how to create an environment of teamwork, commitment, pride, and trust, the strategies for marketing training programs, and create a marketing strategy for their training program.

5. Unit 5: Secure and Manage Resources covers the best practices for establishing and managing training teams, describes the considerations for selecting and managing training facilities, describes considerations for selecting and managing training technology, and has students use problem-solving methods for analysis and solution development.



6. Unit 6: Develop and Manage the Budget describes the administrative functions necessary to support a training program, describes the processes for managing training financial operations including budgeting, purchasing, and controlling and has students prepare and present a budget for a training program.

7. Unit 7: Evaluate Training Programs covers the elements of a training program to evaluate and how to collect and analyze the evaluation data, and describes continuous improvement techniques for a training program and an individual.

8. Unit 8: Final Presentation Project and Exam provides students the opportunity to complete a capstone project and presentation related to an issue within their jurisdiction and complete a final exam.

C. Terms and definitions.

1. Competency: A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully.

2. Leadership: A process whereby an individual influences a group of individuals to a common goal.

3. Management: The efficient, effective, and economic use of resources to achieve results with and through the efforts of people.

4. Memorandum of Understanding (MOU)/Memorandum of Agreement (MOA): A document that describes broad concepts of mutual understanding, goals, and plans shared by the parties.

5. Process Group: A category or grouping of project (or program) management processes.

6. Program: A group of related projects managed in a coordinated manner to obtain benefits and control not available from managing them individually.

7. Program Management: The centralized, coordinated management of a program to achieve the program's strategic objectives and benefits.

8. Project: A temporary endeavor undertaken to create a unique, product, service, or result.

9. Vision Statement: A statement about an organization that defines the purpose of the organization in terms of values and beliefs. A vision statement provides direction to employees.

This page intentionally left blank.

ACTIVITY 1.2

Entry Learning Experience

Purpose

To introduce groups to the challenges faced by members of the group and to select a challenge for their course activities.

Directions

Working in teams:

1. Review each team member’s training challenge.
2. Either select one challenge or combine challenges into a single issue. The training issue selected will be worked on as a group project throughout the course.
3. Identify the five most critical factors for the success of their challenge.
4. Develop a vision statement that reflects their challenge and training organization.
5. Select a representative to report on the challenge, vision and critical factors in 30 minutes.

This page intentionally left blank.

ACTIVITY 1.2 (cont'd)

Entry Learning Experience

Choosing a Name

When deciding on names for your regional training academy, or any training organization:

- Ensure that the name conveys the right image (e.g., training center, learning center, engagement center, and performance center all have different meanings).
  - Do you deliver more than training, like coaching and career development services?
  - What makes you unique?
- Think about the acronym your name creates. Can you change the name slightly to have a better acronym? Is the acronym counter to what you want to convey?

Writing Your Vision Statement

When deciding on a vision:

- Consider the desired future.
- Maintain consistency with the organization's overall vision and mission.
- Be positive.
- Communicate values.
- Be inspiring.

When writing your statement, include: What do you provide? For whom? Why, for what purpose? What benefits are provided?

Example vision statement:

By delivering quality training, we support the community by providing emergency responders who are capable of preparing for, protecting against, responding to, recovering from, and mitigating all hazards.

This page intentionally left blank.

ACTIVITY 1.2 (cont'd)

Entry Learning Experience

A MOA and a MOU are generally the same. An MOU describes broad concepts of mutual understanding, goals, and plans shared by the parties. An MOA describes in more detail the specific responsibilities of and action to be taken by each of the parties so that their goals may be accomplished.

This MOU is based upon the need to enhance training offered to emergency responders in the Southfield region. The parties involved are the Southfield Technical Community College, Southfield Regional Homeland Security (SRHS) and Emergency Management Agency (EMA), Southfield Association for Emergency Preparedness, Southfield County Sheriff's Office and, Southfield Fire and Rescue. The purpose of this MOU is to describe a working agreement between the parties for the establishment of a regional emergency services training academy to educate and train Southfield region emergency responders, homeland security officials, and emergency management and response volunteers.

Because an open, collaborative, and cooperative working relationship is necessary to ensure the success of the training academy, the parties agree to the following points with respect to the Southfield regional emergency management training academy.

1. Training will meet or exceed accepted standards in instructional systems design, adult learning, and performance improvement.

2. Instructors will meet specified and agreed upon qualifications to conduct emergency response training courses.

3. Training materials and other supporting materials will meet the provisions in this MOU.

4. Certificates will be issued to students who successfully complete training courses.

5. A code of ethics will be developed for the training academy and agreed upon by the parties of this MOU.

6. Training quality will be monitored using evaluation tools and metrics.

7. A training plan will be developed annually.

8. A training budget will be developed in accordance with the training plan. The budget will be tracked, at a minimum, on a monthly basis and reports developed and distributed to all parties of this MOU.

9. A monitoring plan will be developed to evaluate instructors and courses to ensure compliance with the policy, procedures, laws, and regulations.

10. Student training records will be maintained for a minimum of 3 years. At a minimum, the records will contain: course title, course code, course length, training location, training dates, instructor name(s), test scores, certificate (if earned), student name, and student contact information. The training academy will provide students' records on request based on privacy restrictions.

11. The training academy will establish processes for scheduling training and training sites.

12. The training academy will support the student registration process.

13. Standards for training materials will be developed by the training academy and followed by internal and external developers.

14. The training academy will maintain records of course evaluations.

15. Training will be delivered in safe, clean, comfortable, aesthetically pleasing, technologically appropriate, and healthy locations.

16. Training academy management will work collaboratively with other organizations and the community to ensure the training delivered meets the needs of the Southfield region.

17. The training academy will ensure that the community is aware of the training academy and the training offered.

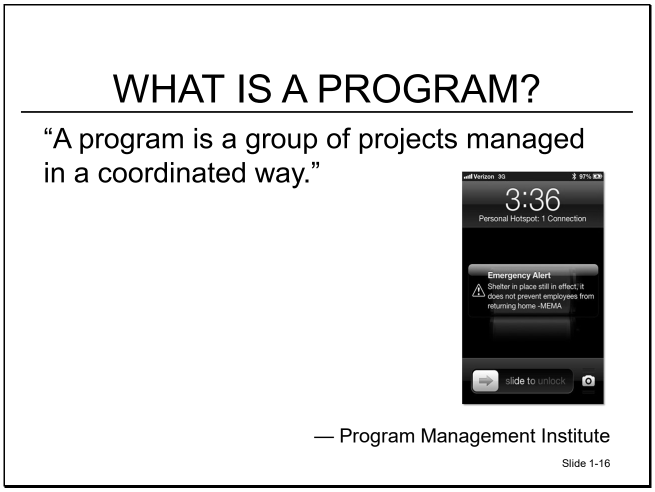
ACTIVITY 1.2 (cont'd)

Entry Learning Experience

Regional Training Academy Name:	
Regional Training Academy Vision:	
Critical success Factor 1:	
Critical success Factor 2:	
Critical success Factor 3:	
Critical success Factor 4:	
Critical success Factor 5:	

This page intentionally left blank.

IV. PROGRAMS AND PROJECTS



A. "A program is a group of related projects managed in a coordinated manner to obtain benefits and control not available from managing them individually." Source: The Standard for Program Management, 2nd Edition.

B. A program links projects together through commonalities, resource constraints, and changes in organizational direction.

C. A coordinated program:

1. Enables the integration of costs.

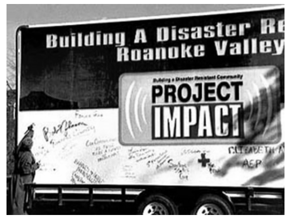
2. Allows for a coordinated schedule.

3. Enables the sharing of personnel resources to utilize different skill sets across projects.

4. Allows a coordinated effort especially with projects that share attributes such as target audience, client, or technology.

WHAT IS A PROJECT?

"A project is a temporary endeavor undertaken to create a unique product or service."



— Project Management Institute

Slide 1-17

D. A project is a temporary endeavor undertaken to create a unique, product, service, or result. Source: A Guide to the Project Management Body of Knowledge (PMBOK), 4th Edition (page 5).

PROGRAMS AND PROJECTS

- Programs:
  - Have a wide scope.
  - Have high level plans.
  - Involve monitoring of project progress.

Slide 1-18

E. Programs are distinguished from projects in several ways:

PROGRAMS AND PROJECTS (cont'd)

- Projects:
  - Have a narrow scope.
  - Have detailed plans and schedules.
  - Involve monitoring of task progress.

Slide 1-19

1. Projects have a narrow scope with discrete deliverables, but programs have a wider scope and benefit from the deliverables of many projects.

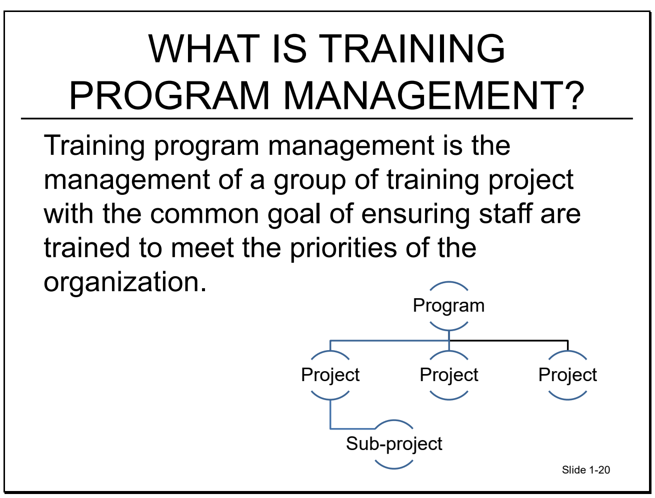
2. Programs are more strategic than projects and have high-level plans, while projects have detailed plans and schedules for discrete tasks.

3. Program managers monitor the progress of projects, while project managers monitor specific tasks.

F. Programs and projects both have the same process groups:

Process Group	PMBOK Description
Initiating	Authorizing the project or phase.
Planning	Defining and refining objectives of the project and selecting the best course of action to attain those objectives.
Executing	Coordinating the people and resources to implement the plan.
Controlling	Ensuring project objectives are met by monitoring and measuring progress regularly to identify variances from the plan so that corrective action can be taken.
Closing	Formalizing acceptance of project or phase and bring it to an orderly end.

V. TRAINING PROGRAM MANAGEMENT

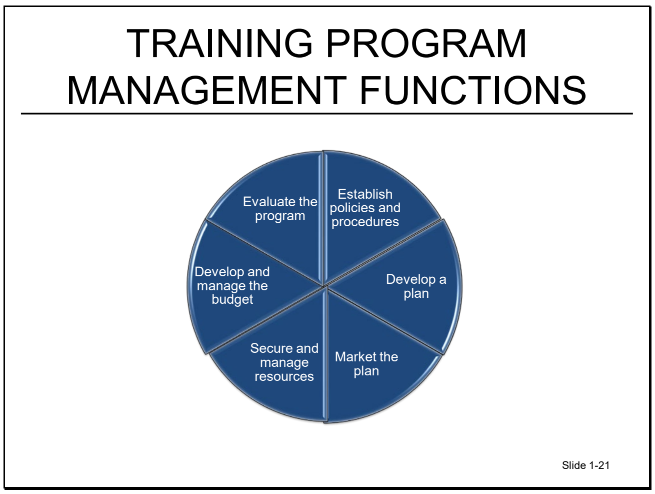


A. Program management is defined as "the centralized coordinated management of a program to achieve the program's strategic objectives and benefits. Projects with a program are related through the common outcome or collective capability." Source: The Standard for Program Management, 2nd Edition.

B. **Training** program management is the management of a group of **training** projects with the common goal of ensuring staff are trained to:

1. Perform their current role.

2. Anticipate, respond to, and initiate changes in the organization.



C. The functions necessary to successfully manage a training program include:

1. Establishing policies and procedures. Identifying the policies, procedures, and standards to guide your training program.

2. Developing a training plan. Setting goals and objectives and establishing plans to achieve them.

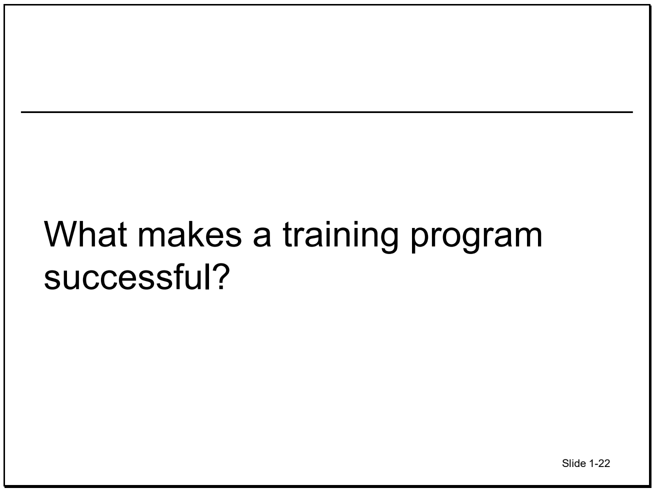
3. Marketing your training program. Exchanging information about your training program with different levels of stakeholders and your community.

4. Securing and managing training resources. Identifying tasks and who will tackle them, including choosing the best person for the task. Also, identifying and managing physical resources necessary for your training program.

5. Developing and managing your training budget. Planning and monitoring your expenditures to meet your program objectives.

6. Evaluating your training program. Determining the strengths and weaknesses of your program. Identifying opportunities for improvement and practicing continuous development.

D. Think about what makes a successful training program.



This page intentionally left blank.

ACTIVITY 1.3

Training Program Management

Purpose

Addresses the program management functions that make a training program successful.

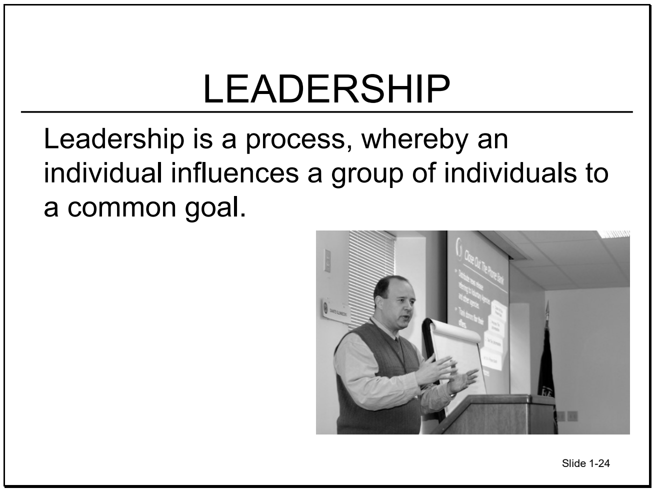
Directions

Working in your teams:

1. Refer to the training challenge selected in the previous activity.
2. Identify successes and areas for improvement in the program.
3. Select a representative and be prepared to present to the class in 10 minutes.

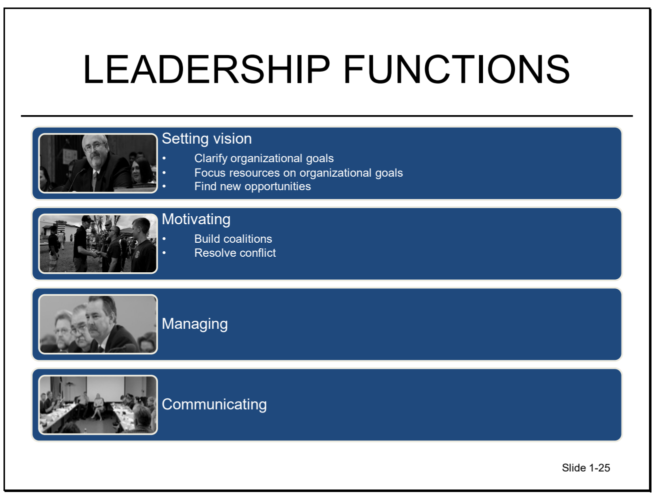
This page intentionally left blank.

VI. LEADERSHIP



A. Peter Drucker, a well-known management consultant, defined leadership as "lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of personality beyond its normal limitations."

B. Leadership has also been described as a **process** to achieve a common goal.



C. Some of the main functions the leaders perform for an organization include:

1. **Setting vision:** Vision is direction; without vision, even highly motivated people are not very effective.

   a. Leadership is work and involves thinking about the organization's mission and clearly defining a vision and goals.

   b. Leaders focus the organization's resources on achieving the clearly defined goals.

c. Leaders scan the environment for new opportunities for the organization.

2. **Motivating:** Leaders understand the hopes and fears of employees and stakeholders and tap into those to motivate.

a. Leaders motivate by building coalitions inside and outside of the organization.

b. Leaders motivate by resolving conflict by identifying the root of communication breakdowns and creating different interchanges to resolve the conflict.

3. **Managing:** Leaders often find themselves managing; although leadership and management are different, they overlap. Some tasks that leaders do that are often defined as managing include:

a. Planning and setting priorities.

b. Developing people to meet organizational goals.

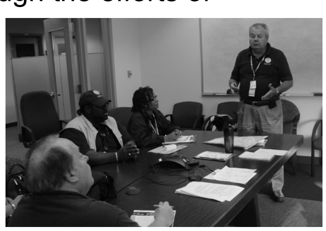
c. Making decisions.

4. **Communicating:** Leaders explain with clarity and eloquence using different media to get the message out.

VII. MANAGEMENT

MANAGEMENT

Management is the efficient, effective, and economic use of resources to achieve results with and through the efforts of people.



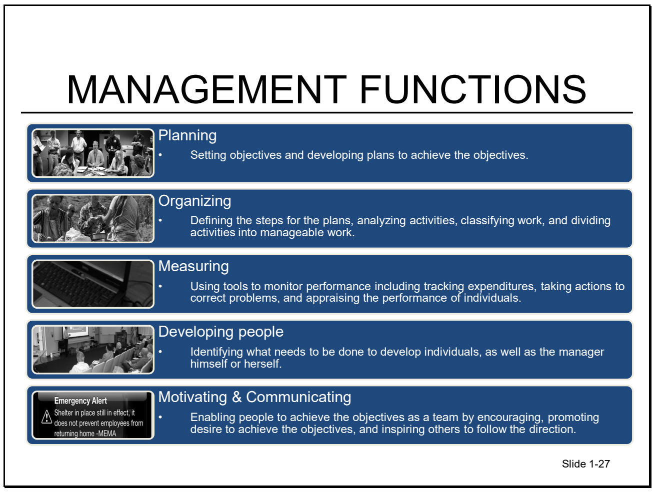
Slide 1-26

A. Management definitions:

1. The Training Manager's Desktop Guide defines management as: **". . . the efficient, effective, and economic use of resources to achieve results with and through the efforts of other people."**

2. Harold Koontz, co-author of Principles of Management, defines management as **". . . the art of getting things done through and with people in formally organized groups."**

3. Peter Drucker, author of "Management-Revised Edition," defines management's role as **". . . to make human resources productive."**



B. Some of the main functions for managers are:

1. **Planning:** Setting objectives and developing plans to achieve the objectives.

2. **Organizing:** Defining the steps for the plans, analyzing activities, classifying work, and dividing activities into manageable work.

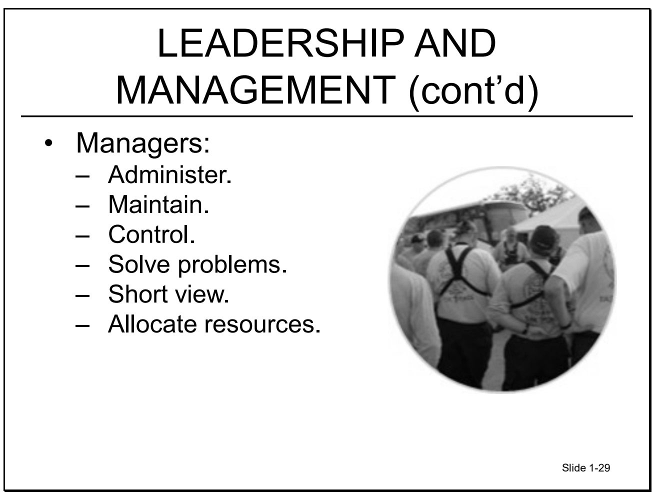
3. **Measuring:** Using tools to monitor performance including tracking expenditures, taking actions to correct problems, and appraising the performance of individuals.

4. **Developing people:** Identifying what needs to be done to develop individuals, as well as the manager himself or herself.

5. **Motivating and communicating:** Enabling people to achieve the objectives as a team by encouraging, promoting desire to achieve the objectives, and inspiring others to follow the direction.

VIII. LEADERSHIP AND MANAGEMENT

A. Although leadership and management are not the same, they must go hand in hand in order for an organization to be successful. People look to managers to lead and leaders to manage. Managers and leaders need to make every individual productive based on their strengths and knowledge.



B. It is important to note to the class that one is not inherently better than the other. These are complimentary functions that support each other in making the organization successful.

IX. COMPETENCIES

A. Some definitions of competencies include:

1. "An integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment."

The International Board of Standards for Training, Performance, and Instruction (IBSTPI).

2. "A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully."

Office of Personnel Management (OPM).

WHAT ARE COMPETENCIES?

- Knowledge, skills, and affect or attitudes.
- Describe employee traits that impact employee and organizational success.
- Can be measured.
- Can be enhanced through learning and/or coaching.

Slide 1-30

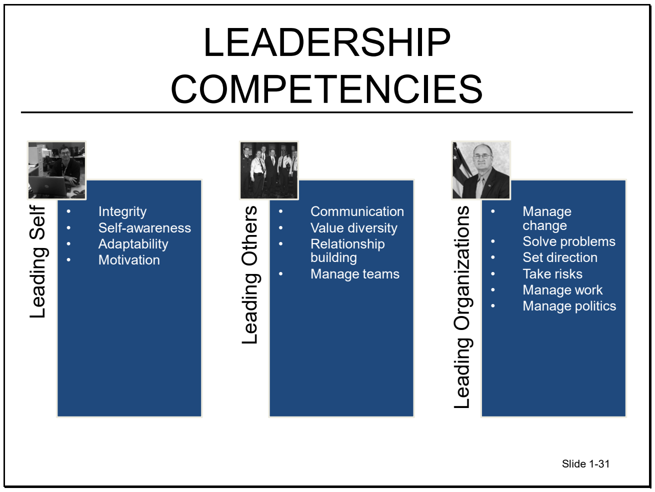
B. Competencies are:

1. Knowledge, skills, and affect or attitudes.

2. Traits that affect whether an employee will be successful in an organization or position.

3. Assessed with a competency model that is measurable and identifies competencies of the position, behavioral indicators, and quality requirements.

4. Gained in many ways including life experiences, education, job experiences, coaching, and training and development programs.



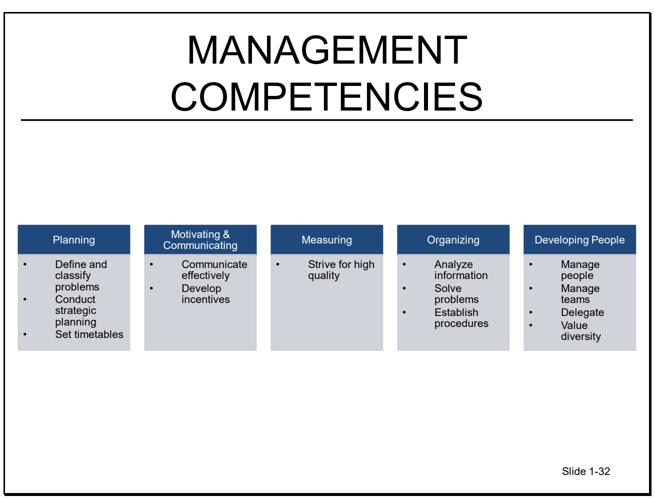
C. Leadership competencies are the skills and behaviors necessary to be an effective leader. A competency-based approach to leadership helps organizations identify and develop leaders.

D. Some competencies for leaders include:

1. Leading oneself by having ethics and integrity, demonstrating drive, increasing capacity to learn, managing oneself, and being adaptable.

2. Leading others by communicating effectively, developing others, valuing diversity and differences, building relationships, and managing effective teams.

3. Leading the organization by managing change, solving problems, managing politics, taking risks, setting vision, managing work, enhancing skills and knowledge, and understanding how the organization works.



E. Management competencies include (this is not a complete list):

1. **Planning:** Defining problems, conducting strategic planning, and developing schedules and timetables.

2. **Organizing:** Analyzing information, solving problems, and establishing procedures.

3. **Motivating and Communicating:** Using communication effectively and identifying and using incentives.

4. **Measuring:** Striving for high quality.

5. **Developing people:** Effectively managing people and teams, effectively delegating, and valuing diversity.

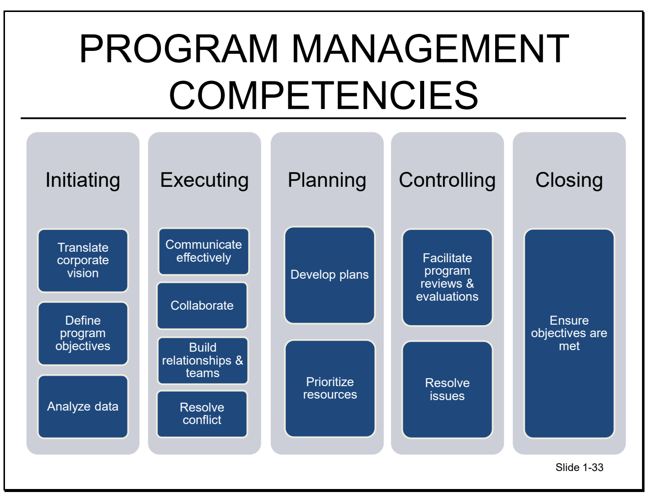
F. For more information on management competencies, see:

1. IBSTPI, Training Manager Competencies (http://www.ibstpi.org/downloads/TrainingManager Competencies.pdf).

2. Leadership: Theory and Practice (Peter G. Northouse).

3. Carnegie Mellon University, Typical Management Competencies (http://www.cmu.edu/hr/recruit_staff/forms/CompetenciesManagers.pdf).

4. Human resources at UC Berkeley: Staff, Supervisor, and Management Competencies (http://hrweb.berkeley.edu/learning/career-development/career-awareness/competencies).



G. Program management functions can be delineated by the project and program management process groups discussed in Unit 2.

1. **Initiating:** Program managers need to translate the organization's vision, define the objectives of the program, and effectively analyze data.

2. **Executing:** Program managers need to effectively communicate, collaborate, team-build, and resolve conflict.

3. **Planning:** Program managers need to develop effective plans to manage the program and prioritize the resources.

4. **Controlling:** Program managers effectively use tools and resources to facilitate reviews and evaluations and resolve issues.

5. **Closing:** Program managers ensure that program objectives are achieved.

H. ISBTI has defined competencies specific to a training manager, which include:

1. Communicating effectively.

2. Complying with ethical and legal standards.

3. Maintaining networks.

4. Developing a strategic plan.

5. Promoting organizational change.

6. Applying instructional design principles to training.

7. Evaluating training.

8. Applying leadership, management, and business skills to manage training.

I. Competencies are useful in the training environment in order to:

1. Identify what is important and focus training on those things that get results.
2. Focus the training on skills that are needed.
3. Link training directly to skills required in the workplace.
4. Identify the skills that are needed to perform day-to-day activities.
5. Develop active training that allows individuals to self-assess.

This page intentionally left blank.

ACTIVITY 1.4

Identifying Competencies

Purpose

To identify competencies needed for effective program management.

Directions

1. Access the article, "A Project Manager's Lessons Learned" in the resource folder in D2L.
2. Read the article and discuss at your tables the following:
    a. The competencies that best address the lesson learned.
    b. How each competency addresses the lesson learned.
3. Select a representative and be prepared to share your responses in 20 minutes.

This page intentionally left blank.

ACTIVITY 1.4 (cont'd)

Identifying Competencies

Example: Never undercut your staff in public (e.g., don't make decisions on work that you have given them to do in public meetings). Even if you direct a change, never take the responsibility for implementing away from your staff.	
Competency	**How this competency addresses the lesson learned:**
Communicate effectively (leadership and management)	Ensuring that you carefully and effectively communicate what you want and that you share information that builds up your staff.
Collaborate (program management)	Through collaboration, sharing the responsibilities with your staff.

Program Management Lessons Learned

Lesson Learned 1: The seeds of problems are laid down early. Review of most failed projects or of project problems indicates that the disasters were well planned to happen from the start.	
Competency	**How this competency addresses the lesson learned:**

Lesson Learned 2: Make sure everyone knows what the requirements are and understands them. This is much easier to say than do. You have to have the right people look at requirements. A bunch of managers and salesmen nodding agreement to requirements should not make you feel safe.	
Competency	**How this competency addresses the lesson learned:**

Lesson Learned 3: Mistakes are all right, but failure is not. Failure is just a mistake you can't recover from; therefore, try to create contingency plans and alternate approaches for the items or plans that have high risk.	
Competency	**How this competency addresses the lesson learned:**

Lesson Learned 4: Don't be afraid to fail, or you will not succeed. But always work at your skill to recover. Part of that skill is knowing who can help.	
Competency	**How this competency addresses the lesson learned:**

Lesson Learned 5: Talk is not cheap. The best way to understand a personnel or technical problem is to talk to the right people. Lack of talk at the right levels is deadly.	
Competency	**How this competency addresses the lesson learned:**

Lesson Learned 6: The source of most problems is people, but damned if they will admit it. Know the people working on your project, so you know what the real weak spots are.	
Competency	**How this competency addresses the lesson learned:**

Lesson Learned 7: One must pay attention to workaholics—if they get going in the wrong direction, they can do a lot of damage in a short time. It is possible to overload them, causing premature burnout, but hard to determine if the load is too much, since much of it is self-generated. It is important to make sure such people take enough time off and that the workload does not exceed 1-1/4 to 1-1/2 times what is normal.	
Competency	**How this competency addresses the lesson learned:**

This page intentionally left blank.

ACTIVITY 1.5

Self-Assessment

Purpose

To assess different competencies necessary to be an effective training program manager.

Directions

1. Complete the self-assessment starting on the next page.

2. Pull the development plan pages out of your Student Manual (SM).

3. Highlight the competencies that you rated as in the “novice” range on the development plan pages. (Note that the self-assessment has the unit numbers for the competencies.)

This page intentionally left blank.

ACTIVITY 1.5

Self-Assessment

Competency Level

Management	Novice		Competent		Expert
Define and classify problems.	1	2	3	4	5
Conduct strategic planning.	1	2	3	4	5
Set timetables.	1	2	3	4	5
Solve problems.	1	2	3	4	5
Establish procedures.	1	2	3	4	5
Communicate effectively.	1	2	3	4	5
Strive for high quality.	1	2	3	4	5
Manage people.	1	2	3	4	5
Manage teams.	1	2	3	4	5
Delegate.	1	2	3	4	5
Value diversity.	1	2	3	4	5

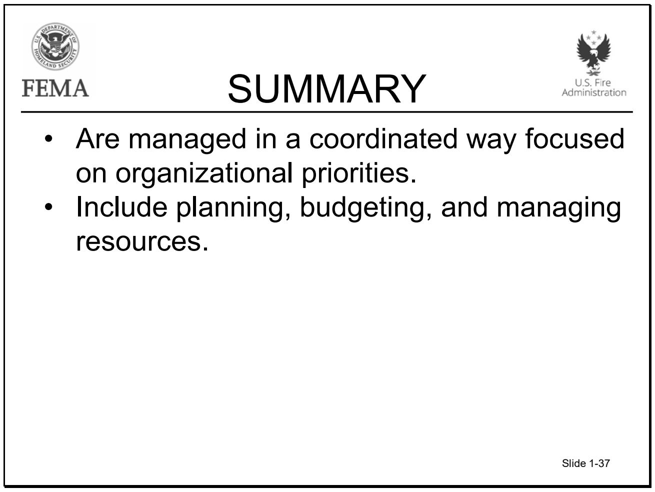
Competency Level

Program Management	Novice		Competent		Expert
Translate agency vision.	1	2	3	4	5
Define program objectives.	1	2	3	4	5
Analyze data.	1	2	3	4	5
Prioritize resources.	1	2	3	4	5
Collaborate.	1	2	3	4	5
Build relationships and teams.	1	2	3	4	5
Resolve conflict.	1	2	3	4	5
Facilitate program reviews and evaluations.	1	2	3	4	5
Resolve issues.	1	2	3	4	5
Ensure objectives achieved.	1	2	3	4	5

Competency Level

Training Management	Novice		Competent		Expert
Comply with legal and ethical standards.	1	2	3	4	5
Maintain networks for support of the training function.	1	2	3	4	5
Develop and monitor a strategic training plan.	1	2	3	4	5
Use continuous improvements to improve the organization.	1	2	3	4	5
Use technology to enhance the training function.	1	2	3	4	5
Evaluate training.	1	2	3	4	5

X. SUMMARY


FEMA
SUMMARY
U.S. Fire Administration
• Are managed in a coordinated way focused on organizational priorities.
• Include planning, budgeting, and managing resources.
Slide 1-37

This page intentionally left blank.

REFERENCES

A Guide to the Project Management Body of Knowledge (PMBOK), 4th Edition.

Association for Talent Development (ATD, formerly the Association for Training and Development): Info Line, Managing the Learning Function.

Program Management: Different from Project Management, Michael F. Hanford (http://www.ibm.com/developerworks/rational/library/4751.html#N100C6).

Project Management Institute: The Standard for Program Management.

The Handbook of Program Management, James T. Brown.

The Standard for Program Management, 2nd Edition.

The Training Manager's Desktop Guide, E. Davies.

This page intentionally left blank.

UNIT 2: ESTABLISHING TRAINING POLICIES, PROCEDURES AND STANDARDS

TERMINAL OBJECTIVE

The students will be able to:

2.1 Appraise the role of ethics, laws and standards on training policies.

ENABLING OBJECTIVES

The students will be able to:

2.1 Select legal considerations associated with training programs.

2.2 Determine potential liability associated with training programs.

2.3 Describe steps for minimizing training liability.

2.4 Choose common types of professional training standards.

2.5 Defend maintaining accreditation.

2.6 Discuss the meaning of ethical behavior and its importance in training.

2.7 Determine ethical situations that require advice from an ethics officer or counsel.

2.8 Describe the purpose of ethical standards.

2.9 Describe the components of ethical decision-making.

This page intentionally left blank.

FEMA

U.S. Fire Administration

UNIT 2: ESTABLISHING TRAINING POLICIES, PROCEDURES AND STANDARDS

Slide 2-1

TERMINAL OBJECTIVE

Appraise the role of ethics, laws and standards on training policies.

Slide 2-2

ENABLING OBJECTIVES

- Select legal considerations associated with training programs.
- Determine potential liability associated with training programs.
- Describe steps for minimizing training liability.
- Choose common types of professional training standards.

Slide 2-3

ENABLING OBJECTIVES (cont'd)

- Defend maintaining accreditation.
- Discuss the meaning of ethical behavior and its importance in training.
- Determine ethical situations that require advice from an ethics officer or counsel.
- Describe the purpose of ethical standards.
- Describe the components of ethical decision-making.

Slide 2-4

I. INTRODUCTION

A. This unit provides students with an overview of policies, procedures, standards, and accreditation to consider when managing a training program.

B. Terms and definitions.

1. **Accreditation:** A process of certification with the goal of ensuring acceptable levels of quality.

2. **Equity:** Being fair and impartial.

3. **Ethics:** Exercising objective judgment on what is the right decision and response with dealing with ethical situation after considering all options.

4. **Liability:** A responsibility or legal obligation.

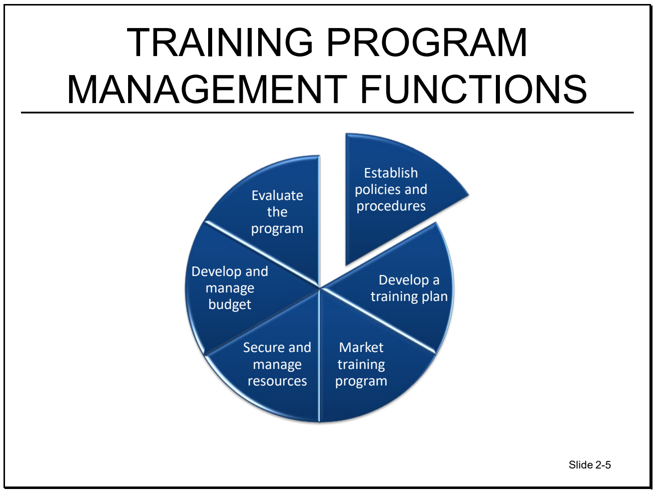
5. **Negligence:** Conduct that is below the standards of behavior established by law or a breach of a duty that causes injury or harm.

6. **Personally Identifiable Information (PII):** Information that can be used to distinguish or trace an individual's identity (such as the person's name, Social Security number, biometric records, etc.) alone, or when combined with other personal or identifying information that is linked or linkable to a specific individual (such as date and place of birth, mother's maiden name, etc.).

7. **Proctor:** A person who oversees a test or exam.

8. **Standards:** A set of rules that ensure quality.

9. **Values:** Beliefs or assumptions used for making ethical decisions.



C. Establishing policies and procedures for your training program is one of the key training program management functions.

This page intentionally left blank.

ACTIVITY 2.1

Case Study

Purpose

This activity presents a case study that addresses training liability.

Directions

1. Work individually, read the case study, and consider the following questions:

    a. How can training liability subject an organization to potential lawsuits and public scrutiny?

    b. What could an organization do to prevent this from happening?

2. Be prepared to discuss in 10 minutes.

Case Study: Canton v. Harris

The City of Houston Fire Department faces a wrongful death suit by the family of an elderly couple who drowned during a water rescue May 25, 2015. During the rescue attempt, the rescue boat was capsized, dumping both rescuers and evacuees in the water, resulting in the death of three evacuees. At the time of the incident, rescuers were equipped with Type V personal flotation devices (PFDs) while the victims were issued and wearing type II PFD's. The suit alleges that Type II PFDs are not appropriate for swift water use and that personnel conducting the rescue operations were not fully compliant with the training requirements of National Fire Protection Association (NFPA) Standards 1006 and 1670. The Fire Department After Action Report indicated additional training deficiencies and recommended that all personnel who are assigned to heavy apparatus be trained to the operations level for water incidents and personnel assigned to the Technical Rescue Team (TRT) be trained to the technician level. Other recommendations related to training include boat operations training and a department certification program for specialty operations including water incidents, air cascade, command units, and rehab unit; proper radio communications; and cross-training between suppression, Emergency Medical Services (EMS), and TRT units.

The suit alleges that the City's cost cutting efforts were a contributing factor in the incident.

This page intentionally left blank.

II. TRAINING POLICIES AND PROCEDURES

DEVELOPING TRAINING POLICIES

- Tie legal requirements to organizational goals and priorities.
- Have a process for keeping policies current.
- Compare them to course evaluations.
- Know why they are important.
- Make them clear, concise, and communicated.

Slide 2-7

A. The development of training policies is about the "why" of training. These policies provide guidance to employees based on the organization's goals and priorities and tell employees how to address recurring situations. When developing training policies, consider:

1. Tying them to legal requirements and organizational goals and priorities.

2. Having a process for keeping the policies current.

3. Comparing the policies to course evaluations.

4. Knowing why the policy is important.

5. Writing the policies clearly and concisely and communicating them to all stakeholders.

TYPES OF TRAINING POLICIES AND/OR PROCEDURES

- Required training.
- Selection to training.
- Evaluation.
- Certification requirements.
- Responsibilities.
- Career development.

Slide 2-8

B. Review the different types of training policies and procedures.

1. Required training.

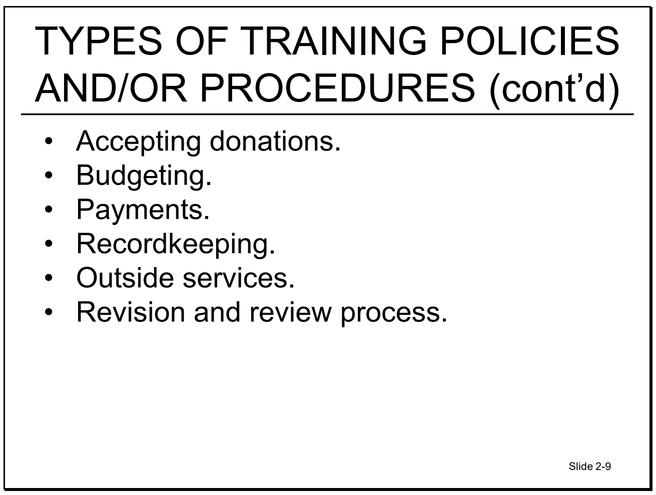
2. Selection to training.

3. Evaluation.

4. Certification requirements.

5. Responsibilities.

6. Career development.



7. Accepting donations.

8. Budgeting.

9. Payments.

10. Recordkeeping.

11. Outside services.

12. Revision and review process.

ACTIVITY 2.2

Accreditation

Purpose

Discuss the advantages and disadvantages of the accreditation process.

Directions

1. Working in your groups, research and develop an argument either supporting (Tables 1 and 3) or opposing (Tables 2 and 4) the accreditation process for fire and emergency services training, and consider the following:

    a. Legal liability.

    b. Cost.

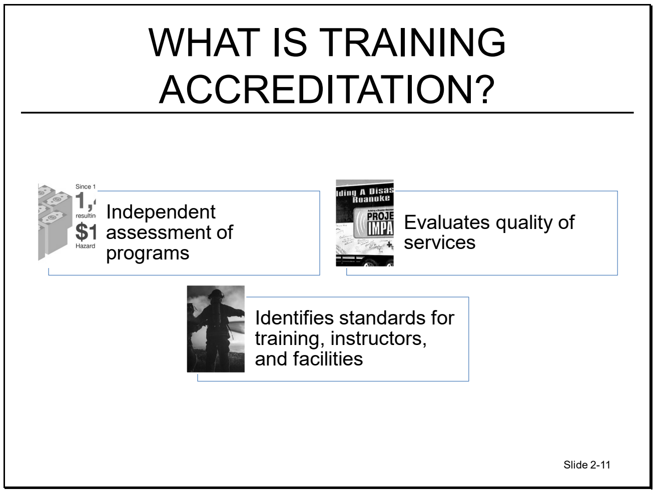
    c. Return on investment.

2. Be prepared to discuss in 30 minutes.

3. Select three members from each side to debate the issue.

This page intentionally left blank.

III. TRAINING ACCREDITATION AND STANDARDS



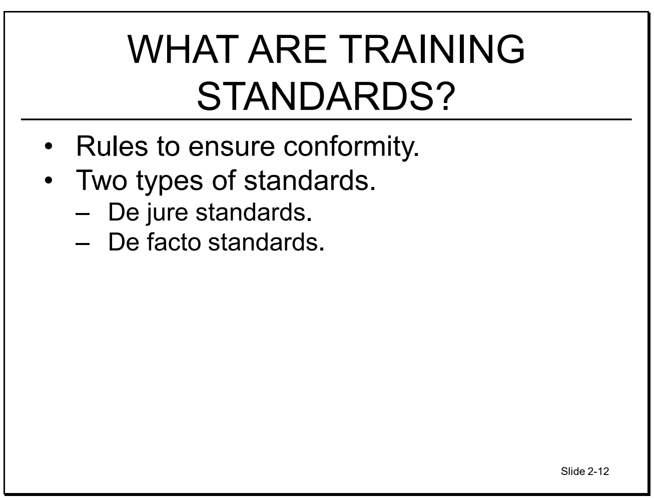
A. Training accreditation through a recognized organization ensures that the training meets some mandatory standards. Accreditation happens at different levels including course accreditation, program accreditation, professional accreditation, and institutional accreditation.

B. Accreditation:

1. Is the independent third-party assessment of a program.

2. Provides assurance regarding the quality of a service or product.

3. Identifies standards for courses, programs, professionals, and institutions.



C. A standard most often starts out as a specification and then can become an accredited standard if it receives approval from an accrediting body. There are standards that are not accredited but are still identified as standards because they have been commonly accepted.

1. A basic definition of a standard is “a set of rules that ensures quality.” A more specific definition has been set for by the International Organization for Standardization (IOS):

   “A document established by consensus and approved by a recognized body that provides for common and repeated use, rules, guidelines or characteristics for activities or their results, aimed at the achievement of the optimum degree of order in a given context.”

2. De jure standards are standards created by and accredited body, such as NFPA.

   De jure standards are often referred to in court cases and their existence carries significant weight as an accepted standard.

3. De facto standards are standards that are adopted by a critical mass of students.

   De facto standards are seen as “best practices” and “acceptable standards of care” and are often used to define the training standard or service in an area.

EXAMPLES OF TRAINING STANDARDS

Standard Category	Standards	Accrediting Organizations
Industry Specific	EMAP, ASTM, NFPA	ANSI, IFSAC
Development	CPT	ATD, ISPI
E-Learning	SCORM	AICC, IEEE, ADL, DETC
Learning and development professionals	CPLP, ANSI	ANSI, ATD, ISPI, ISFSI, NAEMSE

Slide 2-13

D. Here are web addresses for the organizations on the visual:

1. American National Standards Institute (ANSI): www.ansi.org.

2. Aviation Industry CBT Committee (AICC): www.aicc.org.

3. Institute of Electrical and Electronics Engineers (IEEE): www.ieee.org.

4. Advanced Distributed Learning (ADL): www.adlnet.gov.

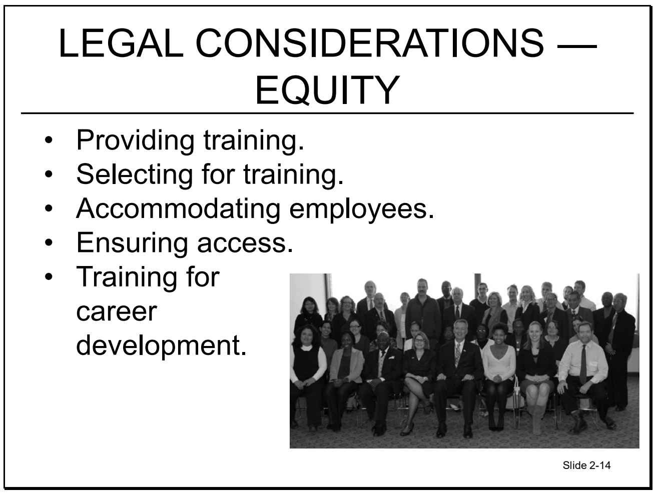
5. Distance Education and Training Council (DETC): www.detc.org.

6. Association for Talent Development (ATD) www.atd.org.

7. International Society for Performance Improvement (ISPI): www.ispi.org.

8. Council on Occupational Education (COE): www.council.org.

IV. LEGAL CONSIDERATIONS



A. Equity with regard to training programs is addressed in several ways by the federal Government. Determine how your jurisdiction handles equity and what laws apply.

B. The following are some federal laws that direct:

1. **Providing training:** Executive Order 11348 §302 (1967), as amended, states that the head of each agency shall provide training for employees without regard to race, creed, color, national origin, sex, disability, or other factors unrelated to the need for training.

2. **Selecting for training:**

a. Title 5 U.S.C. §2301(b)(2) states that the head of each agency shall prescribe procedures as are necessary to ensure that the selection of employees for training is made without regard to political preference, race, color, religion, national origin, sex, marital status, age, or handicapping condition, and with proper regard for their privacy and constitutional rights as provided by merit system principles.

b. Title 29 CFR Part 1614 covers nondiscrimination procedures that govern federal employment and training for people with disabilities, and states that an agency must ensure that employees with physical or mental disabilities are equally considered for selection and assignment to training.

3. **Accommodating for training:**

   a. Under Title 5 U.S.C. §4109, agencies may pay expenses necessary to make training accessible to employees with disabilities. For hearing-impaired employees, agencies may pay for interpreters. For the visually impaired, agencies may pay for readers and tapes or braille learning materials.

   b. Under Title 5 U.S.C. §3102(d), agencies may pay for individuals to accompany or aid employees with disabilities traveling on official business (including travel for training) within prescribed U.S. Office of Personnel Management and U.S. General Services Administration salary, travel, and per diem rates for federal employees.

4. **Ensuring access:**

   a. Section 504 of the Rehabilitation Act of 1973 states that each agency has a responsibility to ensure that an individual who has a disability has equal access to the agency's programs and activities. This includes making available auxiliary aids such as computer text readers, braille materials, audio recordings, amplified telephones, telecommunication devices for the hearing impaired, and others as are appropriate and reasonable.

   b. Title 29 CFR §1614 includes regulations that require agencies to make reasonable accommodations to the known physical or mental limitations of an employee with a disability.

   c. Section 508 of the Rehabilitation Act of 1973 requires that all Web site content be equally accessible to people with disabilities. This applies to Web applications, Web pages, and all attached files. It applies to intranet as well as public-facing Web pages. More information on 508 compliance is included in Unit 13.

5. **Training may lead to promotion:** Under CFR Title 5, agency merit promotion procedures must be followed in selecting employees for training that is primarily to prepare trainees for advancement and that is not directly related to improving performance in their current positions. For example, merit promotion procedures apply to training:

   a. To prepare an employee for a promotion.

   b. Whose purpose, or effect, is to allow an employee to meet, in whole or in substantial part, minimum educational requirements set by the organization.

6. For additional information, see:

    a. www.opm.gov/disability.

    b. www.section508.gov.

LEGAL CONSIDERATIONS — TESTING

- Exam security.
- Proctor instructions.
- Verifying students.
- Time limits.
- Test sites.
- Special accommodations.
- Misconduct.

Slide 2-15

C. Policies need to address how students are tested. Consider:

1. Procedures for how the exam should be distributed and collected.

2. Instructions for proctors.

3. Verifying students.

4. Time limits.

5. Acceptable test sites.

6. Special accommodations, exceptions, and other requirements.

7. Misconduct.

D. This should include information on both written exams and policies for practical demonstration evaluations.

Sample Testing Protocol

This document describes the testing procedures to be used by the regional training academy. This document identifies a common set of testing procedures to be used instead of arrangements that vary by instructor or course. Students in our training courses are expected to abide by these procedures.

Testing Administration:

- **Student verification:** Only students on the original class roster will be allowed to take the exam. Students' identification may be checked if necessary.
- **Handing out tests:** Test will be handed out to students based on the class roster.
- **Testing times:** The times of tests and the lengths should be defined in the course materials and adhered to by the instructors. If a change in the test time or length needs to be made, it must be approved by the training manager.
- **Ethics code:** The ethical code that addresses integrity should be included on all final exams and signed by each student.
- **Leaving the room:** Students will be allowed to leave the room during the exam, but the exam will remain in the room.
- **Electronic devices:** Phones, laptops, tablets, and other electronic devices are not allowed during the exam unless expressly noted in the course's testing procedures.
- **Special accommodations:** Any student needing special accommodation for the test must notify the instructor in advance.
- **Handing in tests:** At the conclusion of the test, students will hand the test to the instructor and the name on the test will be checked to the roster.

Test Postponement: If a test needs to be postponed due to illness or other circumstances, the students will work with the instructor to determine a place and time to take the test. Tests must be rescheduled within 10 working days of the original test time.

Reporting of Grades: The instructor will let students know when and how the test results will be reported.

Retaking of Tests: For courses that allow the test to be retaken, the instructor will identify the retake time, place, and notification process.

Proctor Instructions: If the test will be administered by a proctor, the course manager will provide detailed instructions on test administration processes to the proctor.

Contact Information: For more information on testing procedures, contact the training program manager.

LEGAL CONSIDERATIONS — PERSONNEL ISSUES

- Paying for courses.
  - Paying for certification required for current position.
  - Paying for career development (promotion) courses.
- Paying for travel and training.
  - Approved expenses.
  - Time off to train.
  - Advanced payments.

Slide 2-16

E. Tuition payment:

1. Title 5 U.S.C. §4107 allows training to obtain an academic degree in order to:

   a. Meet an identified agency training need.

   b. Resolve an identified agency staffing problem.

   c. Accomplish goals in the strategic plan of the agency.

2. Title 5 CFR Part 410, Subpart D states that an agency may pay for or reimburse for expenses incurred with approved training.

F. Pay for travel and training:

Under U.S.C. §4109(a), training assigned during duty hours will not be charged to leave.

LEGAL CONSIDERATIONS — OVERTIME

- Applicable:
  - Bring performance up an "fully successful" level.
  - Provide knowledge or skills to perform new duties in current position.
- Not Applicable:
  - Bring performance above "fully successful" level.
  - Provide knowledge or skills to perform another or higher position.

Slide 2-17

G. For employees subject to the Fair Labor Standards Act (FLSA), time spent in training or preparing for training outside regular working hours shall be considered hours of work for the purpose of computing FLSA overtime if an agency requires the training to:

1. Bring performance up to a fully successful, or equivalent level.

2. Provide knowledge or skills to perform new duties and responsibilities in the employee's current position.

H. Time spent in training or preparing for training outside regular working hours is **not** hours of work for employees subject to the FLSA if the training:

1. Improves the employee's performance **above** a fully successful, or equivalent level.

2. Provides the employee with knowledge or skills required for reassignment to **another position** or advancement to a **higher grade** in another position.

LEGAL CONSIDERATIONS — COPYRIGHT

- Public domain.
- Licensed.
- Fair use.
- Technology, Education, and Copyright Harmonization (TEACH) Act.

Slide 2-18

I. The United States Copyright Office defines copyright as: A form of protection provided by the laws of the United States (Title 17 U.S.C.) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

1. Reproduce the work in copies.

2. Prepare derivative works based upon the work.

3. Distribute copies or of the work to the public by sale or other.

4. Transfer ownership.

Copyright.gov

How do I get permission to use somebody else's work?
You can ask for it. If you know who the copyright owner is, you may contact the owner directly. If you are not certain about the ownership or have other related questions, you may wish to request that the Copyright Office conduct a search of its records or you may search yourself.

How much of someone else's work can I use without getting permission?
Under the fair use doctrine of the U.S. copyright statute, it is permissible to use limited portions of a work including quotes, for purposes such as commentary, criticism, news reporting, and scholarly reports. There are no legal rules permitting the use of a specific number of words, a certain number of musical notes, or percentage of a work. Whether a particular use qualifies as fair use depends on all the circumstances.

Could I be sued for using somebody else's work? How about quotes or samples?
If you use a copyrighted work without authorization, the owner may be entitled to bring an infringement action against you. There are circumstances under the fair use doctrine where a quote or a sample may be used without permission. However, in cases of doubt, the Copyright Office recommends that permission be obtained.

Copyright does not protect:

- Works that have not been fixed in a tangible form of expression.
- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic orientation, lettering, or coloring; or mere listings of ingredients or contents.
- Ideas, procedures, systems, processes, concepts, principles, discoveries, or devices — as distinguished from a description, an explanation, or an illustration.
- Works consisting entirely of information that is common property containing no original authorship, such as standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources.

J. Requesting use of copyrighted materials.

1. In most cases, it is necessary to secure a release to use copyrighted material. To do so:

a. Identify the copyright holder.

b. Send a request detailing:

- The material to be used, page numbers, and chapters.

- Number of copies.

- How the copies will be used.

- Where the copies will be used.

2. Requesting use of copyrighted materials can be a time-consuming process, so it is recommended that you plan ahead to receive the permission in time.

K. Using public domain items.

Some items fall in the public domain and are not protected under copyright laws. Some examples are:

1. Ideas and facts.

2. U.S. Government documents.

3. Laws, regulations, and judicial opinions.

L. Using materials under fair use.

1. Fair use is a copyright principle based on the belief that the public is entitled to freely use portions of copyrighted materials for purposes of commentary and criticism. (Copyright Act of 1976, 107.)

2. Copyrighted works may be fairly used if:

   a. The purpose and character of the use is for nonprofit educational purposes.

   b. The use involves a relatively small portion of the work.

   c. The use does not deprive the copyright owner of income or undermine a new or potential market for the copyrighted work.

M. Using materials under the TEACH Act.

1. The Technology, Education, and Copyright Harmonization (TEACH) Act is intended to give trainers and educators the ability to use copyrighted material without obtaining a specific release.

2. The TEACH Act only applies to a “government body or an accredited nonprofit educational institution” and allows use of limited portions of works that previously required permission and/or licensing.

3. The TEACH Act does not allow use of works produced primarily for educational purposes.

4. The TEACH Act does allow:

   a. Educators to display others' works in the classroom and, in certain cases, online.

   b. Storage of copyrighted materials on a server.

   c. Making digitized versions of works that are not already available in a digital format.

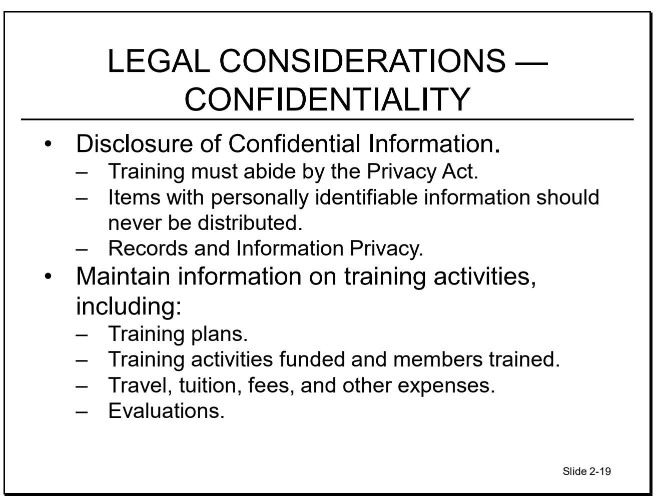
   d. Using copyrighted content that an instructor would display or perform during a classroom setting to be used in a distance learning course when:

      - The performance is related to the teaching content.

      - The performance or display is technologically limited to enrolled students.

5. When using TEACH Act material in the classroom, you cannot retain copies past the **class session.** This is probably the most restrictive portion of the TEACH Act, as it can be very difficult to remove the material after each session. Depending on what source you reference, the definition of "each session" varies considerably.

Case Description	Fair Use Decisions
A lawsuit was filed against a biographer of the author Richard Wright for using 10 passages from a journal and portions of letters written by Wright to the biographer. The journal entries were short; all but two were one to three sentences long. The letter excerpts included 10 brief passages and 5 portions paraphrased. Case: Wright v. Warner Books, Inc., 953 F.2d 731 (2d Cir. 1991)	**Fair Use.** The court decided that use of Wright's work was fair because the portions used were short and insignificant.
A television station in California used copyrighted videotape from another television station without a license. Only 30 seconds of the 4-minute tape was used. Case: Los Angeles News Service v. KCAL-TV Channel 9, 108 F.3d 1119 (9th Cir. 1997)	**Not Fair Use.** The court decided against fair use because the tape was used for commercial purposes, options to the tape may have been available, and the heart of the tape was used.
Two reports that analyzed and criticized materials from a copyrighted training program were posted on a Web site. The reports quoted sections of the training program's manual. Case: NXIVM Corp. v. The Ross Institute, 364 F.3d 471 (2d Cir. 2004)	**Fair Use.** The court decided fair use because the reports were "transformative" (adding something new), only 17 of 500 pages were used, and the "heart" of the work was not used.



N. It is important to talk to your legal point of contact to find out the specific records management and confidentiality policies for your jurisdiction. Below is the guidance for federal agencies.

O. Collecting personally identifiable information (PII) in the federal environment must be approved by the organization's Records Management and Privacy Act Offices. Federal employees are required to abide by Privacy Act requirements and never distribute any information with PII on it. When retaining this type of information, be sure to keep it in a secured environment.

P. Agencies should maintain, in the form and manner that the agency head considers appropriate, records of the following:

1. Agency training plans (Title 5 CFR §410.302(d)).

2. Training activities funded and individual employees trained (Title 5 CFR §410.701).

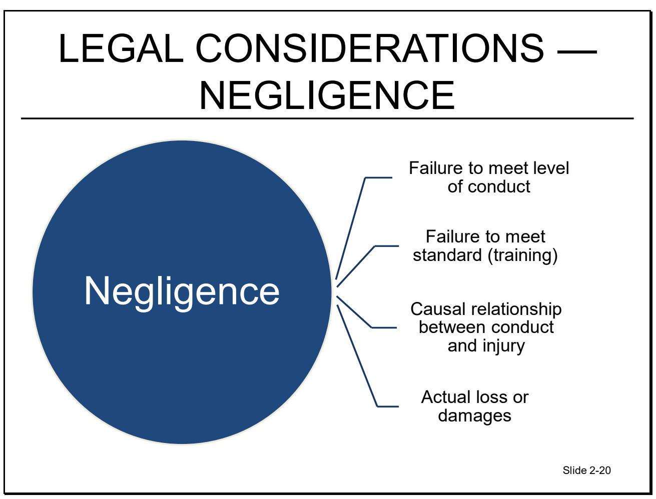
3. Payments made for travel, tuition, fees, and other necessary training expenses (Title 5 CFR §410.701).

4. Each contribution, award, or payment made and accepted by a federal employee from a non-government source (Title 5 CFR §410.701).

5. Training evaluations and how well agency training activities met short- and long-range program needs (Title 5 CFR §410.701).

6. Effectiveness of training assignments made through academic degree training programs (Interim regulations, 68 FR 35265, 6-13-2003).

Q. In order to establish liability, there must be negligence. Negligence is a breach of a duty owed that causes injury and results in costs and/or damages.



R. Four elements of negligence are:

1. A failure to conform to a certain level of conduct (recognized by law) that protects others against risk.

2. A failure to conform to required standards (including training standards).

3. A reasonably close, causal connection between the conduct and the resulting injury. Actual loss or damage resulting to the interest of another.

4. A failure to conform to required standards (including training standards).

LEGAL CONSIDERATIONS — LIABILITY

- Identify legal point of contact.
- Ensure training is documented.
- Ensure training is effective.
- Ensure training is safe.
- Train before implementation.
- Ensure instructors are qualified.

Slide 2-21

S. Training and education can come under scrutiny from both legal and ethical perspectives.

T. Training managers need to take steps to minimize training liability.

1. **Step 1:** Identify and contact your legal point of contact and develop an ongoing relationship with good two-way communication. This is an essential step to dealing with and avoiding liability issues. Your legal contact:

   a. Knows or can research federal, state, and local laws to which they are subject.

   b. Can provide counsel on how to prevent being named in a lawsuit.

   c. Is responsible for defending the jurisdiction if a suit is filed for actions taken within the scope of their duties.

   d. Will know what restrictions there may be on gathering and retaining personal information in step 2.

2. **Step 2:** Make sure training is documented to help prevent liability. Some ways to document training include:

   a. Prepare a sign-in/sign-out sheet for all training activities with the following information (at a minimum):

      - Name of each student.

      - Employee or other identification number of each student. (Note: If the Social Security number is requested, it must be protected.)

      - Signature of each student.

   b. Document the students' training in their personnel files (if the students are employees).

   c. Retain copies of completed pre-/ post-tests and test scores from training.

3. **Step 3:** Ensure the training is effective. A training course is considered "effective" when it can be shown that the students:

   a. Mastered the training content.

   b. Can function on the job with the training they have received.

   c. If they do not meet the minimum requirements of training, are retrained before being permitted to perform certain actions.

4. **Step 4:** Ensure that the training is safe. California case: A claim was made for personal injuries during an emergency training course (Officer Safety and Field Tactics Course). The students were role-playing hostage and hostage taker; one was operating a vehicle while lying on the front seat of the car and he had no visibility. This student was receiving radio instructions from the instructor. The car ran into a building and the student was hurt. The court ruled that the state had immunity from civil liability for claims based on exercise or performance of discretionary function in carrying out provisions of the State's Emergency Services Act.

5. **Step 5:** Ensure that training occurs before implementing plans or procedures.

6. **Step 6:** Ensure that instructors are qualified. Training managers are responsible for ensuring that instructors are competent in the field in which they are providing instruction.

This page intentionally left blank.

ACTIVITY 2.3

Outlining a Training Manual

Purpose

Provide an opportunity to consider the types of policies and procedures to include in support of the training challenge selected by the group.

Directions

1. Working in your team, identify what you would include in the training policy manual for the agency whose training challenge was selected.

2. Select a team representative and be prepared to discuss the policies and procedures, and their application, in 30 minutes.

This page intentionally left blank.

ACTIVITY 2.3 (cont'd)

Training Policies and Procedures (Template)

PROGRAM NAME
TRAINING POLICIES AND PROCEDURES

Version Number: 1.0
Version Date: mm/dd/yyyy

Version History

In this section, provide information on how the versions of the policies and procedures will be controlled and tracked. In the table below, provide the required information on each version.

Version #	Implemented by	Revision Date	Approved by	Approval Date	Description of Change(s)

Table of Contents

Introduction
Describe: • The purpose and objectives of your training program: • How training contributes to the organizational mission: • How training is delivered: • Your audiences: • The purpose of this document:
Legal Foundation for Training
Identify the laws and regulations that provide the foundation for your training organization.
Copyright Information
Describe the copyright information to include in this manual.

Degrees and College Courses
Describe the types of degree programs and college courses that will be considered, the request process, and the approval process. Describe the fees that will and will not be covered, tuition, books, and other course materials. Describe how the information on these courses will be recorded.
Employee Development
Describe the career development process for the organization and tools and processes used to track and monitor (e.g., individual development plans). Describe how professional meetings, membership, and conferences can fulfill training needs. Describe the different training strategies available for employees (e.g., coaching, on-the-job training, rotations, eLearning, self-study, classroom, etc.)

Responsibilities
Describe the training responsibilities of organizational employees, including information on who approves training requests, who identifies training needs, who coordinates training, who establishes policies, who ensures compliance, etc. Senior management: Training program manager: Training project managers: Trainining administration staff: Organizational managers and supervisors: Employees/trainees: Other:
Mandatory Training
Describe mandatory training for employees.

Training Administration
Describe procedures and policies for: • Recording training. • Monitoring training. • Evaluating training. • Planning training. • Budgeting training. • Managing training requests. • Selecting staff for training.
Training Expenses
Describe policies for: • Pay during training. • Compensation for time traveled to/from training. • Meals/refreshments during training. • Documentation required for reimbursement. • How to pay for training. • Contracting for training. • Cost sharing with staff. • Travel costs. • Authorizing travel. • Overtime.

Training Facilities
Describe policies and procedures for selecting and using training facilities. Include accessibility and accommodation.
Training of Outside Employees
Describe the policies and procedures for training employees not in the organization (e.g., volunteers).
Other Training Policies and Procedures

V. ETHICS AND VALUES

What does ethical program management look like?

Slide 2-23

A. What does "ethical program management" look like?

ETHICS

Ethics is exercising objective judgement on what is the right decision and response when dealing with ethical situations after considering all options.

— Source: Ethics and Project Management

Slide 2-24

B. There are many definitions of ethics including:

1. Principles of overall conduct that lead individual or group conduct.

2. Understanding, resolving, and justifying moral values, issues, and judgments.

3. Examining right and wrong, and good and evil, in human relationships.

4. Judgments of human behavior about whether something is right or wrong.

C. Some common misconceptions about ethics are that ethics:

1. Do not have a bottom line.

2. Are abstract.

3. Are just about compliance.

VALUES

Ethics are based on values of:
- Trustworthiness.
- Respect.
- Responsibility.
- Fairness.
- Caring.
- Citizenship.

Slide 2-25

D. A collaborative effort between the Josephson Institute of Ethics and education, civic, and religious leaders led to a list of ethical values to use when analyzing ethical problems. These values are a set of moral guidelines for making ethical decisions. These values are:

1. **Trustworthiness:** Being able to depend on a person to consistently deliver behavior that is reliable and honest.

2. **Respect:** Being open and tolerant and peacefully dealing with disagreements.

3. **Responsibility:** Acting with self-discipline and understanding that your actions have consequences.

4. **Fairness:** Being able to weigh the circumstances and make decisions that are just to all parties.

5. **Caring:** Being forgiving, compassionate, and helping others in need.

6. **Citizenship:** Being involved in the community through civic duty, information sharing, and being a good neighbor.

VI. ETHICS IN PROGRAM MANAGEMENT

ETHICAL ISSUES

- What ethical issues have you encountered?
- How did you resolve them?

Slide 2-26

ETHICAL PROBLEMS

- Occur from conflicts between ethical values and:
  - Nonethical values.
  - Other ethical values.
- Unethical behavior may occur from:
  - Pressure to meet unrealistic goals.
  - Desire to further one's career.
  - Need to protect one's livelihood.

Slide 2-27

A. Ethical problems occur from conflicts between ethical values and nonethical values, as well as between conflicting ethical values.

B. People will act unethically, even when they are honest, based on rationalizations:

1. "No one will ever know."

2. "This is not really illegal."

3. "It is best for the organization if I ..."

C. A study commissioned by the American Management Association (AMA) and conducted by the Human Resource Institute (HRI) identified leading causes of unethical behavior in business as:

1. Pressure to meet unrealistic goals.

2. Desire to further one's career.

3. Need to protect one's livelihood.

D. Source: http://www.amanet.org/training/articles/Business-Ethics-Today-and-Tomorrow.aspx.

Sample Ethical Code of Conduct

Overview
Members of the training academy seek to create a learning environment that respects and develops the potential of all course students and the community.

Principle I: Ethical Conduct Toward Course Students
Academy staff members accept personal responsibility for their actions and choices. In accepting his or her position of public trust, staff member shall measure success not only by the progress of each course student, but also how the greater community benefits.

1. Academy staff members deal consistently and fairly with each course student, and seek to resolve problems according to academy policies.
2. Academy staff members do not intentionally expose the course student to embarrassment or other negative situations.
3. Academy staff members do not reveal confidential information concerning course students, unless required by law.
4. Academy staff members make a constructive effort to protect the course student from conditions that jeopardize learning, health, or safety.
5. Academy staff members endeavor to present facts without distortion, bias, or personal prejudice.

Principle II: Ethical Conduct Toward Practices and Performance
Academy staff members assume responsibility and accountability for their performance and continually strive to demonstrate competence. Academy staff members maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. Academy staff members assume position based on their professional qualifications, and adhere to the terms of a contract or appointment.
2. Academy staff members maintain competencies necessary to perform the duties of any professional assignment.
3. Academy staff members continue professional growth and learning.
4. Academy staff members comply with written local policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. Academy staff members do not intentionally misrepresent official policies of the academy or sponsoring organizations, and clearly distinguishes those views from their own personal opinions.
6. Academy staff members account for all resources assigned.
7. Academy staff members do not use institutional or professional privileges for personal advantage or gain.

Principle III: Ethical Conduct Toward Professional Colleagues
Academy staff members treat colleagues fairly and equitably.

1. Academy staff members do not reveal confidential information concerning colleagues, unless required by law.
2. Academy staff members do not willfully make false statements about a colleague or the academy.

Principle IV: Ethical Conduct Toward Community
Academy staff members recognize that training is the common goal within the whole, and that a cooperative effort is essential among partners to attain that goal.

1. Academy staff members endeavor to understand and respect the values and traditions of the diverse cultures represented in the community and in their classroom.
2. Academy staff members manifest a positive and active role in community relations.

This model code of ethics is based on a similar code for educations developed by the Association of American Educators (AAE). See: http://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics.

This page intentionally left blank.

ACTIVITY 2.4

Developing a Code of Ethics

Purpose

To give teams the opportunity to develop ethical principles for training programs.

Directions

1. Working in your team, develop a list of ethical principles to guide the training challenge selected. Use the checklist at the end of the activity to review your principles.

2. Select a representative and be prepared to present your principles in 10 minutes.

This page intentionally left blank.

ACTIVITY 2.4 (cont'd)

Developing a Code of Ethics

Ethical Code of Conduct
Overview:
Principle I:
Principle II:
Principle III:

Ethical Code of Conduct

Principle IV:

Principle V:

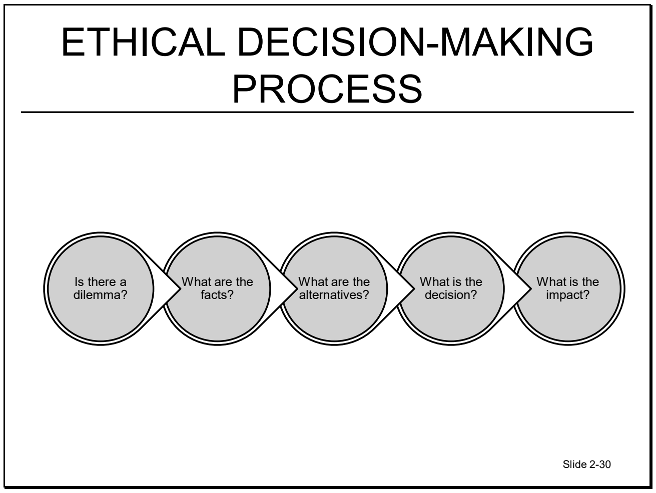
Principle VI:

✓	Do the principles ...
	Use clear and understandable language?
	Provide a way for people to make ethical decisions?
	Instill a sense of community and collaboration?
	Have a way to address people who do not follow the principles?
	Address career principles (e.g., belonging to and participating in associations, keeping up knowledge)?
	Address competency (e.g., following standards and processes from professional associations, accepting responsibility for errors, using the latest concepts and tools in learning)?
	Address confidentiality (e.g., taking care with learners personal information and results, establishing controls for learners and staff)?
	Address communication (e.g., presenting truthful information, avoiding altering or misrepresenting facts or data, providing an environment for open communication)?
	Address conduct (e.g., valuing diversity, providing training opportunities for everyone, treating everyone respectfully, applying credit fairly, being fair, avoiding conflicts of interest)?
	Address compliance (e.g., following copyright guidance, being fair in the application of laws, policies, and procedures)?

Give each team 5 minutes to present the principles for their academy.

This page intentionally left blank.

VII. ETHICAL DECISION-MAKING PROCESS



A. The ethical decision-making process is about evaluating alternatives and making choices that are consistent with an ethical decision.

B. In order to make ethical decisions you need to be:

1. Committed to making the "right" choice.

2. Conscious about applying ethical behavior to daily activities.

3. Competent to collect information and evaluate it based on consequences.

When faced with an ethical dilemma consider …	
Whether you have an ethical dilemma.	• Is this a legal issue? Get legal advice. • Is this conflict with your organization's ethical principles? Or other professional principles? • Is this a conflict with other cultural principles? If you answered yes to the last two bullets, you may have an ethical problem.
The facts.	• Is the focus immediate wants without regard to more important goals? • Whose problem is it? • What are the factors surrounding the dilemma? • Are the standards clear? • Do you have enough information to make a decision? • Is the information reliable and credible?
Alternatives.	• What are the options? • What are the consequences of each option? What do you want to achieve? • What actions could you take to accomplish your goal? Ask other people help identify possible resolutions. • What is the most ethical solution?
Your decision.	• What is the best option based on consequences? • Is the decision based on external pressure? • Can you stand by your decision?
The impact.	• How will the option impact others? • How will you view the option in retrospect? • Will the option result in the greatest good? • Is the option fair?

ACTIVITY 2.5

Solving Ethical Dilemmas

Purpose

To give teams the opportunity to develop a course of action for ethical dilemmas.

Directions

1. Working in your team, review the possible ethical dilemmas on the following page.

2. Use the ethical decision-making process and your academy's ethical principles to determine if the issue is an ethical dilemma. If so, develop a course of action.

3. Be prepared to discuss the dilemmas in 10 minutes.

This page intentionally left blank.

ACTIVITY 2.5 (cont'd)

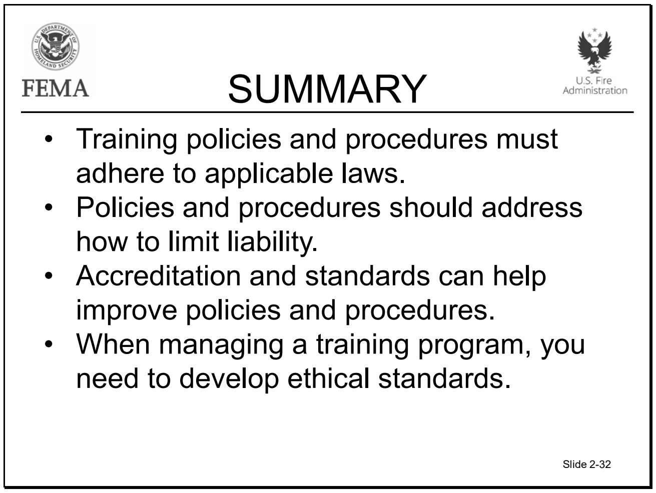
Solving Ethical Dilemmas

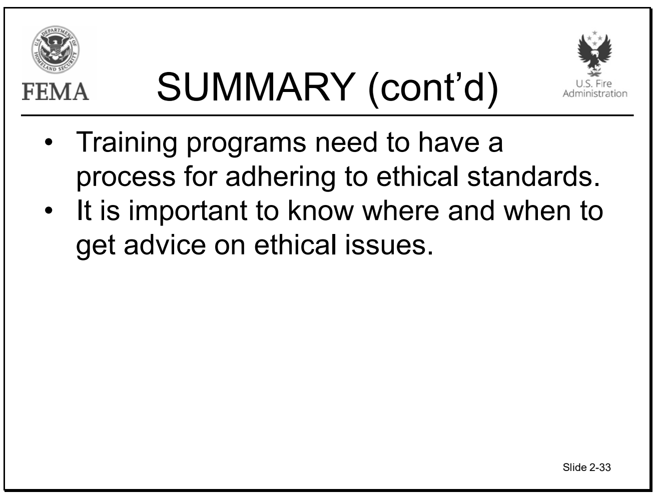
Below are examples to aid with this activity. Students will and may have different responses.

Scenario	Ethical Dilemma?	Ethical Tenet	Course of Action
1. You recently signed a contract with a facility to host several of your training events for the upcoming year. You receive in the mail a tablet computer as a thank you gift from the vendor.			
2. Your training program is under budget and it is close to the end of the fiscal year. You know that the finance office will soon take any uncommitted funds to support other programs. You quickly purchase equipment that you identified as a need for next year's budget.			

3. Several of the training projects that you manage are experiencing delays and will not meet their original schedules. You have repeatedly asked for assistance from your manager on these projects and have not received any guidance. Now, you have been asked to present the status on each of your projects to senior management. You send the presentation to your manager. When you receive the status report back from your manager he has removed the information on the late projects.			

VIII. SUMMARY





This page intentionally left blank.

REFERENCES

Federal Employment of People with Disabilities (www.opm.gov/disability).

Office of Personnel Management (OPM) Training and Development Policy (http://www.opm.gov/hrd/lead/).

How To Manage Training, Carolyn Nilson.

Bureau of Land Management Training Policy Manual (http://www.blm.gov/pgdata/etc/medialib/blm/nifc/hr/docs.Par.76532.File.dat/Training_Manual.pdf).

UC San Diego, Blink (http://blink.ucsd.edu/finance/accountability/ethics/core-values.html).

Ethics and Project Management, Ralph L. Kliem.

How Good People Make Tough Choices, Rushworth M. Kidder.

This page intentionally left blank.

APPENDIX

READING ASSIGNMENT

This page intentionally left blank.

What's a PESTLE Analysis?

A PESTLE analysis is used to understand the "big picture" by looking at external factors and their impacts. A PESTLE analysis categorizes information by Political, Economic, Sociological, Technological, Legal, and Environmental. Some other versions of the PESTLE analysis include PEST and STEEPLE.

A PESTLE analysis looks at the external risks associated with operating your organization with respect to each of the six factors:

- Political: How does the government influence the economy or your organization or industry?
- Economic: How do changes in the economy affect your organization?
- Social: How do cultural trends or changes in demographics affect your organization?
- Technological: What technology trends and changes will affect your organization or industry?
- Legal: What laws or legislation affect your organization?
- Environmental: What changes in climate or weather impact your organization?

Once factors are listed, the potential impact of each is analyzed and steps are identified to minimize the threats and maximize any opportunities. Often the information from the PESTLE analysis can be used in a SWOT analysis (see "What's a SWOT Analysis?").

A PESTLE analysis is conducted by:

- Identifying items for each of the six factors.
- Identifying the potential impact of each item on your organization.
- Categorizing the impact of the item.
- Determining which items are threats and which are opportunities (see SWOT analysis).

Some tips for conducting a PESTLE analysis are:

- Include as many people as possible to brainstorm items.
- Use scenarios to determine the potential impact ("What if ...").

SAMPLE PESTLE ANALYSIS TEMPLATE				
External Factors	Potential Impact	Impact		
		High	Medium	Low
Political Consider Government policies, changes in government, upcoming elections, international issues, terrorism, internal political issues, etc.				
Economic Consider economic trends, local economy (job losses, gains), inflation, budget cuts or expansions, etc.				
Sociological Consider public opinion, religious factors, lifestyles changes, community demographics, etc.				
Technological Consider new technology trends, legislation on technology, rates of obsolescence, communications technology, etc.				
Legal Consider current and future legislation, industry regulations, etc.				
Environmental Consider environmental changes, environmental regulations, management and leadership styles, etc.				

Sources:

- An Introduction to PESTLE Analysis, Small Business Information Series (http://hia.com.au).
- PESTLE Analysis, Resource Summary (http://www.cipd.co.uk).

What's a SWOT Analysis?

(Adapted from U.S. Department of Agriculture Risk Management Agency)

A SWOT analysis is a tool that helps you evaluate the Strengths, Weaknesses, Opportunities, and Threats (SWOT) involved in any business enterprise. A SWOT analysis can help you gain insights into the past and think of possible solutions to existing or potential problems. For a SWOT analysis to work well, every member of your team should be involved in the process.

Strengths

Strengths are considered mostly internal. For example, what do you, your team, employees, and management bring to the organization?

Weaknesses

Weaknesses are also generally considered internal and are the factors you will need to address to run a successful organization or program. Examples might be a lack of experience or a lack of management support or a lack of qualified employees.

Opportunities

Opportunities are considered mostly external. What opportunities are available for your organization or program? You may have funding available to you. Or, your community may have expertise that you can use.

Threats

Threats are also considered mostly external. Threats from outside of the organization will directly affect you, but you may have very little control over them. If you are starting a new program, there may be regulations that negatively impact your program.

When conducting your SWOT analysis, keep in mind that one item can offset another. For example, your strengths may counterbalance your weaknesses and your opportunities can offset your threats.

Some Thing To Consider

Human Resources

Hiring employees who have the skills you deem necessary is one way to combat a weakness. For example, if you need someone to program an eLearning course, contracting someone with this skill will eliminate that weakness. Or, you could learn how to program yourself — but can you spare the time away from the program? Adding to your team is another way to eliminate a potential weakness. If your program is growing and you are handling the course delivery tasks yourself, hiring or contracting instructors will free up your time to focus on other parts of the program. If you do hire or contract someone, be sure to hire someone you trust or do a background check.

Source: http://farm-risk-plans.rma.usda.gov/pdf/swot_brochure_web.pdf.

Sample SWOT Analysis Tool (Adapted from Centers for Disease Control and Prevention)

Internal	**Strengths**	**Weaknesses**
Potential criteria: • Collective capabilities. • Morale, commitment, leadership. • Governance, participation norms, and defined roles. • Resources, funding, assets, people. • Experience, knowledge, data. • Innovative aspects. • Collaboration tools. • Accreditations, certification, requirements, mandates. • Processes, systems, IT, and communications. • Cultural, attitudinal, behavioral norms.	What does your organization do well?	In what ways is your organization lacking?
External	**Opportunities**	**Threats**
Potential criteria: • Political, legislative, and financial environment. • Stakeholder involvement. • Technology development and innovation. • Quality of partnerships. • Development of knowledge. • Uptake in disseminated knowledge or best practices. • Competing or synergistic efforts outside the organization. • Trends that may affect the your work.	What external factors help facilitate your organization's activities?	What external factors hinder your organization's activities?

UNIT 3: DEVELOPING AN ANNUAL TRAINING PLAN

TERMINAL OBJECTIVE

The students will be able to:

3.1 Develop an annual training plan for the authority having jurisdiction (AHJ).

ENABLING OBJECTIVES

The students will be able to:

3.1 Determine the organizational goals and expectations for a training program.

3.2 Identify the discrepancies between current and desired performance.

3.3 Describe how to select and use appropriate needs assessment tools and techniques.

3.4 Deduce when training can address the performance gaps.

3.5 Create multiple solutions to address performance gaps or meet organizational training goals.

3.6 Identify non-instructional solutions where appropriate.

3.7 Develop a cost-benefit analysis for recommended performance-improvement solutions, including researching existing training programs to avoid duplication of efforts.

3.8 Organize curriculums by sequencing courses and ensuring adequate content coverage.

3.9 Analyze training needs data.

3.10 Create an annual training plan.

This page intentionally left blank.

FEMA

U.S. Fire Administration

UNIT 3: DEVELOPING AN ANNUAL TRAINING PLAN

Slide 3-1

TERMINAL OBJECTIVE

Develop an annual training plan for the authority having jurisdiction (AHJ).

Slide 3-2

ENABLING OBJECTIVES

- Determine the organizational goals and expectations for a training program.
- Identify the discrepancies between current and desired performance.
- Describe how to select and use appropriate needs assessment tools and techniques.
- Deduce when training can address the performance gaps.

Slide 3-3

ENABLING OBJECTIVES (cont'd)

- Create multiple solutions to address performance gaps or meet organizational training goals.
- Identify non-instructional solutions where appropriate.
- Develop a cost-benefit analysis for recommended performance-improvement solutions, including researching existing training programs to avoid duplication of efforts.

Slide 3-4

ENABLING OBJECTIVES (cont'd)

- Organize curriculums by sequencing courses and ensuring adequate content coverage.
- Analyze training needs data.
- Create an annual training plan.

Slide 3-5

I. INTRODUCTION

A. This unit provides students with the steps for developing and maintaining an annual training plan, determining training needs, creating the training plan, and maintaining the plan.

B. Terms and definitions.

1. **Ad hoc:** Requests that were not planned and come about from new needs or ideas.

2. **Asynchronous learning:** Learning that is not constrained by place or time because the learner can participate when and often where it is convenient for him or her.

3. **Focus groups:** An interactive group process where people can discuss opinions, beliefs, and attitudes.

4. **PESTLE analysis:** A process used to understand the "big picture" by looking at external factors and their impacts. A PESTLE analysis categorizes information by **P**olitical, **E**conomic, **S**ociological, **T**echnological, **L**egal, and **E**nvironmental.

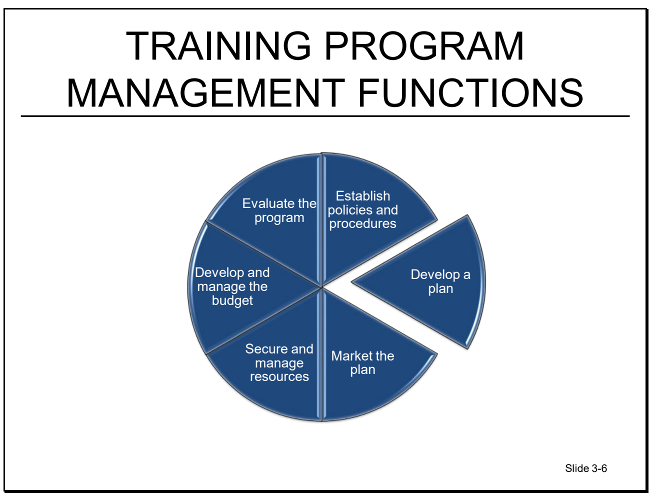
5. **Strategic needs analysis:** A process to define your organization's training needs with respect to your organization's goals and priorities.

6. **Strategic planning:** Planning that focuses on the big picture and long-term goals and objectives.

7. **SWOT analysis:** A process to help in the evaluation of Strengths, Weaknesses, Opportunities, and Threats (SWOT) involved in any business enterprise. A SWOT analysis can help you gain insights into the past and think of possible solutions to existing or potential problems.

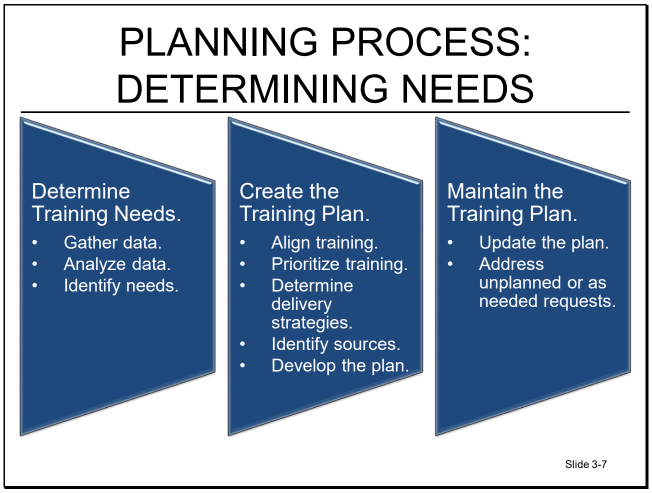
8. **Synchronous learning:** Learning in which the same group of people are learning the same information at the same time.

9. **Tactical planning:** Planning that focuses on the short term and is about the "how" of getting the work done.

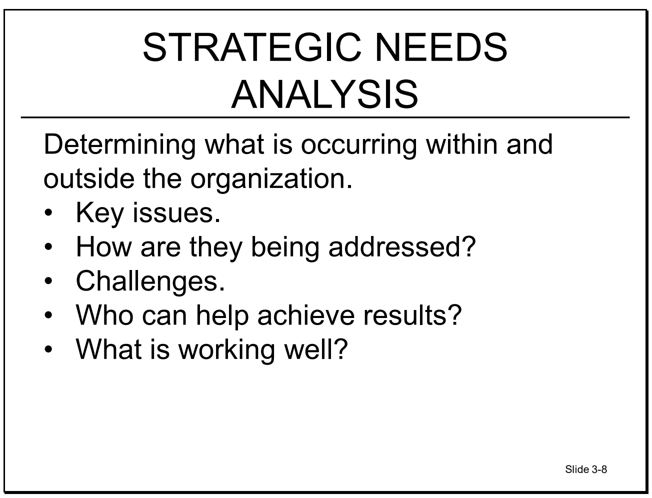


C. Developing a training plan for your training program is one of the key training program management functions.

II. DETERMINING TRAINING NEEDS



A. This unit introduces three steps in planning a training program. The first step, determine training needs, includes gathering data, analyzing data, and identifying training needs from the data.



B. A strategic needs analysis is the start of building an annual plan for your training program. A strategic needs analysis helps to identify what the organization's needs are in relation to the organization's mission. Although you will ultimately be looking at training, this analysis should begin with an overall focus and then determine the training needs after gathering and analyzing the data.

C. Your analysis should define:

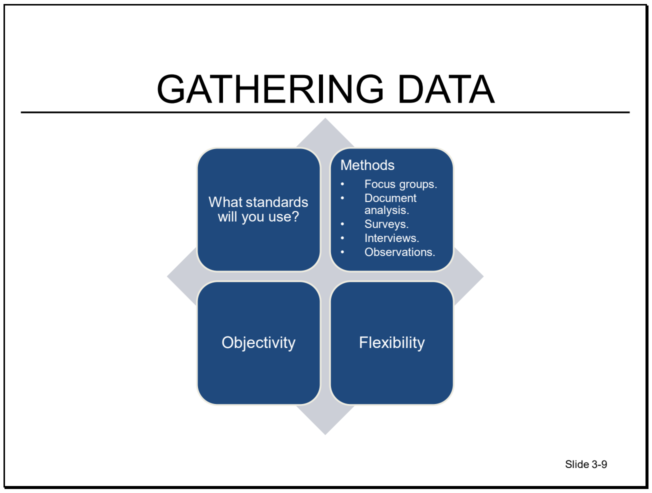
1. The key issues the organization is currently facing.

2. How the organization is currently addressing these issues.

3. The challenges the organization is facing.

4. Who in the organization or outside the organization can help to get results?

5. What things are currently going well in the organization?



D. Identify how you will gather the data. As you may collect data in different methods, make sure you have standards so that the data can be easily analyzed.

E. Use different data gathering methods:

1. Focus groups.

2. Document analysis.

3. Surveys.

4. Interviews.

5. Observations.

F. Make sure you remain objective when collecting data.

G. Be flexible to ensure you can access the people and resources you need.

CONDUCTING ANALYSIS

- Identify who to include.
- Data collection tools.
  - **P**olitical, **E**conomic, **S**ociological, **T**echnological, **L**egal, and **E**nvironmental (PESTLE) analysis.
  - Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.

Slide 3-10

CONDUCTING ANALYSIS (cont'd)

  - Homeland Security Exercise and Evaluation Program (HSEEP).
  - Threat and Hazard Identification and Risk Assessment (THIRA).

Slide 3-11

H. Several different tools exist to help you collect data when conducting your strategic analysis. This unit looks at four, two (PESTLE and SWOT) that are industry standards, and two that are more specific to emergency services (HSEEP and THIRA).

PESTLE ANALYSIS

- Outward facing:
  - Political.
  - Economic.
  - Sociological.
  - Technological.
  - Legal.
  - Environmental.

Slide 3-12

I. The PESTLE analysis focuses on the environment in which an organization operates. The thought is that by understanding the environment and external factors an organization can take advantage of opportunities and minimize threats. The PESTLE analysis looks at:

1. **Political factors:** What is the impact of the current political environment on the organization?

2. **Economic:** What is the impact of local, national, and world economic events on the organization?

3. **Sociological:** How are changes in society affecting the organization?

4. **Technological:** What is the impact of new technology on the organization?

5. **Legal:** What is the effect of local, national, and world laws and regulations on the organization?

6. **Environmental:** What is the impact of local, national, and world environmental changes on the organization?

J. A sample template for a PESTLE analysis is on this page.

SAMPLE PESTLE ANALYSIS TEMPLATE				
External Factors	Potential Impact	Impact		
		High	Medium	Low
Political Consider Government policies, changes in government, upcoming elections, international issues, terrorism, internal political issues, etc.				
Economic Consider economic trends, local economy (job losses, gains), inflation, budget cuts or expansions, etc.				
Sociological Consider public opinion, religious factors, lifestyles changes, community demographics, etc.				
Technological Consider new technology trends, legislation on technology, rates of obsolescence, communications technology, etc.				
Legal Consider current and future legislation, industry regulations, etc.				
Environmental Consider environmental changes, environmental regulations, management and leadership styles, etc.				

PESTLE ANALYSIS (cont'd)

- Results can:
  - Identify areas of opportunity to leverage.
  - Minimize threats.
  - Identify training needs.
  - Feed the opportunities and threat section of a SWOT analysis.

Slide 3-13

K. The results of a PESTLE analysis can:

1. Help an organization take advantage of opportunities.

2. Help an organization minimize the impact of threats to the organization.

3. Identify training needs based on factors analyzed.

4. Be the input into the opportunity and threat sections of a SWOT analysis.

SWOT ANALYSIS

- Strengths:
  - What workers and organization does will?
- Weaknesses:
  - What you do less well?
- Opportunities:
  - Things that can be leveraged for improvement.
- Threats:
  - Things that can interfere with improvement.

Slide 3-14

L. A SWOT analysis looks more at internal factors impacting your organization that are favorable and unfavorable.

1. **Strengths:** What do people and your organization do well?

2. **Weaknesses:** What do people and your organization do less well? What are problems or limitations?

3. **Opportunities:** What are ways people and your organization can improve? What strengths can you take advantage?

4. **Threats:** What are factors that could interfere with your organization and people being effective? What are threats from external forces?

Strengths	Weaknesses
Opportunities	**Threats**

SWOT ANALYSIS (cont'd)

- Strengths are reinforced and built upon.
- Weaknesses are shored up.
- Opportunities and threats are identified and addressed.

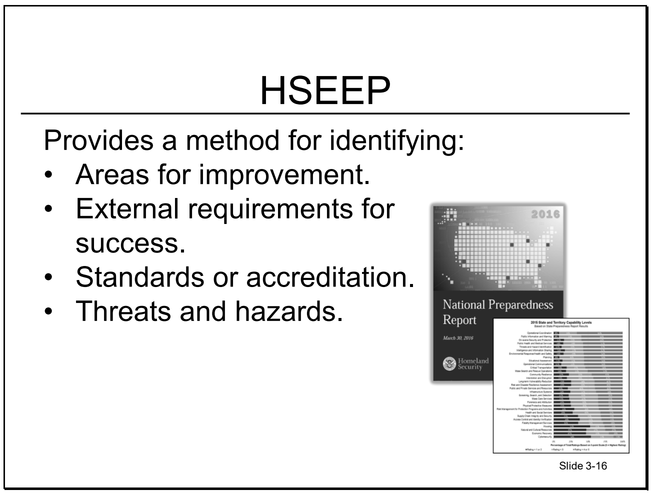
Slide 3-15

M. After conducting the SWOT analysis, identify strategies to take advantage the strengths and opportunities and ways to minimize weaknesses and threats.

1. The strengths identified are areas that you may reinforce in training.

2. The weaknesses identify possible areas for new training or changes in existing training.

3. The opportunities and threats are areas to identify training to be proactive.



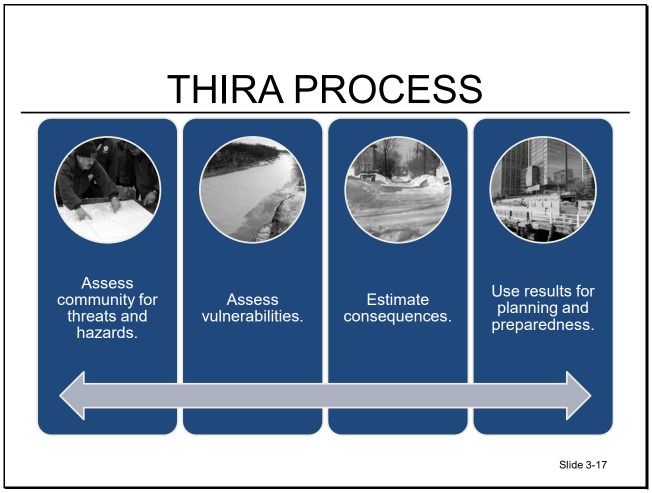
N. The HSEEP (Homeland Security Exercise and Evaluation Program) states: In developing program objectives, exercise program managers should review and consider various factors such as:

1. Jurisdiction-specific threats and hazards (e.g., from a Threat and Hazard Identification and Risk Assessment (THIRA)).

2. Identified areas for improvement from real-world incidents and exercises.

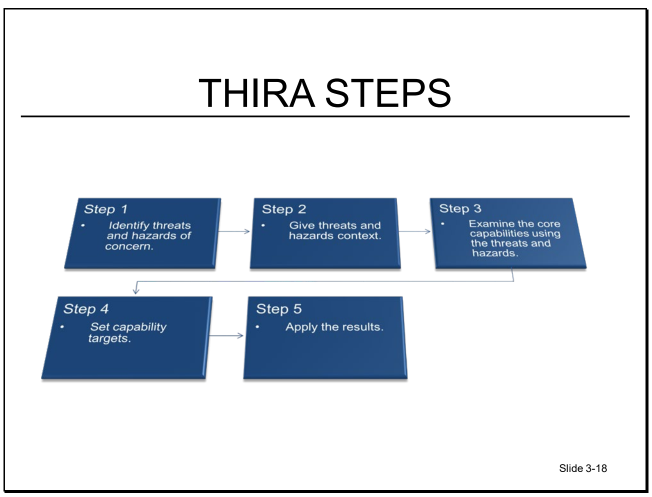
3. External requirements such as strategic plans and frameworks, emergency operations plans, homeland security doctrine (e.g., the National Preparedness Goal) or those recommended by industry and governmental reports.

4. Accreditation standards or regulations.



O. The THIRA process consists of five basic steps:

1. **Identify the Threats and Hazards of Concern.** Based on past experience, forecasting, expert judgment, and available resources, identify a list of the threats and hazards of concern to the community.



2. **Give Threats and Hazards Context.** Using the list of threats and hazards, develop context that shows how those threats and hazards may affect the community.

3. **Examine the Core Capabilities Using the Threats and Hazards. Using the threat and hazard context, identify impacts to the community through the lens** of the core capabilities described in the Goal.

4. **Set Capability Targets.** Looking across the estimated impacts to the community, in the context of each core capability and coupled with a jurisdiction's desired outcomes, set capability targets.

5. **Apply the Results.** Plan for the ability to deliver the targeted level of capability with either community assets or through mutual aid, identify mitigation opportunities, and drive preparedness activities.

P. These five steps are adaptable to the needs and resources of any jurisdiction. The THIRA process can be employed by a small, one-person department as well as a larger organization with greater needs and resources.

This page intentionally left blank.

ACTIVITY 3.1

Data Gathering Methods

Purpose

To give teams the opportunity to compare the different tools for gathering data.

Directions

1. Working in your team, use the worksheet on the following page to identify the pros and cons of the data gathering tools.

2. Select a representative to present your responses in 10 minutes.

This page intentionally left blank.

ACTIVITY 3.1 (cont'd)

Worksheet

Assessment Method	Pros (Describe)	Cons (Describe)
PESTLE Analysis		
SWOT Analysis		
HSEEP Methodology		
THIRA Process		

This page intentionally left blank.

II. DETERMINING TRAINING NEEDS (cont'd)

Q. Another way to gather data to develop a training plan is to review organizational documents including:

1. Policy.
2. Training records.
3. Competency reports.
4. Performance review.
5. Training plans.
6. Budgets.
7. Any other organizational documents.
8. Previous year's training plans and training budgets.

INTERVIEWS, SURVEYS, OBSERVATIONS

- In-person or phone interviews.
- Web or paper-based surveys.
- Performance observations.

Slide 3-21

R. Surveys, interviews, and observations are additional ways to gather information. You can use:

1. In-person or telephone interviews with a predetermined set of employees, managers, or leaders.

2. Web-based surveys for large groups of employees, managers, or leaders.

3. Work performance observations.

WHAT TO ASK

- Executive leadership:
  - Organizational problems.
  - Organizational goals.
  - Priorities.
- Supervisors:
  - Detail about issues identified by executive leadership.
  - Goals.
  - Unit/crew problems & issues.
  - Current training.
  - Projected needs.

Slide 3-22

S. When conducting interviews or surveys:

1. Ask executive leadership about:

   a. Organizational problems and goals.

   b. Sources of problems.

c. Priorities.

2. Ask supervisors about:

a. Problems identified by executives.

b. Goals.

c. Department problems.

d. Existing training.

e. Projected needs.

3. Include training stakeholders:

a. Instructional staff.

b. Department members.

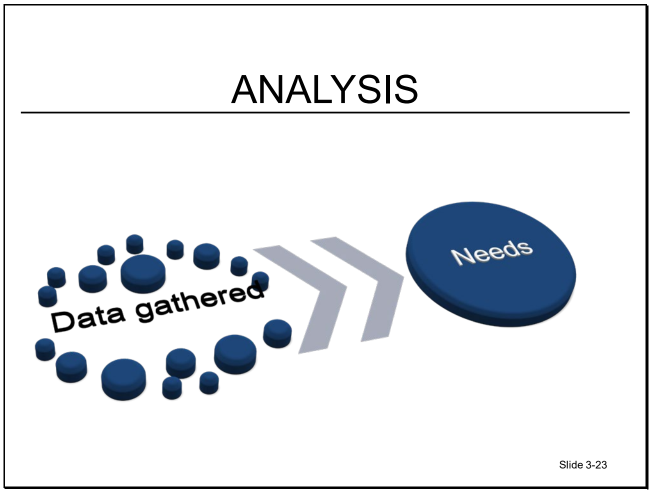
c. Union representatives.

d. Healthcare professionals.

e. Partner agencies.

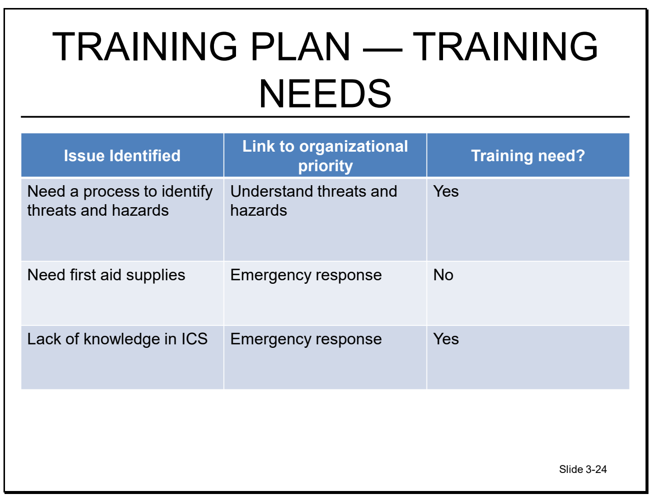
f. Others.

Who to Ask	What to Ask
Executive leadership	• What are key issues that the organization is facing? • What are the organization's top priorities and goals? • What are some challenges to meeting the priorities and goals? • What is happening in the future that will have a big impact? • ____________________ • ____________________ • ____________________ • ____________________
Supervisory leadership	• What issues is your department facing? • What are the effects of current issues on personnel? • How are you addressing the issues? • What are challenges to success? • Who can help in being successful? • What is working well? • What is not working well? • What type of person do you need to enable your organization to succeed? • What are the strengths of the staff you currently have? • What are challenges and gaps in knowledge or skills that your staff currently has? • What information does a new employee or volunteer need to be successful working for you? • List the training, skills, and knowledge that employees need to enable your organization to be successful. • List the training that, if not provided, will be detrimental to success. • What are barriers to getting the job done? • What in addition to training would help your employees develop? • ____________________ • ____________________ • ____________________



T. Once you have collected the information you need then, the analysis can begin. You will need to sort through all the data and identify the key issues to be addressed.

U. You may want to identify categories for the important issues and to analyze and prioritize them. As you look at the data, look for what is missing. This could be an indication of a problem or issue that no one wants to address.



TRAINING PLAN — TRAINING NEEDS

Issue Identified	Link to organizational priority	Training need?
Need a process to identify threats and hazards	Understand threats and hazards	Yes
Need first aid supplies	Emergency response	No
Lack of knowledge in ICS	Emergency response	Yes

Slide 3-24

V. The needs identified based on your analysis of the data gathered is the starting point for your training plan.

W. All issues identified need to link to an organizational priority, and then as you are building a training plan, you need to determine if the need should be addressed through training or through another channel.

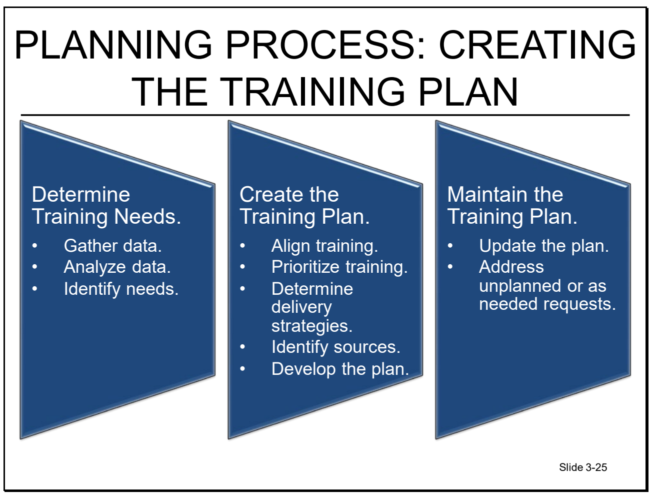
X. Training programs need to have a reason to be developed or maintained, a rationale, which should link to an organizational priority. Some questions you might consider to determine if the training should be included in the training plan at this point are:

1. Are there legal or compliance reasons for the training?

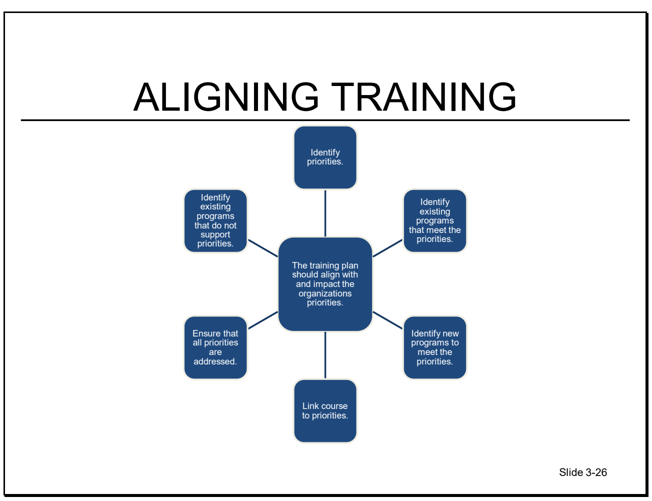
2. Does the training address required competencies?

3. What is the link to the organizations priorities, mission, and goals?

III. CREATING THE TRAINING PLAN



A. Now that you know about gathering data, analyzing data, and determining needs, the next step is to start to create the training plan. The first steps are about aligning and prioritizing training.



B. As previously mentioned, the training plan must align to the organization's priorities. A training plan is strategic if it supports and impacts the organizational priorities. Some questions to consider are:

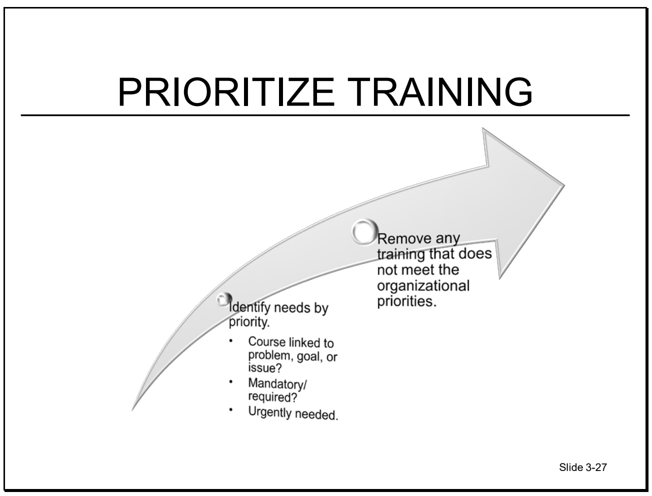
1. How do existing programs support the organizational priorities?

2. What new programs are needed to support the organizational priorities?

3. What existing training programs do not support the organizational priorities?

4. Are all organizational priorities supported by training?

C. Strategic planning focuses on the big picture and long-term goals and objectives. Tactical planning is focused on the short term and is about the how of getting the work done. The training plan needs to be strategic in that it aligns to the organization's "big picture" goals and objectives, but it is tactical in the information that it provides on the "how".



D. Once you have courses identified, it is necessary to prioritize them because resource constraints may restrict what you can include in your plan.

E. Determine if the training is:

1. Linked to a problem, goal, or issue identified in your data gathering.

2. Mandatory.

3. Urgent.

F. Remove any courses that are not a priority.

TRAINING PLAN — PRIORITY COURSES

Course	Organizational Priority	Learning Need or Competency	Target Audience	Exists?
Advanced Team Building	Reducing turnover.	How to function as a team?	All members	No
THIRA 101	Understand threats and hazards.	How to use THIRA to identify and assess threats and hazards?	Supervisors	Yes
ICS 101	Emergency response.	How to use ICS?	All members	Yes

Slide 3-28

G. The training plan should show the courses, the link to organizational priorities, the learning need or competency addressed, who the target audience is, and whether a new course needs to be developed.

DELIVERY STRATEGIES

Content
- Training objectives.
- Level of interaction.

Resources
- Cost.
- Facilities.
- Development time.

Participants
- Learning needs.
- Learning styles and abilities.
- Number of participants.

Slide 3-29

H. The next step in the planning process is to determine how the course will be delivered. These decisions are based on:

1. The complexity of the learning objectives.

2. The extent of interaction needed for the course.

3. The resources your organization can bring to bear for development, updates, travel, etc.

4. The relative knowledge level of participants.

5. The projected number of participants.

6. The learning needs, styles, and preferences of the participants.

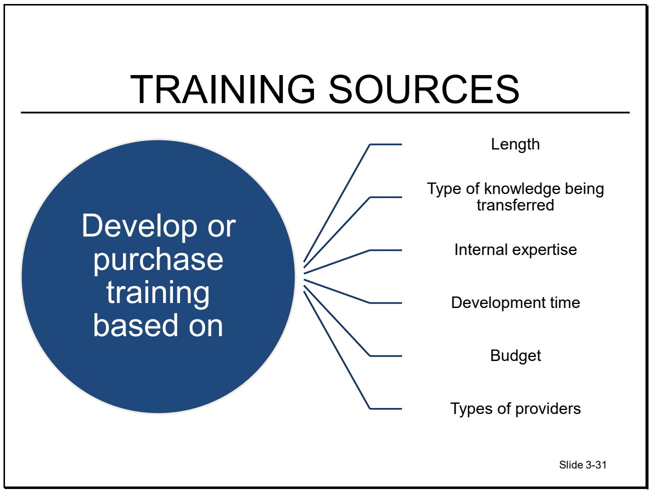
DELIVERY METHODS

- Instructor Led.
- E-Learning.
- One-on-One.
- On-the-job training (OJT).
- Independent Study.
- Mobile.
- Drills/Exercises.

Slide 3-30

I. Many different types of delivery methods exist, and reasons for selection will depend on the factors mentioned previously. The chart above provides a quick comparison based on interaction, location, and number of participants. The table on the following page provides more detail on when to choose and not choose a delivery method.

Delivery Method	Good When …	Less Good When …
Instructor-led	✓ Practice, discussion, and/or interaction are needed. ✓ Development time and instructors are available. ✓ Participants can get together in one location.	× Participants skill levels vary significantly. × Location is a problem.
eLearning	✓ Expertise for developing the course is available. ✓ Many participants need the training. ✓ Participants are self-motivated. ✓ Content is narrow. ✓ Participants locations vary.	× Practice, discussion, and/or interaction is needed. × Participants are not technologically savvy. × Participants may have questions.
One-on-one	✓ In-house expertise is available. ✓ Small number of participants.	× Group learning and interaction is needed.
Mobile	✓ Participants have compatible technology. ✓ Small "nuggets" of information need to be shared.	× Content is detailed. × Discussion or interaction are needed.
On-the-job	✓ Feedback and practice are required.	× Lack of competent coach.
Independent Study (not eLearning)	✓ A specific skill needs to be learned. ✓ Participants are self-motivated.	× Group learning and interaction is needed. × Practice is necessary.
Drills and Exercises	✓ Participants need to practice skills. ✓ New equipment or procedures are implemented.	× With large groups.
Blended	✓ Practice, discussion, and/or interaction are needed. ✓ Content is substantial and detailed.	× Participants have problems with part of the blended process.



J. Make the decision to develop or purchase training, based on:

1. Length of training.

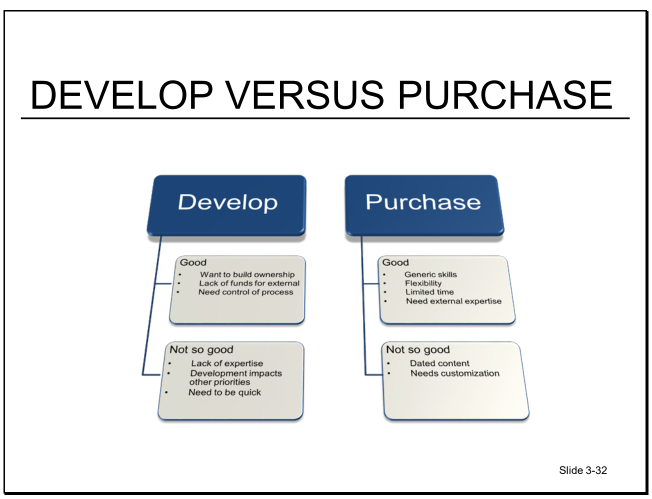
2. Type of knowledge being transferred.

3. Internal expertise available.

4. Development time.

5. Budget.

6. Types of providers.



K. Some considerations for whether to develop or deliver training internally or to outsource are listed below:

	Good When …	Less Good When …
Develop Training Program	+ You need internal expertise. + You want to build internal ownership of the program. + There is no budget for external purchasing. + You want to control the materials.	- Productivity on other programs will be disrupted. - You lack the expertise for the content. - You need to reach many people quickly.
Purchase Training Program	+ Training on skills that are more generic (e.g., computer software, communication, or first aid). + Need flexibility in offerings. + You do not have time for development. + You do not want to interrupt developer from other tasks. + You want an external perspective.	- Content may become out of date quickly. - Customization is needed.

TRAINING PLAN DELIVERY AND SOURCE

Course	Learning Need of Competency	Link to Priority	Audience	Delivery Method	Source
THIRA 101	How to use THIRA to identify and assess threats and hazards?	THIRA	Supervisors	Instructor-led	In-house
ICS 101	Understand and use ICS	Emergency response	All personnel	On-line	Outsource
Advanced Team Building	How to function as a team	Working as a team	All personnel	Instructor-led	Outsource

Slide 3-33

L. Include in your training plan your decisions on the delivery method for each course and whether you will “make” or “buy” training.

ACTIVITY 3.2

Selecting a Training Source

Purpose

To give teams the opportunity to identify criteria for selecting the source of training for specified courses.

Directions

1. Working in your team, use the worksheet on the following page to identify the criteria, for the training challenge selected, to be used when selecting a training source.

2. Select a representative to present your responses in 10 minutes.

This page intentionally left blank.

ACTIVITY 3.2 (cont'd)

Worksheet

Source	Criteria
Develop In-House Training Program	
Purchase Outsourced Training Program	
Use In-House Instructors	
Hire Outsourced Instructors	

This page intentionally left blank.

III. CREATING THE TRAINING PLAN (cont'd)

FINALIZE THE PLAN

- How long is the course?
- How often will it be taught each year?
- How many will participate in each session?

Slide 3-35

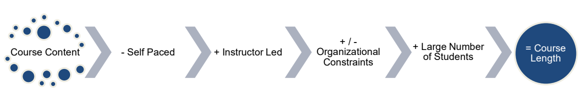
M. Some of the final elements that you need to complete your training plan are:

1. Course length.

2. Number of times the course will be taught.

3. Projected participants per class.

DETERMINING COURSE LENGTH



Slide 3-36

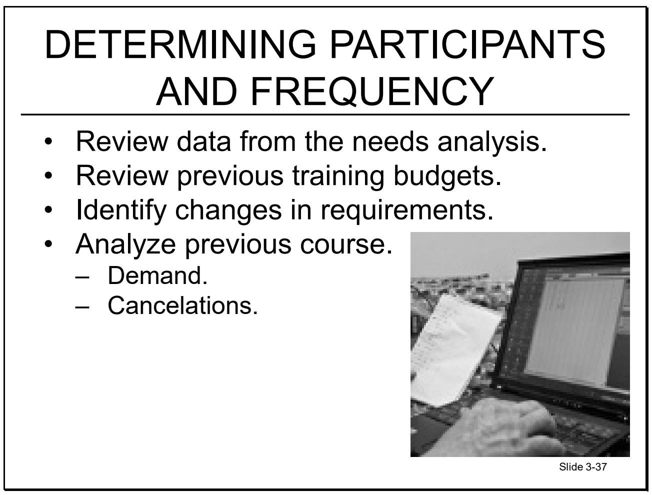
N. You cannot develop a budget from your training plan if you do not know the length of the course.

O. Start estimating course length by assessing the course content. Ask instructors and course developers to help based on how complex the content is and how long it takes to learn the type of content.

P. Next, consider the delivery method, this will either lengthen or shorten the length. Synchronous delivery methods, ones with interaction between the participants and instructors, take longer than self-paced delivery methods.

Q. Then consider the size of the class. Larger classes take more time while ones with less participants may be shorter.

R. Finally, think about other organizational constraints that may add or subtract time to the course.



S. In order to determine the number of participants and the frequency of the course, you will need to:

1. Review the data gathered in the needs analysis.

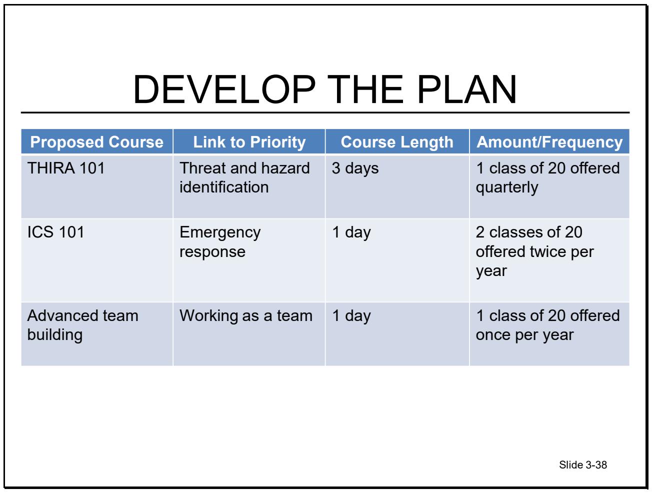
2. Review the previous year’s training plan, budget, and actuals.

3. Identify changes in requirements.

4. Analyze previous course:

a. Demand: Were course offerings full? Did sections need to be added? Were participants turned away?

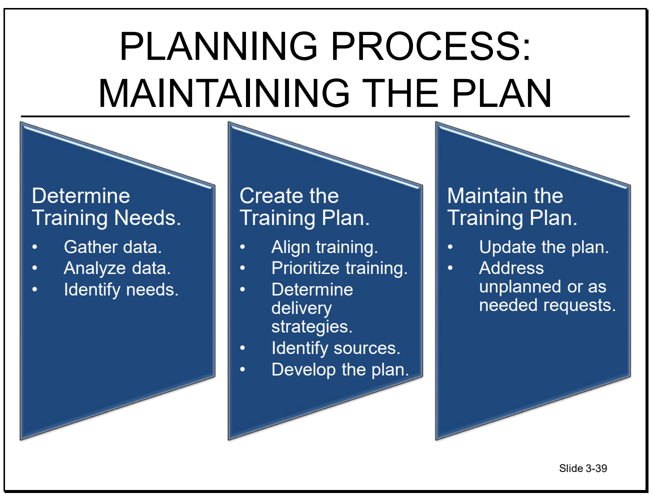
b. Cancellations: Were course sections cancelled due to lack of participants?



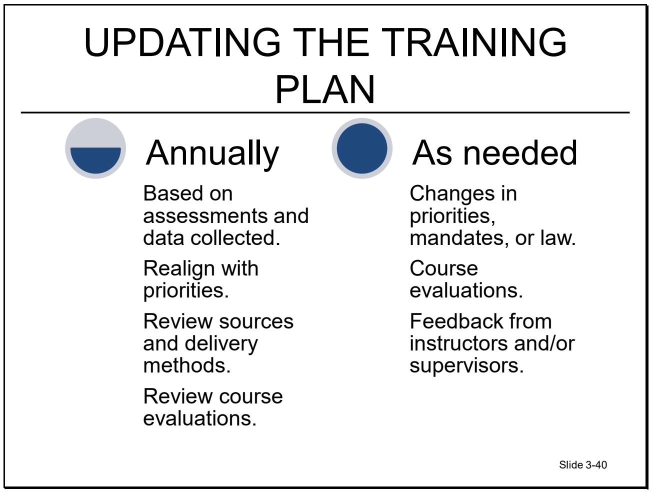
Proposed Course	Link to Priority	Course Length	Amount/Frequency
THIRA 101	Threat and hazard identification	3 days	1 class of 20 offered quarterly
ICS 101	Emergency response	1 day	2 classes of 20 offered twice per year
Advanced team building	Working as a team	1 day	1 class of 20 offered once per year

T. Now that you have the course length, number of participants, and frequency you are ready to finalize the training plan.

IV. MAINTAINING THE TRAINING PLAN



A. Once a plan is developed, it cannot and does not sit on a shelf. It will need to be updated based on changes in priorities and ad hoc requests.



B. The training plan will be updated both annually and throughout the year.

1. Update annually using the steps defined in this unit:

   a. Conduct assessments.

   b. Collect data.

   c. Align training to priorities.

   d. Determine sources and delivery methods.

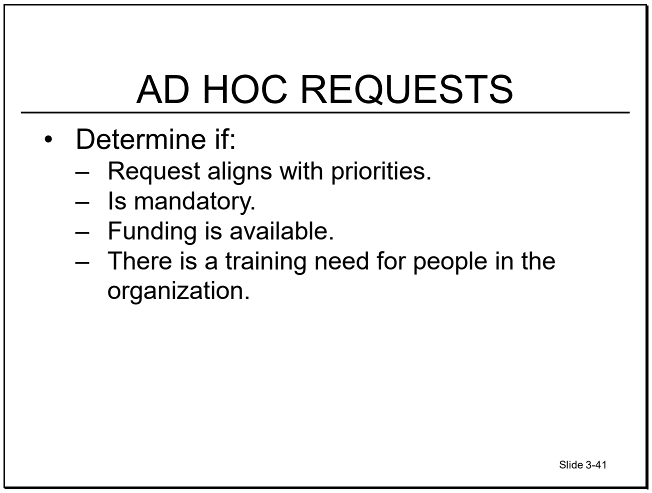
   e. Review course evaluations.

2. Update throughout the year, based on:

   a. New priorities or mandates.

   b. Course evaluations.

   c. Feedback from instructors and managers.



C. Develop a process for ad hoc requests that follows your planning process and determines:

1. If the request aligns with the priorities.

2. If the request is for mandatory training.

3. Who needs to be trained?

4. Funding for the training.

This page intentionally left blank.

ACTIVITY 3.3

Reviewing a Training Plan

Purpose

To give teams the opportunity to identify information they would want to include in their training plan.

Directions

1. For your training challenge, identify information that should be included in a training plan.

2. Select a representative and be prepared to share your points in 20 minutes.

This page intentionally left blank.

ACTIVITY 3.4

Developing an Annual Training Plan

Purpose

To provide teams with the opportunity to develop an annual training plan for their regional training academy.

Directions

1. Working in your teams, review the training needs for all of your organizations.

2. Develop an annual training plan that includes the group training challenge and that represents the collective priorities of the group.

3. Select a team representative and be prepared to share your plan in 2 hours.

This page intentionally left blank.

ACTIVITY 3.4 (cont'd)

Developing an Annual Training Plan Worksheet

Issues Identified	Organizational Priority	Training Need (Y/N)
Lack of emergency planning in region	*Be prepared to respond on behalf of the citizens of Southfield Region.*	*Y*

Course	Organizational Priority	Learning Need/ Competency	Audience
Developing your personal preparedness plan	*Be prepared to respond on behalf of the citizens of Southfield Region.*	*Execute your personal/family preparedness plans to maximize your availability to participate in the emergency response and recovery.*	*Emergency responders and community*

Course	Organizational Priority	Learning Need/ Competency	Audience	Delivery Method	Source (Develop/Deliver Internally or Outsource)	Course Length	Amount/ Frequency
Developing your personal preparedness plan	*Be prepared to respond on behalf of the citizens of Southfield Region.*	*Execute your personal/ family preparedness plans to maximize your availability to participate in the emergency response and recovery.*	*Emergency responders and community*	*Online*	*Internal development and delivery*	*4 hours*	*Unlimited*

This page intentionally left blank.

V. SUMMARY

FEMA

U.S. Fire Administration

SUMMARY

- Training plans are based on needs identified from different sources using different methods.
- Data collected must be analyzed and training needs identified.
- Training needs must be aligned to priorities and prioritized.
- A training plan needs to include the source and delivery method of the training.
- The training plan must address ad hoc requests.

Slide 3-44

This page intentionally left blank.

REFERENCES

Training Budgets Step-by-Step: Diane C. Valenti.

The Training Manager's Desktop Guide: E. Davies 101 Learning and Development Tools: Kenneth Fee Homeland Security Exercise and Evaluation Program (HSEEP): https://hseep.dhs.gov/support/HSEEP%20Revision_01.31.12-WebReady.pdf

Comprehensive Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide: http://www.fema.gov/library/viewRecord.do?id=5823

Low Cost Training Options: http://www.opm.gov/WIKI/training/Low-Cost-Training-Options/Print.aspx

This page intentionally left blank.

UNIT 4: MARKETING THE TRAINING PLAN

TERMINAL OBJECTIVE

The students will be able to:

4.1 Develop a marketing plan for their training program.

ENABLING OBJECTIVES

The students will be able to:

4.1 Appraise the benefits of collaboration in training program management.

4.2 Interpret strategies for creating an organization that promotes teamwork among all partners.

4.3 Describe how to foster commitment, team spirit, pride, and trust.

4.4 Point out the importance of educating training partners on training program objectives, capabilities and capacities.

4.5 Defend the importance of marketing training.

4.6 Determine the importance of publicizing training program accomplishments. Describe the difference between marketing and advertising.

4.7 Develop a theme or message for communicating the mission of a training program. Select methods and media for reaching potential target audiences.

This page intentionally left blank.

FEMA

U.S. Fire Administration

UNIT 4: MARKETING THE TRAINING PLAN

Slide 4-1

TERMINAL OBJECTIVE

Develop a marketing plan for their training program.

Slide 4-2

ENABLING OBJECTIVES

- Appraise the benefits of collaboration in training program management.
- Interpret strategies for creating an organization that promotes teamwork among all partners.
- Describe how to foster commitment, team spirit, pride, and trust.

Slide 4-3

ENABLING OBJECTIVES (cont'd)

- Point out the importance of educating training partners on training program objectives, capabilities, and capacities.
- Defend the importance of marketing training.
- Determine the importance of publicizing training program accomplishments. Describe the difference between marketing and advertising.

Slide 4-4

ENABLING OBJECTIVES (cont'd)

- Develop a theme or message for communicating the mission of a training program. Select methods and media for reaching potential target audiences.

Slide 4-5

I. INTRODUCTION

A. This unit demonstrates the importance of collaboration to achieve organizational goals.

B. Terms and Definitions.

1. **Advertising:** A component of the marketing strategy that focuses on communicating and persuading.

2. **Collaboration:** A process in which people, groups, and organizations participate together to achieve desired results and a common goal.

3. **Marketing:** The activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

4. **Marketing Strategy:** A plan that defines the people (who), product (what), price (how much), place (where), position (how to view), and promotion (how to market) for your product.

5. **Stakeholders:** People, groups, and organizations who are impacted by the decisions made or actions taken by the organization.

6. **Target Audience:** The people to whom your marketing will be directed.

7. **Champion:** Someone who advocates for the project/program by praising its benefits, is a strong supporter and provides support to the project/program leadership. Someone who has an informal role that focuses on making the project/program succeed.

This page intentionally left blank.

ACTIVITY 4.1

Developing Icons

Purpose

To develop an icon to represent the training academy where the training challenge will be addressed.

Directions

1. Working as a team and using the resources distributed, create a visual icon for your training academy/center that, at a minimum:

    a. Includes two colors.

    b. Is glued to a white or black background.

2. Select a representative and be prepared present your icon in 10 minutes.

This page intentionally left blank.

II. WHAT IS COLLABORATION?

WHAT IS COLLABORATION?

Collaboration is a process in which groups or teams of people work together to reach a common goal.

Slide 4-7

A. Collaboration is a process in which people, groups, and organizations participate together to achieve desired results and a common goal. Collaboration involves sharing resources, building interdependent systems to address issues, and evaluating programs to achieve common goals.

B. Collaboration requires that people working together have trust and respect among themselves.

III. ADVANTAGES OF AND CHALLENGES TO COLLABORATION

ADVANTAGES OF COLLABORATION

- Group decisions may be better than individual decisions.
- Different backgrounds, information, experience and creativity may be leveraged.
- Group decisions involve greater commitment to the project and its success by members of the group.

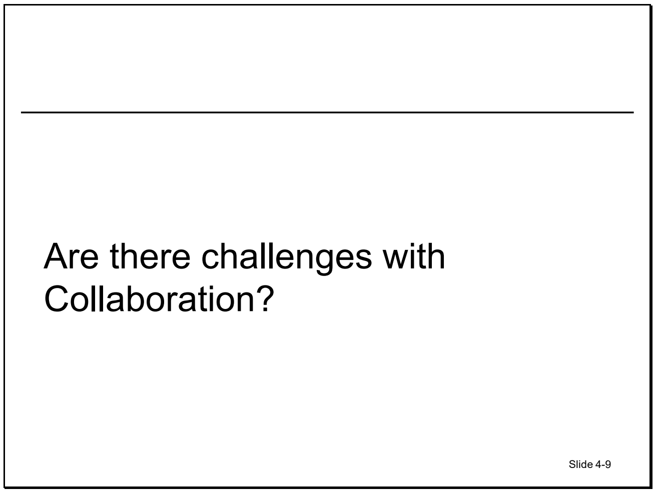
Slide 4-8

Advantages of collaboration include:

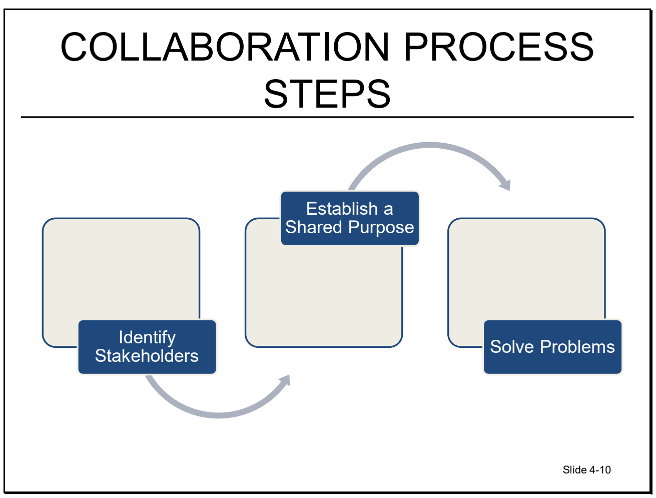
A. Group decisions may be better than those made by a single person.

B. Groups bring different backgrounds, information, experience, and creativity.

C. Groups that implement decisions made are more committed to making the project or program work.



IV. COLLABORATION STEPS



A. Some steps for effective collaboration include:

1. Identify stakeholders.

2. Establish shared purpose.

3. Solve problems.

INVOLVING STAKEHOLDERS

Collaboration.
- Encourages trust and participation.
- Gains buy-in and engagement.
- Improves innovation.

Slide 4-11

B. Including stakeholders in the collaboration process is important because it:

1. Encourages trust and participation and allows stakeholders to understand the entire problem, issue, or situation.

2. Garners buy-in and engagement getting stakeholders to take ownership of the initiatives and solutions. The role of the champion can be critical to fostering buy-in from stakeholders as they become engaged in the process.

3. Improves innovation.

C. The Federal Emergency Management Agency (FEMA) whole community approach is focused on collaborating with stakeholders from many different sources.

V. RESOURCES AND TOOLS FOR COLLABORATION

IDENTIFYING STAKEHOLDERS

- Owner, funder, sponsor of training function.
- Management team.
- Community organizations.
- Private industry.
- Government agencies.
- Employee organizations.

Slide 4-12

A. Some stakeholders to continue to include in processes are:

1. Owner, funder, sponsor of the training function.
2. Senior management.
3. Community organizations.
4. Private-sector organizations.
5. Government agencies, departments.
6. Employees to be trained.

STAKEHOLDER MANAGEMENT

- Communicate often and openly.
- Understand their needs and interests.
- Share your needs and interests.

Slide 4-13

B. It is important that you manage stakeholders by:

1. Communicating consistently and openly.
2. Understanding stakeholder interests and requirements.
3. Sharing what you need from the stakeholder.

ESTABLISH A SHARED PURPOSE

Develop clearly defined goals that are agreeable to all parties.

- Create ownership.
- Set direction.
- Build unity.

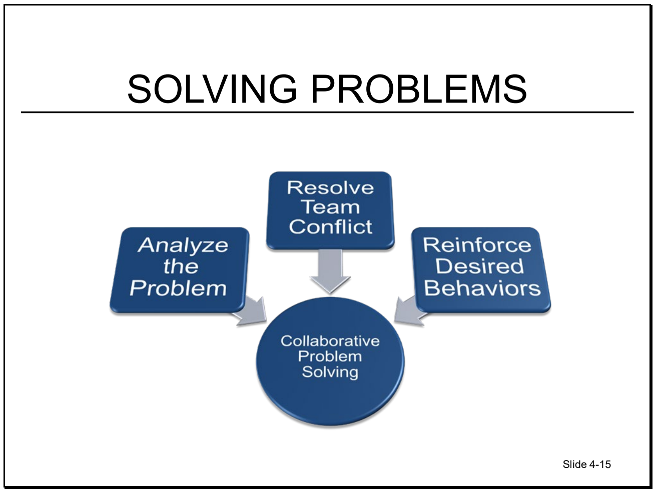
Slide 4-14

C. Clearly defined goals help team members understand the purpose and vision of the team. Goals are important because they:

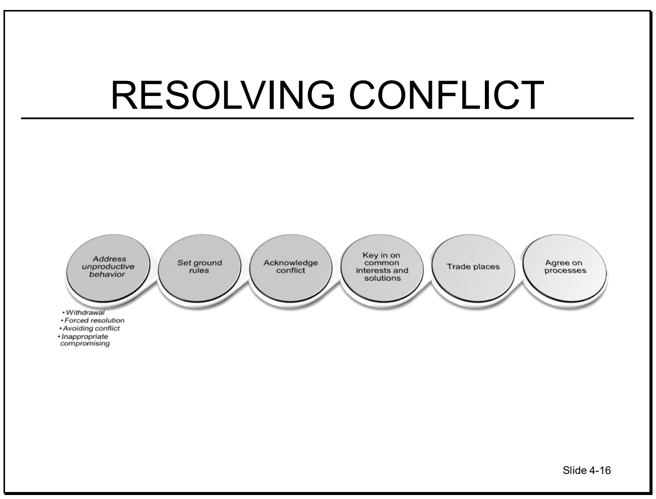
1. Create ownership.

2. Help understand their direction.

3. Foster team unity.



D. Solving problems collaboratively involves analyzing the problem, managing team conflict, and reinforcing desired behaviors.



E. Conflict with a team is inevitable so it is important to address and resolve team conflict by:

1. Looking for and addressing unproductive behaviors as soon as possible. Signs look for include:

a. Withdrawal: When someone avoids the issues and people associated with the conflict.

b. Smoothing: When someone focuses on the positive relationships to avoid the conflict.

c. Forcing resolution: When someone attempts to use power to get others to agree.

d. Compromising: When neither side wins.

2. Preventing conflict by establishing and using ground rules that explicitly state expectations about team behavior.

3. Acknowledging any conflict by pointing out that the conflict is occurring and describing it to help people see the problem rather than focus on the people.

4. Focusing on common interests and solutions by being explicit about goals and desired outcomes.

5. Trading places by trying to describe the conflict from the other person's view.

6. Agreeing on process by focusing on **how** to resolve the conflict instead of **what** will resolve the conflict.

REINFORCING DESIRED BEHAVIORS

- Rewards.
- Motivation.
- Feedback.
- Supervisor participation.
- Cultural adaption.

Slide 4-17

F. Reinforcing behaviors is key to improved individual and organizational performance. Some methods of reinforcing behaviors include:

1. Providing meaningful rewards.

2. Providing incentives (external) to stimulate motivation (internal).

3. Provide timely and meaningful feedback.

4. Make sure that supervisors and informal leaders participate in providing feedback and rewards.

5. Over time, cultural adaption to the new behavior will lead to internalization of the desired behavior as the new norm.

G. Identify the behaviors that you want the team to display:

1. Question assumptions.

2. Be honest.

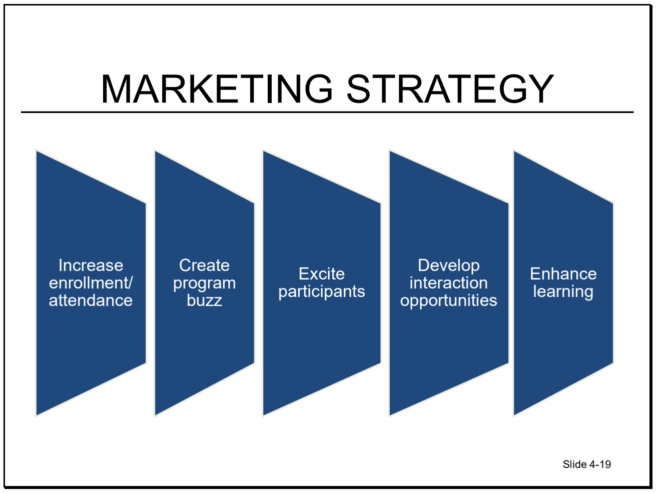
3. Use disciplined creativity.

VI. WHAT IS MARKETING?

A. Marketing is the activity, set of institutions, and process for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners, and society at large.

B. Much of your marketing may be to an internal audience. Internal marketing uses a standard marketing approach that is focused on motivating employees around organizational goals.

VII. MARKETING STRATEGY



A. If you are spending time and effort to develop quality training, then you need to let people know, that is the purpose of having a marketing strategy. Make sure that people know you are creating and implementing training programs that are helping your organization reach its goals. Training is an important part of improving performance and getting results, a marketing strategy helps your organization because it can:

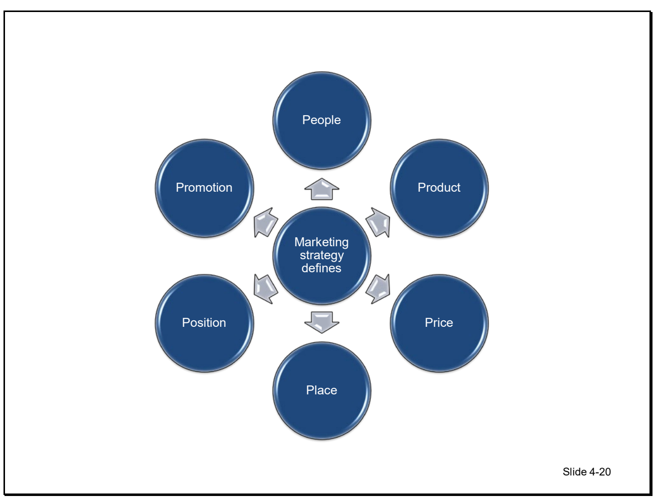
1. Increase training enrollment.

2. Create buzz about your program's accomplishments.

3. Get people excited about training you offer.

4. Create opportunities for interaction.

5. Enhance learning.



B. A marketing strategy defines:

1. **People:** To whom to you are marketing.
2. **Product:** What it is you are marketing.
3. **Price:** The amount you will charge for your product.
4. **Place:** Where the product is marketed or service occurs.
5. **Position:** How you want people to view your product.
6. **Promotion:** The tool you will use to market your product.

C. Your target audience includes:

1. Officers.
2. Members.
3. Community members.

Who are your target audience members?

Slide 4-21

D. It is important to do more than just announce courses, your marketing strategy should:

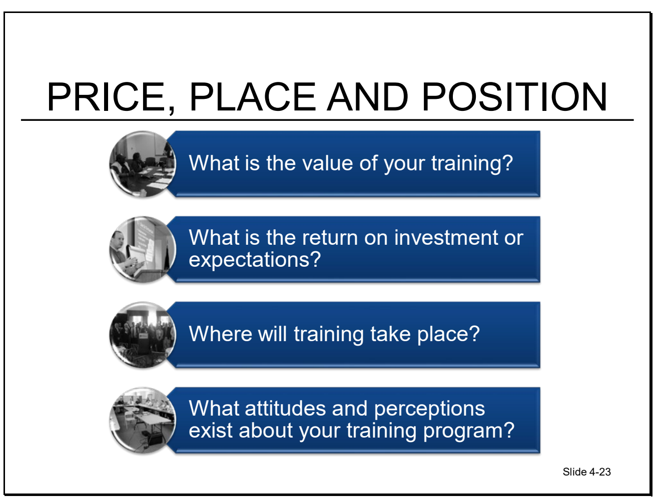
1. Promote the courses you offer and future courses in development.

2. Share the objectives of both the course and those of your training program (i.e., your training program is committed to ensuring the best emergency response in the nation).

3. Communicate the many different capabilities of your training department, beyond just training courses (i.e., your training department has experts in the field of emergency preparedness and can offer brown bags on how to conduct successful drills).

4. Inform about your training capacities.

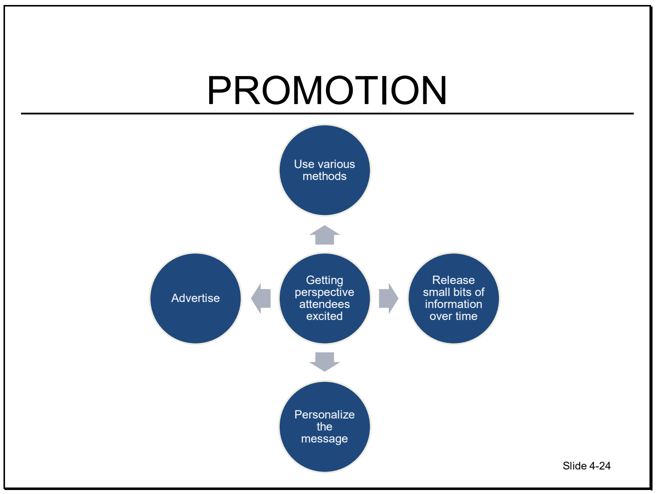
5. Share tips for performance improvement.



E. **Price** looks at the value of your training. You may not charge a fee, but your training still has value. What would people pay? What is the cost of similar types of training? What is the ratio between cost and benefit of training (return on investment)?

F. **Place** looks at where your training is delivered. Do you offer classroom, Web-based, mobile training?

G. **Position** considers how people view your training program and how you would like them to view it.



H. Promotion is about what you can do to get people excited and how you can create a buzz about your training. It is estimated that your audience needs to hear your message between eight and 13 times before they take notice. So what can you do?

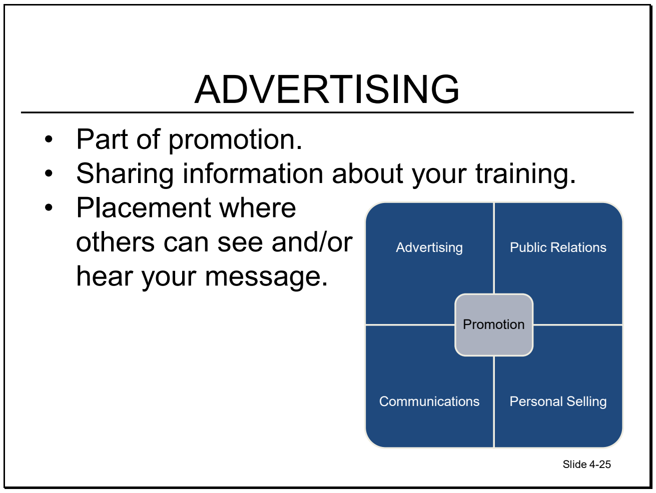
1. Communicate your message in varied ways.

2. Build excitement, give your audience "nuggets" to get their attention and build on those "nuggets."

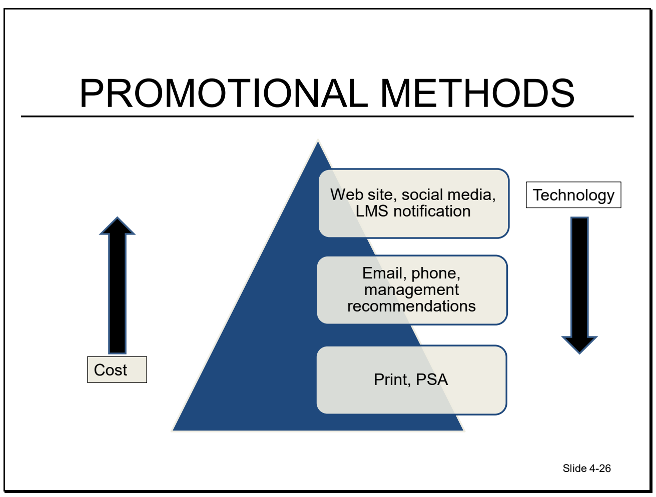
3. Personalize the information, develop quick messages that are tailored to the person. This works well when inviting someone to training.

4. Use advertising, both passive (Web sites, posters, bulletin boards, and flyers) and active methods (email, phone calls, and in-person invitations).

VIII. ADVERTISING

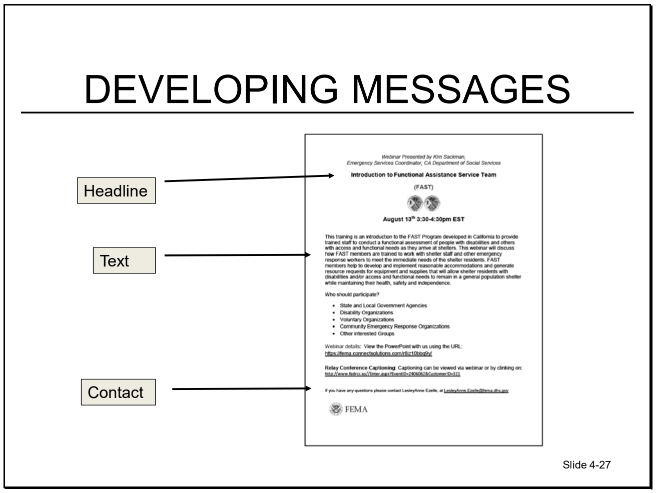


A. Advertising is an important component of your marketing strategy because it is about getting the word out about your training using different methods.



B. Review the table on the following page for pros and cons of different promotional methods.

Promotional Method	Pros	Cons
Email Blasts	✓ No cost ✓ Quick ✓ Flexible ✓ Targeted	× Short "shelf-life" × Audience can filter, ignore
Phone Calls	✓ Low cost	× Can be ignored × High time/effort investment
Management Recommendation	✓ No cost ✓ Minimal time requirement ✓ High impact	× Hard to control message
Web Site	✓ Low cost (if one already developed) ✓ Quickly updated	× Audience has to make effort to visit the site × Can be technical to update
LMS Notices	✓ Can be targeted to specific people	× Can be ignored
Posters	✓ Low cost ✓ Quick ✓ Can be placed in strategic locations, e.g., elevators, lobbies, break rooms	× Nothing to refer back to × Cost or effort to make professional looking
Training Course Catalog	✓ Provides detail on the offerings ✓ Increases awareness of the training program as a whole	× Can be expensive to upkeep and make professional looking × Time-consuming, requires maintenance and updates
Brochures/ Newsletters	✓ Can be returned for reference ✓ Tangible ✓ Can include detail	× Cost or effort to make professional looking × Reliance on print media decreasing × Static
Social Media and Blogs	✓ Low cost ✓ Flexible ✓ Builds relationships ✓ Has a mechanism for feedback	× Technology reliant × Is high on time requirement



C. The following page has guidance for developing messages to promote and advertise your training program.

Tips for Developing Promotional Messages

General Tips

- ✓ Find examples of training brochures, posters, catalogs, social media, and Web sites that you like.
- ✓ List the benefits of your training program.
- ✓ Think of an image that reflects what you are trying to say.
- ✓ Identify your target audience.
- ✓ Include facts, positive comments from students, management support.
- ✓ Motivate a response — sign up, visit your Web site, sign into the LMS, go to your blog or social network site.
- ✓ The fewer words, the better.
- ✓ Include incentives for registering or attending.
- ✓ Proofread.

Headline

- ✓ What is the benefit to the target audience?
- ✓ Keep to five words or less.
- ✓ If possible personalize the headline.

Text

- ✓ Write only as many words as people have time to read.
- ✓ Include the top three benefits — reasons to take the training, training objectives, who should attend.
- ✓ Keep sentences and paragraphs short.
- ✓ Avoid jargon and acronyms.
- ✓ Include the information they NEED to know.
- ✓ Give them a simple next step for response — go to Web site for more information, use form attached to register, send email for course link.
- ✓ Return to the headline benefit.
- ✓ Identify a strong, related image to use.
- ✓ Keep the message clear and consistent.
- ✓ Use testimonials.
- ✓ Include logistics: training location, dates, times.

Contact Information

- ✓ List your Web site, social network, LMS, email or other contact information.
- ✓ Use a QR (Quick Response) code.

Tagline

- ✓ Include your logo.
- ✓ Develop a tagline that is appealing, easy to remember, easy to say, and is a benefit or a strength.

This page intentionally left blank.

ACTIVITY 4.2

Developing A Marketing Plan

Purpose

To develop a marketing plan for the academy addressing your training challenge.

Directions

Working in your teams and using the worksheet:

1. Develop a tagline that communicates the mission of your regional training academy.
2. Select methods, media, and slogans for reaching your potential target audiences.
3. Select a team representative and be prepared to share your responses in one hour.

This page intentionally left blank.

ACTIVITY 4.2 (cont'd)

Developing A Marketing Plan

A tagline is . . .

- A brief phrase that helps an organization market its products or services to its customer.
- Approximately one sentence long.
- Well thought-out and concise.
- Something that captures your mission, promise, and brand. Clear, not clever.
- Memorable.
- Directed toward your target audience.

"Providing training to help the community better prepare."
"A learning experience to revitalize your employees."

To create a tagline . . .

- Consider your mission.
- Consider the benefits of your service.
- Consider what is unique about your organization. Think of the image you want to convey.
- Use active verbs.
- Look at other organizations' taglines.
- Consider your mission.

Examples of Taglines

- "Big Sky. Big Land. Big History." — Montana Historical Society (mhs.mt.gov)
- "Saving Lives. Protecting People." — Centers for Disease Control and Prevention (www.cdc.gov)
- "Protecting and Promoting Your Health" — U.S. Food and Drug Administration (www.fda.gov)
- "Prepare. Plan. Stay Informed." — Ready.gov

A slogan . . .

- Is a memorable phrase for a specific campaign.
- Can change based on what you want to convey at the time.

To create a slogan . . .

- Make it pleasing to the ear with a rhyme or pleasing rhythm.
- Underscore your mission.
- Differentiate yourself.
- Be honest.
- Keep it short (less than eight words) to be memorable.

Examples of Slogans

- "Prepare for Tomorrow." — Ready.gov
- "Preparing Makes Sense." — Ready.gov

ACTIVITY 4.2 (cont'd)

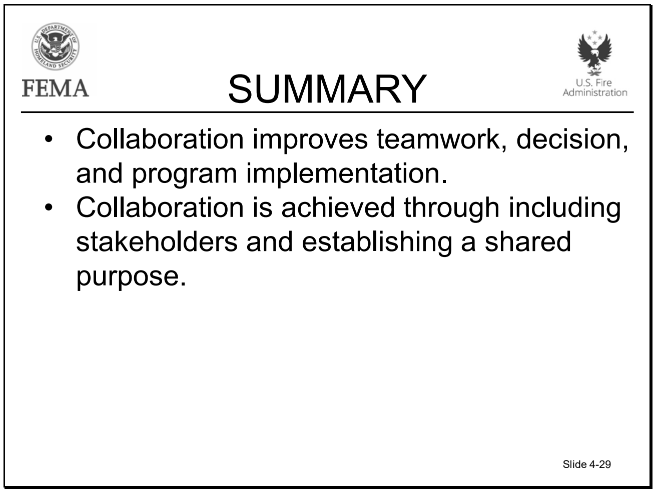
Worksheet

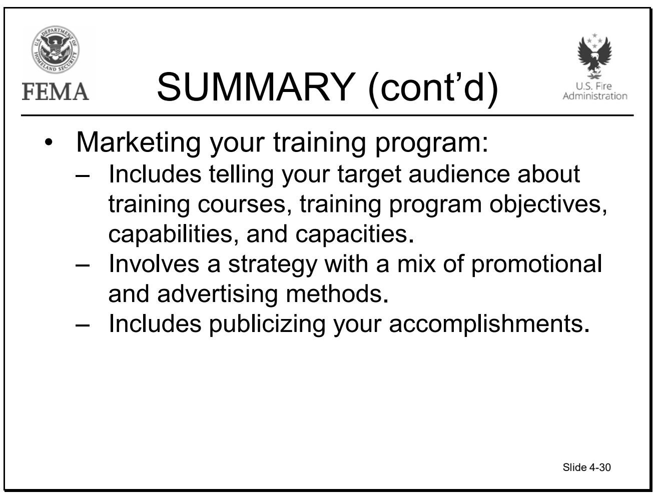
Marketing Strategy Summary

Marketing Tagline:

Project Description	Promotional Methods	Target Audience	Slogan	Dates for Rollout
Incident Command System Course	*Email blast LMS announcements Posters*	*New employee and new volunteer.*	*ICS…the first step in response.*	*One month prior to course.*

IX. SUMMARY


FEMA
SUMMARY
U.S. Fire Administration
• Collaboration improves teamwork, decision, and program implementation.
• Collaboration is achieved through including stakeholders and establishing a shared purpose.
Slide 4-29


FEMA
SUMMARY (cont'd)
U.S. Fire Administration
• Marketing your training program:
– Includes telling your target audience about training courses, training program objectives, capabilities, and capacities.
– Involves a strategy with a mix of promotional and advertising methods.
– Includes publicizing your accomplishments.
Slide 4-30

This page intentionally left blank.

REFERENCES

Training Manager's Desktop Guide, E. Davies.

The Fast Forward MBA in Project Management, Eric Verzuh.

This page intentionally left blank.

UNIT 5: SECURE AND MANAGE RESOURCES

TERMINAL OBJECTIVE

The students will be able to:

5.1 Plan resources to address training issues within their organization.

ENABLING OBJECTIVES

The students will be able to:

5.1 Identify types and number of staff needed to implement a training plan.

5.2 Identify potential sources for obtaining qualified training team members.

5.3 Identify strategies for conducting training with limited resources.

5.4 Describe criteria for selecting training team members.

5.5 Identify strategies for managing volunteers.

5.6 Identify standards and expectations for training team members.

5.7 Describe how to promote professional development through coaching, mentoring, rewarding and guiding.

5.8 Identify strategies for fostering teamwork.

5.9 Describe the process for providing feedback to instructors on their performance.

5.10 Describe how the training environment affects the quality of training.

5.11 Discuss criteria for selection of appropriate sites for conducting training.

5.12 Identify the ongoing activities required to manage a training facility.

5.13 *Identify the importance of relationships and partnerships to training facility access.*

5.14 *Describe strategies for using new technology to enhance learning.*

5.15 *Identify the manager's role in the lifecycle process for technology development.*

5.16 *Describe the accessibility requirements for using technology in training.*

5.17 *Identify functional requirements for a training technology project.*

5.18 *Correlate the use of eLearning technology with its generation and capabilities.*

5.19 *Identify the administrative functions needed to support a training program.*

5.20 *Describe records management considerations.*

FEMA

U.S. Fire Administration

UNIT 5: SECURE AND MANAGE RESOURCES

Slide 5-1

TERMINAL OBJECTIVE

Plan resources to address training issues within their organization.

Slide 5-2

ENABLING OBJECTIVES

- Identify types and number of staff needed to implement a training plan.
- Identify potential sources for obtaining qualified training team members.
- Identify strategies for conducting training with limited resources.
- Describe criteria for selecting training team members.
- Identify strategies for managing volunteers.

Slide 5-3

ENABLING OBJECTIVES (cont'd)

- Identify standards and expectations for training team members.
- Describe how to promote professional development through coaching, mentoring, rewarding and guiding.
- Identify strategies for fostering teamwork.
- Describe the process for providing feedback to instructors on their performance.

Slide 5-4

ENABLING OBJECTIVES (cont'd)

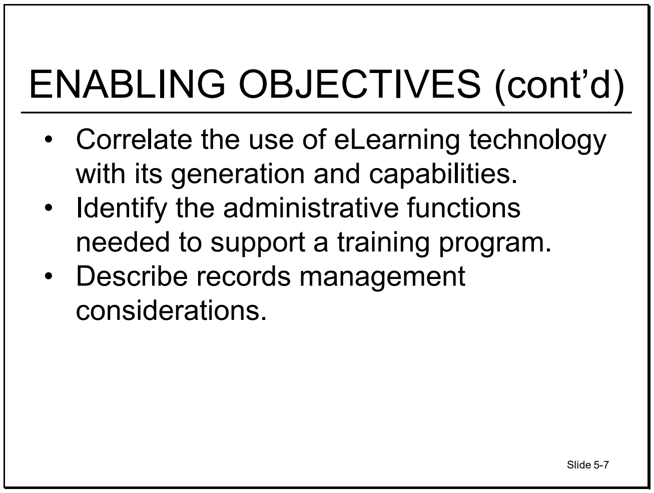
- Describe how the training environment affects the quality of training.
- Discuss criteria for selection of appropriate sites for conducting training.
- Identify the ongoing activities required to manage a training facility.
- Identify the importance of relationships and partnerships to training facility access.

Slide 5-5

ENABLING OBJECTIVES (cont'd)

- Describe strategies for using new technology to enhance learning.
- Identify the manager's role in the lifecycle process for technology development.
- Describe the accessibility requirements for using technology in training.
- Identify functional requirements for a training technology project.

Slide 5-6



I. INTRODUCTION

A. This unit provides students the importance of identifying standards and expectations for forming a team and managing a team, an understanding of the selection criteria for training facilities, classrooms, and support space; an overview of the types of technology available for training development, delivery, and management, and an understanding of managing training administrative processes including logistics and records management.

B. Terms and definitions.

1. **Assistive technology:** Technology used by people with disabilities to perform functions that would otherwise be impossible or difficult.

2. **Authoring tool:** Software application used to create and package eLearning.

3. **Commercial Off-the-Shelf (COTS):** An item that is commercial and sold in substantial quantities in the commercial marketplace.

4. **Learning Content Management System (LCMS):** Training software that manages and delivers training content.

5. **Learning Management System (LMS):** Training management software with applications for administration, documentation, tracking, reporting, and delivery.

6. **Outsourcing:** Contracting out a part of your organization's function or business process.

7. **Prototype:** A sample used as the basis for future development.

8. **Subject-Matter Expert (SME):** A person who provides expertise or knowledge of a specific topic or area.

9. **Universal design:** A strategy for making products, environments, operational systems, and services welcoming and usable to the most diverse range of people possible.

10. **What You See Is What You Get (WYSIWYG):** A user interface for development that closely corresponds to what the final product will be.

TRAINING PROGRAM MANAGEMENT FUNCTIONS

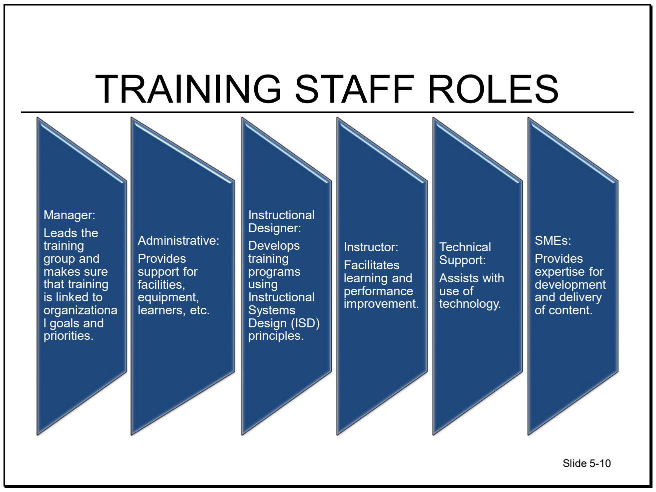
Slide 5-8

C. Securing and managing training resources, which includes the management of the training team, is a key training program management functions.

II. FORMING A TRAINING TEAM: TRAINING STAFF ROLES

FORMING A TRAINING TEAM

Slide 5-9



A. Some key roles in a training organization are:

1. The training manager who leads the training group and ensures training is linked to organizational priorities.

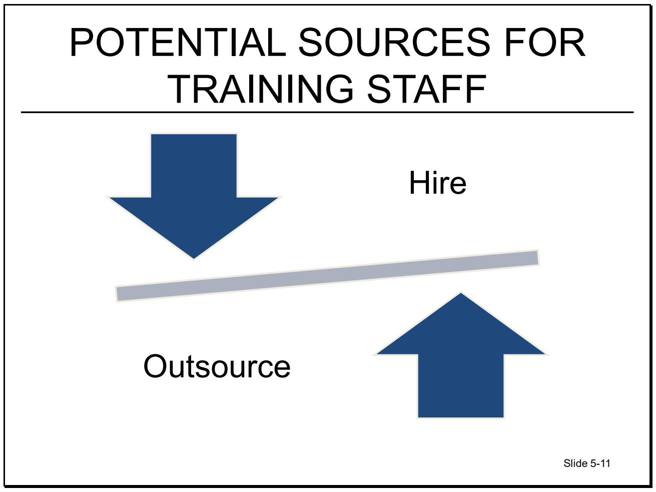
2. Administrative staff who provide administrative support for facilities, equipment, learners, and other logistics to ensure training events run smoothly.

3. Instructional designers who develop training programs and curriculum using adult learning and instructional design principles.

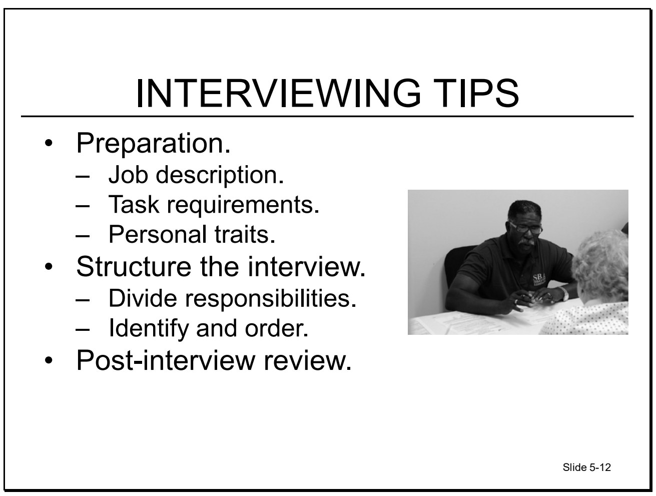
4. Instructors facilitate learner performance improvement by delivering training, coaching, and facilitating groups.

5. Technical support personnel facilitate the use of technology in support of training, both development and delivery.

6. SMEs provide expertise for the development and delivery of training content.



B. Many sources exist for finding and recruiting training staff. Review the options on the slide. An option to hiring staff members is to outsource. Some common services you can outsource include consultants, instructors, instructional designers, and developers.



C. Tips for conducting effective interviews.

1. Before conducting the interview, prepare!

a. Make sure the job description is up-to-date.

b. Have a list of criteria that the person needs to be successful at the job.

c. Describe the person best suited for the job based on team dynamics, management and organization styles.

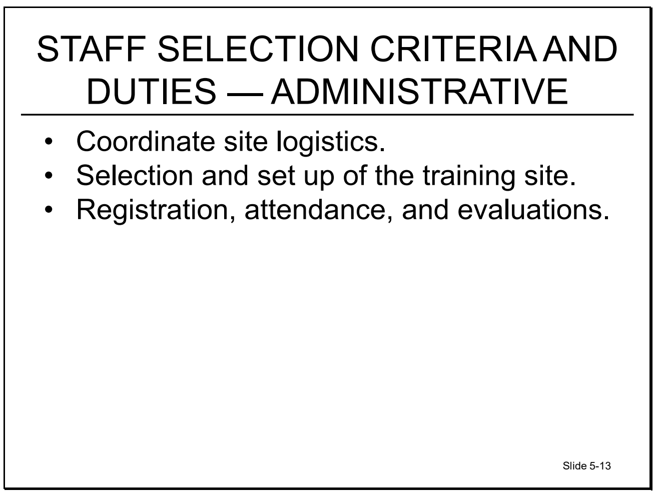
2. Develop a structure for the interview based on the criteria. If you are using a team to interview:

   a. Divide responsibilities in advance.

   b. Develop questions and identify who will ask the question and when it will be asked.

3. As soon as possible after the interview, review the information gained.

III. FORMING A TRAINING TEAM: STAFF SELECTION CRITERIA



A. In selecting staff, competencies are very important. Your selection criteria should be based on competencies.

B. Some competencies that administrative staff should have are the ability to:

   1. Coordinate site logistics, set up, and select sites.

   2. Use systems for registration, learner attendance, and evaluations.

STAFF SELECTION CRITERIA AND DUTIES — DESIGNER

- Use adult learning and ISD principles.
- Use technology to design and develop training.
- Design graphics in support of training and marketing.

Slide 5-14

C. Instructional designers.

1. Use adult learning and instructional design principles.

2. Use technology to design and develop training, including eLearning.

3. Design graphics in support of training and marketing.

STAFF SELECTION CRITERIA AND DUTIES — INSTRUCTOR

- Present training materials.
- Manage the learning environment.
- Facilitate learning.
- Provide feedback.
- Use technology.

Slide 5-15

D. Instructor.

1. Present training materials.

2. Manage the learning environment.

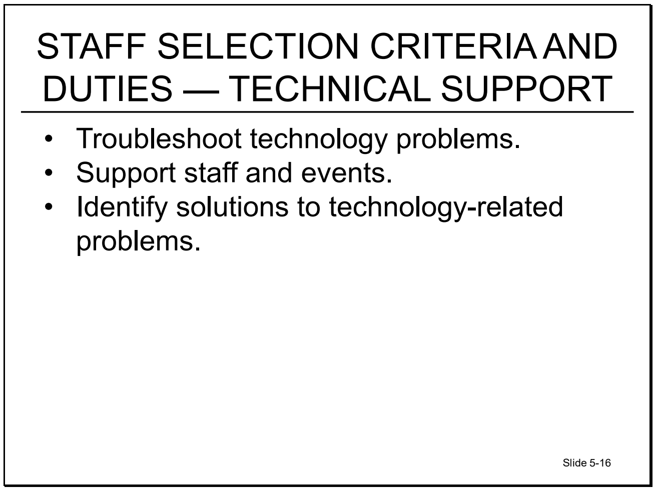
3. Facilitate learning.

4. Provide feedback to learners.

5. Coach learners.

6. Use technology.

7. Evaluate learners.



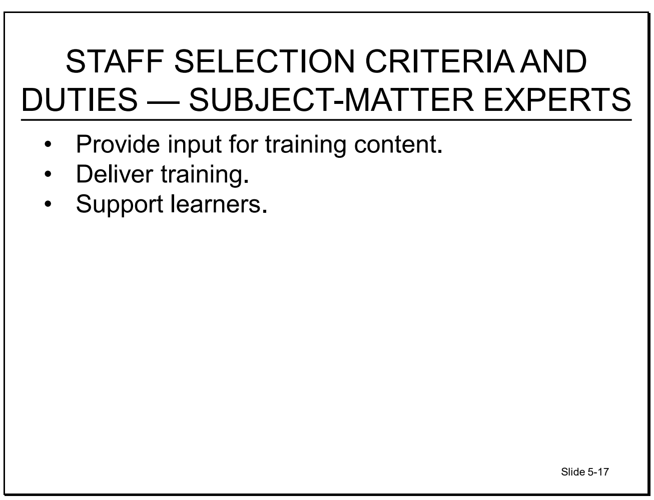
E. Technical support.

1. Troubleshoot technology problems.

2. Support training staff and training events.

3. Identify technical solutions.

4. Program.

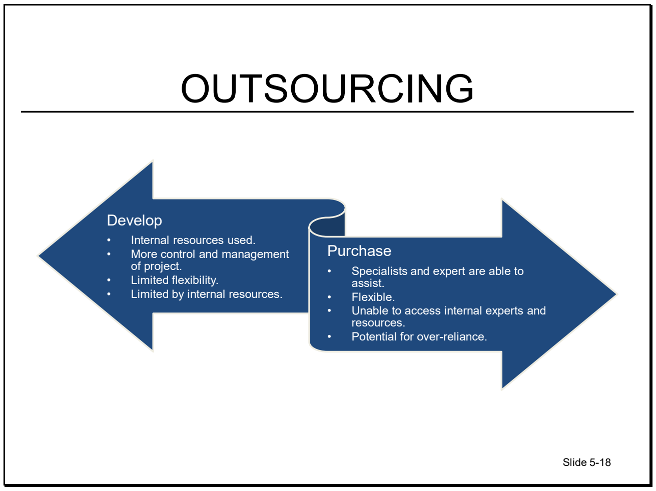


F. SMEs.

1. Provide input for training content.

2. Deliver training and support learners.

G. An important part of the planning process is determining whether to "make" or "buy." The pros and cons apply to staff as well as services.



H. Consider outsourcing if you:

1. Have limited time.

2. Do not have the necessary skills or knowledge internally.

3. Need fresh perspective.

4. Need flexibility.

5. Need the credibility the outsourced person brings.

6. Have a sudden unplanned increase or change in training requirements.

7. Need to develop your training staff.

8. Have a temporary, short-term need.

ACTIVITY 5.1

Developing a Staffing Plan

Purpose

To identify staffing needs.

Directions

1. Working in your teams, and using the training challenge, use the worksheets on the following pages to help develop estimates of staffing needs, including:

    a. Type of staff needed.

    b. Sources for each type of staff.

    c. Criteria for each type of staff.

    d. Number of staff needed.

2. Select a representative and be prepared to present your plan in 30 minutes.

This page intentionally left blank.

ACTIVITY 5.1 (cont'd)

Staffing Plan Worksheets

Complete each of the following worksheets to identify different types of staff needed by course to be delivered. Use 1920 hours for one full time employee. Use "ballpark" figures based on the guidance and base your estimates on your experience.

Worksheet 1: Number of Instructional Designers Needed

Guidance for making estimates:

- For instructor-led courses, budget approximately 10 hours of development time for every hour of the course.
- For Web-based courses, budget approximately 20 hours of development time for every hour of the course.

Course	Length	Delivery Method (Web-based or Instructor-led)	Approximate Development Time	Approximate Number of Designers for Year
Project Management	*40 hours*	*Instructor*	*40*15 = 60*	*.03*
Conducting Research	*10 hours*	*Web-based*	*10*20 = 200*	*.10*

Review the information above and estimate the following:

Approximate Total Number of Instructional Designers Needed:			
Number of In-House Designers:		**Number of Outsourced Designers:**	

Worksheet 2: Instructors for Course Delivery List the course to be delivered at the academy and identify the number of instructors for each course.					
Guidance for making estimates: More complicated courses and courses with more participants may need more instructors. Also instructors need to have preparation time for each course delivery. A general estimate for preparation time is 2-3 hours per hour of delivery.					
Course	**Length**	**Participants per Class**	**Times Delivered Per Year**	**Number of Instructors Per Class**	**Approx. Number of Instructors for Year**
Project Management[1]	*40*	*12*	*4*	*2*	*.50*

Review the information above and estimate the following:			
Approximate Total Number of Instructors Needed:			
Number of In-House Designers:		**Number of Outsourced Designers:**	

[1] To develop estimate: 40 hours + 80 hours prep time = 120 hours per class. 120*2 instructors*4 classes = 960 hours. About .5 FTE total - but need to remember need 2 different instructors.

Worksheet 3: Support Staff

List the courses to be delivered at the academy and identify the type and number of support staff for each course.

Support personnel are the non-instructor employees who support the delivery of the course. Examples include:

- **Audio/Visual technician:** Installs, repairs and runs audio-visual equipment like sound and projection systems.
- **Training technician:** Assists in preparing materials for practical exercises and lectures; maintains roll for class; distributes and collect surveys.

When considering number of positions required, some factors are:

- Time needed for course preparation.
- Time needed during the course.
- Additional duties and assignments beyond planning, preparation, delivery, and post course follow up.

More support personnel are needed if it takes a lot of time to set up and teach the course, and if there are many additional duties.

Course	Position	Support Hours Required	Times Delivered Per Year	Approx. Number of Support for Year
Project Management[2]	• *Admin* • *Technical*	*50* *10*	*4*	*.15* *.05*

[2] For admin: (50*4)/1920. For technical: (10*4)/1920. Estimates then rounded.

Review the information above and estimate the following:		
Position Type	**Number Needed In-House**	**Number Needed Outsourced**

Staffing Plan for Your Regional Training Academy Review the design, delivery, and support requirements from Worksheets 1, 2 and 3 and put the total estimates below. Next, determine what staff could be outsourced and any special criteria for different staff.			
Staff Type	**Number Needed In-House**	**Number Needed Outsourced**	**Special Criteria**
Instructional Designers			
Instructors			
Support Staff			

This page intentionally left blank.

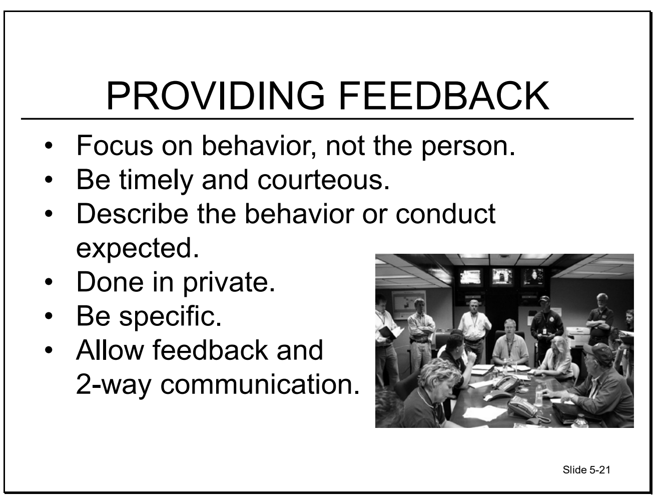
IV. MANAGING A TRAINING TEAM

A. Selecting the team.

Selecting members of the training team is critical to its success. Ideally, those selected to be part of the team display an interest in the topic area and have subject matter expertise, a desire to deliver a quality training product, and a willingness to be part of the team.

B. Team expectation.

Now that you have a basis for selecting a team, it is important to manage them so that they are high performing.



C. Feedback.

Feedback is essential for successful teams and should:

1. Focus on behavior, not the person.

2. Be specific.

3. Be timely and continuous.

4. Be shared in private.

5. Describe the behavior or conduct you want or expect.

6. Provide an opportunity for receiving ideas.

Providing Feedback to Instructors

Information on instructor effectiveness can be gathered from other instructors, training participants, training management, and your observations. This information may come from reviewing evaluation forms and tests, conducting interviews, or observing the training.

Feedback Tips:

- Prepare for the feedback session by reviewing forms, tests, and other sources.
- Give feedback from your perspective: "I observed . . ."
- Identify no more than two items for the instructor to work on improving.
- Suggest ways to build skills, courses, workshops, partnering with other instructors.
- Give feedback regularly.
- Assess the instructor based on established competencies (http://www.ibstpi.org/Competencies/instructor_competencies.htm).
- Develop a standard feedback form.
- Schedule follow up time after the discussion and observing the instructor.
- Document the conversation and any actions agreed upon.

ACTIVITY 5.2

Training Team Challenges

Purpose

To determine solutions to management challenges.

Directions

1. Working as a team, read the management challenge assigned by your instructor on the following page.

2. Develop strategies to address the challenge and how you would provide feedback.

3. Select a representative to present the strategies in 10 minutes.

This page intentionally left blank.

ACTIVITY 5.2 (cont'd)

Challenge Descriptions

Challenge Description 1
You have been managing a highly productive, successful, and cohesive team for the last year. Two months ago, one of the strongest team members was promoted, and has left the team. You recently hired a new team member based on skills and what seemed to be a compatible personality for the team. One of the legacy team members has come to you complaining that a new member is constantly asking for assistance and is not completing her tasks on time.
Strategies for Addressing and/or Preventing the Challenge

Challenge Description 2
Your training team has recently merged with another group within the organization. You have worked to bring this newly expanded team together with a kick-off meeting as well as regular status meetings. Your original team is very strong and has worked together for several years. You have a lot of respect for the capabilities of the new team members and are happy to have them on your team. You believe that the team is bonding and working collaboratively, until you overhear one of the new team members complaining to another new team member that he feels all ideas from the new team members are "shot down" immediately. The other new team member agrees saying that their ideas are given little or no consideration.
Strategies for Addressing and/or Preventing the Challenge

STUDENT ACTIVITY WORKSHEET

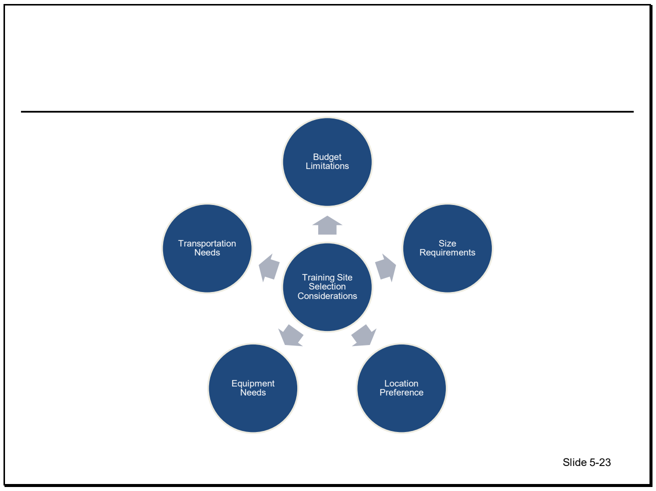
Challenge Description 3
As the lead of a training team comprised of instructors, instructional designers, and administrative support, you take pride in the quality of training that your team develops and delivers. Recently you have started to receive complaints about one of the instructors on your team from the support staff. The complaints include: not teaching to the objectives, telling personal stories, and disregarding the timing of the lessons. You review the participant evaluations from his recent courses and he is highly rated by the participants.
Strategies for Addressing and/or Preventing the Challenge

Challenge Description 4
You just formed a new training department and have a project manager managing a team of instructional designers and subject-matter experts (SMEs) in the development of eight courses for a new-hire training program. This program is on the fast track and has deliverables every week. The team has had a kickoff meeting and a few status meetings, and the project manager has told you that the team works really well together except for one SME. The project manager tells you that the SME does not feel comfortable in the group and has asked to be removed from the project stating that his personality and working style do not fit with the rest of the team. The project manager tells you that this person brings expertise that no other team member brings, but that everyone on the team has had difficulty working with him.
Strategies for Addressing and/or Preventing the Challenge

Challenge Description 5
You are managing the implementation of a complex training program that requires regular meetings with programmers, instructional designers, instructors, administrative support staff, and project managers. At the last two meetings, a programmer has pushed his ideas on the team, interrupted, and has been disrespectful to the other team members. His ideas are "spot on" but his approach is causing other team members to shut down and not contribute to the discussion. You also see that the morale of the team is going down as a result of these meetings.
Strategies for Addressing and/or Preventing the Challenge

This page intentionally left blank.

V. TRAINING FACILITY ATTRIBUTES



A. There are specific criteria to use when making decisions about selecting an appropriate training site. It is important to understand what that criteria is, for example:

1. Budget limitations.

2. Size requirements.

3. Location preference.

4. Equipment needs.

5. Transportation needs.

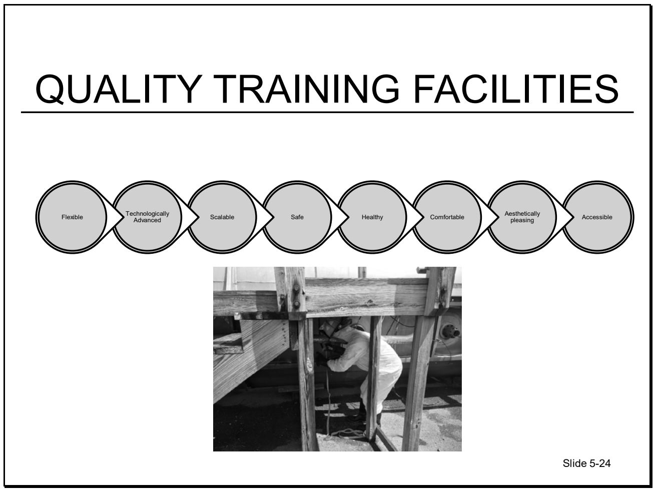
B. When selecting sites you will need to identify all possible site options and weigh the costs and benefits of the options. Then select the site that:

1. Benefits the most participants.

2. Best supports the course objectives.

3. Is most cost-effective.

4. Considers legal and accessibility requirements.



C. Training facilities that serve adult learners need to be:

1. **Flexible:** The site can address different learning and instruction styles.

2. **Technologically advanced:** The site can support the connectivity needs of the participants.

3. **Scalable:** The site is able to be expanded or contracted based on the training need.

4. **Safe:** It is safe to walk at night and to parking areas.

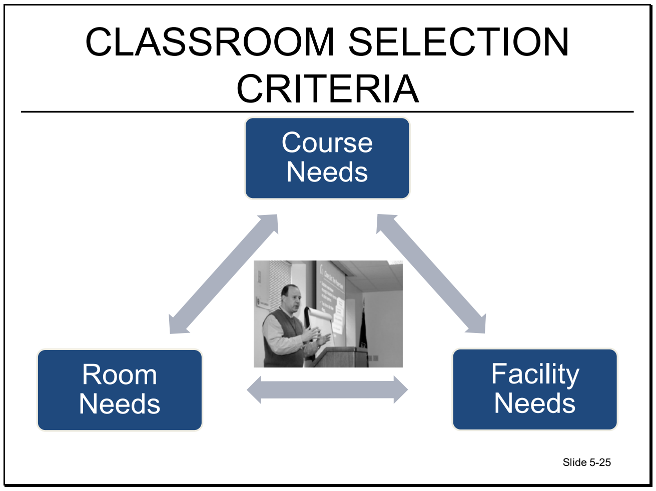
5. **Healthy:** The site is clean and has good ventilation.

6. **Comfortable:** The site has adjustable chairs and computers and desks at the right height.

7. **Aesthetically pleasing:** The site has good lighting and acoustics and the layout is conducive to learning.

8. **Accessible:** Consideration for individuals with functional and/or access needs has been incorporated into the facility design and equipment support needs.

VI. CLASSROOM CRITERIA



A. When selecting classrooms, some considerations include:

1. What are the course requirements, objectives? How is the course structured?

2. What are the audio/visual needs? Are screens required? Are speakers needed?

3. What are the computer needs? Does each participant need a computer?

4. What is the network connectivity need? Do participants and the instructor need wireless connectivity?

5. What are the lighting requirements? Do you need to be able to adjust light levels in different areas of the classroom?

6. What are acoustics of the classroom? Can everyone hear the instructor?

7. What are the accessibility requirements?

8. What furniture is needed? Desks, podiums, etc.?

9. What shape or size is best for the class and the learner needs?

B. See the checklist for classroom selection criteria on the following page and identify items you would add to the list.

Classroom Considerations	
Course Information:	**Comments:**
How many participants for the course?	
How many instructors and support staff?	
What activities or exercises are planned?	
Facility Information:	**Comments:**
Is the room accessible?	
Where are the restrooms?	
Is there adequate parking?	
Are there any safety issues?	
Room Information:	**Comments:**
What are the audio/visual needs (projectors, screens, computers, speakers, etc.)?	
What other presentation materials (wipe boards, easels, chart paper, markers, etc.)?	
Where will the participant materials be stored?	
Where will the instructor supplies be stored?	
How should the chairs, tables, and desks be arranged?	
Is there space for posters, charts, and other visual aids?	
Are there appropriate numbers of outlets?	
Is wireless or network connectivity required?	
What is the lighting like?	
Can the lights vary by parts of the room?	
What is the temperature and temperature controls?	
Where is the room located? Will noise be a problem?	
Are the chairs appropriate? Are there enough?	

CLASSROOM PREPARATION CONSIDERATIONS

- Type of training interaction.
- Instructor location.
- Screen and projector location.
- Charts, boards, etc.
- Audio resources.
- Computers needs.
- Room arrangement.

Slide 5-26

C. When preparing a room for training consider the following points:

1. **Type of interaction.** Is there interaction or is the focus primarily on the instructor?

2. **Location of the instructor.** Should the instructor be mostly in front of the room or working alongside participants?

3. **Screen and projector location.** Can all participants see the screen? Is the projector in the way, does it take up valuable real estate?

4. **Charts and boards.** Can all participants see and read charts and boards?

5. **Audio resources.** Can participants hear audio when played?

6. **Computers.** Do all participants need computers?

7. **Room arrangement.** What arrangement optimizes learning?

CLASSROOM SET UP

- Promote learning.
- Allow interaction between learners and instructors.
- Accommodate course content.

Slide 5-27

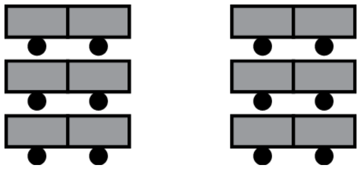
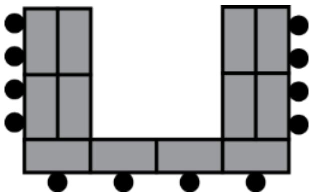
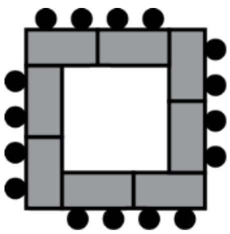
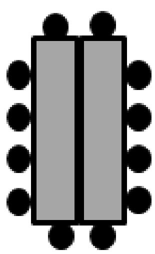
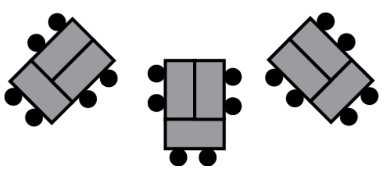
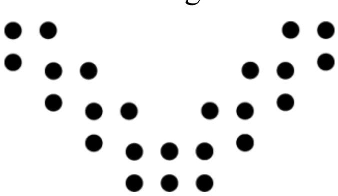
D. Classroom arrangement impacts the effectiveness of the training and should:

1. Promote learning.

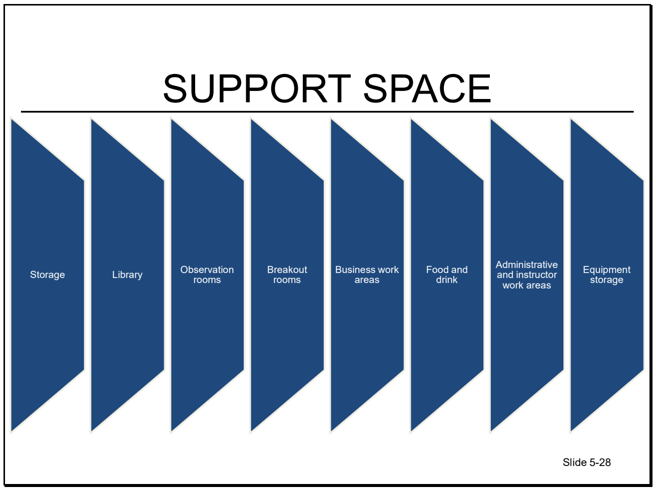
2. Allow interaction between students and instructors.

3. Accommodate the course content.

E. At a program level, you need to include processes to ensure that appropriate classroom arrangements are identified for each course and adhered to unless not possible.

Configuration	Considerations
Traditional classroom 	Provides limited participant interaction. Allows for a large group in a smaller area.
U-Shaped conference 	Offers maximum interaction for small seminars. Provides space for an instructor and visual aids.
Square conference 	Encourages conversation across the table.
Rectangle conference 	Promotes an environment of opposing sides.
Table groups 	Provides interaction for larger classes.
Theatre seating 	Provides seating for a large number of participants. Does not promote interaction or discussion.

VII. SUPPORT SPACE CRITERIA



A. Successful training planning involves considering the support space criteria in addition to classroom criteria.

B. Do you need:

1. Storage for participants?
2. A resource library for participants and instructors?
3. Observation rooms?
4. Business work areas?
5. Food? Drinks?
6. Administrative/instructor offices?
7. Equipment storage?

VIII. OTHER TRAINING FACILITY FUNCTIONS

OTHER TRAINING FUNCTIONS

- Managing activities.
  - Scheduling.
  - Assigning space.
  - Ensuring effective use.
  - Ensuring quality.
- Maintenance functions.

Slide 5-29

A. Managing a training facility involves both administrative functions and maintenance functions.

B. The management of daily activities is a very important function. It involves:

1. Scheduling based on requests, cancellations, and changes.

2. Assigning space including classrooms and support space.

3. Ensuring effective use of space.

4. Ensuring the facility meets the quality training site attributes. To ensure the quality of the site and rooms:

    a. Check on rooms and equipment regularly.

    b. Include questions on facility and rooms on course evaluations.

    c. Have instructors complete a checklist after each course.

    d. Use third-party evaluators.

C. Maintenance includes custodial and maintenance functions to ensure the site is safe, healthy, comfortable, and operational.

FINDING EXTERNAL ASSISTANCE AND SITES

Community partnerships.
- Professional organizations.
- Schools.
- Colleges and universities.
- Faith-based organizations.
- Government services.
- Private industry.

Slide 5-30

D. Your organization may not have a training facility or you may need to expand your capacity on occasion. Developing partnerships and relationships in the community can help you find training facilities, equipment, and other resources. The slide has examples of possibilities in your community, including:

1. Professional organizations.

2. Schools.

3. Colleges and universities.

4. Faith-based organizations.

5. Social services.

6. Government entities.

IX. LEGAL CRITERIA

LAWS IMPACTING SITE SELECTION

- Americans with Disabilities Act (ADA).
- The Rehabilitation Act of 1973, as amended.
- Environmental laws.
- Zoning and master plans.

Slide 5-31

A. The Americans with Disabilities Act (ADA) applies to all U.S. citizens, while the Rehabilitation Act of 1973, as amended, applies to federal employees, federal contractors, and recipients of federal assistance.

B. These laws require that employers take reasonable steps to accommodate individuals with disabilities so that equal employment opportunities are provided to them. These laws also apply in the training arena in that employers must find the means to provide equal training opportunities to all individuals with disabilities.

C. It is important to explore and know your State or jurisdictional ADA requirements.

1. Physical access — emergency programs, services, and activities must be provided by law to locations that are accessible to all people.

2. Effective communication — people with disabilities must be given information that is equal in content and detail to that given to the general public, as well as accessible, understandable, and timely.

3. Parking.

4. Curb and interior ramps.

5. Paths of travel.

6. If lodging is needed:

   a. Tables and desks that will accommodate wheelchairs.

   b. Sleeping areas.

   c. Furniture that can be easily rearranged.

   d. Accessible telephones.

7. Dining facilities.

8. Elevators.

9. Accessible restrooms/bathing facilities.

10. Locating training on a ground level or other accessible location.

D. In addition to being accessible, training facilities must also allow participants with disabilities to "enjoy equal benefits and privileges of similarly situated participants without disabilities." This means training facilities must be equipped to accommodate individuals with disabilities, in addition to being physically accessible. This may require training managers to select training sites that have special accommodations and auxiliary aids available, such as:

1. Interpreters.

2. Signers.

3. Readers.

4. Video training content and headsets.

5. Closed-captioned televisions and videos.

6. Telecommunications devices.

7. Braille and large-print materials.

E. Environmental laws include control of runoff and smoke, protection of sensitive wildlife areas and watersheds. Planning and zoning may impact current and future uses of training facilities.

ACTIVITY 5.3

Facility Requirements

Purpose

To identify facility requirements for the training challenge selected.

Directions

1. Working in your teams, use the worksheet on the following page to develop a list of minimum facility requirements for your training challenge.

2. Select a representative and be prepared to present your plan in 20 minutes.

This page intentionally left blank.

ACTIVITY 5.3 (cont'd)

Worksheet

Training Facility Requirements	
Category	**Requirements**
Classrooms (number, size, shape, setup, etc.)	
Audiovisual	
Instructor equipment (charts, tables, lecterns, etc.)	
Network connectivity	
Accessibility	
Furniture	

Training Facility Requirements	
Category	**Requirements**
Computers	
Support rooms/offices	
Safety	
Other	

X. TRAINING DEVELOPMENT TECHNOLOGY

A. There are many different types of training technology and it can be difficult to keep up with the new tools.

B. Authoring tools for eLearning (web, computer-based, mobile, etc.) tend to be grouped by:

1. WYSIWYG tools that have an easy-to use interface but tend to be less customizable.

2. Compound editors that combine the WYSIWYG with some ability to modify code for more customization.

3. Code-based tools that are very complex but also the most customizable.

C. Some trends in authoring include:

1. Creating interactive games for training.

2. Using HTML5 for development across computing environments.

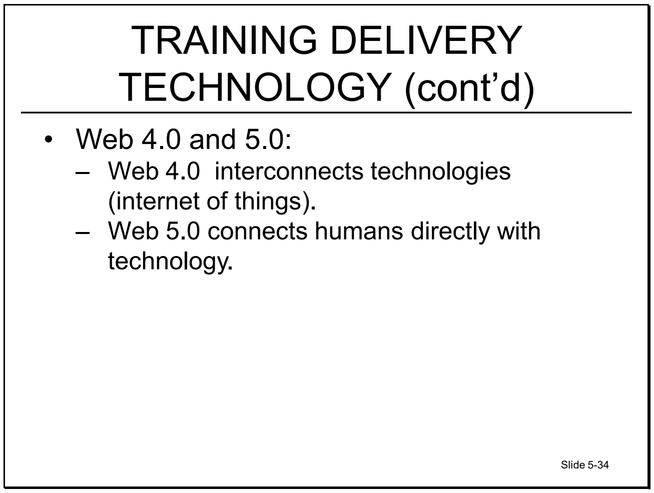
3. Developing training applications to use on tablets and other mobile technology.

XI. TRAINING DELIVERY TECHNOLOGY

TRAINING DELIVERY TECHNOLOGY

- Platforms:
  - Computers.
  - Tablets.
  - Mobile devices.
- Web 1.0, 2.0, and 3.0:
  - Web 1.0 converted materials to self-study.
  - Web 2.0 moved the classroom to the web.
  - Web 3.0 are interactive programs designed for learning.

Slide 5-33



A. Technology is changing where and how training is delivered. People can now take training using their mobile devices, tablets, and eReaders in traditional and nontraditional environments.

B. Technology is also using adaptive learning where the computer adjusts to the participants weaknesses based on responses, games to make eLearning training experiences more interactive, and social networking to encourage virtual participant engagement.

C. Technology is improving collaboration in the classroom with interactive whiteboards and tables that allow for multiple users and customized applications as well as the increased ease of designing and publishing podcasts, videos, Web pages, and blogs for classroom use.

D. Technology is enhancing testing and evaluations in the classroom through electronic assessment applications.

E. Polling software allows recall and retention of information to be quickly evaluated and helps improve long term recall. Some will allow instructors to identify students who are having difficulty, allow overall assessment of class comprehension, and provide instructor feedback regarding material that should be reemphasized.

XII. ASSISTIVE AND ADAPTIVE TECHNOLOGY

ASSISTIVE AND ADAPTIVE TECHNOLOGY

- Speech recognition devices.
- Personal reading machines.
- Video descriptions.

Slide 5-35

Assistive technologies help individuals with disabilities participate in training when they otherwise might not be able. Some assistive technology includes:

A. Speech recognition devices.

B. Personal reading machines.

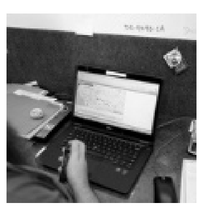
C. Video descriptions.

XIII. TRAINING MANAGEMENT TECHNOLOGY

LEARNING MANAGEMENT SYSTEMS

Automates functions for learning, including:

- Registration.
- Administration.
- Scheduling.
- Documentation.
- Records management.
- Reporting.



Slide 5-36

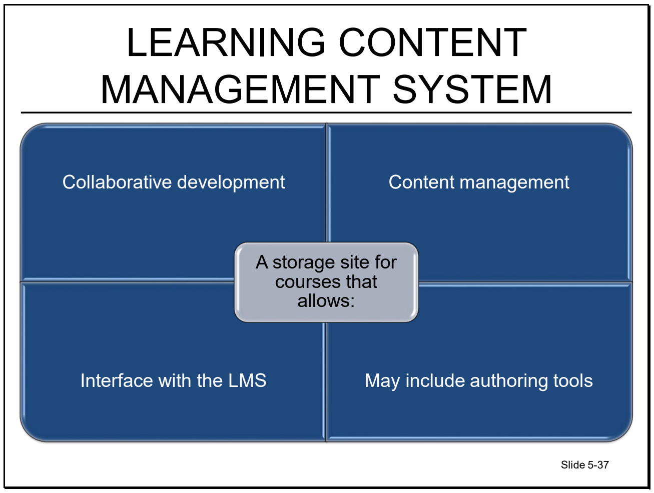
A. A LMS is a software application that automates functions including:

1. Registration.

2. Administration.
3. Scheduling.
4. Documentation.
5. Records management.
6. Reporting.

LMS Selection
Conduct an LMS needs assessment
• Conduct a strategic analysis to define what you want the LMS to do. • Assess your information technology infrastructure to determine your organization's current backbone and the programs that exist on users' desktops. • Determine if your organization's culture will embrace the LMS. • Map existing administrative efforts that govern the training function and identify procedures that will change due to the LMS implementation.
Determine LMS requirements
• Document how you do work today. • Identify how you would like to do work. • Document the requirements to get you to your future state. • Consider how the LMS will help you meet these goals.
Find out what LMS administration involves
• Check with similar type organizations that have an LMS. Ask about "lessons learned." • Check with LMS vendors to determine ones that are a good fit for your organization.
Conduct an initial LMS evaluation
• Identify LMS candidates. • Develop evaluation criteria: - Does the application's features align with your requirements? - Does the application satisfy your technology architecture for scalability, security, robustness, and hardware requirements? - Is the application user friendly? - Does the LMS have ease of system integration and compliance? - What are the costs of development and support? - How would you rate the number and quality of installations?
Get leadership support
• Make a persuasive business case early on. • Identify a "champion" for the system.
Focus on the process from the learner's perspective
How does the learner: • Know what courses are assigned? • Know what courses are completed? • Take tests? • Know when a new course is available? • Add a course to his/her development plan?
Engage the user population
User support is critical to the LMS's success. To gain support: • Ask users to provide feedback. • Use the feedback to make improvements. • Make users aware of the new system before it is implemented.
Prepare your organization for change
• Promote the change that will be a result of the new LMS. • Market the system and its benefits to users.

Source: Resources for Procuring the "Right" Learning Management System
http://www.opm.gov/hrd/lead/pubs/ResourcesforProcuringanLMS2.pdf



B. A LCMS.

1. Repository of courses and content that enables:

   a. Collaborative development.

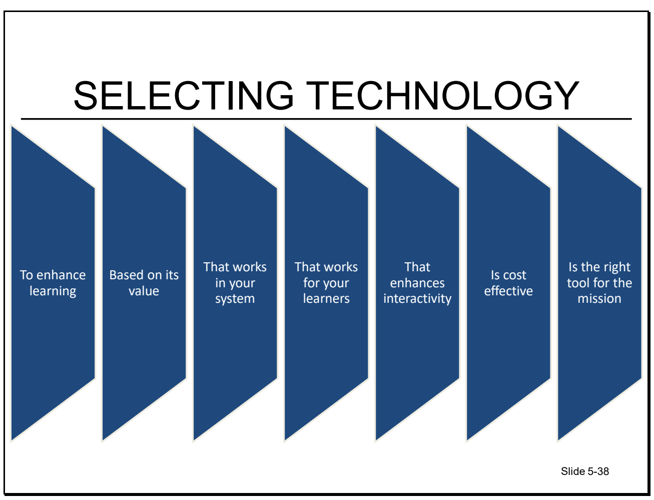
   b. Content management.

   c. Interface with an LMS.

2. May include an authoring tool.

3. **Focuses on content (almost always digital), not learning.**

XIV. TECHNOLOGY GUIDANCE



A. When selecting technology, remember that it is a means to an end. You want technology that helps you meet the training objectives. Select technology:

1. To enhance learning.

2. Based on its instructional value.

3. That works in your facilities.

4. That works for your learners.

5. To facilitate interactivity.

6. That is cost-effective.

B. Once you have decided on new technology, an important consideration is whether to purchase a COTS product or develop a product specifically for your organization. The following guidelines can help you make this decision.

1. **Build if:**

   a. The business need is unique.

   b. No COTS product exists to meet the business need.

   c. Your organization's system is complex for integration.

   d. You have in-house skill to support a custom solution, including the ability to:

      - Retain the resources with the skills.

      - Train or recruit resources with the skills.

   e. It is a temporary, ad hoc, short-term solution.

   f. It is a standalone solution and does not impact other areas.

2. **Buy if:**

   a. You find a solution that meets a high percent (a guideline is 80 percent or more) of your needs.

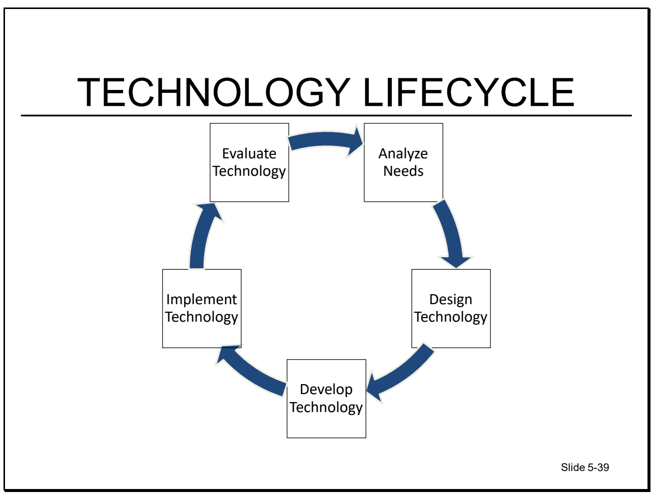
   b. The solution can enhance your business practices by adding structure.

   c. The solution is of high quality.

   d. The solution can be implemented faster than building.

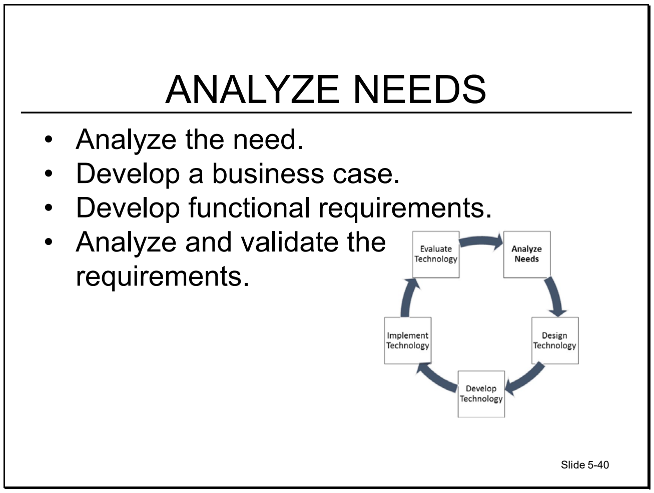
	Advantages	Disadvantages
Buy	Vendor: • Has research and development resources. • Conducts testing. • Implements fixes and patches. • Has employees who support staff and training. • Provides functionality updates.	Vendor controls: • Source code. • Functionality. • Technical support.
Build	Organization: • Controls functionality. • Tailors to meet specific business needs. • Controls source code.	Organization has to invest in: • Development time. • Resources to stay current. • Internal support and training.

XV. TRAINING TECHNOLOGY LIFECYCLE



A. When developing or implementing new training software, the steps are similar to the systems development lifecycle to ensure proper planning and control.

B. The Technology Lifecycle follows a process similar to the ADDIE Model. For simplicities sake, the ADDIE Model is used to guide the process.



C. When defining requirements for the system:

1. Analyze the need. Conduct a needs assessment.

2. Develop a business case, which is a proposal or plan of action that states the objective of the software acquisition.

3. Develop functional requirements. Formalize the requirements statement with a prioritized list of required and “nice to have” features.

   a. Find out what the user requirements are.

   b. Find out what the product requires — hardware, software, network, etc.

4. Analyze and validate requirements. Define the required functionality, determine how to achieve balance (needs and constraints), and obtain agreement on the final requirements.

D. The following pages include a sample requirements analysis document for an LMS.

Requirements Analysis: Learning Management System

Project Overview

Purpose: The purpose of this document is to identify the requirements for the academy LMS. The specification section describes all hardware and software requirements for the product.

Scope: The LMS provides database services such as creating, updating, and searching course materials. In addition, the LMS will allow users to access and complete courses. The interface will be user friendly.

Stakeholders:

- Course participants.
- Project manager.
- Course developers.
- System administrator.
- Configuration manager.

Infrastructure

- Web-based.
- Can be accessed using any browser (i.e., Internet Explorer, Firefox, Google Chrome, Safari, etc.).
- Maximum response time of 5 seconds.
- Available 24 hours per day, 365 days per year.
- Support 5,000 requests/minute simultaneously.

Collaboration

- Bulletin board.
- Blog.
- Curriculum-linked synchronous tools.
- Curriculum-linked discussion forums.
- Social networking integration.

Curriculum and Certification Management

- Ability to define curriculum by group.
- Ability to define curriculum by sub-group (for example, by position and title).

Database and Information Management

- Is compatible with industry leading databases (i.e., Oracle, MS SQL, etc.).
- Able to record attendance at outside seminars.
- Able to load training data from legacy systems.
- Integrates with the human resource system.

Development Functions
• Media objects shared among courses. • Audio, video, graphics, animations, and text objects centrally stored and can be reused. • Training materials managed in an online library. • Course materials for classroom-based training available for reproduction. • Courses developed using template-based authoring tools. • Interface for managing course menu is intuitive and easy to use. • Exporting/publishing of authored courses to the LMS is seamless.
Customization
• Login screen can be customized (by admin). • Dashboard can be customized (by learner). • User registration and information pages can be customized. • Active directory integration included. • Masthead, footer, home page, and style sheets can be branded.
Notification/Registration
• Bulk upload of participants. • Configure training to: - Individuals. - Learning group. - Department. - Self-enrollment. • Import registration information from CSV or Excel. • Manually add or enroll participants. • Email notification for enrollment key instructions, course enrollment, and course completion. • Participant can cancel and re-enroll.
Course Participant Functions
• Built-in help functionality. • Comprehensive search feature. • Automated e-mail notifications and reminders. • Certificates and records of completion printing. • Peer rating of content. • Participant support tools. • Frequently asked questions. • System announcements at multiple levels — Line manager, Client administrator, or LMS. • Super Administrator. • Comprehensive calendar. • Bookmark course and return later. • Training history print capability. • Resources. • Glossary of terms.

Reporting

• Standard reports.
  - Export reports to PDF, Excel formats.
  - Print reports.
  - Send report by email.
• Course summary report.
• Training history report.
• Detailed question level reports.
• Course evaluation report.
• Course organization report.
• Course activity report.
• Department or group admin report.
• Employee course access and performance report.
• Graphical representation for easy analysis.
• Ad hoc reports.

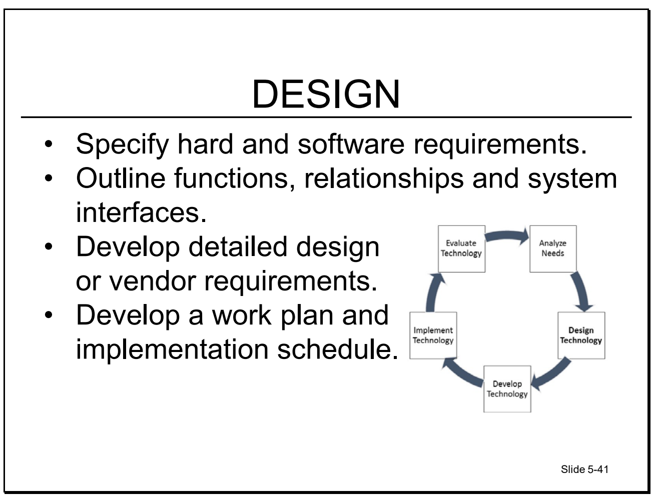
Assessment Testing

• Multiple question types supported.
  - True/false, multiple choice and multiple response.
  - Drag and drop, match the following.
  - Short answer.
  - Image-based questions.
• Randomization at various levels.
  - Questions from question bank.
  - Shuffling of choices.
  - Sequencing of questions.
• Preview and print question papers prior to administration.
• Detailed question level reports.
• Flexible navigation options for users.
• Feedback per question and/or for entire test.
• Secure interface with timers for test-takers.
• Author and administer a number of surveys.
• Graphical depiction of surveys.
• Multiple exam templates.
• Time limit.
• Attempt limit.
• Mandatory questions.
• Difficulty rating.

Support Services
• Monthly training. • 24-hour technical support.

Financial
• Track cost per student. • Internal cost center tracking.
Security and Legal Requirements
• Changes (new course participant addition, password changes, database changes) must be verified. • Personal information should be protected. • Compliance with quality assurance standards.
Compliance with Standards

• SCORM 1.2.
• SCORM 2004 — Basic compliance.
• AICC.
• Proven compatibility with external systems, such as:
  - Financial system.
  - Human resource system.
  - Payroll system.
  - Employee database.
  - Skills dictionary.



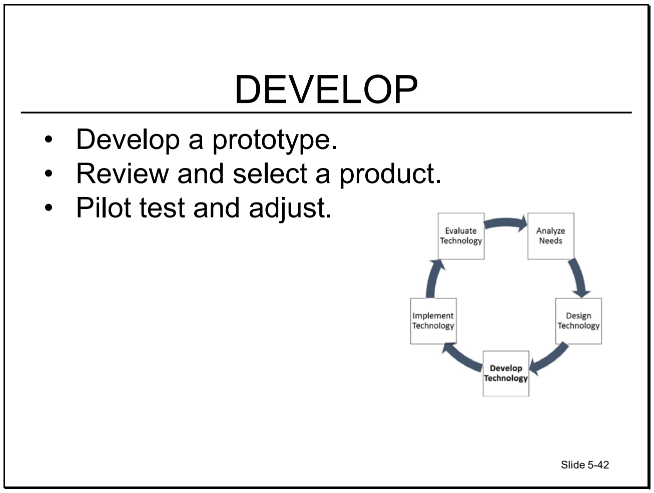
E. In the design phase:

1. Specify hardware and software requirements.

2. Outline functions, relationships, and system interfaces.

3. Develop a detailed design or vendor requirements.

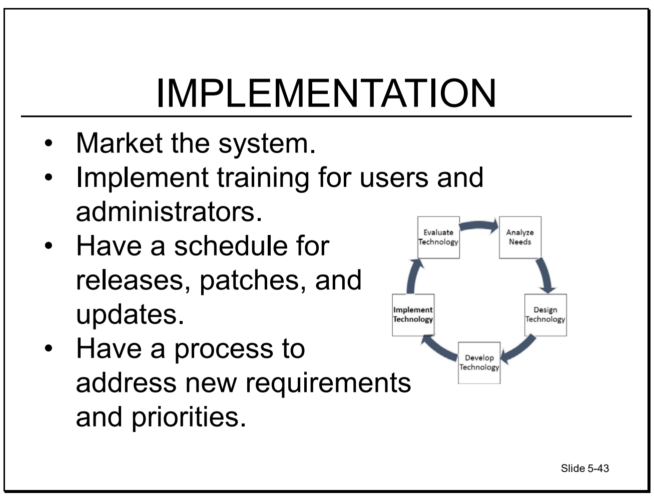
4. Develop a work plan and implementation schedule.



F. Develop a prototype system to test against your needs.

G. Review and select a commercial product that is already available and which meets your needs.

H. Conduct a pilot test and evaluate the results. Make adjustments as necessary.



I. Once you have tested the system and it passes, you can implement and maintain it. This includes:

1. Marketing the system.

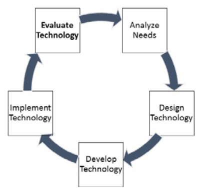
2. Implementing system training for users and administrators.

3. Having a schedule for releases, patches, and updates.

4. Having a process to address new requirements and priorities.

EVALUATE

- Did the system meet the need?
- Has there been benefit to the organization?
- Is there a continued need for the system?



Slide 5-44

J. Once you have tested the system and it is implemented, it should be evaluated.

1. Did it meet the need?

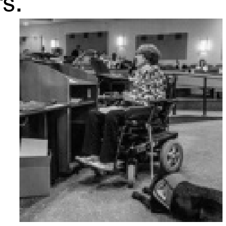
2. Has there been a benefit to the organization?

3. Is there a continued need for the system?

XVI. ACCESSIBILITY REQUIREMENTS

ACCESSIBILITY REQUIREMENTS

- Web accessibility guidelines for:
  - Authoring tools.
  - Web content.
  - Browsers and media players.
- Universal design.
- Section 508 requirements.



Slide 5-45

It is important to ensure your organization meets accessibility requirements for technology, including:

A. Web accessibility guidelines for:

1. Authoring tools.

2. Web content.

3. Browsers and media players.

B. Universal design.

C. Section 508 requirements.

Section 508 laws. In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily (www.section508.gov/section508-laws).

ACTIVITY 5.4

Identifying Training Technology Needs

Purpose

To identify technology requirements for the training challenge selected.

Directions

1. Working in your team, use the worksheet on the following page to identify technology requirements for the training challenge selected.

2. Select a representative and be prepared to present your requirements in 20 minutes.

This page intentionally left blank.

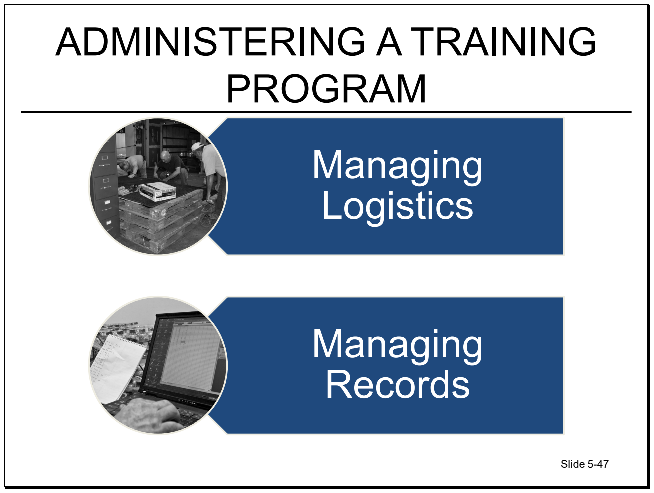
ACTIVITY 5.4 (cont'd)

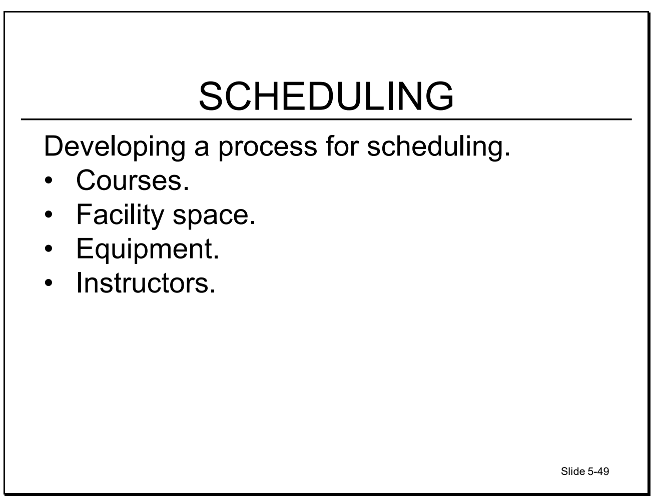
Worksheet

Technology Requirements Worksheet			
Technology Description	**Number Needed**	**Usage Times per Year**	**Comments**
Audiovisual Equipment			
Authoring/Development Tools			
Delivery Technology			
Assistive Technology			
LMS/LCMS			

This page intentionally left blank.

XVII. MANAGING LOGISTICS



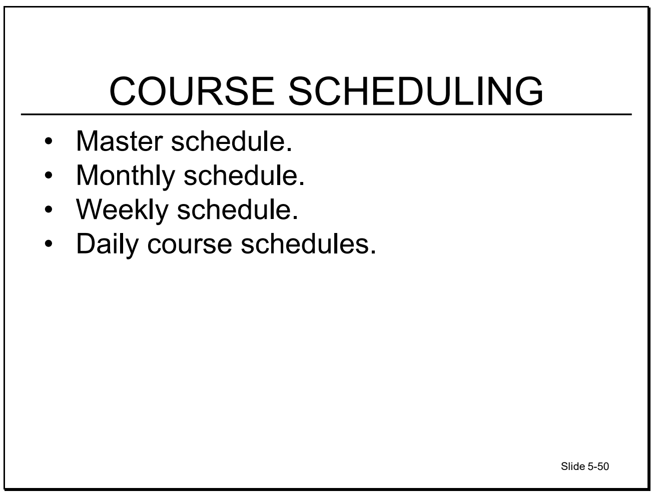


A. Scheduling.

1. Courses and instructors need to be scheduled based on your training and staffing plans.

2. Unit 13 presented information about the importance of scheduling of classrooms, support rooms, and equipment.

3. Another important area to schedule when managing a training program is the development of new courses or updates to existing courses. Courses should be planned as projects, this topic is presented in detail in the Training Management Project course.



4. The following are examples of types of schedules for a training program to develop and post.

   a. **Master schedule:** A master course schedule should be planned for three to twelve months ahead. It should be posted electronically or on paper or both where instructors and support staff can easily view it. The master schedule should include the courses you are piloting. The master schedule should include course codes, meeting days, locations, and contact information.

   b. **Monthly schedule:** The monthly includes instructor information.

   c. **Weekly schedule:** The weekly course schedule includes an the agenda for the course with lesson topics, lesson times, instructor information, and break times.

   d. **Daily course agenda:** The daily course agenda is similar to the weekly schedule with all the detail for each days training.

DEVELOPING A MASTER SCHEDULE

- List the course offerings.
- Identify requests/forecasts for each course.
- Identify capacity for each course.
- Calculate number of sections.
- Verify available instructors to sections.
- Assign a number to each section.
- Identify room/area availability.

Slide 5-51

5. Most training programs use some sort of technology to develop a master schedule. Whether manual or automated, the steps include:

   a. List the course offerings.

   b. Identify requests/forecasts for each course.

   c. Identify capacity for each course.

   d. Calculate number of sections.

   e. Verify available instructors to sections.

   f. Assign a number to each section.

   g. Identify room availability.

   h. Put sections on schedule.

CONSIDERATIONS FOR DEVELOPING SCHEDULES

- Facility availability.
- Instructors.
- Participants.
- A/V resources.
- Course materials.
- Length.

Slide 5-52

6. Developing schedules is based on your planning process and takes into consideration availability of:

   a. Facilities and rooms.

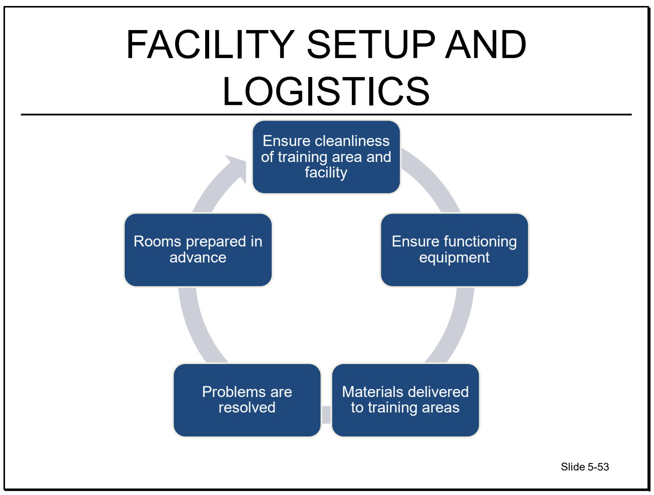
   b. Instructors.

   c. Participants.

   d. Audio/Visual resources.

   e. Materials.

   f. Course length.



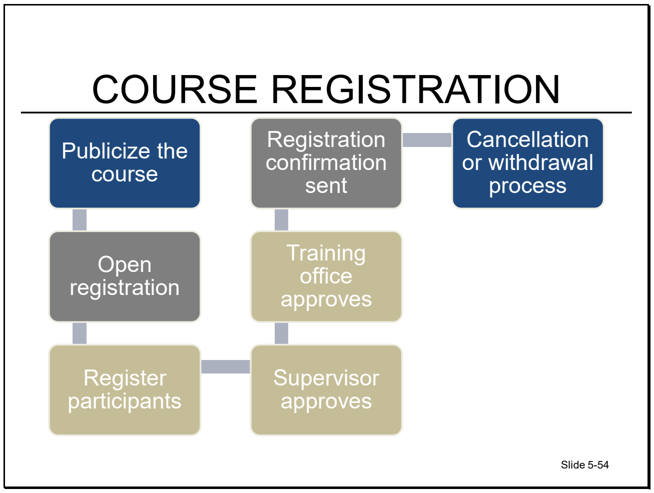
B. Facility setup.

1. Processes need to be developed and responsibilities assigned to ensure that training sites are ready for classes to be delivered.

2. The following page has a checklist of items for preparing for training events. Review the checklist and think about what else you would add.

Training Preparation Checklist			
	Task	**Person Responsible**	**Timing**
In Advance of Training	Instructor(s) and support staff selected		
	Instructor(s) and support staff notified of training dates		
	Facility checked (parking, restrooms, etc.)		
	Room(s) selected		
	Room(s) confirmed		
	Room(s) setup identified		
	Participants identified or requested		
	Participants notified		
	Participants confirmed		
	Travel (instructors, staff, participants) requirements identified		
	Audio/visual needs identified		
	Audio/visual equipment secured		
	Marketing and announcements for training implemented		
	Registration implemented		
	Course rosters provided to instructor(s) and support staff		
	Material reproduction requested		
	Materials delivered		

Training Preparation Checklist			
	Task	**Person Responsible**	**Timing**
Day Of or Before Training	Chairs, tables, lectern, etc., in place		
	Room clean		
	Audio/visual equipment in place		
	Audio/visual equipment tested		
	Instructor supplies in place (easels, posters, spare parts, bulbs, batteries, etc.)		
	Connectivity tested		
	Computers turned on and checked		
	Rosters printed for signing in		
	Room temperature checked		
	Name tents setup		
	Directions to training room posted		
	Cords or other hazards addressed		
	Participant materials in place		
	Contact names, email, and phone numbers		
	Evacuation information posted		



C. Course registration.

1. The course registration process may be automated in your organization, but the steps include:

   a. Publicizing the course using the tools presented in Unit 9.

   b. Opening registration to allow participants to enroll.

   c. Registering participants when they select the classes in which they are interested.

   d. Obtaining supervisor approval, if the participant is someone within your organization.

   e. Obtaining approval from the training office if necessary, especially if seats are limited or there are prerequisites for the course.

   f. Sending registration confirmation to participants with the course number, title, date(s), location, and contact information.

   g. As necessary, completing the process to cancel the course or allow participants to withdraw.

REGISTRATION AND COMPLETION POLICIES

- Enrollment cutoff.
- Eligibility criteria.
- Cancellation.
- Information collection and distribution.
- Recording attendance.
- No show.
- Noncompletion.
- Failure.
- Remediation.
- Certification.

Slide 5-55

2. Some policies to consider include:

   a. **Enrollment cutoff dates.** When can participants no longer enroll in the class?

   b. **Eligibility criteria.** What prerequisites or other criteria are necessary for enrolling?

   c. **Cancellation policy.** What will you base class cancellation on? Minimum number of participants? Instructor availability?

   d. **Information collection and distribution.** What information can you collect? What can you share?

   e. **Recording attendance.** How will you record attendance? At what intervals?

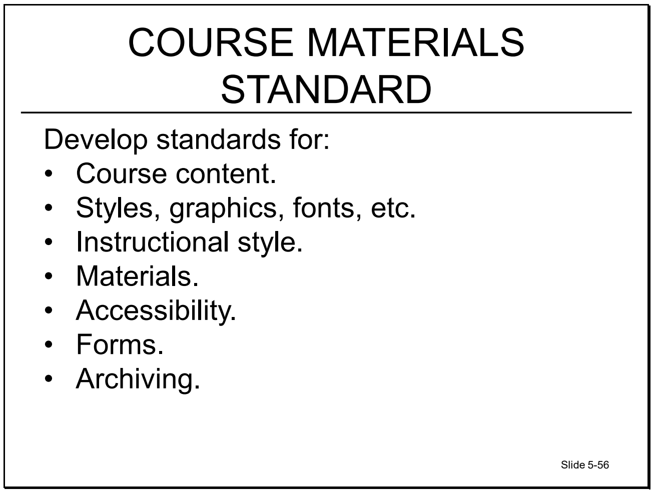
   f. **No-shows.** What is considered a no-show? How are they addressed?

   g. **Non-completion.** What constitutes completion?

   h. **Failure.** What are the requirements to pass the course?

   i. **Remediation.** What are remediation options?

   j. **Certificates.** How do participants earn a certificate? Which courses have certificates?



D. Course materials.

1. It is important to develop standards for your organization's course materials including:

   a. Content.

   b. Styles.

   c. Instructional strategy.

   d. Material.

   e. Accessibility.

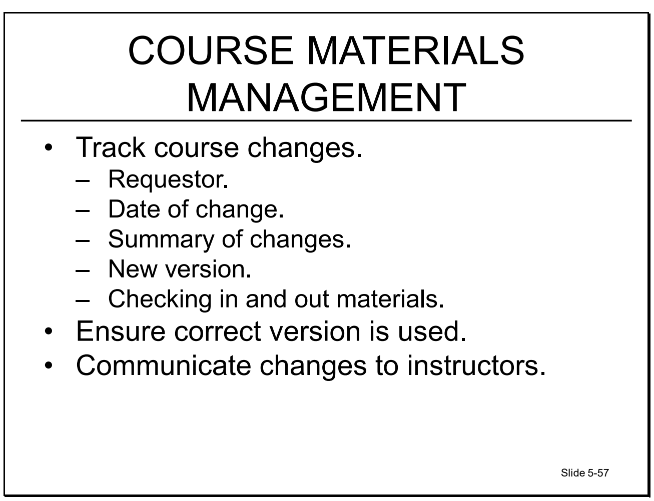
   f. Forms.

   g. Archiving.

2. The checklists on the following page are examples of standards to include in your process.

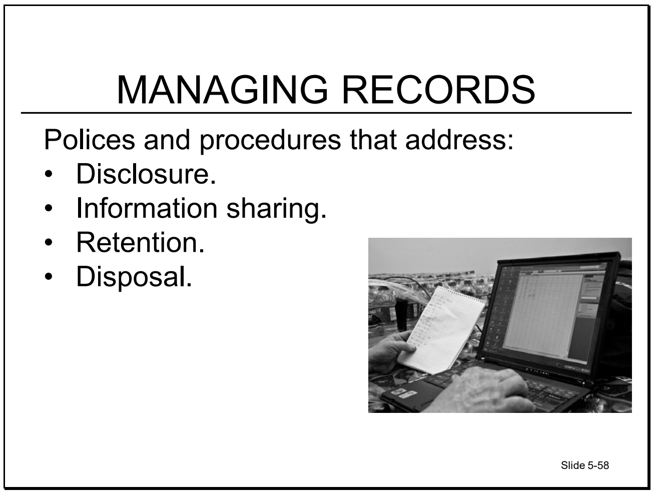
Course Materials Review Checklist	
✓	**Classroom Training**
	Does the training address different learner styles?
	Does the training have the right balance of breadth and depth of information?
	Are the objectives appropriate and achievable?
	Does the training have opportunities for problem solving, brainstorming, and creative thinking?
	Does the training have opportunities for individual work?
	Does the training include group/team work?
	Does the training have exercises for short- and long-term memory?
	Is the structure logical?
	Are the lessons clearly defined and of manageable length?
	Is the content current?
	Are the materials written in active voice?
	Is the content and style consistent with the organization?
	Are short sentences and short paragraphs used?
	Are headings and styles consistent?
	Are examples and case studies used?
	Is the course flow logical?

Course Materials Review Checklist	
✓	**eLearning**
	Are the graphics clear?
	Is the course flow logical?
	Is the focus on what to do?
	Is the course in active voice?
	Are short sentences, paragraphs, and bullets used?
	Is the screen uncluttered?
	Do all the links work?
	Is the navigation process clear?



3. Changes to training programs and training materials are inevitable so it is important to have a process that tracks changes, ensures that the correct versions are being used in training, and communicates the changes to instructors.

XVIII. MANAGING RECORDS



A. Managing training records is another important process in managing a training program. In order to effectively manage records, your organization needs policies and procedures that address:

1. Information that can and cannot be disclosed.

2. Information that can be shared.

3. How long training records must be retained.

4. How records are disposed.

B. Training records are important because they can be used to:

1. Document requirements/compliance.

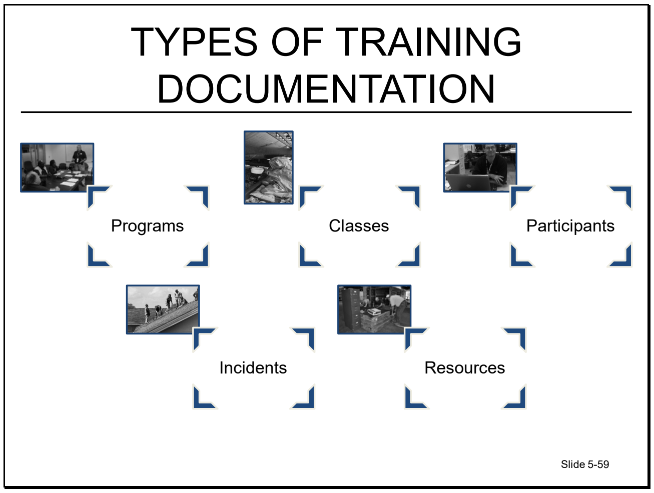
2. Evaluate training effectiveness.

3. To plan refresher or advanced training.

4. Aid in performance evaluations.

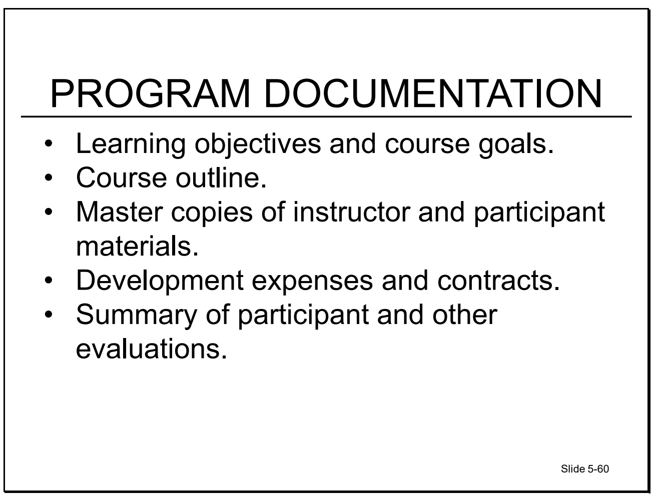
5. Develop management reports.

6. Manage liability.



C. Types of documentation.

1. Many types of training documentation must be considered in policies and procedures when managing a training program. The following slides address each of these.



2. Training programs need to be documented. You should include for each training program that your organization supports:

a. Learning objectives and course goals.

b. Course outline.

c. Master copies of instructor and participant materials.

d. Development expenses and contracts.

e. Summary of participant and other evaluations.

CLASS DOCUMENTATION

- Rosters.
- Copies of tests.
- Course evaluations.

Slide 5-61

3. Information on individual classes also needs to be documented including rosters, copies of tests, and evaluations.

PERSONNEL FILES

- Course codes and titles.
- Approving officials.
- Location.
- Cost.
- Dates.
- Tests.
- Certificates.

Slide 5-62

4. Personnel files must contain some information on training taken. This can include:

   a. Course code/titles.

   b. Approving officials.

   c. Location.

   d. Cost.

   e. Dates.

f. Tests.

g. Certificates.

DOCUMENTING INCIDENTS

- Injuries.
- Aggressive behavior.
- Illness.
- Property destruction.
- Emergency services involvement.

Slide 5-63

5. Incidents should be documented when there is:

   a. An injury.

   b. Aggressive behavior.

   c. Illness.

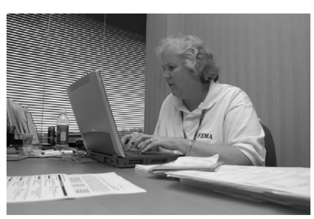
   d. Property destruction.

   e. Emergency services involvement.

INCIDENT LOGS

Include:

- Description of incident.
- Individuals involved.
- Date.
- Time.
- Location.
- Outcome/action taken.



Slide 5-64

6. Include in the incident log:

   a. Description of the incident.

   b. People involved.

   c. Date and time.

   d. Location.

7. When managing training, it is important to manage equipment and supplies by:

   a. Having an inventory of your equipment, supplies, and materials.

   b. Planning for equipment, supplies, and materials for:

      - Courses.

      - Instructors.

      - Locations.

      - Dates required.

   c. Having a check-in/-out process to ensure equipment, supplies, and materials are tracked.

ACTIVITY 5.5

Training Administration

Purpose

To use job aids to appraise the administrative requirements of your program.

Directions

1. Working in your teams, develop a checklist for managing the course materials and facility set-up for your training challenge and your training programs identified in your annual training plan.

2. Either scribe your checklist on an easel pad or develop an electronic checklist that can be displayed to the class.

3. Be prepared to present your checklist in 25 minutes.

This page intentionally left blank.

XIX. SUMMARY

FEMA

SUMMARY

U.S. Fire Administration

- Managing a successful training team:
  - Begins with careful selection of team members.
  - Includes considering both in-house and outsourced members of the team.
  - Involves using team management skills.
  - Requires providing constructive, timely feedback.

Slide 5-67

FEMA

SUMMARY (cont'd)

U.S. Fire Administration

- Training facilities:
  - Impact the quality of training.
  - Should be carefully selected.
  - Must be managed and monitored to ensure quality training is delivered.
  - Can have their cost mitigated through the development of community relationships.

Slide 5-68

FEMA

SUMMARY (cont'd)

U.S. Fire Administration

- Training administration involves the careful planning and tracking of:
  - Facilities.
  - Courses.
  - Participants.
  - Instructors.
  - Materials.
  - Records.

Slide 5-69

FEMA

SUMMARY (cont'd)

U.S. Fire Administration

- Training technology:
  - Should be selected to enhance the learner's training experience.
  - Selection or development should follow a process, support organizational goals, and be documented.
  - Must align with accessibility requirements.

Slide 5-70

REFERENCES

ASTD Infoline Job Aid: Facilities Planning Checklist.

Whole Building Design Guide: http://www.wbdg.org/design/training.php.

The Training Manager's Quick-Tip Sourcebook, Susan C. Patterson How To Manage Training, Carolyn Nilson.

The Trainer's Journey to Competence, Jean Barbazette.

How To Manage Training, Carolyn Nilson.

Resources for Procuring the "Right" Learning Management System: http://www.opm.gov/hrd/lead/pubs/ResourcesforProcuringanLMS2.pdf.

This page intentionally left blank.

UNIT 6: DEVELOP AND MANAGE THE BUDGET

TERMINAL OBJECTIVE

The students will be able to:

6.1 Construct a training budget.

ENABLING OBJECTIVES

The students will be able to:

6.1 Identify the process of developing a budget for a training program.

6.2 Describe factors involved in budgeting for training development projects.

6.3 Describe the typical items included in an annual operating budget for a training program.

6.4 Describe the elements to consider when projecting costs for a capital budget including technology upgrades, facilities improvements, etc.

6.5 Determine cost-reduction strategies.

6.6 Identify considerations for managing purchasing (procurement and contracting) of training services.

6.7 Describe the types of financial controls used for monitoring training program expenditures.

6.8 Develop an operating budget for implementing an annual training plan.

6.9 Prepare a budget briefing that summarizes the budget and presents a rationale justifying the expenditures.

6.10 Present a budget briefing to organizational decision-makers.

This page intentionally left blank.

FEMA

U.S. Fire Administration

UNIT 6: DEVELOP AND MANAGE THE BUDGET

Slide 6-1

TERMINAL OBJECTIVE

Construct a training budget.

Slide 6-2

ENABLING OBJECTIVES

- Identify the process of developing a budget for a training program.
- Describe factors involved in budgeting for training development projects.
- Describe the typical items included in an annual operating budget for a training program.

Slide 6-3

ENABLING OBJECTIVES (cont'd)

- Describe the elements to consider when projecting costs for a capital budget including technology upgrades, facilities improvements, etc.
- Determine cost-reduction strategies.
- Identify considerations for managing purchasing (procurement and contracting) or training services.

Slide 6-4

ENABLING OBJECTIVES (cont'd)

- Describe the types of financial controls used for monitoring training program expenditures.
- Develop an operating budget for implementing an annual training plan.
- Prepare a budget briefing that summarizes the budget and presents a rationale justifying the expenditures.
- Present a budget briefing to organizational decision-makers.

Slide 6-5

I. INTRODUCTION

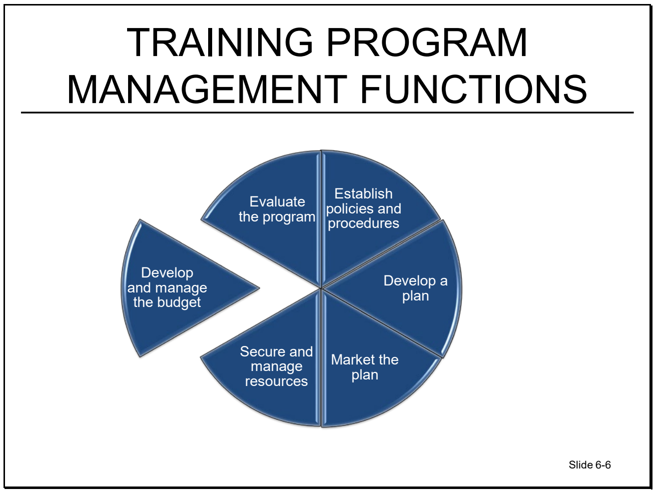
A. This unit provides students with an understanding of managing financial operations for a training program including the budget process and types of budgets.

B. Terms and definitions.

1. **Capital budget:** A budget for long-term investments and costs.

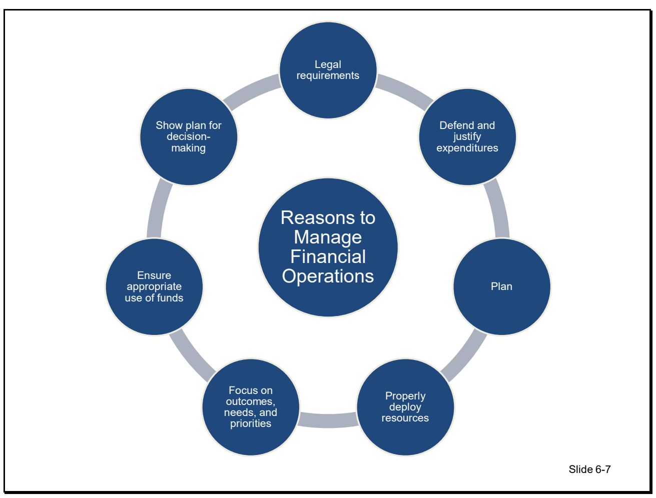
2. **Operating budget:** A budget that contains general and administrative expenses for day-to-day activities and recurring costs.

3. **Scope creep:** Uncontrolled changes in the scope of a project.



C. The previous units presented the functions necessary to secure and manage training resources. This unit presents the management of the training program's financial operations.

II. MANAGING FINANCIAL OPERATIONS



A. It is important to manage finances to:

1. Meet legal requirements.

2. Defend spending amounts.

3. Plan properly.

4. Put resources in the right places.

5. Focus on needs and priorities.

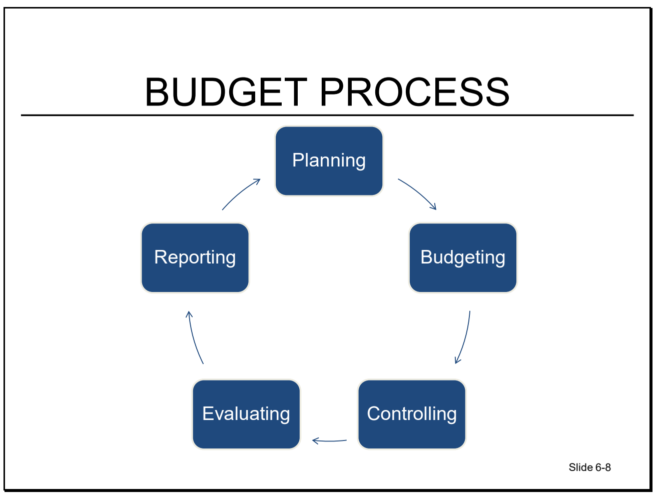
6. Improve how money is expended.

7. Show a plan of action for decision-making.

B. Effectively managing financial operations includes having policies, defining responsibilities, documenting financial information, ensuring adherence to budgets, monitoring expenditures, investigating variances from the budget, and taking action to correct any issues identified.

C. These features of effective financial management are supported by having proper records, developing tools to reveal trends, and having a process to check status regularly.

III. BUDGET PROCESS



A. The budget process includes planning, budgeting, controlling, evaluating, and reporting.

B. Budgets meet some important organizational goals:

1. To aid in organizational planning.

2. To help coordinate organizational activities.

3. To communicate organizational financial priorities.

4. To motivate managers to meet goals.

5. To control activities by comparing actual expenditures to planned ones.

6. To aid in evaluating performance based on financial control.

C. The first step in the budget process is planning.

PLANNING

- Review the community needs and desired outcomes.
  - Are there gaps?
- Review previous budgets for accuracy/ appropriateness.
  - Are there changes or predictions?
  - Is a contingency fund needed?
- What costs are/are not tracked?
  - Hard costs.
  - Soft costs.

Slide 6-9

D. When planning your budget, the best place to start is to look at previous budgets and determine:

1. How accurate the previous budget was.

2. If last year was typical.

3. Changes you expect this year.

4. If you need a contingency fund, whether one was included in previous budgets.

5. The types of costs that your organization plans and tracks:

   a. Hard/Visible costs.

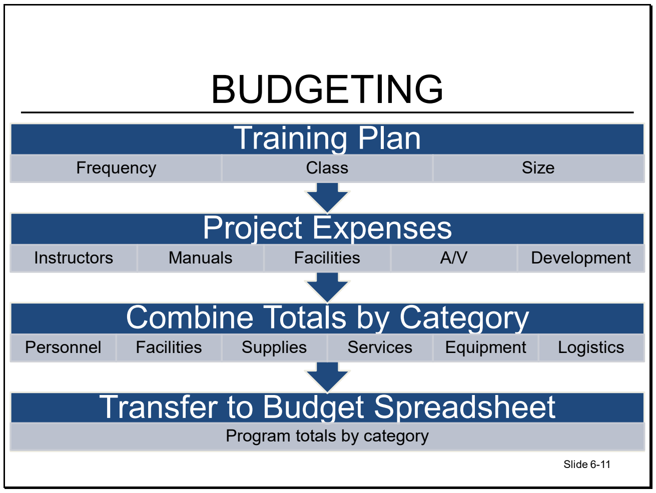
   b. Soft/Hidden costs.

PLANNING: USING YOUR TRAINING PLAN

- Develop your training plan based on the analysis of your training needs.
- Identify information from your analysis and training plan to identify costs for your budget.

Slide 6-10

E. In addition to looking at previous budgets, you have to create your budget based on your training plan.



F. Now you have the plan for your budget, the next step is to actually build the budget.

G. The slide shows how your training plan is input for your budget. The training plan has the frequency, classes, and number of students. Based on that information you project expenses for each course or course development effort. Then you combine the totals by category and put it on the budget spreadsheet.

BUDGETING: PROJECT EXPENSES

Expense Items	Cost	Total
Instructor Delivery	$750/day x 3 days	$2,250
Course Manuals (IG/SM)	$75 each x 23	$1,725
A/V Costs	$50/day x 3 days	$150
Facility Costs	$150/day x 3 days	$450
Total per class		$4,575

Slide 6-12

H. In the example above for a three-day course, the following are projected expenses:

1. Instructor delivery.

2. Course manuals.

3. Rental fees for audio/visual equipment.

4. Facility fees.

I. Each course in the training plan will require expenses projected. Some courses may have both delivery and development costs to be projected.

COMBINE TOTALS BY CATEGORY

Description	Hazardous Materials Operations (4 classes)	EOC operations (4 classes)	Supervision Class (1 class)	ICS class (50 seats)	Total
Salaries	$2,259 x 4 = $9,000	$1,500 x 4 = $6,000	$500 x 1 = $500	$0	$15,000
Supplies	$1,725 x 4 = $6,900	$1,250 x 4 = $5,000	$1,000 x 1 = $1,000	$0	$12,900
Facility	$450 x 4 = $1,800	$300 x 4 = $1,200	$0	$0	$3,000
Travel	$0	%500 x 4 = $2,000	$0	$0	$2,000
Contract Svcs.	$0	$1,500 x 4 = $6,000	$1,000 x 1 = $1,000	$150 x 50 = $7,500	$14,500
A/V	$150 x 4 = $600	$250 x 4 = $1,000	$250 x 1 = $250	$0	$1,850

Slide 6-13

J. Once you have projected expenses for each planned course, you will need to combine "like" expenses.

K. In the example above, the expenses for four courses where individually projected and then combined by category.

L. Note that categories of expenses are based on the definitions specific to your organization.

TRANSFER TO BUDGET SPREADSHEET

Once you have your totals, transfer them to the budget spreadsheet.

Slide 6-14

M. Once you have the totals for each category, you are ready to transfer them to a budget spreadsheet.

CONTROLLING THE BUDGET

Consider:

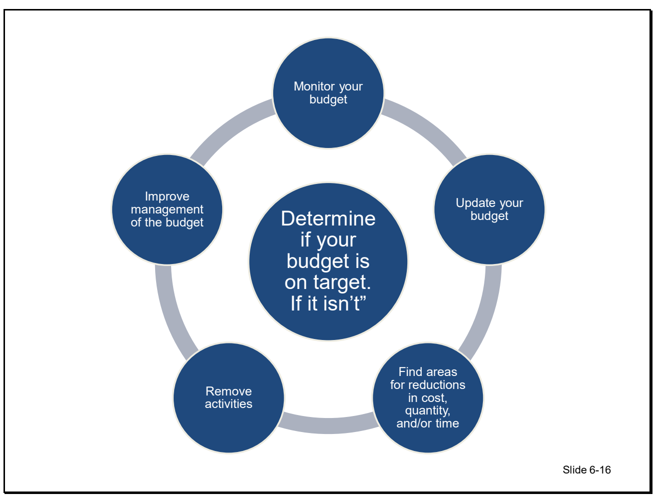
- Scope creep.
- Good, fast, or cheap decisions.

Slide 6-15

N. Once you have the budget in place, the next step is to control expenses to stay on track. The following are ways that the budget can change:

1. Scope creep is when a project gets more requirements that add to the project's cost. For example, a training course to be developed is planned as 3 days, but the stakeholder adds objectives and the course evolves into 5 days.

2. Good, fast, or cheap refers to the concept that a project cannot be all three — good, fast, and cheap. If costs are fixed, then high quality means more time is required. If quality is fixed, then either time or costs or both will increase.



O. As the budget is implemented, you need to evaluate whether estimates are on target. If you identify problems, you can:

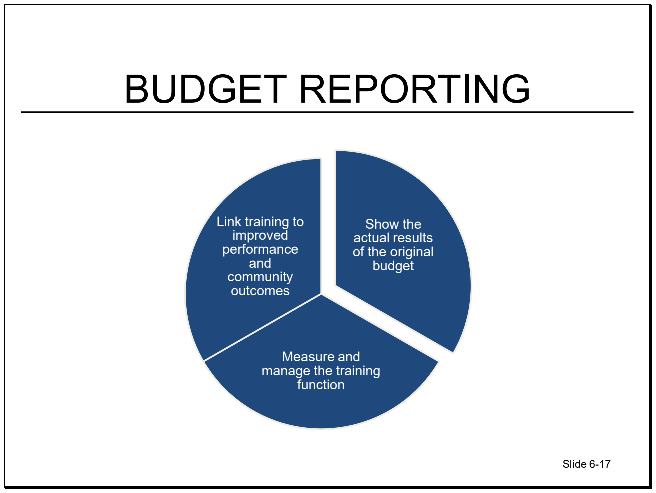
1. Monitor your budget and wait to see if anything needs to be done.

2. Update your budget.

3. Make reductions in costs, quantities, or time.

4. Remove activities.

5. Improve your processes to manage the budget.



P. Preparing reports is important input for all the other steps in the budget process: planning, budgeting, controlling, and evaluating.

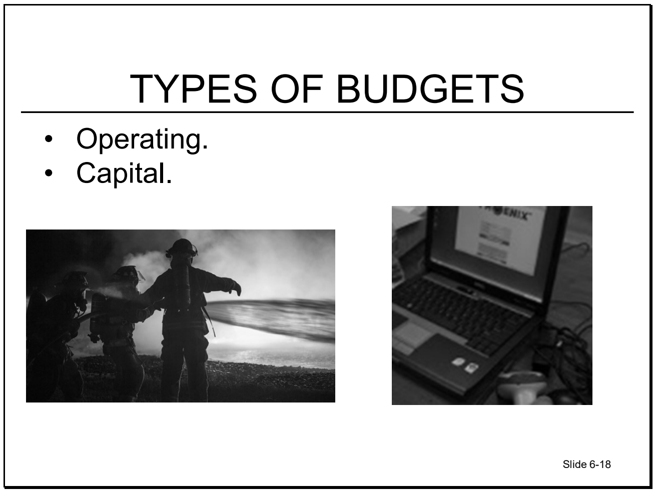
Q. Reports are used to:

1. Show actual results to the original budget by determining the variance between the budgeted and actual costs.

2. Measure and manage the training function.

Link training to improved performance and community outcomes.

IV. TYPES OF BUDGETS



A. Operating budgets.

1. Operating budgets contain general and administrative expenses for day-to-day activities.

a. Personnel.

b. Contract services.

c. Facilities.

d. Equipment.

e. Logistics.

f. Supplies.

2. Personnel is an important expense in an operating budget. Earlier, you considered the types, criteria, and number of personnel required to support your training program.

OPERATING BUDGET: CONTRACT SERVICES

Cost of outsourced services.

- Analysis.
- Design.
- Development.
- Tech support.
- Marketing services.
- Professional services.

Slide 6-20

3. Many services in a training program can be outsourced based on previously introduced "make" or "buy" decisions.

4. The table on the following page identifies some typical costs for outsourced services.

Contract Costs	
Contract Categories	Fees for . . .
• Custom course design and development	• Needs analysis • Design • Programming • Course material development • Reproduction • Evaluation development
• Off-the-shelf training	• Student enrollment • Shipping • Licensing or copyright • Travel • Course materials
• Course delivery	• Instructor presentation • Course materials and handouts • Audio/visual requirements • Travel
• Technology support	• Programming • Hardware repair, upkeep • Software installation
• Marketing services	• Design • Development • Reproduction • Technology support (Web site, social media, etc.)
• Professional services	• Strategic analysis • Budgeting • Administrative support

OPERATING BUDGET: FACILITIES AND EQUIPMENT

- Recurring costs to run and maintain facilities.
  - Utilities.
  - Cleaning.
  - Maintenance.
  - Technology.
  - Depreciation.
- Rental costs.
  - Facilities.
  - Equipment.
  - Technology.

Slide 6-21

5. In addition to personnel costs, other costs in the operating budget include:

   a. Recurring costs to run and maintain facilities and equipment owned:

      - Utilities.
      - Cleaning services.
      - Maintenance services.
      - Technology services.

   b. Rental costs:

      - Facilities.
      - Equipment (chairs, tables, desks).
      - Technology (computers, printers, projectors).

OPERATING BUDGET: LOGISTICS

- Transportation.
  - Participants.
  - Instructors.
  - Support staff.
  - Materials delivered.
- Food.
- Lodging.

Slide 6-22

6. Costs for transportation, food, and lodging are also part of an operating budget.

7. The operating budget also covers manuals (student and instructor), office supplies, software licenses, and insurance.

CAPITAL BUDGETS

Contain expenses for the purchases of equipment and property.
- Facilities.
- Facility improvements.
- Technology.
- Furniture.

Slide 6-23

B. Capital budgets.

1. Capital budgets include expenses that are for equipment and property. These expenses are in a different budget because they require different accounting procedures.

2. Capital expenses can be defined by your organization based on the cost of the item or strictly the type of item. Generally, capital expenses include:

    a. Facility/property purchases.

    b. Facility improvements.

    c. Technology.

    d. Furniture.

ACTIVITY 6.1

Capital or Operating Expenses

Purpose

To identify if an expense belongs on the operating or capital budget.

Directions

1. Working in your teams, review each type of expense on the following worksheet.
2. Identify if the expense belongs on the capital or operating budget.
3. Select a representative and be prepared to present your plan in 10 minutes.

This page intentionally left blank.

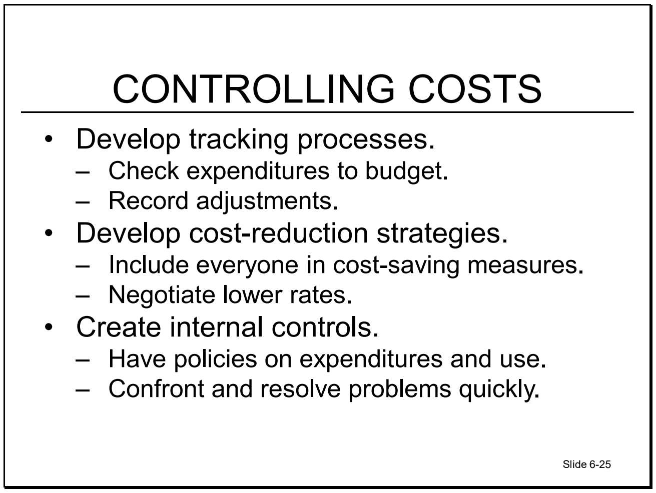
ACTIVITY 6.1 (cont'd)

Worksheet

Expense	Capital	Operating
Cleaning company service fees		
Food and beverages for courses		
Construction fees		
Travel costs for speaker		
Computers for computer lab		
Annual membership fees for professional journals		
Tablets for instructors		
Lecterns for instructors		
Membership dues for professional organization		
Network wiring of facility		
Contingency funds		
Computer installation		
Conference costs for professional development		
Data projectors		
Rental fees for office furniture		
Office renovation		
Licenses for LCMS		
Mobile phone monthly fees		

This page intentionally left blank.

V. HOW TO CONTROL COSTS



A. Some ways to control your costs include:

1. Develop tracking processes:

   a. Check expenditures to budget regularly.

   b. Record adjustments.

2. Develop cost-reduction strategies:

   a. Include everyone in cost-savings measures.

   b. Negotiate lower rates.

3. Create internal controls:

   a. Have policies on expenditures and use.

   b. Confront and resolve problems quickly.

B. Some examples of how training managers control costs are presented in “Cost Reduction and Control Best Practices.” They include:

1. Putting supervisors in charge of what is spent on training programs for their employees.

2. Developing training materials internally and having staff conduct training.

3. Identifying ways to streamline training.

4. Using a train-the-trainer approach.

5. Implementing self-study programs.

VI. TIPS FOR PRESENTING YOUR BUDGET

TIPS FOR PRESENTING YOUR BUDGET

- Tie organizational priorities to community outcomes.
- Tie expenses to organizational priorities.
- Determine the level of detail needed.
- Show options and impacts.
- Focus on "big ticket" items and performance outcomes.
- Check for errors.

Slide 6-26

An important part of building a budget is being able to present and defend it:

A. Tie organizational priorities to community outcomes and expectations.

B. Tie all expenses to organizational priorities.

C. Determine the level of detail to present.

D. Show flexibility by having options.

E. Focus on the "big ticket" items.

F. Check for errors.

ACTIVITY 6.2

Developing and Briefing a Budget

Purpose

To develop a budget for your training challenge based on your training and staffing plans.

Directions

1. Working in your teams, use the budget spreadsheet on the following page to develop an annual budget for your training challenge.

2. Outline and prepare a five-minute briefing that summarizes your budget and presents rationales for the expenditures.

3. Identify anticipated questions and prepare responses.

4. Select a representative and be prepared to present your budget in two hours.

This page intentionally left blank.

ACTIVITY 6.2 (cont'd)

Budget Spreadsheet

Item	Description	Amount	Direction
Salaries/benefits	Internal Staff		Calculate using information below
Contract Fees	Outsourced Staff		Calculate using information below
Supplies	Office and course supplies		Calculate using information below
Phone	Mobile and land-line		Calculate using information below
Postage	Mailing costs	$1,000	Use amount provided
Facility rental	For course delivery		Calculate using information below
Utilities	Power, Internet, etc.	$12,000	Use amount provided
Insurance		$1,500	Use amount provided
Building and grounds maintenance		$7,500	Use amount provided
Equipment rental	For course delivery		Calculate using information below
Equipment purchase	Non-capital expense equipment	$10,000	Use amount provided
Duplication	Printing and copying expenses		Calculate using information below
Travel — Internal staff (20 miles each)	For course delivery and professional development		Calculate using information below
Travel — Students (ave. 40 miles)	For course delivery		Calculate using information below
Travel — Outsourced Staff (flying)	For course delivery		Calculate using information below
Association membership	For internal staff development		Calculate using information below
Certification	For internal staff development		Calculate using information below
Conferences/training	For internal staff development		Calculate using information below
Software licenses	LMS, LCMS, and development software	$5,000	Use amount provided
Network hosting		$3,000	Use amount provided
Web hosting		$700	Use amount provided
Off-site data storage		$1,800	Use amount provided
Furniture rental	For office support	$2,500	Use amount provided
Content and image acquisition	For course development	$4,800	Use amount provided
Other costs			Use amount determined
Capital Expenses		$15,000	Use amount provided
	Total Annual Training Budget		

This page intentionally left blank.

ACTIVITY 6.2 (cont'd)

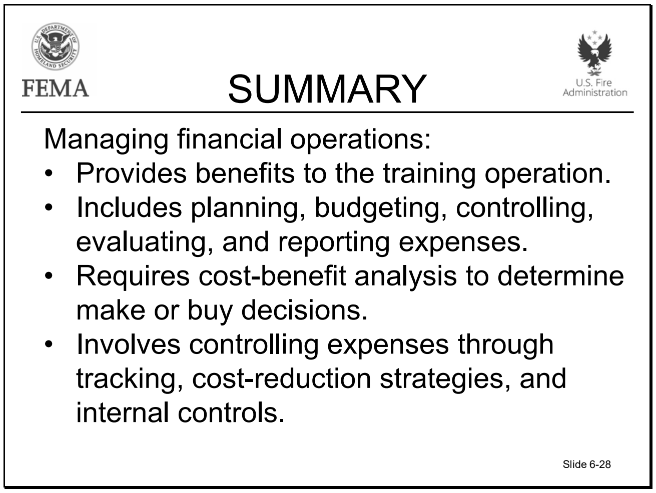
Developing and Briefing a Budget

Unit Costs Information

Category	Description	Unit
Salaries/Benefits		
Instructional Designer	$73,200 ($60,000 annually + $13,200 benefits)	$30/hour
Instructor	$73,200 ($60,000 annually + $13,200 benefits)	$30/hour
Support Staff	$61,000 ($50,000 annually + $11,000 benefits)	$25/hour
Administrative Staff	$61,000 ($50,000 annually + $11,000 benefits)	$25/hour
Manager	$97,600 ($80,000 annually + $17,600 benefits)	$40/hour
SME	$97,600 ($80,000 annually + $17,600 benefits)	$40/hour
Coach	$73,200 ($60,000 annually + $13,200 benefits)	$30/hour
Technical Support	$61,000 ($50,000 annually + $11,000 benefits)	$25/hour
Contract Fees		
Instructional Designer		$35/hour
Instructor		$40/hour
Support Staff		$20/hour
Administrative Staff		$20/hour
Manager		$60/hour
SME		$60/hour
Coach		$40/hour
Technical Support		$20/hour
Travel		
Airfare		$400/trip
Mileage		$.60/mile
Lodging		$100/day
Per Diem		$50/day
Supplies		
Course		$3/student
Office		$10,000/annually

Category	Description	Unit
Phone		
Mobile		$1,200/person
Landline		$1,000/annually
Facility Fees		
Classroom Rental		$75/day
Support Room Rental		$50/day
Audio/Visual (for each classroom)		$35/day
Equipment Rental		
Computers		$25/day/computer
Duplication		
Copying for courses		$250/class
Career Development		
Conference		$500/person
Association membership		$199/person
Certification		$500/person
Training		$500/person

VII. SUMMARY


FEMA
SUMMARY
U.S. Fire Administration
Managing financial operations:
• Provides benefits to the training operation.
• Includes planning, budgeting, controlling, evaluating, and reporting expenses.
• Requires cost-benefit analysis to determine make or buy decisions.
• Involves controlling expenses through tracking, cost-reduction strategies, and internal controls.
Slide 6-28

This page intentionally left blank.

REFERENCES

Cost Reduction and Control Best Practices, Institute of Management and Administration.

Training Manager's Desktop Guide, E. Davies.

This page intentionally left blank.

UNIT 7: EVALUATING TRAINING PROGRAMS

TERMINAL OBJECTIVE

The students will be able to:

7.1 Evaluate individual and training program effectiveness.

ENABLING OBJECTIVES

The students will be able to:

7.1 Describe the importance of evaluating a training program.

7.2 Identify types of training program elements to evaluate.

7.3 Describe how to collect and analyze training program evaluation data.

7.4 Describe techniques for continuous improvement of a training program.

7.5 Identify resources for training management competency development.

This page intentionally left blank.

FEMA

U.S. Fire Administration

UNIT 7: EVALUATING TRAINING PROGRAMS

Slide 7-1

TERMINAL OBJECTIVE

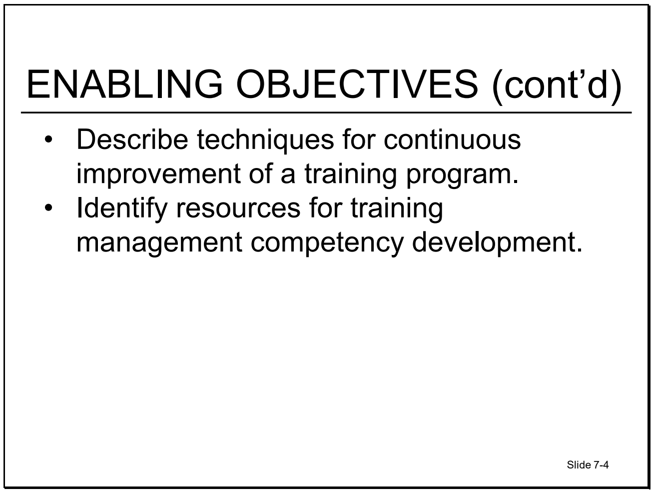
Evaluate individual and training program effectiveness.

Slide 7-2

ENABLING OBJECTIVES

- Describe the importance of evaluating a training program.
- Identify types of training program elements to evaluate.
- Describe how to collect and analyze training program evaluation data.

Slide 7-3



I. INTRODUCTION

A. This unit provides students with an understanding of the importance of evaluating all aspects of a training program and understanding of the importance of continuous development for the organization and for the individual.

B. Terms and Definitions.

1. **360-degree evaluation:** A multiple-input approach to performance feedback that includes feedback sources including supervisors, peers, subordinates, customers, and oneself.

2. **Action learning:** Students perform a project after the training.

3. **Action planning:** Students create plans to enact once training is complete.

4. **Hot wash:** An exercise debriefing with players and controllers immediately after a drill or exercise.

5. **Impact to organization:** Metrics used to evaluate performance by identifying trends in performance and areas requiring attention.

6. **Kirkpatrick Model:** A four-level sequential model for training course evaluation that measures student reaction, learning, behavior, and results.

7. **Knowledge test:** Test of student knowledge before, during, and/or after training.

8. **Pulse check:** An interim check to determine level of student engagement.

9. **Questionnaire:** Written document to which students provide responses.

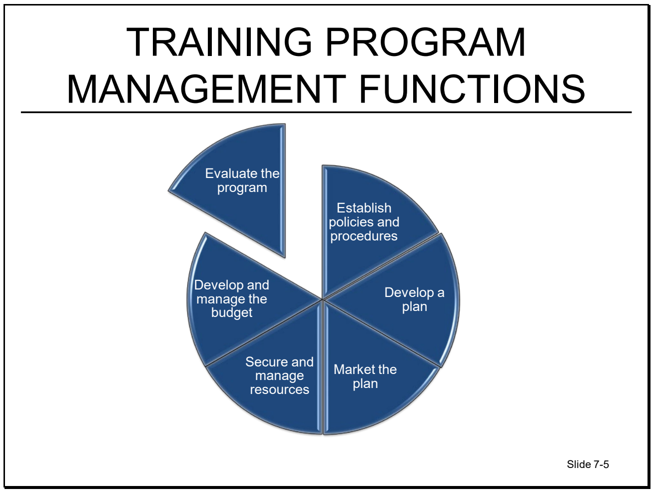
10. **Request for validation:** Questions sent to supervisors about performance results.

11. **Return on Expectations (ROE):** Converting stakeholder expectations of the training to clear and concise success indicators.

12. **Return on Investment (ROI):** Measuring monetary benefits of a training program.

13. **Skill observation:** Expert observation of student on the job or review of work.

14. **Teach back:** Presentation by student to demonstrate knowledge.



C. This unit presents the how to evaluate your training program's performance.

II. EVALUATION CONSIDERATIONS

WHY EVALUATE TRAINING

- Continuous quality improvement.
- Return on investment/expectation.
- Innovation.
- Alignment with goals and mission.
- Changes in priorities.

Slide 7-6

A. Training is expensive, so it is important to make the most of this investment. Evaluating your training program can:

1. Obtain information for continuous organizational improvement.

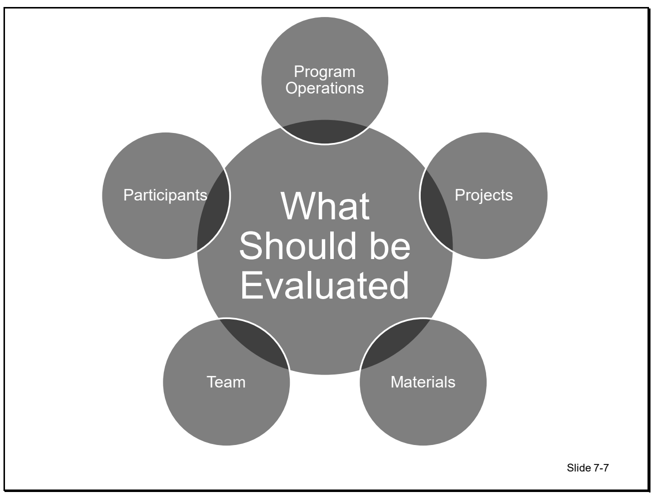
2. Ensure that training is meeting needs and is a good investment.

3. Lead to innovation.

4. Ensure that training lines up with the goals and mission of the organization.

5. Identify activities that should be supported or stopped.

6. Result in shifts in financial and other resources.



B. Evaluation looks at results and compares them to what was expected. Evaluation is a way to improve the training function. To have a strong evaluation component, it is important to determine what it is you are going to evaluate:

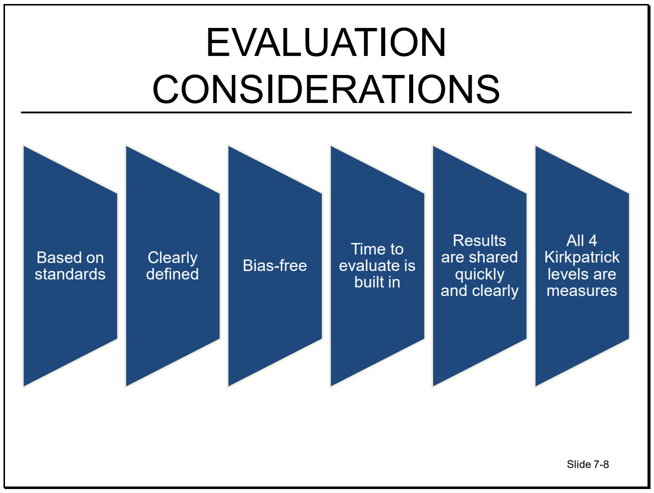
1. Training program operations including policies, procedures, budgeting, planning, records management, facility management, and administration.

2. Training projects including whether objectives were achieved, if the schedule milestones were met, and whether budgets were followed.

3. Course materials including do they meet your standards, and are they readable, accessible, and accurate.

4. Training team including is the team professional and competent, and does it work collaboratively.

5. Students including what was their reaction to the training, what were the exam scores, and how did they perform on the job.



C. Because you want to be clear and focused on what you are evaluating, it is important that you address key items, such as:

1. Base your evaluation on standards you have set for your training program.

2. Are clear about what you are evaluating. Make sure what you are evaluating is defined completely and correctly.

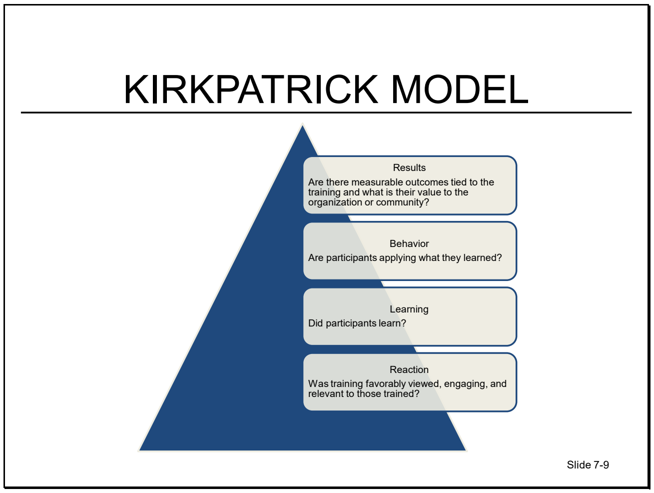
3. Ensure you avoid any bias and that your evaluations are fair. It is also important to consider issues like nondisclosure, freedom of information, and conflicts of interest.

4. Build in time for evaluations throughout your processes. Make sure that everyone involved understands the importance of the evaluation and is willing to set aside time to ensure the evaluation is done completely and accurately.

5. Provide evaluation results that are timely and clear.

6. Determine when you will conduct evaluations, during training, after training, etc.

7. Measure all Kirkpatrick levels.



D. The Kirkpatrick Model gauges the educational value of a program.

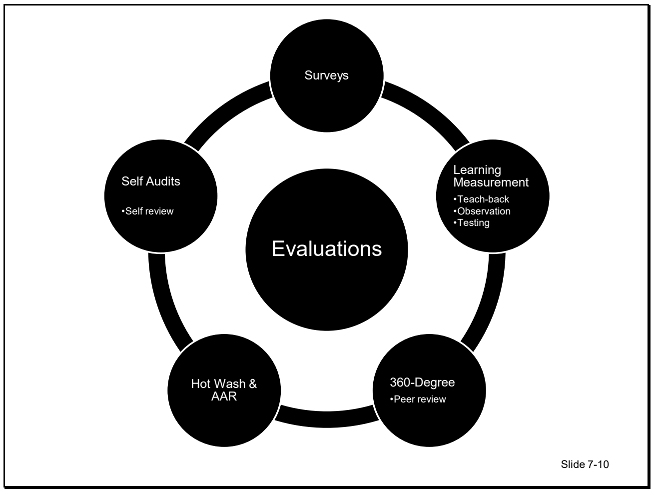
1. Level 1 (Reaction/Satisfaction) — Did the student like the program? This level involves gaining direct feedback from students and has the advantage of ease of obtaining information.

2. Level 2 (Learning) — Were new knowledge and skills gained? This level looks at how much learning has occurred. This can include pretests, posttests, exercises, and case studies.

3. Level 3 (Behavior/Impact) — Did the training alter students' behavior? This level examines whether the new skills and knowledge has been applied to the job.

4. Level 4 (Results) — Did the program have an impact on the organization? This level involves determining the organizational impact of the training and ROI or ROE.

III. EVALUATION METHODS



A. Once you have identified what you are going to evaluate, you need to think about how you will conduct the evaluation.

1. **Questionnaire:** Written document to which students provide responses.

2. **Individual or group interviews:** Students respond to questions in person or remotely.

3. **Pulse check:** An interim check to determine level of student engagement.

4. **Request for validation:** Questions sent to supervisors about performance results.

B. Other methods include:

1. **Presentation/Teach back:** Presentation by student to demonstrate knowledge.

2. **Knowledge test:** Test of student knowledge before, during, and/or after training.

3. **Skill observation or work review:** Expert observation of student on the job or review of work.

4. **Action planning:** Students create plans to enact once training is complete.

5. **Action learning:** Students perform a project after the training.

C. Another common evaluation method is a 360-degree evaluation, which is primarily peer review of performance where other stakeholders and colleagues review an individual's performance.

D. The review is multi-rater and multisource, and focuses on how well the individual has done on his or her job. Because it is a multi-rater review, it is important that a consistent tool is used.

Homeland Security Exercise and Evaluation Program

The HSEEP defines processes for evaluating drill and exercise performance. The HSEEP states:

Exercise evaluation begins during exercise planning, not after an exercise is complete. Setting clear evaluation requirements, based on the exercise objectives, early in the planning process will ensure that the design, development, and execution of the exercise best support an effective evaluation. Planning an exercise evaluation typically includes:

- Selecting a lead evaluator and evaluation team.
- Defining evaluation requirements based on exercise scope, exercise objectives, and core capabilities.
- Recruiting, training, and assigning evaluators.
- Finalizing evaluation documentation.
- Conducting a Controller and Evaluator (C/E) Briefing.

Effective exercise evaluation requires a thorough collection of data from exercise play. Collecting exercise data can differ depending on the type of exercise. Common to all types of exercises is a focus on objectives-driven and capabilities-based evaluation.

Immediately after a drill or exercise, evaluators may conduct an exercise debriefing with players and controllers. This facilitated discussion, referred to as a hot wash, allows players to engage in a self-assessment immediately following exercise play. The hot wash also provides evaluators with the opportunity to clarify points or collect any missing information from players before they leave the exercise venue.

As part of the hot wash, evaluators may distribute student feedback forms, which can provide details on player perceptions regarding exercise performance. Student feedback forms can also serve to solicit general feedback on exercise, which can be provided to the exercise planning team.

During data analysis, the evaluation team consolidates the data collected during the exercise, assessing performance against exercise-specific objectives and associated core capabilities. From this data analysis, evaluators identify key strengths and areas for improvement and may draft a quick-look After-Action Report (AAR). Exercise stakeholders can then work to develop a full AAR and improvement plan (IP).

The evaluators' analyses should help answer the following types of critical evaluation questions:

- Were the objectives of the exercise met?

- Did discussion suggest that exercise stakeholders could deliver core capabilities? If not, why not?

- What did evaluators observe?

- What should evaluators have observed according to policies, plans, and procedures?
- Is there a difference? If so, why?
- What is the consequence of that difference? What should be learned from this exercise?
- What strengths and areas for improvement were identified?

The AAR/IP is the final exercise document that summarizes key exercise-related evaluation information. Key elements of the AAR/IP should include:

- **Exercise Overview.** This includes identifying information, such as the exercise name, date, duration, and students.
- **Exercise Design Summary.** This includes the exercise objectives and core capabilities and a summary of key scenario events.
- **Analysis of Objectives and Core Capabilities.** This includes an assessment of exercise performance in relation to exercise objectives and core capabilities and highlights relevant areas for improvement, strengths, lessons learned, and capability gaps.
- **Improvement Plan.** The IP identifies specific corrective actions from the exercise, assigns these actions to responsible parties, and establishes target dates for action completion.

E. A self-audit allows the learner to identify areas where improvement is necessary. Some advantages of self-audits are that they:

1. Are inexpensive.

2. Are easy to use.

3. Take little time.

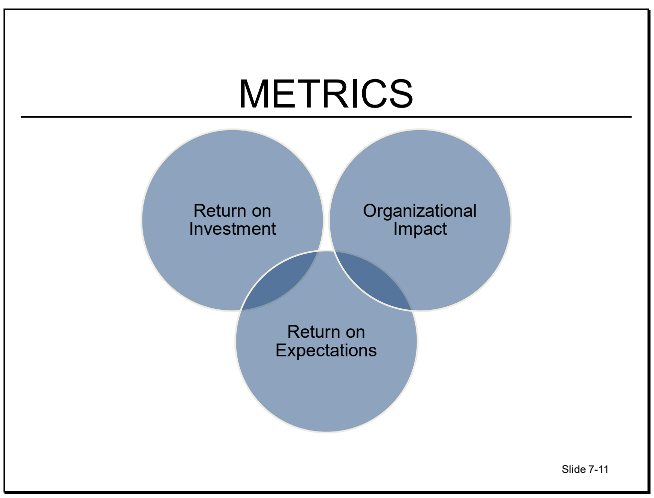
4. Avoid external interference.

F. Some disadvantages of self-audits are that:

1. They can be biased.

2. Responses can be misconstrued, so questions should be short and easy to understand.

IV. EVALUATION METRICS



Some common metrics used to evaluate program success are ROI, Impact to Organization, and ROE. Each is described below.

A. ROI measures monetary benefits of a training program. The results of an ROI are used to justify training program investments. ROI is calculated based on costs of training programs and value of benefits associated with a training program. (See the next page for how ROI is calculated.)

B. Impact to Organization identifies metrics to evaluate performance against. The measures are used to identify trends in performance and areas requiring attention. When using this metric to evaluate training, skills developed are compared to organizational performance. The information gained from this analysis gives training managers and supervisors information on performance strengths and areas for improvement.

Determining Organizational Impact.

1. Determine desired level of performance and current level of performance and how they impact the organization (i.e. lost time, efficiency, morale).

2. Determine actual level of performance.

3. Determine metrics that will serve as indicators of organizational performance/need.

4. Implement program.

5. Conduct long term collection and analysis of metrics to determine organizational impact. Note that organizational impact may be measured over years to determine full/actual impact.

C. ROE looks at stakeholder expectations of the training and converts those to clear and concise success indicators. Training evaluation assesses changes as a result of the training and whether these changes meet the stakeholders' expectations.

Determining ROE.

1. Identify the program that will be the subject of the ROE analysis. If possible, identify the expectations that are being evaluated. Note that ROE expectations frequently do not have a financial component to them, but rather focus on stakeholder expectations.

2. Determine metrics that can serve as benchmarks for expectation.

3. Collect the data during and after the program implementation.

4. Compare data against baseline expectations and report out.

Calculating Return on Investment

1. Identify the program that will be the subject of the ROI analysis. If possible, identify the program in advance in order to identify how you will evaluate the program and the baseline data for comparison.

2. Establish performance objectives for the program.

3. Collect the data during and after the program implementation. Some sources of data include:

   - End of course evaluations.
   - Surveys.

4. Conduct an analysis of the data to convert the data to tangible (monetary) benefits and identify intangible benefits.

5. Calculate the ROI:

(Training Program Benefits – Training Program Costs) = Net Training Program Benefits

ROI = Net Training Program Benefits X 100/Training Program Costs

Sources: Cost Reduction and Control Best Practices and The Training Manager's Quick-Tip Sourcebook.

This page intentionally left blank.

ACTIVITY 7.1

What to Evaluate

Purpose

To identify metrics and measures to assess training program elements.

Directions

1. Working in your teams, review your assigned category(ies) for evaluation.

2. Use the worksheet on the following page to identify potential measures or metrics to assess elements in the assigned category(ies).

3. Select a representative and be prepared to present your responses in 10 minutes.

This page intentionally left blank.

ACTIVITY 7.1 (cont'd)

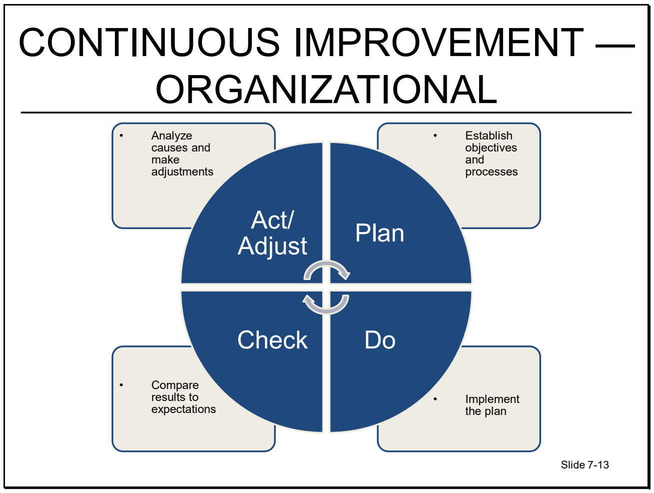
Worksheet

Program Area	Metric or Measure
Administrative Processes (Registration, Enrollment, Scheduling, Classroom Preparation)	
Training Projects (Analysis, Design, Development)	
Training Team (Instructors, Designers, Administrative Staff)	
Course Materials	
Program Planning and Budgeting	

This page intentionally left blank.

V. CONTINUOUS IMPROVEMENT

A. Continuous improvement should be built into your organization's processes. It is a commitment that relates organizational performance to organizational goals.



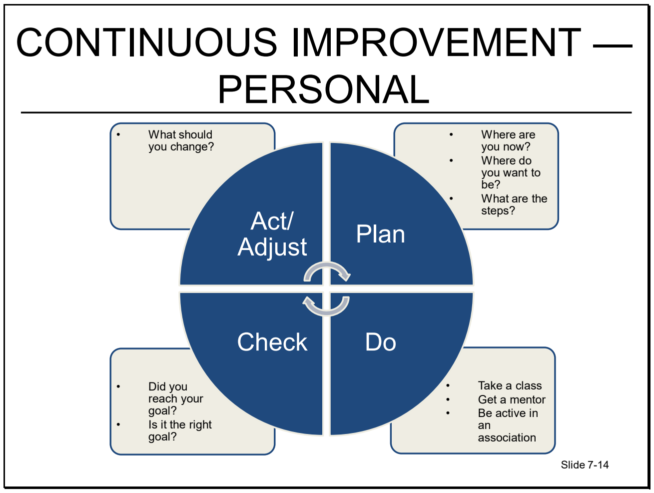
B. The continuous improvement cycle emphasizes the process for implementing continuous improvement in your organization and aligns nicely to the program management processes.

1. The Plan step in the continuous improvement cycle is similar to the plan phase in program management. It is the planning of program objectives and processes. The result is expectations of the program or project.

2. The Do step is similar to execution and focuses on implementing the plan.

3. The Check step is similar to monitor and control and is focused on collecting data to compare execution results to planned expectations.

4. The Act/Adjust step is similar to monitor and control and focuses on taking corrective action to fix variances between the plan and results.



C. The continuous improvement cycle also can be applied to individual improvement. You should:

1. **Plan.** Determine where you are now using tools such as self-assessments. Identify where you want to be and what steps to take to get there.

2. **Do.** Put your plan into action, take classes, get a mentor or coach, join an association, or get a certification.

3. **Check.** Periodically reassess. Have you met your goals? Do you need new goals? Are you off-track? Has the environment changed and you need different goals?

4. **Act/Adjust.** What should you change based on the check phase or do you continue with the plan?

D. Many sources exist to improve your competencies, some are listed on the slide.

ACTIVITY 7.2

Continuing Development

Purpose

To identify your top strategies for continuing development.

Directions

1. Based on your career goals, identify your top 3 strategies for continued development.

2. Discuss each team member's strategies.

3. Identify the team's top strategies.

4. Select a representative and be prepared to present the team's top strategies in 15 minutes.

This page intentionally left blank.

VI. SUMMARY

FEMA

SUMMARY

U.S. Fire Administration

- Evaluating your training program:
  - Can identify areas for improvement and innovation.
  - Includes monitoring the performance of the entire program, training projects, training team, course materials, and course participants.
- Continuous improvement:
  - Involves planning, doing, checking, and acting.
  - Is an important part of delivering quality training.
  - Includes your own development.

Slide 7-17

This page intentionally left blank.

REFERENCES

Cost Reduction and Control Best Practices, Institute of Management and Administration.

Managing the Training Function, Jean Barbazette.

How To Manage Training, Carolyn Nilson.

This page intentionally left blank.

UNIT 8: FINAL PRESENTATION, PROJECT AND EXAM

TERMINAL OBJECTIVE

The students will be able to:

8.1 Propose a complete training plan to a simulated executive body for plan concurrence.

ENABLING OBJECTIVES

The students will be able to:

8.1 Develop a training plan.

8.2 Present training plan findings.

8.3 Identify post-training knowledge levels.

This page intentionally left blank.

FEMA

U.S. Fire Administration

UNIT 8:
FINAL PRESENTATION,
PROJECT AND EXAM

Slide 8-1

TERMINAL OBJECTIVE

Propose a complete training plan to a simulated executive body for plan concurrence.

Slide 8-2

ENABLING OBJECTIVES

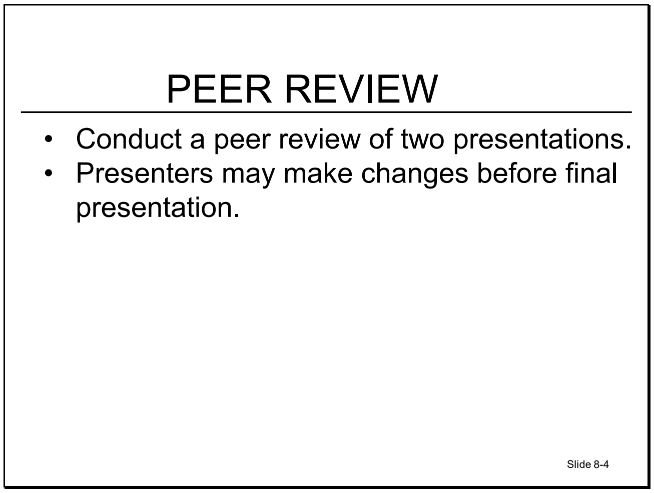
- Develop a training plan.
- Present training plan findings.
- Identify post-training knowledge levels.

Slide 8-3

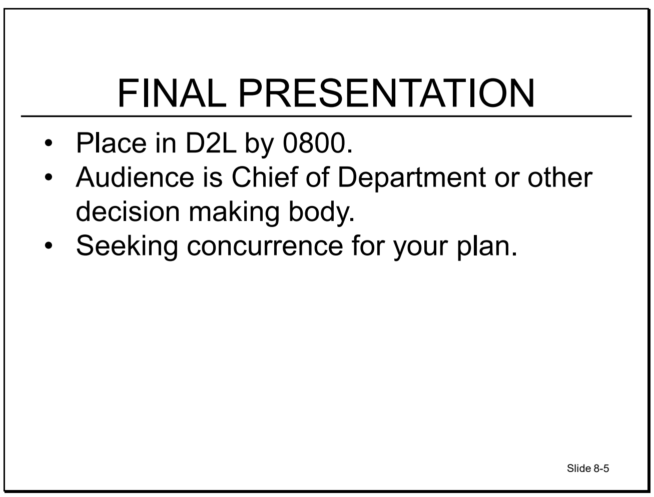
I. INTRODUCTION

This unit provides students the opportunity to conduct a simulate briefing for a department head, evaluate their knowledge gain, and provide course feedback.

II. PEER REVIEW



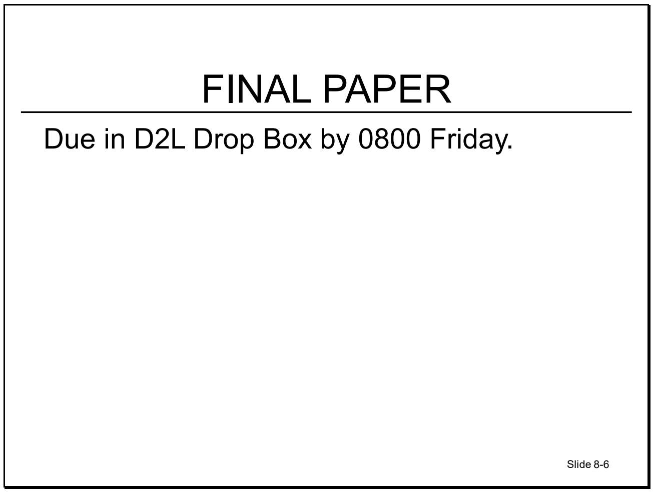
III. FINAL PRESENTATIONS



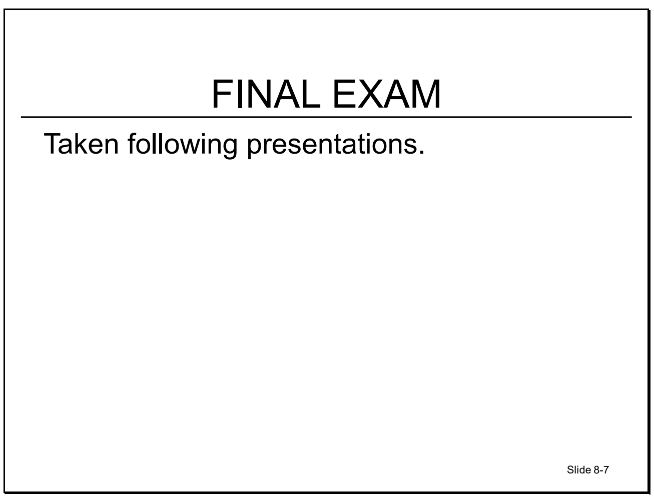
A. The rest of the afternoon will be spent working on your final presentations and papers. Remember that the target audience for your presentation is the department head or similar decision-making authority. The presentation is a formal presentation.

B. The class will be divided into two groups, with one group moving to a breakout room. You will present your findings to the group and you will be evaluated by two of your peers. You can make changes to your presentation based on their feedback. Peers will submit their assessment papers Friday morning. Once your presentation template is finalized, place it in D2L by 0800 Friday.

IV. COURSE REVIEW/FINAL EXAMINATION



A. By 0800 tomorrow, you will submit your final paper in D2L for grading. The paper is a technical report. It should be written in the third person and all sources should be cited using American Psychological Association (APA) formatting.



B. There will be a multiple choice exam in D2L for you to complete once the presentations have been completed. Following this, please complete the course evaluation. Once you have completed the exam and evaluation, you are free to quietly leave the class. Please be at the graduation ceremony no later than 15 minutes prior to the scheduled time.

V. FEEDBACK

This page intentionally left blank.

ACRONYMS

This page intentionally left blank.

ACRONYMS

AAE	Association of American Educators
AAR	After-Action Report
ADA	Americans with Disabilities Act
ADL	Advanced Distributed Learning
AHJ	authority having jurisdiction
AICC	Aviation Industry CBT Committee
AMA	American Management Association
ANSI	American National Standards Institute
APA	American Psychological Association
ATD	Association for Talent Development
C/E	Controller and Evaluator
COE	Council on Occupational Education
COTS	Commercial Off-the-Shelf
CT	counterterrorism
CVE	Countering Violent Extremism
DETC	Distance Education and Training Council
EIT	electronic and information technology
EMA	Emergency Management Agency
EMS	Emergency Medical Services
EOP	Emergency Operations Plan
EP	“Executive Planning”
FEMA	Federal Emergency Management Agency

FERPA	Family Educational Rights and Privacy Act
FESTPM	“Fire and Emergency Services Training Program Management”
FLSA	Fair Labor Standards Act
HRI	Human Resource Institute
HSEEP	Homeland Security Exercise and Evaluation Program
IBSTPI	International Board of Standards for Training, Performance, and Instruction
ICS	Incident Command System
IDPs	Individual Development Plans
IEEE	Institute of Electrical and Electronics Engineers
IFSAC	International Fire Service Accreditation Congress
IOS	International Organization for Standardization
IP	improvement plan
ISD	Instructional Systems Design
ISFSI	International Society of Fire Service Instructors
ISPI	International Society for Performance Improvement
KSAs	knowledge, skills and abilities
LCMS	Learning Content Management System
LMS	Learning Management System
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NAEMSE	National Association of EMS Educators
NASA	National Aeronautics and Space Administration
NFA	National Fire Academy

NFPA	National Fire Protection Association
OJT	on-the-job training
OPM	Office of Personnel Management
PFDs	personal flotation devices
PII	Personally Identifiable Information
PMBOK	Project Management Body of Knowledge
ROE	Return on Evaluator
ROI	Return on Investment
SAW	Student Activity Worksheet
SM	Student Manual
SME	Subject-Matter Expert
SRHS	Southfield Regional Homeland Security
SRHS&EMA	Southfield Region Homeland Security and Emergency Management Agency
SRTC	Southfield Regional Training Center
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TEACH	Technology, Education, and Copyright Harmonization
THIRA	Threat and Hazard Identification and Risk Assessment
TRT	Technical Rescue Team
WYSIWYG	What You See Is What You Get

This page intentionally left blank.