



# Emergency Management Issues Special Interest Group Annual Meeting

## **“Training” – The Gold Standard of Your EM Program**

### **Controversy versus A Standard**

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# Controversy

- What Controversy?
  - Perception by the Trainers/Instructors from the stakeholders – Every ERO role knows training better than the Trainer/Instructor
  - Perception by the Employees/Managers - We have too much training or not enough training
  - Perception by the Managers/trainers/employees on how the program should look and operate

# Controversy

- Perception by the Managers/trainers/employees - Who performs the development of the training; ISD person, curriculum developers, trainers, instructors, or SME's?
- Perception by Manager/Trainer - What should the Training Budget look like?
- Clarity/Interpretation of the requirements and guides - example (timely; what does this mean? (subjective))
- What metrics or process is used to determine training effectiveness?

# Eliminating the Controversy

- Include stakeholders in the training program process or buy in to the process to eliminate perceptions
- Utilize clear requirements, SOPs, and objectives as a basis for the training program
- Program is documented - Managers sign off on all aspects of the program – Accountability

# Eliminating the Controversy

- Train personnel to accomplish development of program or hire people with the appropriate curriculum development skills
  - Where possible utilize standardized training programs that are already built
- Work with management to determine budget requirements – especially for outsourced training and seminars
- Utilize clear objectives, assessments, critiques, and surveillances to determine the status of behavior change based on your training program.

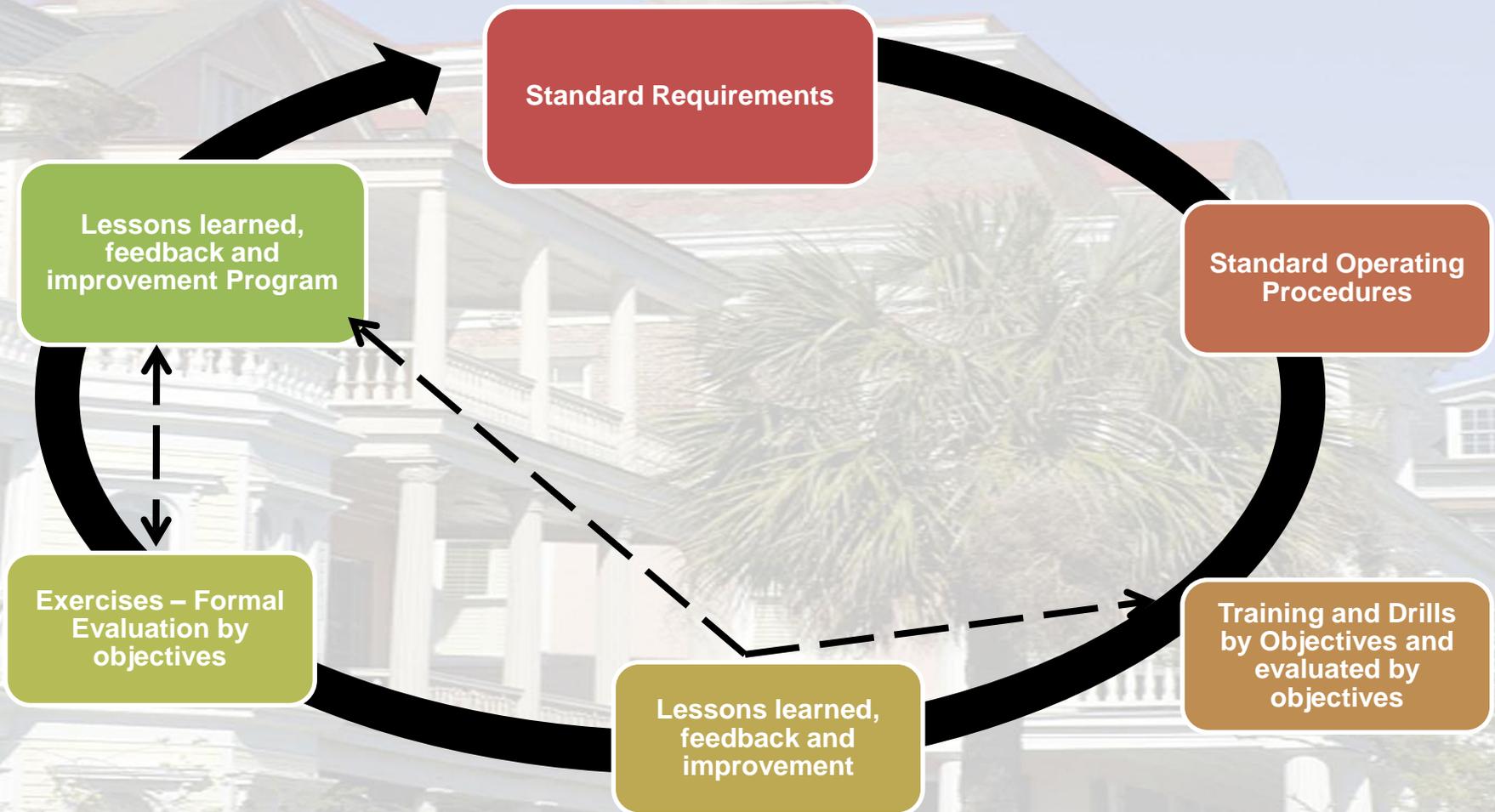
# Eliminating the Controversy

- Utilize the Instructional Systems Design (ISD) Process to develop the training program
  - Base ISD on your organizations capabilities (Analysis and Needs Assessment)
- Set up a means to assess the program so that after it is implement you can determine what is successful and what needs to be fixed

# The Instructional Systems Design (ISD) Process



# Training Program Process



# So - What “is” the Gold Standard

- Linkages – SOPs to Inspections - Regulations and Standards – Business Practices, Safety and Legal issues (CFR’s, Consensus Standards, etc.)
- **Key to the Gold Standard:**
  - Training **Objectives**
  - Evaluation/Performance **Objectives**
  - Exercise (Formal Evaluation) **Objectives**
  - Inspection **Objectives**
  - Identify Gaps and provide “**Objectives**”

# How do you get There

- Clarify the training requirements and remove the subjectivity and interpretation from the Orders and Guides by eliminating ambiguous language. By doing so you will:
  - Clarify and define your Standard Operating Procedure's
  - Clarify training objectives/performance objectives
  - Clarify Formal Evaluation (Exercise) objectives and metrics
  - Clarify the inspection processes
- **CLARIFY AND DEFINE THE TRAINING PROGRAM**

# Lessons Learned

- Lesson Learned. Don't do assessments, surveillances until the program is built.
- Metrics will provide valuable information, however if you are in the middle of development there is no value added.
- The ISD process will provide you with the road map to success in development of your training program.

# Summary

- The Key to a well developed training program is:
  - Document your program with Management sign off
  - Involve all the stakeholders
  - Utilize Instructional Systems Design
  - Eliminate Interpretation and Subjectivity
  - **Utilize objectives to link** your process from Requirements to Formal Evaluation, Feedback and Improvement processes
  - Identify your gaps and evaluate your program with objectives and metrics.