

Training Preparation 17-4.01-K

KNOW the guidelines for preparing a training session, as presented in the E-PME Study Guide.

Training Guidelines

Part of your responsibilities as a petty officer is to prepare and conduct training sessions.

For training to be successful, all attendees should be able to meet the objectives. To achieve a proficient level of performance, present only needed information—no more, no less.

Primary guidelines for successful training are presented here.

- First, you need to determine the content for your training session. The following table provides guidelines *identify the training content*.

<i>Identify</i>	<i>Identification Procedure</i>
Objective of the training	Develop objectives to determine the knowledge/skills participants will acquire at the end of your training.
Importance (value) of the training	Determine the value of the training to students.
Major training segments	Divide your session into logical, job-related segments to make your presentation more effective.
Specific information within the segments	Determine the required actions and decisions to accomplish each major segment of the training.

- After your content has been identified, you need to establish a lesson plan. Procedures to *conduct the training session* are presented in the following table.

**Training
Guidelines
(continued)**

Conduct	Procedure
Present overview	The overview informs and motivates the student. It includes: <ul style="list-style-type: none">▶ Presenting job-related value and benefits▶ Identifying training objectives or goals▶ Specifying what will occur in the training▶ Reviewing training materials▶ Providing information about the training facility
Present information and guidance	Present details about the topic and provide a tangible way for the student to relate the knowledge to performance. For example, as steps in a process are explained, provide a demonstration or illustration.
Practice and provide feedback	Allow for practice time of skills being taught. Provide immediate feedback, when performed either correctly or incorrectly.
Assess performance	Determine if the student has attained the desired level of knowledge/skills. Use a checklist or other evaluation tool.

**Determine
Training Content**
*Identify the
Training Objective*

When presenting a training session, the first step is to determine the training objective. The training objective describes the knowledge and/or skill(s) students should have upon completion of training. Write the objective in a statement identifying:

- What the student will learn
- Under what conditions (if a performance objective)
- To what standard

This clear goal provides the instructor a definite direction. It also establishes a boundary to ensure only relevant, useful information is presented during the training session

Practice your skill now by writing a training objective for tying knots. Compare your training objective for tying knots with the sample objective on the next page.

Identify the Importance of Training

Defining the importance of training answers the question “Why is this training of value?” This performance may be valued by Team Coast Guard, a unit, a member, or any combination.

Be sure to write down the value of the training. Documenting the importance of the training serves two purposes. It:

- Establishes importance to the training developer
 - Motivates students during the training
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Identify Major Segments

During a training session, participants learn best if the information is provided in segments that eventually come together as a whole (the training outcome). Learning is difficult when a large, unorganized, illogical mass of information is presented.

The best way to divide information into sections is to list the significant steps of a training objective.

- State the outcome of the task first. This clarifies expectations.
- Identify the actual sequence of steps a person or group needs to perform to successfully complete the objective. Identifying this sequence of steps determines the segments (or main points) of the training session.

<p>NOTE: Stay mentally tuned to actual performance. Focus just on what participants actually need to know to perform the task.</p>

Identify Specific Information

Identifying specific information requires taking one main objective at a time, listing the physical actions (skills) and decisions (knowledge) required. For example, putting out a small fire:

- **Skills**—Requires the skills to operate a CO² fire extinguisher...a required physical action or skill.
- **Knowledge**—Requires a determination be made as to whether a CO² extinguisher is appropriate to use...a required decision based on knowledge.

Every action and decision in the process should be considered, including prerequisites. Pre-existing qualifications are called prerequisites. Sometimes, in order to complete an objective, previously learned skills are required. Be sure to consider all the requirements necessary to “get the job done.”

**Sample Objective
for Typing Knots**

Given a six-foot length of rope, the student will be able to tie a bowline knot in 60 seconds with 100% accuracy.

Checklist

A checklist is often helpful when preparing to develop training content, i.e., Does my objective statement identify:

- Required actions?
- Conditions?
- Standards/desired outcomes?

Complete the checklist BEFORE any training materials are developed. A sample checklist is provided on the following page.

**Prepare to Conduct
a Training Session**

For adults to learn, certain activities should take place during a training session. Preparing for a training session involves designing these activities and developing any required supporting material. Conducting the training involves presenting the activities to the participants.

Primary steps in conducting a training session are listed below. Follow each step in numerical order.

1. Present Training Value
2. Present Objective
3. Present Main Points
4. Present Information
5. Present Guidance
6. Provide Practice
7. Provide Feedback
8. Assess Performance

Sample Training Development Checklist

Checklist	
Task	Done
I have written an objective statement(s) that identifies exactly what students will be able to perform, under what conditions, and to what standards, after my training session is completed.	
I have written a statement(s) that defines the value of this training as realized by: <ul style="list-style-type: none">• The Coast Guard• The Unit/Command• The participants of the session	
I have organized the outcome by listing major events that, when performed, provide for the accomplishment of the task.	
I have further broken down each event by listing what specific skills and knowledges are required to perform the event.	

Present Training Value

People are more likely to learn when they can see value in the training. Your first concern is how to demonstrate to participants that:

- The instruction they are about to receive is important
- They need to learn the skills addressed

Using your previously written value statement makes it relatively easy to draft additional value statements for the training session.

Technique

Use interesting or provocative questions, stories, case studies, etc. to hold the audience's attention. However, refrain from using revolting, shock treatments for attention-getters.

An example of a revolting technique is to start a defensive driving course with blood-and-guts pictures of people in crashes not wearing seat belts. Revolting images normally turn off interest in the upcoming instruction. Instead, present an attention-grabbing, realistic scenario.

Choose a technique to demonstrate the job-related value of the session to the students. Two techniques commonly used are:

- **Ask a value-based question.** An example of a beneficial way to hold people's attention in a First-Aid CPR class is to ask:

If you found a child floating face down in a pool and not breathing, could you perform proper emergency medical procedures?

- **Tell a relatively short story or case study.** An example of a relatively short story or case study in the First Aid CPR class is given here:

Last month, a man in Los Angeles looked out a window of his home to see a toddler floating face down in his pool. Rushing to the child, the man found the boy unconscious and not breathing. The man performed emergency medical procedures before paramedics arrived, which was largely responsible for the boy's survival.

Present Objective An experienced instructor informs participants of the specific goals or purpose of the training before entering the actual learning stages of the session. This is accomplished by presenting the objective of the training. The objective should state the following:

- The task the student will perform as a result of instruction
- Conditions under which the task will be performed
- Standards required for successful performance

An example of a good objective is:

At the end of today's training, you will identify the location of all fire extinguishers aboard this cutter in 5 minutes, with 100% accuracy.

Present Main Points

After explaining the objective, the next activity the instructor performs is to provide an overview of the session.

This overview presents the session's main points and informs the students of what is "coming up." By presenting the main points, the instructor gives the participants a road map of the session. They know:

- Where they are
- Where they are going
- How they are going to get there.

Main points are based on the *major events* of the performance identified when determining the training session content.

An example of main points for a helo landing party training is provided below.

During this morning's training, we will address:

- ▶ *Landing party responsibilities*
 - ▶ *What equipment is used and how to prepare it*
 - ▶ *How to use this equipment in an actual crash situation*
 - ▶ *How to secure a landing party*
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*Present
Information*

The previous activities provide an opening to a training session. Presenting the information starts the actual learning phases of the training. The information discussed here relates to the physical skills and mental decisions identified when session content was determined.

During unit training sessions, one of two methods (or a combination) is normally used to present this information.

- The instructor verbally presents the information.
- Participants obtain the information from some form of text (handouts, tech manuals, COMDTINSTs, etc.) or from an electronic medium, such as videotape, CD-ROMs, DVDs, etc.

Present Guidance

Having informed a group of attendees how to perform a task, an instructor provides some guidance. Guidance is a tangible method of relating information to actual performance.

Guidance should be something tangible for participants to see how the information just received applies to the performance. For example, after informing the class how to fire a handgun, the instructor fires a gun so that the participants can actually see the process.

Methods used for this guidance may include the following:

- Demonstration
- Example
- Illustration

The instructor must decide when the participants have had enough. When providing visual guidance during training, consider the following:

- Previous knowledge and skill levels of the participants
- Complexity of the training topic

Provide Practice

People learn by doing. After teaching a skill, the instructor should have the trainees personally perform the procedures or apply the rule learned. This mentally “locks” that information in place.

After the instructor demonstrates how to fire a handgun, he or she should have the trainees perform the task. Actual performance of a task allows attendees to test new skills and apply any new knowledge learned during the information activity.

Provide Feedback Feedback consists of informing trainees whether or not they successfully performed a new skill. It is extremely important that you provide positive feedback about a performance. Informing a trainee that he or she performed a task correctly builds confidence. It also reinforces the knowledge.

Equally important is to inform the trainee of an unsuccessful performance. This prevents the individual from retaining invalid information.

In training situations, feedback works two ways.

- Students find out how well they did during the practice.
- The instructors find out whether students can or cannot apply the information to actual performance. If the student cannot apply the information, then the instructors must redesign/restate the training objective.

The key point is...

If a student cannot apply the training to actual performance, the tactic initially used to present information and provide guidance did not work. Another tactic is called for.

Do NOT use that tactic again!

For example: If a student was asked to read procedures in a tech manual and failed to properly apply those procedures in a practice situation, it is not helpful to have the student reread the manual. An instructor should have a back up to use in such situations, such as verbally explaining or demonstrating the procedures.

*Assess
Performance*

Each training session should provide the participants with the skills and/or knowledge to perform either tasks required to meet the missions of Team Coast Guard or needs of the unit, or to benefit members.

At the end of the training session, the instructor must determine if the participants satisfactorily meet the training objectives. Three strategies can be used to make this assessment:

- Procedure strategy
 - Product strategy
 - Combination
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Procedure Strategy

A procedure strategy is one in which each step of the trained procedure is graded.

This procedure is useful, and recommended, for the instructor to evaluate if participants can:

- Correctly use tools and equipment
- Complete the task within a specified time frame
- Apply and adhere to health and safety rules connected to task performance

To effectively use this strategy, the instructor should construct a checklist that contains each step in the procedure. This checklist can be used to evaluate performance as an individual or group attempts the procedure.

Product Strategy

A product strategy for evaluating performance is applicable if the instructor is primarily concerned about the end result or outcome of the performance. This strategy is appropriate when:

- The result of the performance is more critical than the procedure used
- Several possible, but equally acceptable, procedures may be used
- The procedure is difficult to observe

To effectively use this strategy, the instructor should construct a checklist that establishes specific criteria for the outcome.

Combination

The combination evaluation strategy uses elements of the procedure and process strategies to determine if the participants can:

- Perform the necessary steps to complete a procedure
- Meet a specific level of quality for the end product

This approach is recommended when the:

- Task contains steps that require certain health and safety precautions be met
- End product must meet certain operational or utility standards

The instructor normally constructs a checklist for evaluating applicable steps in the procedure and establishes criteria the end product must meet.

*Example of
Presenting
Training*

The following are skills to be presented in a training session on *How to Attack a Helo Fire*:

- Keep the wind behind you
- Move downslope toward the fire
- Go toward areas with the smallest fuel spill
- Drive the fire away from the cockpit and cabin area

*Example of
Presenting Training
(continued)*

The following are the steps an instructor should take to prepare and present this training program.

1. **Provide Training Value example.** In certain types of helo crashes, it's not the impact that claims lives but the subsequent fire. Fighting a fire in the most efficient manner can save the lives of your shipmates.
 2. **Present Objective example.** At the completion of this training, given a fire hose, you will be able to simulate fighting a crashed helo on fire, with 100% accuracy.
 3. **Present Main Points example.** In this course, you will learn how to approach a helo fire and direct the stream of a firefighting agent.
 4. **Provide Information Example.** When attacking an actual helo fire:
 - ▶ Approach with the wind to your back
 - ▶ Move downslope toward the fire
 - ▶ Move toward the smallest fuel spill area
 - ▶ Fight the fire away from the helo's cockpit and cabin areas.
 5. **Provide Guidance example.**
 - ▶ Position a station pickup truck parked on a helo pad to simulate a helo.
 - ▶ Place a 55-gallon drum full of water on the tailgate with the petcock open to simulate a fuel spill.
 - ▶ Walk participants through the attack procedures.
 6. **Provide Information example. When using CO2 or water to attack a helo fire:**
 - ▶ Direct parallel streams of a firefighting agent along either side of the helo to protect personnel inside from radiant heat.
 - ▶ Control fire by sweeping burning spills free from fuselage.
 7. **Provide Guidance Example.** Demonstrate motion used to sweep.
 8. **Permit Practice example.** Have participants team up as landing party members. Place someone in the truck pretending to be unconscious. Have the team approach the truck as if it were a crashed helo on fire.
 9. **Provide Feedback example.** Point out the procedures that were performed correctly by both the team and individuals.
 - ▶ If the whole team performs the procedures poorly, use a backup tactic. Review the training videotape "Aircraft Fires" borrowed from District.
 - ▶ If an individual performed the procedures poorly, provide one-on-one instruction at the end of the session.
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