



**FEMA**



# National Fire Academy

**R0815 – Challenges for Local Training Officers**

**Version: 2nd Edition, 12th Printing, July 2016**

**Quarter:**

**ACE Credit: In the lower division baccalaureate/associate or upper division baccalaureate degree category, two semester hours in education, public administration, fire science, EMS, management, or human resource management.**

**IACET Continuing Education Units: 4.0**

**Length of Course: 6 Days (38 contact hours, Sunday – Friday)**

**Prerequisite: Yes**

**Curriculum: Training Programs**

**Training Specialist: Dave Donohue**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

## Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

## Course Description (Catalog)

R0815 – “Challenges for Local Training Officers.” This six-day course is designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those people who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or state training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements include class activities, homework, two examinations, and a small individual project.

## **Student Qualifications (Primary and Secondary Audience)**

The target audience is individuals currently responsible for training in a volunteer fire department. This typically includes responsibility for coordinating with people, equipment management, and program planning and delivery. These individuals coordinate the training schedule and may manage training records. They also may be responsible for recruiting, assigning, supervising, and evaluating instructors, and evaluating the program.

## **Course Scope (Goal)**

To apply leadership to training in a volunteer or combination department.

The course is designed to provide the volunteer training officer with the essential tools and skills to lead and manage a training program in a volunteer fire department. It is not designed specifically to enhance development or presentations skills, nor is it related to the public education discipline.

## **Course Objectives (Course Learning Outcomes – TLOs)**

After successfully completing this course, you will be able to accomplish the following:

- Describe the course, identify and interact with course participants, identify leadership characteristics, discuss the roles and responsibilities of the local training officer, and develop methods for integrating change into their organizations.
- Design a framework for a professional development process for members of training.
- Analyze the degree of compliance in their own departments with respect to legislation and Federal regulations.
- Design a training documentation management plan suitable for use in their own departments.
- Use their fire department's mission statement to develop a mission statement and establish goals and objectives for the training function.
- Apply a needs assessment process to identify the gap and prioritize training needs.
- Compare program cost as one basis for evaluating solutions to training problems.
- Apply cost-benefit principles to a training problem.
- Design a plan for developing a new revenue source.
- Based on needs analysis, determine whether a program should be developed, purchased, or modified.
- Identify several motivational techniques that can be used to market their training and gain member involvement.
- Given a scenario, apply a marketing philosophy designed to motivate members to attend training.

## **Course Delivery Method**

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland.](#) This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this six-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

## Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>AM</b>	Unit 1: Leadership in Training	Unit 2: Developing Human Resources	Unit 3: (cont'd) Test 1	Unit 4: (cont'd)	Unit 5: (cont'd) Unit 6: Development, Delivery, and Evaluation	Test 2 Unit 8: Individual Project Presentation
<b>PM</b>	Unit 1: (cont'd)	Unit 2: (cont'd) Unit 3: Legal Issues	Unit 4: Assessing Your Training Needs	Unit 4: (cont'd) Unit 5: Managing Your Training Finances	Unit 7: Motivating Members to Attend Volunteer Training	Unit 8: (cont'd)
<b>Evening</b>	Individual Project Part 1	Individual Project Part 2	Individual Project Part 3	Individual Project Part 4	Individual Project Part 5	

## **Course Resources (Instructional Materials)**

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

### **Required Readings**

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

### **Suggested Reading/Resources**

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

### **Required Resources (Course Textbook)**

Student Manual.

### **Supplemental Resources (Supplemental Course Textbook)**

None.

## **Grading Methodology (Evaluation Procedures)**

### **INSTRUCTOR'S GRADING GUIDE WITH SCORING PLAN**

### **Grading Structure Including Rubrics for Individual Student Project**

#### **Distribution of Course Points (100 points, cumulative)**

Examination 1	30 points
Examination 2	20 points
Individual Project (Five Parts)	50 points
Part 1	8 points
Part 2	8 points
Part 3	8 points
Homework Assignment	10 points
Part 4	8 points
Part 5	8 points
TOTAL	100 points

The course evaluation will consist of two examinations and evaluation of an individual project. Rubrics are used to evaluate each part of the individual project. Most of the project involves analysis and critical thinking regarding many of the leadership functions for a local training officer whose responsibility is to coordinate and lead the training function in a local fire department. All exercises will be completed individually.

## Instructions for Application of Student Activity Scoring Plan

1. All students must receive a fair score reflecting their efforts to complete each identified part of the individual project; the completion of all five parts for the individual project and the homework assignment equals 50 percent of the student's overall grade for this course.
2. Prior to each part of the individual project, duplicate the rubric score sheet and refer students to the questions for that part found in the back of the appropriate unit in their Student Manual. (Instructors will use the grading structure on each sheet to determine the student's score for that specific activity.)
3. When introducing each part of the individual project, provide one copy of each score sheet to each student. Explain that this sheet contains the range of scoring requirements for successful completion of the identified part of the project. Instructors should reinforce the activity scoring requirements and obtain visible acknowledgement of understanding from the students.
4. Upon completion of this part of the project, each student will print his or her name and current date in the appropriate area and then submit the scoring sheet to the instructor for scoring the student's performance in the specified activity.
5. Once a point selection is determined for the student score, the instructor will record that point on the student's sheet, on the Class Grade Sheet, and return the student's individual activity sheet to the student.
6. At the completion of the course, the instructor will tally each student's activity scores, record, sign, date, and then deliver the completed Class Grade Sheet to the Curriculum Manager/Training Specialist responsible for that course delivery.

(This grading guide is maintained in the instructor notes of the Instructor Guide.)

A minimum final grade of at least 70 percent is required to pass this course.

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

## **Required Reading Assignments**

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

## **Suggested Readings**

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

## **Course Outline**

### **Unit 1: Leadership in Training (Day 1)**

#### **Objectives**

#### **Terminal Objective**

The students will be able to describe the course, identify and interact with course participants, identify leadership characteristics, discuss the roles and responsibilities of the local training officer, and develop methods for integrating change into their organizations.

#### **Enabling Objectives**

The students will:

1. Discuss overall course content.
2. Describe the roles and responsibilities of the fire service LTO.
3. Describe and differentiate characteristics of leaders.
4. Analyze the change process.
5. Identify change trends in emergency services.

### **Unit 2: Developing Human Resources (Day 2)**

#### **Objectives**

#### **Terminal Objective**

The students will be able to design a framework for a professional development process for members of training.

## **Enabling Objectives**

The students will:

1. Identify management considerations to be applied to the administration of each component of the Human Resource Development (HRD) program.
2. Develop interview questions to elicit information that will enable a manager to make judgments about the quality of a candidate for a position in the training function of a fire department.
3. Differentiate between training program service as a career and as an avenue to promotion.
4. Outline a career development plan.
5. Describe how participative management can be integrated into the training function.
6. Use the knowledge for more effective communication with upper management and staff.
7. Select proactive motivational strategies for training people.
8. Evaluate ethical behaviors within the training function.
9. Use conflict resolution principles to solve problems common to training programs.

## **Unit 3: Legal Issues (Day 3)**

### **Objectives**

#### **Terminal Objectives**

The students will be able to:

1. Analyze the degree of compliance in their own departments with respect to legislation and Federal regulations.
2. Design a training documentation management plan suitable for use in their own departments.

#### **Enabling Objectives**

The students will:

1. List and describe major legislation affecting the management of members within the training program.

2. List and describe Federal regulations that affect the training program.
3. From the list of Federal regulations and the students' knowledge of State regulations, prioritize the types of training that their departments might need to accomplish their mission.
4. List the requirements for a sound documentation plan.
5. Describe the advantages and disadvantages of computer and manual documentation systems.
6. Develop a list of desired elements of a training information system.

#### **Unit 4: Assessing Your Training Needs (Day 4)**

##### **Objectives**

##### **Terminal Objectives**

The students will be able to:

1. Use their fire department's mission statement to develop a mission statement and establish goals and objectives for the training function.
2. Apply a needs assessment process to identify the gap and prioritize training needs.

##### **Enabling Objectives**

The students will:

1. Describe a process to determine training needs.
2. List possible future internal and external influences that will affect fire departments.
3. Identify whether the solution to a problem/need is training.
4. Use a master plan to determine training needs.

## **Unit 5: Managing Your Training Finances (Day 5)**

### **Objectives**

#### **Terminal Objectives**

The students will be able to:

1. Compare program cost as one basis for evaluating solutions to training problems.
2. Apply cost-benefit principles to a training problem.
3. Design a plan for developing a new revenue source.

#### **Enabling Objectives**

The students will:

1. Recognize the relationship between financial management issues and overall department planning.
2. Recognize opportunities to secure funding for training activities.
3. Devise a plan to develop and share alternative revenue sources.

## **Unit 6: Development, Delivery, and Evaluation (Day 5)**

### **Objectives**

#### **Terminal Objective**

Based on needs analysis, the students will be able to determine whether a program should be developed, purchased, or modified.

#### **Enabling Objectives**

The students will:

1. List at least two problems associated with time constraints.
2. Given the course materials, list two strategies for delegating workload.
3. Given an evaluation instrument, identify the difference between process and product components.

4. Identify reasons for conducting evaluations.
5. Recommend changes to a process or impact evaluation.

### **Unit 7: Motivating Members to Attend Volunteer Training (Day 6)**

#### **Objectives**

##### **Terminal Objectives**

The students will be able to:

1. Identify several motivational techniques that can be used to market their training and gain member involvement.
2. Given a scenario, apply a marketing philosophy designed to motivate members to attend training.

##### **Enabling Objectives**

The students will:

1. Identify issues that prohibit members from attending training.
2. Identify motivational techniques that may encourage members to attend training.
3. Develop motivational strategies to market a training program and encourage member participation.
4. Given a scenario, determine methods for motivating participants in a training program.

### **Unit 8: Individual Project Presentation (Day 6)**

#### **Objectives**

None.

## **Policies**

### **Class Attendance and Cancellation Policy**

#### **Attendance**

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

#### **Student Substitutions**

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

#### **Cancellations or No-Shows**

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

#### **Course Failure**

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

#### **Student Code of Conduct Policy**

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

#### **Writing Expectations**

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should

be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

### **Citation and Reference Style**

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

### **Netiquette**

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺.

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

## **Grading**

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

[http://www.usfa.fema.gov/training/nfa/admissions/student\\_policies\\_campus\\_information.html](http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html)

## **Academic Honesty**

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.



**INDIVIDUAL PROJECT, PART 1 OF 5**  
**TOPIC: LEADERSHIP**  
**(8 POINTS)**

The CLTO Individual Student Project provides students with an opportunity to apply some of the skills in key course units. There are five parts of the project, and this is part one. This leadership section of the individual project provides skills and knowledge in facilitating training program leadership and how the local training officer must be a catalyst for change and a personal motivator within the training bureau.

Please prepare your responses in a typed format with a typical response consisting of about 1-2 typed pages. Many of the questions are critical thinking questions, and you need to spend some time in thinking about and organizing your response before your actual writing. Take a look at each of the scoring rubrics for each part, and let that be your guide to your response to the questions.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

<b>Categories</b>	<b>8-7 points</b>	<b>6-5 points</b>	<b>4-3points</b>	<b>2-0 points</b>
Ability to assess	Articulates well, uses appropriate judgment and relationship	Good but uses simple assessments and judgments	Lacks ability to assess with articulation and emphasis	Incomplete or not submitted, very weak assessments
Positive leadership traits	Selects and articulates well with contemporary leadership trends	Good overall understanding of leadership issues	Lacks understanding of contemporary leadership issues	Incomplete or not submitted
Trends that affect fire service training	Assesses with sharp and critical focus	Overall good, may lack some insight	Overall weak assessment of organization	Incomplete or not submitted, too generic/sloppy
Importance of mission statements				
Evaluation of your own organization				

**INDIVIDUAL PROJECT, PART 2 OF 5**  
**TOPIC: DEVELOPING HUMAN RESOURCES**  
**(8 POINTS)**

Developing human resources is an important skill for the Local Training Officer in a fire department. This unit provides a framework for the application of human resource development (HRD) to the administration of a training function by studying and engaging in all of the functions of a comprehensive HRD program. This unit describes a proactive management style, employing effective communication processes, applying motivational leadership, application of training under the organization's mission statement, and use of benchmarking and conflict resolution.

Please prepare your responses in a typed format with a typical response consisting of about 1-2 typed pages. Many of the questions are critical thinking questions, and you need to spend some time in thinking about and organizing your response before your actual writing. Take a look at each of the scoring rubrics for each part, and let that be your guide to your response to the questions.

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Score: \_\_\_\_\_

<b>Categories</b>	<b>8-7 points</b>	<b>6-5 points</b>	<b>4-3 points</b>	<b>2-0 points</b>
Assessing training in the organization	Thorough, articulate	Generally okay, may lack focus or sharpness	Basic and generic	Not submitted or incomplete
Culture of proper ethical behavior	Sharp and accurate snapshot of organizational culture	Understands organizational culture, suggestions noted	Minimal, not higher level	Not submitted or incomplete
Conflict resolution strategies	Excellent selection and justification of strategies	Good understanding, lacks examples or focus	Average understanding	Not submitted or incomplete

**INDIVIDUAL PROJECT, PART 3 OF 5**  
**TOPIC: LEGAL**  
**(8 POINTS)**

Unit 3 provides general information on legal issues in training, but it does not provide legal, accounting, or other professional services. Topics covered in this unit include: legal issues in fire service training, legislation related to member management, Federal regulations, liability, and documentation.

Please prepare your responses in a typed format with a typical response consisting of about 1-2 typed pages. Many of the questions are critical thinking questions, and you need to spend some time in thinking about and organizing your response before your actual writing. Take a look at each of the scoring rubrics for each part, and let that be your guide to your response to the questions.

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Score: \_\_\_\_\_

<b>Categories</b>	<b>8-7 points</b>	<b>6-5 points</b>	<b>4-3 points</b>	<b>2-0 points</b>
Ability to assess training liability	Outstanding critical thinking skills and articulation	Good knowledge and presentation of subject	Limited knowledge and understanding	Incomplete or not submitted
Ability to diagnose legal training issues in your organization	Pertinent examples, outstanding detail	Good examples, less comprehensive	Weak examples, may not fit the requirement	Incomplete or not submitted

**UNIT 3, HOMEWORK ASSIGNMENT 1**  
**LEGAL ISSUES RUBRIC**  
**(10 POINTS)**

This exercise is designed to help you analyze the degree of compliance in your own department with respect to legislation and to Federal and State regulations and to assist in the design of a training documentation plan.

Please prepare your responses in a typed format with a typical response consisting of about 1-2 typed pages. Spend some time considering the issues and organizing your thoughts before writing your response. Take a look at the scoring rubric for the assignment, and let that be your guide to forming your response.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

<b>Categories</b>	<b>10-9 points</b>	<b>8-7 points</b>	<b>6-5 points</b>	<b>4-0 points</b>
Ability to assess compliance with legislation and Federal and State regulations	Outstanding critical thinking skills and articulation	Good knowledge and presentation of subject	Limited knowledge and understanding	Incomplete or not submitted
Ability to analyze training records and reports and distinguish which are most useful for developing a training documentation plan	Pertinent examples, outstanding detail and assessment	Good examples, could have contained more comprehensive information	Weak examples, may not fit the requirement	Incomplete or not submitted

**INDIVIDUAL PROJECT, PART 4 OF 5**  
**TOPIC: MANAGING TRAINING NEEDS ASSESSMENT**  
**(8 POINTS)**

To be an effective leader of a training program, the Local Training Officer (LTO) must have an ongoing assessment process to determine the training needs of the organization (Unit 4). Topics discussed in this unit include: determining training needs, high-risk/low-frequency risks, forecasting training needs, and gap analysis.

In Unit 5, the LTO is challenged to make more effective use of financial resources. The least technical but most critical part of the budgeting process is justification. Also, securing necessary revenue requires using traditional methods as well as the development of new sources.

Please prepare your responses in a typed format with a typical response consisting of about 1-2 typed pages. Many of the questions are critical thinking questions, and you need to spend some time in thinking about and organizing your response before your actual writing. Take a look at each of the scoring rubrics for each part, and let that be your guide to your response to the questions.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

<b>Categories</b>	<b>8-7 points</b>	<b>6-5 points</b>	<b>4-3 points</b>	<b>2-0 points</b>
Ability to assess and justify training needs using needs assessment system	Vast knowledge and articulation	Some knowledge and articulation	Minimal level	Incomplete or not submitted
Consider the potential for low-frequency/high-risk events	Top notch, defendable strategies	Strategies that work but not overpowering	Some knowledge but questionable strategies	Incomplete or not submitted
Identify and justify future training needs				

**INDIVIDUAL PROJECT, PART 5 OF 5**  
**TOPIC: FINANCIAL MANAGEMENT, DEVELOPMENT, DELIVERY, AND EVALUATION OR TRAINING, AND MARKETING**  
**(8 POINTS)**

The Local Training Officer (LTO) must have an understanding of the need to plan training schedules for volunteers and must be able to decide an appropriate method of obtaining or developing instructional materials. But one of the most important responsibilities of the LTO is to motivate volunteers to attend training.

Please prepare your responses in a typed format with a typical response consisting of about 1-2 typed pages. Many of the questions are critical thinking questions, and you need to spend some time in thinking about and organizing your response before your actual writing. Take a look at each of the scoring rubrics for each part, and let that be your guide to your response.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

<b>Categories</b>	<b>8-7 points</b>	<b>6-5 points</b>	<b>4-3 points</b>	<b>2-0 points</b>
Budget justification	Extremely knowledgeable	Knowledgeable, examples questionable	Less knowledgeable, weak examples	Incomplete or not submitted
Marketing strategies for training	Articulate and conversant	Good, lacks detail or articulation	Average descriptions, examples	Incomplete or not submitted
Training delivery challenges	Outstanding critical thinking skills	Solid decisionmaking	Minimal	Incomplete or not submitted